Williamstown Community and Education Centre Inc

POLICIES, PROCEDURES, FORMS AND PLANS

Williamstown Community and Education Centre Inc. (WCEC)
Joan Kirner House, 14 Thompson Street, Williamstown, VIC 3016
ABN 67 864 341 860
Inc. Ass. Reg. No A0014000T
TOID 4640

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ACRONYMS

ACFE – Adult Community and Further Education Board
ALA – Adult Learning Australia
AQTF – Australian Quality Training Framework
CALD – Culturally and Linguistically Diverse
CoM – Committee of Management
EAL – English as an Additional Language
FSA – Foundation Skills Assessment
HESG – Higher Education and Skills Group
ICT – Information Communications Technology
LLN – Language, Literacy and Numeracy
MRC – Migrant Resource Centre
NCVER - National Centre for Vocational Education Research
NRT – Nationally Recognised Training
PTR – Pre-Training Review
RCC – Recognition of Current Competencies
RPL – Recognition of Prior Learning
RTO – Registered Training Organisation
TOID – Training Organisation Identification Number
VET – Vocational Education and Training
VRQA – Victorian Registration and Qualifications Authority
WCEC – Williamstown Community and Education Centre Inc

LEGAL STATUS

Williamstown Community and Education Centre Inc (ABN: 67 864 341 860) is an Incorporated Association (Org No: A0014000T) registered with Consumer Affairs Victoria under the Associations Incorporation Reform Act 2012; Public Benevolent Institution and endorsed as a Deductable Gift Recipient (Item 1, Section 30-15, Income Tax Assessment Act 1997); holds Goods and Services, Fringe Benefit and Income Tax exemptions; Registered Charity with the Australian Charities and Not-for-profits Commission; Registered Training Organisation with the Victorian Registration and Qualifications Authority under the Education and Training Reform Act 2006 (TOID: 4640); registered with the Adult, Community and Further Education Board (Reg No: 575); deliver the Language, Literacy and Numeracy Program for the Department of Education and Training through the Language for Employment Consortium; Licence to Operate a Children's Service, Limited Type 2 Service Licence with the Department of Education and Training under the Children's Services Act 1996 (Licence ID:10436) and manages both the Spotswood Community House and Joan Kirner House.

MISSION STATEMENT – PRINCIPLES

WCEC provides family support, skill development and social activities. We deliver quality adult education programs which reflect the interests and needs of all sectors of the community. We have a strong commitment to the use of new learning technologies to improve learning outcomes for our community.

Our aim is to make the community aware that we supply affordable quality programs in a supportive comfortable environment.

Information and referral services are offered as an integral part of our Centre.

Upon enrolling at WCEC students are directed to the information on our web site about courses and programs as well as the philosophy, policies, and procedures for operation.

WCEC is committed to quality policy and planning procedures and students are welcome to read copies of any of the documents when they visit the office at 14 Thompson Street, Williamstown.

WCEC complies with all relevant legislation in relation to the delivery of programs and services.

Williamstown Community and Education Centre Inc (ABN: 67 864 341 860) is;

- An Incorporated Association (Org No: A0014000T) registered with Consumer Affairs Victoria under the Associations Incorporation Reform Act 2012;
- Public Benevolent Institution and endorsed as a Deductable Gift Recipient (Item 1, Section 30-15, Income Tax Assessment Act 1997);
- Holds Goods and Services, Fringe Benefit and Income Tax exemptions; Registered Charity with the Australian Charities and Not-for-profits Commission;
- Registered Charity with the Australian Charities and Not-for-profits Commission;
- Registered Training Organisation with the Victorian Registration and Qualifications Authority under the Education and Training Reform Act 2006 (TOID: 4640);
- Registered with the Adult, Community and Further Education Board (Reg No: 575);
- Delivers the Skills for Education and Employment for the Department of Education and Training through the Learning for Employment Consortium;
- Licenced to Operate a Children's Service, Limited Type 2 Service Licence with the Department of Education and Training under the Children's Services Act 1996 (Licence ID:10436);
- Manages both the Spotswood Community House and Joan Kirner House.

CODE OF PRACTICE AND CONDUCT POLICY

Rationale

WCEC seeks to create an environment of co-operation and mutual respect in all training and courses that are delivered.

This policy aims to ensure that individuals attending WCEC understand their obligations to one another so that all students are able to feel safe and participate fully in their own learning.

Legislative Context

All Victorian organisations, including WCEC, must comply with Commonwealth and State human rights legislation and directions such as:

- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Racial Hatred Act 1995
- Sex Discrimination Act 1984
- Age Discrimination Act 2004
- Equal Opportunity Act 2004 (Vic)
- Child Safety and Wellbeing Act 2005

The major purpose of these Acts is to eliminate discrimination against people because of their disability, race, gender or age.

Principles

This policy is based on the principle that all persons have a right to:

- Be treated fairly
- Be treated with respect and patience
- Feel safe in the classroom
- Be free from harassment, discrimination, physical or verbal abuse
- Have a comfortable and welcoming environment
- Have their needs listened to and be supported

Procedures – Obligations

All persons attending WCEC should:

- Treat each other fairly and equitably
- Respect other people's differences in culture, religious beliefs, politics and sexual preferences
- Conduct themselves in an appropriate manner
- Use equipment, computers and furniture carefully and thoughtfully
- Not use harassment of any form, including sexist or racist language, physical, emotional or verbal abuse, any form of bullying including cyber-bullying
- Be aware that harassment based on gender, race, religion, physical features, age, disability, sexual preference and political beliefs is a criminal offence

In the case of the Elderly

- The Centre will report to Council any incident in relation to issues in relation to services, critical incident or breach of any current Agreement
- With concerns in regard to client welfare, abuse and reportable incidents the Victorian Elder Abuse Prevention will be adhered to
- In the case of 'No Response', the Guide for a Community Care Service Providers will be followed

Making a Complaint

- Refer to Grievance, Complaint and Appeals Policy

Associated Documents

- Incident Report – Grievance

Click the above link and print '*Current Page'*

Williamstown Community and Education Centre Inc (WCEC)
Joan Kirner House, 14 Thompson Street, Williamstown, VIC 3016
ABN 67 864 341 860
TOID 4640

INCIDENT REPORT – GRIEVANCE

Name: (Raising grievance): _____

Address: _____

Phone Number: _____ Mobile **Number**: _____

Date of Birth: _____ **Age:** _____ **Sex:** _____

Date of Incident: _____ **Time of Incident**: _____

Describe the problem/grievance: How has the problem/grievance affected you?

_____

_____

_____

Names of Witnesses: _____

_____

Contributing Factors: _____

_____

_____

Recommendations to correct the cause of the problem/grievance: _____

_____

_____

Name of person making report: _____

Address: _____

_____

Signature: _____ **Date**: _____

Person Receiving Report: _____

Signature: _____**Date**: _____

CONTINUOUS IMPROVEMENT POLICY

Rationale

WCEC aims to ensure that its education programs and training services are of high quality and responsive to community needs. As a community-based provider, WCEC's mission and vision statements reflect a commitment to community building through education and knowledge. At the same time WCEC acknowledges that people need a range of skills and knowledge to participate effectively in work, the home and the community. It is this vision which provides the impetus for quality improvement procedures which might further the goals of the organisation.

WCEC programs are designed to meet the needs of adults who should be active agents in their own education. We attempt to foster a sense of equality and partnership between students and teachers so that all members of the WCEC community are treated with respect.

It is through the knowledge, skills and professionalism of staff and the powerful learning relationships that are developed in the classroom that WCEC maintains quality provision. The policies and procedures of the organisation seek to reflect this commitment to quality.

Policy Statement

WCEC's policy strategy is designed to meet the requirements of funding bodies' quality assurance procedures while at the same time maintaining the vision and mission of the organisation.

WCEC aims to provide student-cantered services that respond to individual needs and preferences and provide appropriate training and other support to ensure that students succeed on both a professional and personal level. In particular it seeks to provide quality programs, which foster a sense of community and solidarity amongst participants.

WCEC is committed to on-going efforts to respond to the education and other needs of the community, especially for those who do not have access, for a range of socio-cultural and economic reasons, to mainstream educational programs.

WCEC acknowledges that newly arrived and long-term migrants, parents with childcare needs, older CALD members of our community, people with limited schooling, unemployed, people with intellectual and psychiatric disabilities and many young people face significant barriers in accessing further education. We seek community involvement and input through participation in networks and identifying changes in the community's composition and profile.

WCEC applies the words 'quality provision' to the content of its programs and the relationships developed between staff and students. The assessment, monitoring and record keeping systems established by the organisation provide documented evidence of the organisation's commitment to quality. The monitoring and evaluation of courses and programs, provides the basis for improving courses, programs and services.

WCEC monitors student satisfaction and learning outcomes in all courses and the overall program, identifies areas for improvement and develops plans and strategies for addressing these as part of the annual planning cycle.

Principles

WCEC is committed to the concept of lifelong learning for all and ensuring those who might not ordinarily access further education are given the opportunity to participate in a non-threatening environment. In particular it believes that all people have a right to a fair and decent basic education and opportunities to access a broad and general education. New technologies are an important element in that vision.

Courses and services provided aim to meet both the social and educational needs of participants. Learners' levels of satisfaction with programs are monitored to assist in making changes.

Interest in particular courses from past and prospective students is taken into account in planning the program each year.

Monitoring and evaluation is undertaken as an integral part of all courses.

Results of the strategies and procedures as outlined are used to evaluate the program and shared with teachers, learners, coordinators and the CoM where appropriate and are used as a basis for planning and reviewing of the program.

The Manager, Coordinators and CoM all complete the VRQA Fit and Proper Person Declaration and hard copies are in files.

The Manager, Coordinators and CoM are all informed by the experiences of trainers and assessors through regular Manager reports and Coordinator reports at the CoM meetings. Senior management decisions are informed by these reports.

Strategies and Procedures for Quality Improvement in Program Delivery

The measures outlined below are aimed to ensure the needs of participants are being met. Policy and procedures and organisational procedures are outlined above.

Qualitative Measures

- Class discussion – student feedback
- Class writing – learning to learn
- Attendance at events - end of term parties, Christmas, AGM, excursions
- Staff meetings – (Teacher Meetings, Coordinator Meetings, Professional Development sessions, validation, networking,)
- Validation Meetings
- Newsletter feedback (Emails)
- Training and Assessment plan reviews
- Continuous Improvement Register
- New Initiative Assessment
- Distribution of Contract Notifications

Quantitative Measures

- Student satisfaction surveys
- Attendance and retention rates for all courses
- Follow-up absenteeism
- Student contact hours achieved in various program areas
- Sample of student work kept in student files
- New participants introduced to WCEC by current users, i.e.: effective word of mouth publicity, as an indicator of satisfaction.
- Participation in Quality Indicator survey
- Incident Report forms (Reception)
- Staff meetings (Minutes).

Some of the above is elaborated upon below.

Training and Assessment Strategies

These are reviewed annually prior to each new program commencement and are periodically updated at other times in response to changes in legislation, regulations, standards or identified practice improvements.

Assessment

There is an assessment criterion contained in each course description. This is maintained by the course teachers in consultation with the Coordinator. Assessment tools are developed to assess students' competencies, as part of the selection process and ongoing monitoring of student progress during the course. All teachers of accredited courses maintain an accurate record of each student's competencies achieved through their continuous assessment.

The assessment task tools have been developed in conjunction with other providers in our network and are evaluated on an ongoing basis against current certificate requirements. Attendance at EAL Frameworks, and internal and external validation and moderation sessions provides updated assessment tasks.

WCEC will develop and implement validation processes which ensure all units are validated and moderated within the five-year period of registration, improvements resulting from validation and moderation processes are actioned, and records of validation and moderation are retained.

VRQA Compliance and accountability

It is the Committee of Management and Managers responsibility to ensure relevant VRQA Guidelines and AQTF Conditions are adhered to.

There will be a Business / Strategic Plan, Financial Forecast, Risk Management Plan, Succession Plan, etc developed as per the requirements of VRQA Guidelines 1.1, 1.2, 1.3, 1.4 and 1.6. This Plan also addresses AQTF Condition 1, 2, 3 and 5 and Standard 3.2 and 3.3.

STUDENT SATISFACTION SURVEYS (QUALITY INDICATORS)

Students complete a satisfaction survey each year. Feedback from this is used to inform ongoing planning.

The processes for the collection, analysis, action, recording and reporting annually are –

- Quality Indicator Survey distributed to teachers and students
- Collect, collate and record Quality Indicator Survey on SMART software. VRQA Report completed. Both SMART and VRQA reports sent to VRQA before June 30 each year.
- Analysis at Coordinator Meeting. Manager Reports to Committee. Education Coordinator then actions any approved recommendations.

These stages are listed on the Risk Management Compliance Schedule.

Suggestions from Students, Staff and Other Interested Parties

Committee members, students and staff can submit ideas for quality improvement using the New Initiative Form.

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Staff, students and the general public are encouraged to use the WCEC email address admin@wcec.com.au to submit any quality improvement suggestions.

Feedback from the above is used to inform ongoing planning.

Staff Meetings / Team Approach

Staff at WCEC operate as a team and liaise with each other as an everyday part of program delivery. Where possible the curriculum is organised so that students' progress through different levels of language or literacy programs with some continuity of teaching staff.

Formal discussion opportunities exist in staff meetings to address the needs of individual students.

Statistical Data

Results of analysis of AQTF / NCVER statistical data relating to our student's demographics are referred to in planning processes.

Annual Review of AQTF Compliance

Held once a year, this is the responsibility of the Education Coordinator. The results of this review are fed back to the Manager once the review has taken place.

Areas covered include -

Professional Development and Validation

- Professional Development and Validation is available to assist teachers in continual development of their skills and knowledge and to improve classroom outcomes. See WCEC Professional Development and Validation Policy.

Community Needs

- Community needs are identified through involvement in local networks and liaising with other agencies in the community. Also, by ensuring members of the local community are on the WCEC Committee of Management.

The Self-Assessment model of Quality Management Framework will be followed at WCEC. Procedures to ensure continuous improvement include:

- Evaluation of student satisfaction survey results
- Incorporation of results from evaluations into program management
- Regular reporting to Committee of Management by the Education Coordinator

An annual internal audit based on ACFE, HESG and AQTF requirements to be the responsibility of the Education Coordinator who will monitor compliance issues which need to be addressed and discussing this with the Committee of Management. This audit is to be conducted each year.

Also, reviewing opportunities for improvement are at Planning Days, Staff Meetings and other occasions as appropriate.

Review process

The Education Coordinator and Centre Manager are responsible for the writing and reviewing of policies and procedures for the organisation and can work collaboratively with other Education Coordinators in the ACE sector to ensure that the policies reflect the sector's priorities.

There will be an ongoing cycle for monitoring and review of policies and procedures. An interim review will be conducted when required, that is, if there is:

- a change in legislation
- a significant change in the scope of the program
- a change in the requirements of funding bodies
- any other significant changes

Each current version document will be placed on WCEC website. Refer to WCEC Version Control at the end of this document.

Dissemination

- Policies and procedures of relevance to students, staff and Committee of Management will be posted on the WCEC website.
- New staff members will be required to read the policy and procedures manual of the organisation.
- Annual Professional Development (Legislation, complaints and appeals, cheating and plagiarism). This information is to be passed onto and communicated to students via the teachers.

The continuous improvement process explained above can be diagrammatically demonstrated below

Related documents include Risk Management Schedule and Continuous Improvement Register.

Information /data / communication / intelligence — Flow Chart

(AQTF Condition 1and Standard 2.2 and 2.5)

Students ➔	← Teachers ➔	← Ed Coord ➔	← Manager ➔	← CoM
Quality Indicator survey data Enrolment and FSA done by Coord — knowledge of levels, student cohort, etc. Feedback to teachers Feedback from Reception (Constant contact with students) Incident Reports Enrolment Stats DHHS Stats Complaints Hotline info on notice board. Incident Report forms in foyer Continuous Improvement entries and actions Monthly Newsletter Functions, events, excursions, etc. Annual Teacher Professional Development - (Legislation, complaints, appeals, cheating	Meetings Feedback to Coord Moderation meetings Staff meetings LfE Teachers and Coordinator meetings Pre course briefings Student file info (FSA and info on disability, issues, demographics, etc.) Continuous Improvement entries and actions New Initiative Assessment Monthly Newsletter Annual Professional Development - Legislation, complaints, appeals, cheating and plagiarism New Initiatives Form	Weekly informal 'Catch Up Meet' Ongoing reconciliation of student files VTG CN discuss, action, filed Mthly Coord Meetings — Ed Coord Report — Agenda Internal Audit (VRQA, AQTF and HE&SG) done by Mgr and Ed Coord Continuous Improvement entries and actions Follow up on any Reports from Students Thinkwest Cluster meetings LfE Teachers and Coordinator meetings VTG Info sessions Monthly Newsletter	Regular Monday meetings with all Coordinators Monthly Coordinators Meeting — Agenda / Minutes Ed Coord Report Continuous Improvement entries and actions Suggestion Book (and follow up) HBCC meetings Interagency meetings Thinkwest Cluster meetings Lean Local Forums LfE Forums Monthly Newsletter Attendance rates	Manager - Report to CoM Meeting, Agendas, minutes Annual Report AGM 'Meet and Great' function with staff Monthly Newsletter Risk Management Schedule Info and data on CoM Webpage

and plagiarism) to be communicated to students New Initiatives Form Student Handbook (With complaints, appeals info)		Monitoring of changes and implications of legislative changes and impact on teachers and students. Training Plan reviews Follow up on absenteeism		

DISABILITY ACTION PLAN

Background

This community consists of a high proportion of people from the following groups: non-English speaking backgrounds, refugees, older adults, unemployed, intellectual, psychiatric and physical disabilities and sole parents.

WCEC is funded by the Department of Health and Human Services through their Neighbourhood House Co-ordination program, HESG and City of Hobsons Bay. The Centre is run by a Committee of Management and dedicated staff, all of whom are responsive to the changing needs of our community.

Actions

The Centre Manager will ensure that –

Item One:

Ensure that WCEC promotes a warm and caring environment that is welcoming to all, to be adopted by all staff and users of this Centre, including teachers, administration, committee members, volunteers, community groups, and other students and stakeholders.

Action	Timeframe	Whom
Ensure that all participants are considered fully. Where necessary, people with disabilities who need additional assistance must not be left unattended by their carer.	Ongoing	Admin
Ensure that new staff members and Centre users are familiar with WCEC Disability Policy	Ongoing	Co-ord
Ensure that all staff are assisted to deal with people with disabilities by providing training and information sessions on an on-going basis	When needed	Co-ord & CoM
Ensure that access & equity information is kept up to date and relevant through newsletters, memos etc.	As required	Admin & Manager
Ensure that WCEC is aware that people have a range of disabilities, including psychiatric and intellectual, and that some people are not obviously disabled	Ongoing	Admin & Co-ord

Item Two:

Work toward ensuring that physical access is correct for all persons wishing to access our courses and services.

NB: Physical inspections and consultations with WCEC clients and users should provide feedback into relevant documents and resources.

Action	Timeframe	Whom
Where current physical access is provided, such as ramps and toilet facilities, ensure that this access is adequate and well maintained. This could be during regular physical inspections & getting advice from centre users.	Ongoing	Co-ord
Ensure that all physical access is kept to a high standard and any maintenance issues are reported to Hobsons Bay City Council	Ongoing	Admin & Co-ord
Structural improvements to the building and surrounding approaches will be documented and taken into account whenever any upgrading work is being carried out, or when finance is available for improvements	Ongoing	Admin Co-ord & CoM

Item Three:

Ensure that WCEC produces courses and provides services that are accessible by all persons wishing to attend this centre and encourages all its partners towards inclusion.

Action	Timeframe	Whom
The relevant course coordinator and tutor will ensure that classes are suitable for all participants, in particular those with disabilities	Ongoing	Manager & Co-ord
WCEC staff needs to be up to date on the needs of access and inclusiveness prior to planning meetings around courses and services.	Ongoing	All staff
All programs offered by WCEC will be inclusive of people with disabilities, and all program users will be encouraged to be accepting of this	Ongoing	All staff
When undertaking regular planning for programs and activities, WCEC will ensure that all participants will be taken into consideration	Ongoing	CoM

Item Four:

Ensure that WCEC maintains links with relevant disability services.

Action	Timeframe	Whom
WCEC has networks with a vast number of disability services, including Annecto (David House), Yooralla, Scope, DHS Disability Services, DGCHS Mental Health and Complex Needs Program who provide support and information in regard to clients attending WCEC programs	Ongoing	Co-ord & Admin, Mgr CoM
Where possible and available, WCEC staff could attend meetings and forums around disability service provision, with a view to sharing information	Where available	CoM, staff

Item Five:

Ensure that WCEC is open to input from and full participation by persons with a disability. Actively seek input from persons with a disability or workers to plan and act on improvements for our Centre.

Action	Timeframe	Whom
WCEC will provide student surveys to all students attending classes at this Centre, in particular people with disabilities, and act upon information gained from the surveys	Ongoing	Manager, Co-ord CoM
All people with disabilities involved in WCEC programs and activities will be encouraged to participate in future directions by making suggestions for improvements	Ongoing	Admin
All suggestions made will be taken into account when planning for classes and events held at WCEC	Ongoing	All
People with disabilities will be encouraged to participate in all events held at WCEC	Ongoing	All

Further Information

Job Access website (Federal government)

ACCESS, EQUITY and DIVERSITY POLICY

Rationale

WCEC recognises that a culturally diverse community is able to offer the people living within it a range of life experiences - different lifestyles, cultural activities and religious traditions. This policy aims, wherever possible, to provide services, with practical and equitable outcomes for all participants.

Definitions

Diversity: the existence of different people within a group, where the differences may be ethnic, religious and cultural, which bring a variety of beliefs, values and practices.

Legislative Context

All Victorian organisations, including WCEC, must comply with Commonwealth and State human rights legislation and directions such as:

- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Racial Hatred Act 1995
- Sex Discrimination Act 1984
- Age Discrimination Act 2004
- Equal Opportunity Act 2004 (Vic)
- Child Safety and Wellbeing Act 2005

The major purpose of these Acts is to eliminate discrimination against people of diverse characteristics including disability, race, gender, age, religion.

Principles

This policy is based on the principles of:

- Mutual respect – for the cultural perspectives, allegiances and rights of individuals, families and groups who make up the community
- Equity – for people who are from a particular cultural, ethnic or religious group so that they do not experience disadvantage or discrimination.

Procedures

1. Provision of services

All services delivered by WCEC:

- Are accessible to people from any cultural, linguistic and religious background.
- Recognise and respond to specific issues of ethnicity, gender, disability, financial disadvantage, unemployment, sexual preference, social, cultural and geographic isolation.
- Reflect sensitivity, relevance and awareness to different cultural and religious practices.
- Are fairly allocated based on need.
- Ensure that participants have the opportunity to contribute to decision-making and to express views without suffering any prejudice.
- Use appropriate data collection methods to enable WCEC to target, plan, develop and evaluate all services in a way that is relevant, equitable and accessible.
- All student enrolment will be conducted using the WCEC Foundation Skills Learner Assessment EAL Training Review.

2. Provision of information

WCEC provides accurate, high quality information in order to:

- Within the limits of WCEC's resources, promote and advertise its services so that they are readily accessible by all members of the community.
- Ensure that, where possible, all information in relation to the organisation and the services are made available in community languages and in ways that can be understood by everyone in the community.

3. Employment

- Prospective employees need to fully understand the duties outlined in the Position Description and the required role and responsibilities
- Include people on selection panels who are knowledgeable about education and social issues affecting diverse cultural, linguistic and religious communities
- Evaluate the prospective employee's knowledge and experience of the community in which WCEC is located

Associated Documents

- Incident Report – Grievance
- Pre – Training Review Policy and Process
- WCEC Foundation Skills Learner Assessment EAL Pre Training Review

Click the above link and print '*Current Page'*

FEES AND REFUND POLICY

Rationale

WCEC does not charge material and amenities fees to participate in WCEC courses.

All students are free to re-sit any assessment and be re assessed, at no charge, at any time.

As an RTO, WCEC follows the applicable VET Funding Contract requirements.

The student tuition fees are indicative only and subject to change given individual circumstances at enrolment.

Under AQTF Condition 5, WCEC adopts Option 3, whereas – "*The RTO may accept payment of no more than $1,000 from each individual student prior to the commencement of the course. Following course commencement, the RTO may require payment of additional fees in advance from the student but only such that at any given time, the total amount required to be paid which is attributable to tuition or other services yet to be delivered to the student does not exceed $1,500*"

Also, no student whatsoever, even if not eligible for Victorian Training Guarantee, will ever pay any fees until they have started a course. Further, no student will ever be required to pay more than $1,500 at any given time. The maximum a student will ever need to pay is $1,500 per year, even if they are in full time study mode.

Once a prospective learner has enrolled and paid for a course offered by WCEC, each individual is entitled to exercise their right as a consumer in accordance with the Australian Consumer Law and the Australian Competition and Consumer Commission (ACCC).

Definitions

- ACFE: Adult Community and Further Education
- Accredited: Courses funded by HESG
- Pre-accredited: Courses funded by ACFE

Legislative Context

All Victorian RTOs, including WCEC, must comply with relevant Commonwealth and State legislation and directions which include:

- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Racial Hatred Act (1995)
- Sex Discrimination Act (1984)
- Age Discrimination Act (2004)
- Equal Opportunity Act (2004) (Vic)
- Occupational Health & Safety Act (2004)
- Human Rights and Equal Opportunity Commission Act (1986)
- Public Authorities (Equal Employment Opportunity) Act (1990)
- Public Records Act (1973)
- Privacy Act (1998)
- Information Privacy Act (2000)
- Privacy and Data Protection Act (2014)
- Electronic Transactions Act (2000) (Vic)
- Disability Act 2006
- Equal Opportunity Act 1995
- Charter for Human Rights and Responsibilities
- Education and Training Reform Act (2006) (Vic)
- Securing Jobs for your Future - Skills for Victoria. Ministerial Statement

- Child Wellbeing and Safety Act 2005
- Working with Children Act 2005 (Vic)
- Long Service Benefits Portability Act 2018

See also web site links to funding and compliance bodies on WCEC website, as well as Guidelines on both Fees and Eligibility.

Students eligible for government subsidised training:

- An Australian citizen
- Holder of a permanent visa
- A New Zealand citizen

Students not eligible for government subsidised training:

- Non-permanent residents, i.e. travellers, working, spousal, study visa holders, etc
- If there is any doubt on eligibility, the Further Education and Training Coordinator will check the Eligibility clauses in the VET Funding Contract, Guidelines on Fees and any associated Contract Notifications.

Principles

This policy is based on the principles that, in relation to all WCEC courses and programs:

- Prospective participants and current students are kept fully informed of all fees and charges. and are given a Statement of Fees at the time of enrolment.
- Low income and disadvantage are not barriers to participation.
- Terms and conditions for funding are adhered to according to the specifications of the relevant funding agreement.

Procedures

Charging of Fees for WCEC Courses

WCEC charges each student participating in accredited or pre-accredited courses according to the student's eligibility for government funding.

Fees for non-concession and concession students eligible for government funded training:

- As all WCEC courses are at Foundation Skills levels, eligibility in regard to previous qualifications do not apply.

Fees for students not eligible for government funded training:

- Concessions do not apply to students who are not eligible for government subsidised training.

At enrolment stage the organisation can choose to charge no fees to a student depending on individual circumstances.

Refunds

A student requesting to withdraw from a course may do so and receive a full refund at any time.

Concession

Students are eligible for a Concession if they meet one of the following conditions:

- Commonwealth Health Care Card holder and their dependents
- Pensioner Concession Card holder and their dependents
- Veteran's Gold Card holder

Receipts

All students will be given receipts with the following information:

- Details of fees collected
- Course name
- Student's name
- Date of payment

Fee Guide for Students

If a person wants to do a course at WCEC -

Check their eligibility for a government subsidised training place.

Students eligible for government subsidised training:

- An Australian citizen
- Holder of a permanent visa
- A New Zealand citizen

Students not eligible for government subsidised training:

- Non-permanent residents, i.e. travellers, working, spousal, study visa holders, etc

If there is any doubt on eligibility, the Further Education and Training Coordinator will check the Eligibility clauses in the VET Funding Contract, Guidelines on Fees and any associated Contract Notifications.

Go to: http://www.immi.gov.au/
Search 'Entire Site' with the Sub Class Visa Number
Look at 'What does the visa let me do'.

Caveat: The student tuition fee is indicative only and subject to change given individual circumstances at enrolment.

Associated documents

Enrolment Form (*See Further Education Training Coordinator)*

FRAUD RISK MANAGEMENT POLICY

Purpose

The purpose of this policy is:

- To ensure that all parties are aware of their responsibilities for identifying exposures to fraudulent activities and for establishing controls and procedures for preventing such fraudulent activity and/or detecting such fraudulent activity when it occurs
- To provide guidance to staff/volunteers as to action which should be taken where they suspect any fraudulent activity
- To provide a clear statement to staff forbidding any illegal activity, including fraud for the benefit of the organisation
- To provide assurance that any and all suspected fraudulent activity will be fully investigated

Committee of Management

The Committee of Management of WCEC has ultimate responsibility for the prevention and detection of fraud and is responsible for ensuring that appropriate and effective internal control and risk management systems are in place.

Centre Management

All coordinators must ensure that there are mechanisms in place within their area of control to:

- Assess the risk of fraud
- Educate employees/volunteers about fraud prevention and detection
- Facilitate the reporting of suspected fraudulent activities

Staff/Volunteers

- All staff shares in the responsibility for the prevention and detection of fraud in their areas of responsibility
- All staff has the responsibility to report suspected fraud. Any staff member who suspects fraudulent activity must immediately notify their coordinator or those responsible for investigations
- In situations where the coordinator is suspected of involvement in the fraudulent activity, the matter should be notified to the next highest level of supervision
- Any fraud by any staff member shall constitute grounds for dismissal

Procedures

Fraud prevention accounting procedures shall be incorporated in the organisation's policies.

- All complaints of suspected fraudulent behaviour will be investigated, whilst also providing for the protection of those individuals making the complaint and natural justice to those individuals being the subject of any such complaint.
- Where a prima facie case of fraud has been established the matter shall be referred to police Any action taken by police shall be pursued independently of any employment-related investigation by the organisation
- Recruitment strategies shall incorporate fraud prevention;
    - Applicants shall be required to undergo police checks where required by the duties of the position.
    - Police checks are to be renewed every three years
    - Previous employers and referees shall be contacted.
    - Transcripts, qualifications, publications and other certification or documentation shall be validated. **Originals to be sighted and copies authenticated by Manager.**
    - Fraud prevention and detection issues will be included in relevant staff development and induction activities.

- **Fraud prevention for WCEC Customer Account Cards includes;**

    - Staff advised that Account Cards to only be used for business purchases
    - Account Cards are to be stored securely
    - Advise Operations Coordinator if a card is lost or stolen
    - Approval must be obtained from the Coordinator prior to all purchases
    - Purchase receipts to be given to the Operations Coordinator
    - All purchases will be reconciled by the Operations Coordinator against the Monthly Account Statement

FINANCIAL RESERVES POLICY

Purpose -

- To reduce risk and ensure that sufficient funds are available to pay debts and/or replace assets and/or cover unforseen expenses.

- To remind members, Committee, management and staff that a significant proportion of Current Assets such as Cash at Bank and Investments are required to pay for future known and unknown expenses.

Action -

Annually, after the Audited Financial Statements are received, the organisation needs to be reminded that a proportion of Current Assets are needed to meet Audited Financial Statement debt and provision requirements.

The amount needed to pay debts and provisions will be at least the total of Non-Current Assets plus Liabilities noted in the Audited Financial Statements.

This amount should be subtracted from Current Assets to show the actual current assets available for any other activities.

The above to be discussed at the next Committee Meeting.

GRIEVANCE, COMPLAINT and APPEALS POLICY

Rationale

WCEC aims to deliver courses in a safe and supportive environment.

Note –

- In the event where a **staff member** has a concern, they are able to use the Neighbourhood House and Adult Community Education Collective Agreement, Dispute Settlement process (Page 5, Clause 8), available on the Centre website in the Staff section - http://www.williamstown-spotswoodcc.org.au/students-staff/staff-resources/

- A hard copy of the Agreement is also in the foyer next to reception at Joan Kirner House

- Staff are to attend annual Professional Development on legislation, complaints and appeals, cheating and plagiarism. This information is to be passed onto and communicated to students via the teacher.

In the event where a **student** has a concern about the behaviour of another person (a fellow student, a teacher, a volunteer or any other member of WCEC staff) it is important to have in place a clear, structured process for reporting and resolving the problem.

This policy seeks to provide a grievance process that **students** may use to raise their concerns in an appropriate manner.

Definitions

- Grievance: a concern about the behaviour of another person, this can include harassment of any form such as sexist or racist language, physical, emotional or verbal abuse
- Complaint: A complaint is any expression of dissatisfaction with an action, product or service of an education and training provider.
- Appeal: An appeal is where a client of an RTO may dispute a decision made by an RTO.
- The decision made by the RTO may be an assessment decision or any other aspect of the RTO's operation.

Legislative Context

All Victorian organisations, including WCEC, must comply with Commonwealth and State human rights legislation and directions such as:

- Disability Discrimination Act1992
- Racial Discrimination Act 1975
- Racial Hatred Act 1995
- Sex Discrimination Act 1984
- Age Discrimination Act 2004
- Equal Opportunity Act 2004 (Vic)
- Child Safety and Wellbeing Act 2005

The major purpose of these Acts is to eliminate discrimination against people because of their disability, race, gender or age.

Principles

This policy is based on the principles that:

- All students should have the opportunity to raise issues and all issues are recorded and addressed as appropriate.
- A process should exist to determine whether a grievance is justified.

- When a grievance is not upheld, an appeal process should be available to an independent authority.
- All students should be confident about the grievance and appeal process available to them.

Procedures

If you have a problem, grievance or are unhappy about something that is happening at WCEC:

1. Talk to your teacher. Bring a friend, advocate, translator, etc.

    - Be clear about what you are unhappy about.
    - Suggest some ways that WCEC can help.
    - Be open minded about how the problem can be resolved.
    - If the matter is not resolved at this stage - Your teacher will ask you to fill in an Incident Report. Your teacher and / or your friend can help you complete this Report.

2. The Incident Report will then be given to the Education and Training Coordinator. The Coordinator will investigate the issue / concern, speak to others if relevant, ascertain the facts of the situation and determine appropriate solutions and / or strategies to resolve the issue or concern (Within 5 working days).

3. An appointment to meet with the Coordinator will then be arranged. Again, bring a friend, advocate, translator, etc.
    - Be prepared to try different options.
    - Notes will be taken about this Meeting
    - If the matter is not resolved at this stage –the Centre Manager will meet with all parties to seek a resolution. A final decision will be made within 5 working days of this Meeting

4. If you are unhappy with this decision (including assessment decisions), you have the right to Appeal.
    - You can put your problem or concern in writing and send it to the Committee of Management addressed to the Chairperson.
    - The Chairperson will send you a written response.
    - Any decision that is reached at this stage will be final and binding from the Centres behalf.

5. A student also has the right to contact the National Training Complaints Hotline on 13 38 73 or follow the VRQA Complaints process detailed at their website.

6. At any stage, if you no longer want to continue studying at WCEC, we will endeavour to assist you to find a suitable course of study elsewhere.

NOTE –

- All documents associated with any grievance are not placed in the Student File. Documents are to be filed in a separate folder in the secure Administration Office.

- If a concern relates to an actual assessment decision for a student, then the above process applies, however all students are free to re-sit any assessment and be re assessed, at no charge, at any time.

Associated Documents

- Incident Report – Grievance

Click the above link and print '*Current Page'*

HEALTH and SAFETY POLICY

Rationale

WCEC has a legal and moral obligation to ensure that the working and learning environment is healthy and safe for all people who attend WCEC.

This duty of care encompasses paid staff, unpaid volunteers and Committee of Management members, students, all service users and members of the general public.

Legislative Context

All Victorian organisations, including WCEC, must comply with the Victorian Occupational Health and Safety Act 2004 and its regulations which set out legal responsibilities for both employers and employees.

Principles

This policy is based on the principles that:

- All individuals are expected to take reasonable care of their own health and that of others
- WCEC continuously improves the work environment
- Information on health and safety is communicated widely within WCEC to all employees and WCEC users via signs, notices and written documentation

Procedures

1. WCEC obligations

As the employer and occupier, WCEC's obligations in the area of health and safety include the provision of:

- A working environment that is safe and without risks to health
- Adequate resources, information, training and supervision
- Effective arrangements for consultation with staff in the development of health and safety procedures
- An effective system for identifying hazards, and for assessing and controlling risks to health and safety
- A practice of continuous improvement to minimise or eliminate any hazards in the workplace

2 Obligations of staff, volunteers and users of WCEC services:

- The Occupational Health and Safety Act 2004 requires staff, volunteers, students and other users of the premises to take reasonable care of their own health and safely, and the health and safety of anyone else who might be affected by their actions.
- All individuals have a responsibility to report hazards and incidents and to comply with any protocols for use of equipment and maintenance of a safe environment.
- Any staff member who attends any venue of WCEC after hours, on weekends, when the WCEC is closed over term breaks and they are not rostered to attend any venue, must text message the manager and let him / her know of their attendance and times.

3 Implementation of Policy Maintaining a safe and healthy environment at WCEC:

- Risk identification at staff, coordinators, tutor meetings, which are held regularly, assessment and control: WCEC works to eliminate risks at the source through a process of hazard identification in the short term, and planned rectification. Particular attention is paid to office and
- Classroom safety, including lighting, noise, indoor air quality, layout, workstations, storage, visual display units, radiation, copying equipment and hazardous substances.

- Non-smoking: WCEC is a no-smoking environment.
- Drugs and alcohol: No person shall present for work or participate in WCEC activities when they are under the influence of alcohol or illegal drugs.
- Blood: in providing aid to injured people or cleaning up, care is taken to prevent possible blood-borne infections
- Personal security: wherever possible, staff shall not be working alone at WCEC. Staff are to lock the exit doors if they are the sole worker present at WCEC outside opening hours

Staff Training

WCEC recognises the importance of training in preventing workplace injuries and illnesses.

At least one staff member is trained to hold a current First Aid certificate and other staff are encouraged to undertake CPR training.

All staff are given appropriate information and drills in what to do in case of emergencies and of risks to personal security.

Emergency Procedures

Up to date emergency procedures in the event of fire, explosion, bomb threats, chemical spills, flood or other emergencies are communicated to staff and displayed as appropriate on notice boards.
.

- All staff are informed of the exit and assembly points, and evacuation plans which are placed on display in prominent areas.
- Emergency procedures and evacuation drills are carried out with staff, students, clients and WCEC users at least twice a year.
- Checks of emergency equipment (smoke and heat detectors, fire extinguishers, duress and other alarms) are to be carried out by the Hobsons City Council and or their contractors at regular intervals. A record of the dates these checks are logged.
- Emergency calls – In the case of a client emergency, the Manager should be called during business hours. After hours contacts include Annecto Service (Disability – 1800 72 72 80, Lifeline (13 11 14), Childcare Crisis Line (13 12 78), Victoria Police (000) or other services as appropriate.

Continuous Improvements

The Centre Manager is responsible for ensuring that WorkCover procedures are up to date and implemented. These include:

- Maintenance of a workplace file for all reports of work-related incidents i.e. injuries and illnesses. Filling out a WCEC Health and Safety Incident.
- Report Form for all reports of work-related incidents.
- Confidentiality of all reports
- Provision of information to staff about reporting health and safety incidents.
- Analysis of incident reports to determine injury trends as a basis for developing strategies for prevention.
- Notification to WorkCover immediately of any workplace death or serious injury or any incident that could have caused serious injury or death.
- Enabling a WorkCover Claim Form to be completed within 30 days of an incident. (It is up to the employee to decide to make a WorkCover claim).
- Development of a return to work plan for employees in receipt of WorkCover (i.e. off work for more than 20 days).

Associated Documents

- Incident Report - Health and Safety

Click the above link and print '*Current Page*'

Williamstown Community and Education Centre Inc (WCEC)
Joan Kirner House, 14 Thompson Street, Williamstown, VIC 3016
ABN 67 864 341 860
TOID 4640

INCIDENT REPORT – HEALTH AND SAFETY

Name: (Injured Person): _____

Address: _____

Phone Number: _____ Mobile **Number**: _____

Date of Birth: _____ **Age:** _____ **Sex:** _____

Date of Incident: _____ **Time of Incident**: _____

Describe the incident. _____

_____

What were the injuries/affects? _____

_____

_____

Names of Witnesses: _____

_____

Contributing Factors: _____

_____

_____

Recommendations to correct the cause of the incident: _____

_____

_____

Name of person making report: _____

Address: _____

_____

Signature: _____ **Date**: _____

Person Receiving Report: _____

Signature: _____**Date**: _____

RECORDS MANAGEMENT POLICY

Purpose

WCEC is committed to ensure all records are accurate, reliable and confidentiality is maintained. This policy documents a proactive commitment to ensuring the privacy of all documentation and personal information in all forms, forums and media. In this commitment, we will follow the ten national privacy principles in the handling of personal information of students and employees.

Scope

This policy covers all training function activities and documents associated with the AQTF Standards for Registered Training Organisations.

Definitions

Training Records covers all documentation and information relating to training and assessment activities. It includes but is not limited to:

- Student enrolment data
- Commencement and completion dates for individuals of all competency units
- Individual student assessment information for each unit of competency
- Information on awards issued (award, date, certificate number)
- Individual student participation data (assignments / assessments where practicable, attendance)
- Documentation / records of grievances, complaints, appeals
- Pre - Training Review

Policy

1. WCEC is committed to maintain and safeguard the confidentiality and privacy of all individual student and staff information. It will document and implement procedures to assure the integrity, accuracy and currency of records.
2. Individual student and staff records will be stored (including electronic records) in a secure area and with safeguards (I.e.; signing of Privacy Agreement) in place to minimise loss, unauthorised access and use, modification or misuse.
3. Student results will be archived for a period of not less than 30 years. Financial records will be kept for 7 years.
4. Training records will be collected and stored for at least three years to meet the requirements of external reporting requirements
5. In the event that the RTO ceases operations no student records will be withheld from the VRQA. Copies of student records will be provided in electronic and print versions, at no cost to the VRQA
6. Access to individual student training records must meet Commonwealth and State Privacy legislation and will be limited to:
   - Individuals wishing to access their personal records
   - Individuals authorising releases of specific information to third parties
   - WCEC staff that require the information for their job role
   - HESG and ACFE
   - Legal requirements (e.g. subpoena / search warrants / social service benefits / evidence act)
7. WCEC Further Education and Training Coordinator will be the person responsible for the implementation and maintenance of the policy.

Procedure

1. Each individual student will have a personal file for storage of training records including –
    - Evidence of Eligibility.
    - Evidence of Student Concession (If applicable).
    - Pre-Training Review.
    - Enrolment Form.
    - Foundation Skills Assessment.
    - Individual Learner Plan
    - Samples – evidence of participation

2. Student training documentation will be stored in a secure manner (individual files in locked cabinets; electronic files with access by password)
3. All trainers / assessors involved in the program will be informed of their responsibilities under this policy
4. Student can access their file through the Further Education and Training Coordinator

Records of student results for each unit of competency will be as per HESG requirements which are:

Value	Description
20	Competency achieved / pass
30	Competency not achieved / fail
40	Withdrawn
50	Recognition of Prior Learning
60	Credit Transfer
70	Continuing enrolment
81	Non-assessable enrolment – Satisfactorily completed
82	Non-assessable enrolment – Withdrawn or not satisfactorily completed
90	Result not available

5. Information to be retained as a minimum, but not limited to:

    - Student full name
    - Date of Birth
    - Address
    - Enrolment / commencement date
    - Course code
    - Course Title
    - Result
    - Credit transfer / RPL / RCC
    - Date finished

6. Information included in student Individual Learner Plan. Includes:

    - Unit codes and titles
    - Flexible learning arrangement
    - Course start and end dates

7. Staff Records

WCEC will ensure staff records are managed to ensure that for each training and assessment staff members the following verified or certified and/or signed documents are held

- Trainer skills matrix – signed by trainer/assessor
- Assessor qualifications – verified by RTO or otherwise certified
- Vocational qualifications – verified by RTO or otherwise certified
- Resume - signed and dated by trainer/assessor
- Professional development activities – verified and/or signed by trainer/ assessor
- Position description
- Employment contract/agreement
- Privacy Agreement

Associated Documents

- Trainer and Assessor Profile
- Privacy Agreement

STAFF POLICY

2018 - 19 Restricted VET Funding Contract - Skills First Program

Disallowed Person means any person (which, to avoid doubt, includes any of the types of entity specified in Clause 1.2(h)) who, since 1 January 2011:

a) was a registered training organisation that was party to a contract with the Department regarding government subsidised training which the Department terminated for any reason other than on a ground equivalent to one of the grounds specified in Clauses 18.3(f), 18.3(g) and 18.3(h), or a Relevant Person at such a registered training organisation;

b) was a registered training organisation that:

i) had its registration under the Act, National Act or relevant equivalent legislation revoked, suspended, or cancelled for a reason / or reasons that the Department considers would have affected its ability to provide services equivalent to the Training Services; or

ii) had restrictions imposed on its registered training organisation operations that the Department considers would have affected its ability to provide services equivalent to the Training Services, or was a Relevant Person at such a registered training organisation;

c) was a registered training organisation that was subject to another VET Funding Arrangement Termination Event, or a Relevant Person at such a registered training organisation; or

d) was responsible, via their acts or omissions, for any of the matters raised in paragraph (a), (b) or (c) occurring to another person or entity.

WCEC does not engage, employ, contract or otherwise deal with any Disallowed Person.

General Obligations of an RTO

All staff administering or delivering courses funded under ACFE and / or HESG are required to refer to, be aware of the terms and conditions, and understand their obligations in relation to the requirements below -

- National Skills Standards Council - Check for updates and resources on VET Quality Framework
- Victorian Registration and Qualifications Authority - See VRQA Guidelines for VET Providers
- HESG Training System - See the Training and Further Education Coordinator for login requirements. Staff involved in or delivering any HESG Accredited or ACFE Pre- accredited courses
- Staff are required to understand and be aware of their responsibilities, obligations, as well as the terms, conditions and all relevant laws, in regard to this Contract including Schedule One and Two. Please ask the Further Education and Training Coordinator for the location of the printed copy of the Contract for your reference
- Public Records Act 1973 - Requirements for record keeping
- Information Privacy Act 2000 - Requirements for record keeping
- Electronic Transactions (Victoria) Act 2000 - Requirements for record keeping
- Charter for Human Rights and Responsibilities - Staff must be aware of their responsibilities and requirements
- Disability Act 2006 - Staff must be aware of their responsibilities and requirements
- Working With Children Act 2005 - Staff must be aware of requirements, in relation to persons under 18 years of age
- Equal Opportunity Act 1995 - Promotions need to encourage those with disabilities to apply
- **Child Wellbeing and Safety Act 2005 (Vic)** Staff must be aware of requirements, in relation to persons under 18 years of age

Other useful resources and information for staff

- Adult, Community and Further Education
- My Skills- WCEC Scope of Registration
- Association of Neighbourhood Houses and Learning Centres
- HESG

Further information

Pre-accredited training

- The A-Frame is a tool to guide planning of ACFE Board funded pre-accredited training

Accredited training

- For information on extending scope of registration see here
- Accredited training contractual information can be found on the HESG Training System website
- For information on the range of nationally accredited qualifications and Training Packages see here
- Course summaries and curriculum are available from the Training Support Network
- Advice on planning accredited Further Education programs can be obtained from the General Studies and Further Education Curriculum Maintenance Manager (CMM) located at Victoria University. Email sicmm.generalstudies@vu.edu.au; phone (03) 9919 8375 or (03) 9919 8327

Staff Leave Arrangements

Sick leave
Permanent and Fixed Term Staff

- The relevant Coordinator / Manager must be informed of days and dates of any sick leave taken. This can be done via the Front Office or a phone call to the Centre Manager.

Long Service Leave
Permanent, Fixed Term and Casual Staff

- A request for LSL must be made to the Centre Manger, providing adequate notification.

Annual Leave
Permanent and Fixed Term Staff

- A request for any Annual Leave, taken outside of the normal cycle (that is; not taken in Term breaks), must be made to the Centre Manager, providing adequate notification.

Leave without pay

- A request for Leave without pay must be made to the Centre Manager, providing adequate notification.

DETERMINATION AND DELIVERY OF FOUNDATION SKILLS TRAINING POLICY AND PROCEDURE

Policy

Williamstown Community and Education Centre Inc (WCEC) conduct a Foundation Skills Learner Assessment for every student to determine a learner's foundation skills levels. This is initiated prior to training commencing and, in some cases extended into the initial phase of training delivery.

Foundation Skills Learner Assessment results are recorded and are available to inform decisions about the need for foundation skills training (including the amount of training for each unit of competency or module in which the student will enrol in), prior to training and in some cases in the initial phases of training.

WCEC will determine the minimum foundation skills required for the learner to successfully complete the designated training.

WCEC uses this data to determine the need for subsidised foundation skills delivery and matching the learner to an appropriate program.

WCEC plans the delivery of the subsidised foundation skills training and documents these plans.

For each Eligible Individual, WCEC will conduct a Foundation Skills Learner Assessment of current competencies including literacy and numeracy skills prior to commencement in training.

WCEC only has English as an Additional Language (EAL) Frameworks on its Scope of Delivery. As such students are only enrolled in Foundation Level Skills courses. Information and opportunities for vocational pathways to further studies at other RTOs are provided to students during and post course completion.

The Foundation Skills Learner Assessment tool enables the Assessor to:

- Identify any competencies previously acquired (Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) or Credit Transfer.
- Ascertain the most appropriate qualification for a student to enrol in, including consideration of the likely job outcomes from the development of new competencies and skills.
- Ensure that the learning strategies and materials are appropriate for that individual at the relevant EAL level.

WCEC will recognise previous learning and current competence while conducting the Foundation Skills Learner Assessment. This is the Education Coordinator's responsibility and will communicate to staff as required.

RPL is available at no cost to the student, however this option is not normally requested for the Foundation Level courses the Centre has on its scope.

If the student has prior qualifications that they wish to have recognised, only originals (not copies) will be accepted. WCEC will verify any qualifications that it deems appropriate. For example, contacting the Training Provider to verify name, certificate number, date, qualification, course, etc.

WCEC has a clear and documented business process in place for conducting the Foundation Skills Learner Assessment through this document and the *WCEC Foundation Skills Learner Assessment EAL* Completing the WCEC Foundation Skills Learner Assessment EAL demonstrates how WCEC assesses which qualification/s and level the student will enrol in and why this is the most appropriate training option for that student.

This Policy, the procedure and the WCEC Foundation Skills Learner Assessment EAL used by WCEC will be made available to the Department (or persons authorised by the Department) for audit or review purposes.

WCEC will not enrol an Eligible Individual in a course or qualification that is at an inappropriate level for that student, including but not limited to enrolling students in courses on the Foundation Skills List that would not provide additional relevant competencies. The WCEC Foundation Skills Learner Assessment EAL will be completed by a qualified assessor, and the outcomes documented, prior to the student's commencing training.

Regulatory Context

This Policy adheres to the regulatory requirements of -

- 2018-19 Restricted VET Funding Contract –Skills First Program – Clause 4.2 to 4.7, Schedule 1
- AQTF Standard Two
- EAL Framework – Section 5.2 – Entry Requirements
- VRQA Guidelines

AQTF Standard Two

- WCEC adheres to principles of access and equity and maximises outcomes for clients.
- WCEC will establish the needs of clients, and delivers services to meet these needs.
- WCEC will ensure learners receive training, assessment and support services that meet their individual needs.

Entry Requirements

Entry to each EAL course will be determined according to the following criteria:

- A Pre-Training Review will assess each students Literacy, Language and Numeracy needs.
- This Review will provide the basis for initial assessment processes and placement of participants at the appropriate proficiency level.
- A participant's prior formal education experience, both overseas and in Australia and their current learning needs.
- Any prior learning (i.e.; EAL, VET courses, etc).
- A participant's learning and pathway needs including employability skills, literacies (digital and other literacies), numeracy and further educational and vocational training needs.
- Goals determined as part of the development of the Individual Learning Plan.

A matrix comparing a range of EAL scales and accredited course exit levels is provided below to assist in determining the most appropriate placement of learners according to their existing English language and numeracy proficiency.

WCEC will take into consideration the following: (from the DEECD 2013 statement, page 4) that EAL learners 'bring a range of different skills and abilities to the task of learning English and numeracy and are at varying stages of English language acquisition when they begin learning English or arrive in Australia.

EAL learners also have varying literacy skills in their first language/s. Many are well educated and have strong first language skills, which gives them a valuable foundation for building skills in English. Others encounter formal education for the first time in Victoria and may not have sound literacy skills in any language.

Furthermore, some EAL learners may be going through significant trauma resulting from refugee and pre-migration experiences, family separation, and subsequent settlement issues and this is assessed in the Foundation Skills Learner Assessment. All these often-overlapping factors affect how EAL learners engage in learning, and the support required.

The Foundation Skills Learner Assessment EAL will be used for making a broad judgement about the language level of a potential EAL learner. It is not exact, and its main purpose is for placing clients into one of the classes we currently offer. 3 of the 5 domains and 4 of the 5 indicator ranges of the Australian Core Skills Framework (ACSF) in conjunction with the International Second Language Proficiency Rating Scales (ISLPR) are used to create an assessment framework.
Performance descriptions in the "A Guide to Exit and Entry Level Alignments" are from the Australian Second Language Proficiency Rating Scale (ASLPR, 1997) and provide approximate snapshots of what a client can or cannot do. Second Language Learners often display complex and discrepant abilities across language areas (Speaking, Listening, Reading and Writing) as well as varied abilities in areas of Learning and Numeracy.

Clients will be placed in classes according to the conclusions drawn during the Foundation Skills Learner Assessment EAL.

Adult Language and Literacy Curricula – A Guide to Exit and Entry Level Alignments – From EAL Curriculum, Appendix D

IELTS Exit Level	**ISLPR**	**ACSF Exit Level**	**EAL Framework**	**CGEA**	**ISLPR Entry**
5.5 / 6.0 / 6.5	3 / 3 +	5 / 4	**Cert IV**	**III / II**	2+ / 3 / 2+
5 / 5.5	2+ / 3	3	**Cert III**	**I**	2
3.4 / 4.0 / 4.5	2	2	**Cert II**	**I Intro**	1+
3	1 +	1	**Cert I**	**Initial**	1
	1	Pre level 1 / - 1	**Course in EAL**		0 / 1-

Clients are assessed in oral communication, reading, writing and numeracy. Evidence of their reading comprehension and writing are provided. An Assessment Conclusion (and potential placement in one of our classes) is judged on the basis of average "estimated overall ratings" in each area.

Please note other factors about the placement of a student (availability or willingness of the client to attend/ appropriateness of a particular class / class numbers and delivery viability) may also determine a placement decision.

Assessment of language levels is not an exact art and sometimes results ascertained in an interview situation do not reflect the actual language skills or capabilities of the language learner. In some cases, a student may need to be moved up or down a level based on the judgment of the classroom teacher and sometimes, the student him or herself.

In other cases, it may be unnecessary to provide foundation skills training unless there is more than one ACSF level difference between the existing level of a learner and the level needed to successfully complete a qualification/course. For example, a learner in Certificate III Bricklaying / Block laying (at another RTO) may have lower ACSF numeracy levels than needed to successfully complete the course but it may be determined that the VET course delivery will address the contextualised numeracy needed so that the learner will be able to successfully complete without needing specific foundation skills delivery support. If the gap is too large, e.g. two ACSF levels, then it may be determined that specific foundation skills support is required.

PROCEDURE

BELOW IS THE PROCEDURE OF ENROLMENT, ELIGIBILITY CHECK AND FOUNDATION SKILLS LEARNER ASSESSMENT TO BE FOLLOWED AT WCEC, AND THE STAFF RESPONSIBLE FOR THE SPECIFIC TASKS INVOLVED.

This Procedure ensures Segregation of Duties as per Skills First requirements.

The Centre will not pay, provide or offer, either directly or indirectly, incentives to undertake training subsidised through the Skills First Program, whether to any prospective student or to any other person (such as an employer or social organisation).

Education & Training Administration Assistant	**Centre Admin Officer**	**Education & Training Coordinator**	**Teachers**
	NEW STUDENT ← Starts here ↓	←	← Any student not yet enrolled in a course must be sent to Reception to book an appointment
	Client calls or visits *Green Medicare Card?* **Yes** **No →** ↓	Refer to Ed & Training Coordinator	

	Book Appointment (Take Medicare Card and Concession Card if applicable. Have Enrolment Fee) ➔	**Interview** **Eligibility -** Check Eligibility – Refer to Contract Schedule 1 🡻 **Foundation Skills Learner Assessment** - Refer to WCEC Foundation Skills Learner Assessment EAL *Including RPL, RCC and / or Credit Transfer* Select course/s (*AQTF Standard 2.3 and 2.5)* 🡻 Send to Administration Officer to pay 🡻 Unique Student Identifier number required	
	• Student pays fee • Receipt issued. Copy stapled to Enrolment Form • Rec No. on Enrol Form • USI added to enrolment form • Send to Ed &Training Coordinator 🡻	🡸	
	➔	**Individual Learning Plan** • For ESL • Details on Attendance Roll 🡻	
Student attends first classes 🡻 *If no attendance **after 1 week**, check with teacher then student* 🡻	Originals kept 🡸	🡸 Foundation Skills Learner Assessment and Enrol Form with attachments to file. Individual Learner Plan to Teacher ➔ Send student to class / teacher ➔	➔Student attends class Record details from Enroll Form to Student Contact Details Sheet 🡻
*If no attendance **after 2 weeks**, inform Ed & Train Coordinator* ➔ 🡻 *No entry on SMS*	➔	Follow up student	🡻
Details entered on SMS. Ensure correct funding codes are entered – See **Contract, Schedule 1, Clause12** All documentation filed Individual Learner Plan to file	Attendance confirmed 🡸	🡸	Teacher adds student to attendance roll. 🡸Individual Learner Plan to file
		Mid and End of Course – • Update Individual Learner Plan	
		Student withdraws, leaves or completes Course. 🡻	
Details entered on SMS. Withdrawal / completion date matches. File note on Enrolment Form, including conversation if applicable. File in 'Withdrawn / completed'		🡸 Withdraw Student file. Note date of withdrawal / completion.	

In conjunction and consultation with teachers and administration staff, the Education and Training Coordinator will -

- Conduct a Pre-Training Assessment to determine a learner's language, literacy and numeracy skills.
- Conduct a Foundation Skills Learner Assessment prior to enrolment to determine a learner's foundation skills levels. This is initiated prior to training commencing and, in some cases extended into the initial phase of training delivery.
- Record Foundation Skills Learner Assessment results so they are available to inform decisions about the need for foundation skills training, prior to training and in some cases in the initial phases of training.
- Determine if student has an existing Unique Student Identifier (USI) or (with student permission) apply for a new one to be issued.
- Determine minimum foundation skills required for the learner to successfully complete the designated training.
- Use the data available to determine the need for subsidised foundation skills delivery and matching the learner to an appropriate program.
- Plan the delivery of the subsidised foundation skills training and documenting these plans through the Individual Learning Plan.

Associated Documents

- Pre-Training Review
- Foundation Skills Learner Assessment EAL
- Enrolment Form
- Individual Learning Plan
- Training and Assessment Strategy

STUDENT ENROLMENT POLICY

Rationale

WCEC aims to provide students with opportunities to develop and improve their skills and foster personal growth.

WCEC classes are designed to improve our students' engagement with the community by increasing their ability to understand and communicate in English and to develop work and life skills.

Definitions

Enrolment: Official registration by WCEC of a person who has been approved by WCEC to participate in designated classes and programs

Legislative Context

All Victorian organisations, including WCEC, must comply with Commonwealth and State human rights and other relevant legislation and directions such as:

- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Racial Hatred Act (1995)
- Sex Discrimination Act (1984)
- Age Discrimination Act (2004)
- Equal Opportunity Act (2004) (Vic)
- Occupational Health & Safety Act (2004)
- Human Rights and Equal Opportunity Commission Act (1986)
- Public Authorities (Equal Employment Opportunity) Act (1990)
- Education and Training Reform Act (2006) (Vic)
- Securing Jobs for your Future - Skills for Victoria. Ministerial Statement
- Child Safety and Wellbeing Act 2005
- Working with Children Act 2005 (Vic)

The major purpose of the above legislation is to eliminate discrimination against people because of their disability, race, gender or age.

Principles

This policy is based on the principles that:

- All members of the community are able to apply for enrolment at WCEC by completing an enrolment form.
- Every endeavour is made to enable people with disabilities to participate in WCEC classes and programs.
- Enrolment at WCEC is based on an interview with the student including a Pre-Training Review and a Foundation Skills Learner Assessment to establish the student's current skills and future needs are met.
- Priority for enrolment is given to Australian residents and those living in Australia for humanitarian reasons e.g. refugees and asylum seekers.

Procedures

Information about courses and programs are available on the WCEC website and in fliers and brochures published.

Advertisements of courses and programs offered at WCEC include clear information on the aims of the courses and any requirements or minimum standards for entry.

WCEC is committed to ensuring that the information provided about the courses is ethical, accurate and consistent with its Scope of Registration.

WCEC will comply with the conditions of use of the NRT Logo and ensure that logo is used in accordance with the guidelines - http://www.vrqa.vic.gov.au/Documents/NRTspecslogo_1.pdf

Responsibility for enrolment
The WCEC Manager and Further Education and Training Coordinator are responsible for overseeing the student enrolment process at WCEC including the WCEC Policy and Process for Foundation Skills Learner Assessment.

Staff training

Staff conducting student interviews to assess enrolment applications must be familiar with the International Second Language Proficiency Rating (ISLPR) and Australian Core Skills Framework (ACSF), the EAL Framework, assessing skills in vocational competence, the student management database and policies and procedures in relation to the Foundation Skills Learner Assessment.

Enrolment procedures

All prospective students will have a preliminary interview for Eligibility Pre-Training Review (LLN) and then a Foundation Skills Learner Assessment with the Education Coordinator or a qualified Assessor to determine level of priority for enrolment, their English language skills, numeracy, ICT skills, and vocational competencies and whether a mutually satisfactory placement can be made in terms of days and times of suitable classes.

An Enrolment Form will be completed, a payment receipt and timetable will be issued, and the student will be directed to the policy and procedures section of the WCEC website and given an orientation of the training venue.

Where it is not possible to enrol a student in a course, the reasons will be clearly explained and other options will be suggested, including referrals to other Registered Training Organisations.

In accredited courses, after the Foundation Skills Learner Assessment is conducted, an initial draft Individual Learning Plan will then be undertaken for each student to ensure their Foundation Skills requirements are met and training gaps are identified. As the student progresses through the course, this Plan will be updated.

If there are any changes to agreed services, including any third-party arrangements or changes in ownership, etc we will advise students as soon as practicable.

Waiting lists

When a class roll has the maximum students enrolled, a waiting list will be maintained. If a vacancy arises, students will be enrolled in the class in the order they appear on the waiting list.

All fee and eligibility related decisions are based upon the Skills First Program ‘Guidelines about Fees’ and ‘Guidelines about Determining Student Eligibility and Supporting Evidence’. Both these documents are available on the WCEC website.

Associated documents

- Student Enrolment Form
- Individual Learning Plan
- Skills First Guidelines about Fees
- Skills First Guarantee Guidelines about Determining Student Eligibility and Supporting Evidence
- Pre- Training Review (LLN) Foundation Skills Learner Assessment
- Training and Assessment Strategy
- Enrolment Form

TRAINING and ASSESSMENT POLICY

Rationale

WCEC delivers accredited courses in both English as an Additional Language (EAL), and Pre-accredited computer studies. Training, assessment and evaluation processes are an important part of ensuring quality provision of course delivery at WCEC.

Definitions

- Training: Refers to the delivery of a course which will lead to the acquisition of knowledge, skills, and attitudes that relate to specific competencies.
- Assessment: Refers to the measurement of course outcomes which in themselves are observable, measurable and unambiguous.
- Evaluation: Refers to the review of training and assessment strategies to ensure that course outcomes are achieved.
- Australian Qualifications Framework (AQF): The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training. The Framework was introduced Australia-wide on 1 January 1995.
- Australian Quality Training Framework (AQTF): The AQTF 2010 Essential Conditions and Standards is the national set of standards which assure quality training and assessment for Australia's vocational education and training (VET) system: The AQTF 2010 became effective on 1 July 2010.
- Registered Training Organisation (RTO): A training organisation, such as WCEC, that has been granted registration by the relevant state Registering Authority to issue a nationally recognised qualification (e.g. Certificate I, II or III) or a Statement of Attainment on partial completion.

Legislative Context

All RTOs, including WCEC, must comply with relevant Commonwealth and State legislation and directions which include:

- Education and Training Reform Act (2006) (Vic).
- Securing Jobs for your Future - Skills for Victoria. Ministerial Statement.

Principles

This policy is based on the principles that:

- Training and assessment at WCEC is consistent with the requirements of all RTOs to comply with the AQTF 2010 - Essential Conditions and Standards.
- Evaluation of training and assessment is undertaken for all courses and includes the monitoring of student satisfaction.
- Evaluation of training and assessment is fundamental to continuous improvement.
- Recognition of prior learning (RPL) is available to all prospective students.

Procedures

Training

WCEC delivers Foundation level training for accredited and pre-accredited courses.

Students are not required to attend more than 8 hours in any one day. Classes will only be between the hours of 9.00am to 6.00pm

The WCEC Training and Assessment Strategy is the basis for ensuring that high quality training is delivered by WCEC teachers.

The WCEC Training and Assessment Strategy has been developed on the basis of:

- Guidelines published for delivery of training in nationally endorsed units of competency, where these are available as part of a VET course.
- Where nationally endorsed units of competency are not available, as for pre-accredited courses, training is responsive to the educational and social needs of students in the local community.

Training at WCEC can lead to the following outcomes for students:

- A qualification and course outcomes that are consistent with the AQF qualification descriptor identified for the course.
- A Statement of Attainment, issued at no cost to the student, which outlines partial completion of an AQF qualification.
- A Certificate for full completion of all units of an accredited course.
- Completion of a pre-accredited course which involves the attainment of knowledge and skills which meet student needs.

Issuance and Reissuance of Certificates and Statements of Attainments

- The issuance and reissuance of Certificates and Statements of Attainments are the Education and Training Coordinator's responsibility.

- WCEC will ensure any student up to a period of 30 years after completion of study can have their Certificate or Statement reissued.

- A Register is kept of all Certificate and Statements issued with student name, dates, course details and Certificate Number.

Assessment Communication Strategy

Teachers will inform all students of the Assessment requirement for each unit. These requirements may include written questions, portfolio of student work, role-plays or other evidence as the teacher requires. As beginner language learners, the teacher will determine the most appropriate assessment for each unit, for individual learners.

For students undertaking level III and IV Certificate courses, at enrolment they will be given a Student Delivery and Assessment Information sheet.

This has been communicated to students via the Student Handbook.

Transition from superseded courses and expired training packages

WCEC will note here in the Policies when the next transition for courses on scope are due. Annual Policy Review will ensure the Centre knows when a course will expire. The transition activities listed will be carried out. Research will be done through regulatory and funding bodies to ensure all transition requirements are carried out.

The EAL Framework expired in **December 2018**.

WCEC has undertaken the following transition activities:

- Plan and provide opportunities for staff to become familiar with the new course curricula
- Revise training and assessment strategies
- Update course information
- Update training and assessment materials

- Gain approval from the VRQA to include the new courses on scope
- Provided information to relevant students regarding any applicable changes and ensure students are not enrolled in the superseded course

The current EAL Framework will expire in **2023**.

In regard to students during transition, the Centre will enrol students in the new Course in the immediate semester that follows from the expiry date.

In regard to students during transition, the Centre will enrol students in the new Course in the immediate semester that follows from the expiry date.

Training and Assessment

To ensure that courses are planned and conducted in a cohesive manner a Training and Assessment Strategy is developed for each course offered. This Strategy will take into account the needs of the local community, needs of the student cohort and regional education data / statistical information. The Training and Assessment Strategies will be developed in consultation with teaching staff, student feedback and the ThinkWest Cluster.

Teachers at WCEC adopt a range of assessment tools developed under the WCEC Training and Assessment Strategy.

Upon enrolment, students will undertake a Pre-Training Review and Foundation Skills Learner Assessment.

This will ensure that students are in the appropriate course and level to achieve new competencies and skills at the Foundation level.

The assessment tasks / tools will determine a student's achievement of the units of competency which comprise any accredited course, and achievement of defined knowledge and skills in pre- accredited courses.

Assessment tasks / tools are available for each unit of competency of all accredited courses being delivered and are kept on file.

These assessment tools:

- Are valid, reliable, flexible and fair.
- Support the collection of evidence that is sufficient and current.
- Are consistent with the assessment guidelines of any course where nationally endorsed units of competency are used.
- Enable evidence to be collected of achievement of all units of competency in order for a student to be awarded a Vocational Education and Training (VET) certificate.
- Enable evidence to be collected of achievement towards a Statement of Attainment when partial completion of a VET certificate occurs.

Validation and Moderation

WCEC is committed to ensuring that assessment tools and procedures are systematically validated. The Education Coordinator will develop a Validation Schedule/Agenda and coordinate validation and moderation so that effective conclusions can be made about the quality of assessment.

As part of the ThinkWest Cluster the Education Coordinator meets with the other member organisations to develop and moderate assessment tasks. WCEC refers to the National Quality Council Implementation Guide: Validation & Moderation 2009 for guiding principles & tools when conducting Validation or Moderation sessions / audits.

The validation schedule/agenda will identify:

- When assessment validation and/or moderation will occur
- Which units of competency/modules will be the focus of the activity in proportion to associated risk?
- Who will lead and participate in validation and/or moderation activities including external validators?
- How the outcomes of these activities will be documented.
- How lessons learnt from assessment validation and/or moderation will be acted upon

The data from the validation sessions will be included as part of WCEC's continuous improvement procedure.

Validation activities will be supported and reviewed by:

- Ensuring staff are provided with professional development activities to develop their validation and moderation
- Reviewing the tools and methodologies used to facilitate effective and systematic validation of assessment
- Evaluation and validation provided by person's external to the operations and day-to-day training and assessment at WCEC

Course Evaluation - Student Satisfaction

Course evaluation is undertaken in order to determine the appropriateness of course content, levels of student satisfaction and improvements that should be implemented.

From the teacher's perspective, this is an on-going process, as lesson plans are evaluated at the end of each lesson to determine what has been achieved and what part of the plan needs to be varied for the next lesson. This requirement is in the Teachers Position Description.

Informal course feedback provides an opportunity for students to express a preference for topics, content, learning styles and personal needs to the teachers.

This feedback is then given to the Further Education and Training Coordinator, included in meetings, Coordinator Report, etc, as part of its ongoing cycle of improvement; the results of this lead to the review of the WCEC Training and Assessment Strategy which enables continuous improvement.

Industry Consultation

The EAL qualifications delivered at WCEC do not have a clear vocational outcome; WCEC has developed a procedure for industry consultation which includes input from those community groups and job service agencies involved in the provision of services in the local community.

These partners understand the characteristics and needs of the students at WCEC. The industry / partners consultation is undertaken on an ongoing basis with the intent of engaging others in the monitoring and improvement of the WCEC Training and Assessment Strategy.

Consultation, subscriptions, referencing, gathering sector information, guidelines, policies, new practices, developments, etc regularly occurs with partners / key stakeholders including the following:

- VELG
- ALA
- VALBEC
- NCVER
- CMM
- LfE Partnership
- Think West Cluster
- Network West

- Hobsons Bay City Council
- Neighborhood Houses Victoria
- ACEVic
- Community Colleges Australia
- e - West
- Around Williamstown
- The Westsider
- Pro Bono Australia
- Mobil
- Local Bendigo Bank branches
- City West Water
- Life Saving Victoria
- West Justice
- Food Bank Victoria
- Melbourne Fire Brigade
- Consumer Affairs Victoria
- Jobactives
- Centrelink
- Disability and Employment Services
- Jobs Victoria Employment Network
- ACPET
- ACFE Board
- VET Development Centre
- Jobs Australia
- DHHS
- Our Community
- Hobsons Bay community groups

By undertaking consultations, WCEC ensures continuous improvement of its training and assessment strategies.

The Manager, Coordinators and CoM are all informed by the experiences of trainers and assessors through regular Manager Reports and Coordinator reports at the CoM meetings. Senior management decisions are informed by these reports.

Associated documents

- Individual Learning Plan
- Foundation Skills Learner Assessment
- Training and Assessment Strategy
- Validation Schedule

Recognition of qualifications issued by other RTOs

WCEC has national recognition along with other RTOs in that a Certificate or a Statement of Attainment from another RTO will be recognised at WCEC.

This is conducted during enrolment / Pre-training Review (See Enrolment form / FSA) and there is no charge for this.

Implementation of policy

Personnel

- The Further Education Coordinator has oversight for the implementation of this policy.

- All WCEC trainers and assessors are responsible for ensuring that the WCEC Training and Assessment Strategy is implemented in their planning and delivery of lessons.

Associated Documents

- Training and Assessment Plan
- Class Record of Assessment
- Individual Record of Assessment
- Record of Unit Elements Delivered
- Pre – Training Review Policy and Process
- WCEC Foundation Skills Learner Assessment EAL Pre Training Review

PLAGIARISM / CHEATING POLICY

Plagiarism / Cheating

Plagiarism or cheating may occur when a student copies or partly copies other people's work and then submits the work as their own for assessment.

When supervising the completion of assessment tasks, teachers at must ensure that:

- Clear instructions are given that assessment is a measure of the student's own work
- Students understand that plagiarism or cheating is a breach of the Code of Conduct and could lead to action
- Reasonable effort is taken to ensure that other students' work could not be copied or plagiarised during an assessment task
- Students undertake to properly safeguard their own work so that plagiarism or cheating does not occur

Sometimes students may copy work from books, the internet or even another student.

If a teacher senses that a student's work is incompatible with their normal level of delivery, or if s/he notices cheating during an assessment, the teacher must clarify the student's actions and may opt to have the student re-sit an alternate assessment, give an informal warning, test separately, reorganise seating arrangements, etc.

Any incidents of plagiarism or cheating, in the first instance, and any follow up actions by the teacher, must be reported to the Further Education Coordinator. A record of this incident is reported and kept by the Coordinator. No formal action will be taken at this stage.

In an ongoing case of plagiarism and/or cheating, the teacher will inform the Further Education Coordinator who will investigate the ongoing plagiarism or cheating and determine the circumstances, student history, external factors, extenuating circumstances, etc as well as if it is deliberate or inadvertent.

'Deliberate' is intentional plagiarism or cheating. 'Inadvertent' is unknowingly or accidently plagiarising or cheating.

If deliberate the student will be given a warning, and if inadvertent the student will be given clarification of what plagiarism or cheating entails. This will be done by the Further Education Coordinator and a record made.

If the deliberate ongoing action of plagiarism or cheating continues, the student may be withdrawn from the course. This is determined by the Coordinator.

The record regarding the incident will be maintained in a separate file in the secure Education Office.

Staff are to attend annual Professional Development on legislation, complaints and appeals, cheating and plagiarism. This information is to be passed onto and communicated to students via the teacher.

MARKETING POLICY

Guiding Principles

WCEC is committed to accurate and ethical marketing and advertising of its services and materials.

Policy

WCEC will market its education and training programs with integrity, accuracy and professionalism, making clear, correct and precise statements.

Marketing and advertising of qualifications to prospective clients is ethical, accurate and consistent with scope of VRQA.

No false or misleading statements or comparisons will be made.

WCEC will not state or imply that accredited courses other than those within its scope of registration are offered. The NRT logo must be used only in accordance with the conditions of use.

All non-accredited courses will be clearly identified as such.

Acknowledgment of relevant funding body will be included on all material distributed.
.
WCEC will continually seek new, innovative and inexpensive ways of and forums for marketing its services.

WCEC will obtain prior written permission from any person or organisation for use of any photographs, marketing or advertising material that refers to that person or organization and will abide by any conditions of that permission.

CHILDCARE POLICIES AND PROCEDURES

This section includes childcare policies and operating procedures of the Williamstown Community and Education Centre. This forms part of our overarching Centre Policies and Procedures.

The policies reflect the underlying philosophy of the Centre and take into account the following:

- The United Nations Convention on the Rights of the Child
- The Australian Early Childhood Code of Ethics
- Licensing and Standards requirements through the Department of Education and Training (DET)

The policies have been developed to comply with all relevant State and Federal Regulations and Acts.

All childcare staff at the Williamstown Community and Education Centre will be familiar with the Centre's policies and procedures which must be followed to ensure the safe care of children.

The Committee of Management, Centre Manager and Operations Coordinator will:

- Ensure that new staff are aware of these policies
- Update staff's understanding of the policies at regular intervals
- Have written policies available for reference
- Display relevant details from the policies at appropriate locations throughout the Centre
- Review and update policies regularly

Legal Liability: Duty of Care

At Williamstown Community and Education Centre employed staff and the Committee of Management share the responsibility for the safety of all persons within the Centre.

The duty of care applies, and all reasonable precautions are taken to ensure that children are not exposed to hazards and that buildings and grounds are kept free of hazards to all persons.

Whenever a child-staff relationship exists staff have a responsibility to provide adequate supervision of the children. The responsibility of staff may exist without regard to time or place and can move away from the Centre (e.g. on an excursion) or be outside normal hours (e.g. when children are waiting to be collected). Whether the relationship exists at any time will be decided from the circumstances rather than from timetables.

Under the staff-child relationship, liability will be incurred for any breach of the duty of care, regardless of practical difficulties in providing adequate supervision for children that are enrolled.

Legal liability may arise when a person fails in the exercise of that duty of care (or negligence) and injury or damage is caused by that negligence. Staff employed in the provision of childcare programs are responsible to ensure that proper care is taken to protect children from harm in all circumstances.

In the Event of an Accident

In the event of an accident, particularly those with serious consequences, staff are advised on legal grounds not to make a statement and not to enter into any discussion regarding fault or liability.

The legal limitations of staff in assisting with Police investigations are as follows:

- *Police have a legal right to a person's name and address only. Information beyond that may be withheld until legal advice is obtained.*
- Police may request a person to accompany them to a Police Station or elsewhere but may not insist on this without formally arresting a person. At the time of arrest, a person is within their rights to be told the reason for arrest.

Philosophy

We believe that early childhood play is the foundation to later learning. Play is a critical part of a child's development. Play allows children to learn, practice and perfect new skills. Play also acts as an indicator of how a child's development is progressing.

Children learn through exploring, experimenting and discovering new challenges each day.
Play is the means through which children come to learn about themselves and their environment. Through the medium of play, children make observations, imitate actions and sounds, explore and memorise and recall new experiences.

Children gather information through their senses: Seeing, Touching, Smelling and Hearing.
Therefore, we need to provide an environment that is sensitive to children's needs, challenging and developmentally appropriate, providing opportunities for children to play and learn.

ACCESS TO CARE

ENROLMENT

Policy Statement

Children between the ages of twelve months (and independently walking) and five years are eligible to apply for enrolment.

The Centre offers Occasional Care and Activity Group sessions, and are available to the following age groups:

Occasional Care – 12 months (and independently walking) to 5 years old
Activity Groups – 2 ½ to 5 years old

Access Issues

The Centre supports the mainstreaming of children with special needs where it is able to provide appropriate support and where it is in the best interests of the child. Such children will be considered individually for enrolment in the Centre, depending on the availability of a space and taking into consideration available support.

Children who already have an official medical diagnosis will be required to provide the centre with current documentation providing that the child is safe and able to be attending care without additional assistance.

Children who seek a diagnosis after enrolment are also required to provide the centre with current documentation providing that the child is safe and able to be attending care without additional assistance.

The Centre does allow enrolments for children of staff, prospective staff and Committee members. Those families will still need to fit into the Priority of Access guidelines and will not be given preference.

Enrolment Procedures

Each enrolling family must complete an enrolment form and return it to the centre before care is established. Parents will be asked to verify immunisation records, and a photocopy will be kept with the child's enrolment form.

Additional information will also be required at the enrolment of any child. This will include dietary restrictions, asthma management, medicines, allergies, cultural requirements or sighting of any court orders referring to the child and family.

The Room Leader must peruse and check the enrolment form and all associated information before the child can commence.

Parent Handbook

On enrolment, parents will be given a Parent Handbook.

They will be notified particularly about:

- The role of their emergency contact person
- The Centre's requirements for collection of children
- The Centre's requirement for payment of fees
- The initial orientation process

Introduction to the Centre for Families

The Centre recognises the importance of both children and parents/guardians familiarising themselves with the new environment. All children will undertake an orientation process at the commencement of enrolment.
Staff will ensure the necessary enrolment documentation is completed prior to commencement.

Parents will be given a Parent Handbook and will have an opportunity to discuss any topics. In particular, staff will bring to their attention the:

- Sun Smart Policy
- Photography / Video Policy
- Clothing requirements
- Arrival and collection of children policy
- Collection procedure (including late collection)
- Role of the emergency contact person (The Centre will not accept an enrolment without an emergency contact)
- Exclusion of children – sickness/non-immunisations (Referencing the Exclusion Chart for Sickness/Illness specifying time periods and Doctor Certificate requirements)
- Daily Routines
- Accident/Illness Record
- Grievance Policy
- Venue is a shared resource; formal training, lifestyle courses such as yoga, meditation etc are all conducted in a confined area. Further there are many hazards outside of the Childcare area. Parents need to be aware of this and ensure that all their children are supervised at drop off and pick up

Parents will be informed about the location of the Policies and Procedure Manual. They will also be informed about how they could be involved in the Centre, including, Committee of Management, donating consumables and fundraising.

WAITING LIST

Policy Statement

The Centre maintains a Waiting List for future enrolments.

Procedures

- The Waiting List Database is completed, collecting information about name, age, contact details, address and care required.
- Parents are asked to contact the centre every six months to verify their waiting list requirements.
- When a place becomes available the family will be contacted by the Administration Office and the enrolment proceeds.

- Names are removed from the waiting list if contact cannot be made after three attempts. The information is kept in non-current records which are destroyed after twelve months.
- When the offer of a place is made, acceptance must be made within seven days with the deposit of the stated amount to the Administration Office.

EXCLUSION

Policy Statement

The Centre reserves the right to exclude enrolled children in specific circumstances, which include risk to either the child, other children and/or staff.

Procedures

Exclusion of children from the service will only occur after all other avenues of communication and support have been exhausted and when:

- Professional advice confirms a child is in psychological danger as a result of an unusually prolonged inability to settle into care away from the parent/guardian, or
- A child puts other children and/or staff at risk through inappropriate behaviour (see *Policy on Behaviour Guidance).*

Short term exclusion may be necessary when:

- A child is unwell on arrival
- Symptoms suggest the child may be contagious
- The child becomes unwell while at the centre or staff suspect that the child has a fever
- There is an outbreak of a disease that the child is not immunised against.

(See Healthy Environment/Health and Safety Practices: Illness)

ARRIVAL AND COLLECTION OF CHILDREN

Policy Statement

Each child must be formally accepted into the care of the staff and collected from them to ensure appropriate responsibility is taken for their care and safety.

Arrival at the Centre

Each child should be brought into the Centre and accepted by a staff member on duty. When entering the building only the main door is to be used. All users are to make sure that the main door is securely closed. The Green Button situated at the main entrance of the building is not to be pressed by children. It has been installed to stop children running through the automatic doors and onto the road. This button is only to be used by adults.

The Cecil Street door is the exit door. Upon leaving the Cecil Street exit is be used.

The child's arrival time and expected departure time is to be recorded on the daily Attendance Book by the person who brings the child to the Centre. Each entry in the Attendance Book must be signed by an adult.

The main door of the childcare room will only be unlocked during the first 15 minutes of each session. The door will be locked at all other times until the end of the session. While the door is locked the doorbell needs to be used to enter the room.

The Centre is a shared resource; formal training, lifestyle courses such as yoga, meditation etc are all conducted in a confined area. Further there are many hazards outside of the Childcare area. Parents need to be aware of this and ensure that all their children are supervised at drop off and pick up.

Collecting Children

When collecting a child, staff must be notified of the child's departure and the departure time recorded on the daily attendance record. Each entry in the Attendance Book must be signed by an adult.

The main door of the childcare room will only be unlocked during the first 15 minutes of each session. The door will be locked at all other times until the end of the session. While the door is locked the doorbell needs to be used to enter the room.

Early pick ups

If a child is being picked up early, staff will have the child ready, reception staff will collect the child from the room and take the child out to the parent.

If possible, a childcare staff member will bring the child out to meet the parent. It is not always possible for the staff to leave the room to speak with parents during session times.

If a parent would like to speak with a childcare staff member, reception staff will take a message and the staff member will call them after the session.

Release of Children

If parents arrange for someone different to collect a child for any particular day, the parent must let the Team Leader know and have it recorded in the Attendance Book. If a person other than a parent will be collecting the child on a regular basis the Team Leader or other key staff must have these arrangements recorded.

If the person collecting the child is unknown to staff they will be required to wait while authorisation is checked. The person collecting the child must validate their identity via photo identification. If the staff are unable to confirm authorisation the custodial parent will be contacted. Children will only be released to authorised adults. Should a parent/guardian require their child to be collected by a sibling or another child, written request must be provided. The Centre will then assess the situation and make a decision of whether or not it will be allowed.

Where parents/guardians envisage there could be difficulties with unauthorised persons wanting to collect their child specific instructions regarding release of children must be given in writing to the Centre Manager.

In the case of a parent/guardian arriving at the Centre visibly intoxicated or under the influence of drugs, staff will ring a contact person on the enrolment form to arrange collection. If the parent/guardian insists on driving their child, the police will be informed. (Where human life is at risk and the above cannot be complied with the police will be immediately informed.) The senior staff member on duty will take responsibility for implementation of these procedures.

Emergency Contacts

In the case of an emergency where a child's parents cannot be contacted, the person stipulated on the enrolment form as an emergency contact will be contacted. It is expected that all persons recorded on this form have the authority to collect the child from the Centre in case of an emergency, illness and

late collection. ***The Centre will not accept an enrolment without an emergency contact.***

LATE COLLECTION

Policy Statement

Children may not be left in the Centre after session closing time as the Centre is licensed to operate within specific times only.

Children become distressed if a parent fails to collect their child by end of session. The late collection policy is designed to protect the interests of both staff and children and to ensure that emergency procedures are in place for alternative care.

Procedure

Parents are not permitted to leave children in the Centre after session closing time.

Parents are required to collect their child allowing sufficient time to collect children's items and vacate the building by closing time.

In the event of emergency parents are required to inform the Centre of their late arrival *and to* organise for the emergency contact to collect their child.

The Centre will, at all times, attempt to protect the interests of the child and to avoid trauma for the child.

If parents are late to collect their child, staff will:

- Attempt to contact the parent
- Attempt to contact the emergency contact
- Complete details of late collection and the exact time of departure.

If staff are unable to contact either the parent(s) or the emergency contact, staff will:

- Contact and inform the Centre Manager
- If there has been no contact within 30 minutes of closing time Crisis Care will be called and asked to assist in providing alternative care for the child.
- Late fees will be charged at $10.00 per 15 minutes or part thereof.

CUSTODY AND ACCESS TO CHILDREN AT THE CENTRE

Policy Statement

The Family Law Act (1975) states that both parents have equal rights and responsibilities as joint guardians of children. The WCEC must comply with a court order issued by the Family Court or Supreme Court determining guardianship, custody and access. In the absence of a court order, access cannot be denied to a parent, providing the parent is known to the Centre staff.

Legislation

The Family Law Act (1975) states that both parents have equal rights and responsibilities as joint guardians of children. Otherwise a court order, if issued by the Family Court or Supreme Court after a marriage breakdown, determines guardianship/custody and access issues.

In the case of a child of a de-facto relationship, the mother of the child has legal custody and guardianship of the child, unless there is a current Court Order giving the father some of these rights.

Court Order

A court order must be sighted and noted by the staff at the time of enrolment, or when issued by the Court if this occurs later. Staff should be provided with a list of people who may deliver or collect the child, with note of particular days if appropriate.

Requests for Access

Staff must request identification from a person unknown to them who demands access to a child. If appropriate, necessary court papers or authority must be sighted. If there is any doubt the Centre will refuse access to the child until the situation is clarified with the custodial parent. If there is any doubt, access or custody will not be granted to the "unknown person".

Release of Children

If staff are put under threat by a person demanding a child, it is the designated senior staff member's responsibility to safeguard the welfare of staff and other children.

If unable to resolve the dispute and believes the safest approach is to release the child, the Staff member must notify the person that the child in question is being released under duress and that the Police will be notified immediately. The custodial parent will be advised immediately.

Giving Evidence in Custody Cases

As a general guide, staff should avoid becoming involved in disputes and **refrain from giving subjective personal views which are not able to be substantiated.**

While the best interests of children are paramount, staff have no obligations to be involved in custody cases, unless ordered to attend a Court hearing by being served with a subpoena.

Further advice on these matters may be obtained from:

- The Counsellor at the Family Court (where a case is likely to be heard), or
- The Social Workers, Special Services (in all other cases)

Supervised Access Visits

Where a court order exists preventing a parent from having access to their child except in a supervised situation, the Centre will not allow that visit to occur in its buildings or on its grounds.

ACCESS TO CHILDREN AT RISK

Policy Statement

Where a child is deemed to be at risk the Centre may be called upon to support investigation by external government agencies.

Where staff are required to co-operate with officers of government departments in the performance of their duties it is essential that this assistance should be given in a way which gives due regard to the rights of children and their parents as outlined in the Policy on Confidentiality.

Legal Obligation of Staff

Officers of the Police and 'Family and Youth Services' are legally empowered to apprehend children who appear to be neglected or in need of care and control.

Such officers must produce authorisation or orders before Centre staff undertake to co-operate. When staff are in doubt of the correct procedure, the Centre Manager or senior designated staff member should contact the Department of Health and Human Services (DHHS) or the Child Protection Crisis Line on 131 278.

Co-Operation with Government Officers

The Department of Health and Human Services (DHHS) officers are required to make every effort to involve the child's parents or guardians in decisions to have the child seen by a doctor. DHHS should try to obtain the parents' consent and encourage them to accompany the child to the doctor.
DHHS officers may legally take the child from the Centre accompanied by a staff member to ensure a doctor sees the child.

Enquiries by Outside Persons and Agencies Concerning Children

With the exception of the Police or DHHS staff, other unauthorised persons are not permitted to visit the Centre for the purpose of questioning children, nor should any information concerning a child be given to such a person.

Where a request is made for co-operation or information by another agency (e.g. special services, education), written parental permission must be sought.

In any event no person including Police should be permitted to interview children without the parent(s) or guardian(s) written consent.

PARENT PARTNERSHIPS

Policy Statement

The provision of high-quality childcare is based on mutual responsibility. Therefore, the Centre will seek regular information and feedback from families and undertake to provide regular information to families.

The Centre seeks to provide care in a manner, which is complementary to and supportive of the child's home environment. In order to meet the ongoing developmental needs of individual children staff need to have a thorough understanding of the child's progress including attachment, temperament, interests, strengths, needs and an appreciation of home life including routines and rituals.

Communication

Staff will communicate with parents in a positive and supportive manner that encourages the parent child relationship. Information with regard to family issues and personal lives will be handled confidentially. Conversations will be held in an area where confidentiality will be achieved.

Parents are encouraged to regularly discuss their child's development with the staff involved.

Communication begins at the time of enrolment where parents are requested to provide background information including any concerns or developmental issues, at a meeting with the Team Leader or child's primary carer.

- Day-to-day communication occurs mainly with the primary caregiver and staff within the room. Staff will keep parents informed on a daily basis about the day to day experiences of their children including any concerns or issues. Parents are also requested to keep staff informed on a daily basis. This may be through conversation, telephone, written communication or meetings as required.
- Staff / Parent meetings are encouraged when requested by either staff or parent.
- If parents have concerns, they are first requested to meet with the Team Leader. If this does not resolve the issue, then parents are invited to request a meeting with the Operations Coordinator or Centre manager (Refer Grievance Policy).

- The Centre will provide feedback regarding actions taken in relation to information or concerns from parents. Staff will not discuss information of a confidential nature regarding any other child or family within the Centre.

PARENT/ GUARDIAN BEHAVIOUR IN THE CENTRE

Policy Statement

In order to protect the rights and interests of all children in the centre, adults are required to behave within certain guidelines. (Adults include parents, grandparents and guardians of enrolled or enrolling children).

Preamble

Parents leave their children in the care of staff and expect staff to ensure the safety and wellbeing of their children in their absence. The centre acts in “loco parentis” which means that parents entrust the total care and protection of their child to the staff. The Centre is responsible to ensure that the safety of children, staff and individuals is provided, that protective behaviours are implemented, and that families’ cultural values are respected. The centre aims to create a community within the Centre and actively seeks parent involvement. This policy is designed to assist parents in understanding how to interact appropriately with children other than their own. Centre staff are entrusted with the responsibility of ensuring that the behaviour of any adult visitors within the Centre meets the guidelines outlined in this policy.

Protective Behaviours refers to the set of skills which children are taught to enable them to be safe and includes an understanding in older children about the privacy of their own body, respect for personal boundaries and recognition and articulation of their feelings of discomfort when personal boundaries are compromised. We are therefore teaching children not to be overly familiar with adults not known to them.

The guidelines outlined in this policy apply to all parent/guardians and seek to establish appropriate ways of interacting with children to ensure children are treated with respect and that children’s safety is protected. We require that within the Centre and the Centre grounds and car park, parents treat all children (including their own) with respect. The centre is also responsible for the safety of adults and these guidelines incorporate aspects, which safeguard parents/guardians from possible injury through interactions with children. (For example, if a parent picked up a child, they could sustain a back injury). If parents observe any behaviours or incidents involving children which cause them concern, they should speak to a staff member. They should not try to redirect or discipline children.

Procedures

Centre staff are responsible for supervising the behaviour of parents/guardians visiting the Centre. These guidelines for parent behaviour are based on the premise that children’s rights are paramount. All children are to be treated with respect.

Language

In interacting with any children in the Centre, parents will:

- Refrain from discussing any children publicly
- Use positive language and /or acknowledges when talking with children
- Not swear or use coarse language
- Not use threatening or intimidating language towards children
- Not reprimand children
- Not use racist or sexist references

Physical Interactions

In interacting with any children in the Centre, parents will**:**

- Not use any physical punishments (smacking etc)

- Ensure that physical contact is non intimate –appropriate physical contact could include holding hands, hugging (only if child initiated), assistance with climbing equipment, touching an arm
- No parent/guardian should be alone with a child other than their own
- Parent/guardians should not get involved in dressing/undressing children other than their own
- Three-Year-Old children are beginning to understand personal boundaries and parents/guardians should not have children other than their own on their lap. Children may be encouraged to sit next to adults if closer contact is initiated
- In baby and toddler ages it is not acceptable for parents/guardians to pick up children other than their own. However, it is acceptable to sit on the floor at children's level and interact, including nursing babies or toddlers
- If a parent/guardian observes a child needing assistance it is recommended that they alert a staff member. They should avoid lifting or picking up children but may approach the child on the child's level to offer comfort.
- Interactions with children should not be boisterous. Parent/guardians should avoid over exciting children which can lead to unsafe behaviour.
- In any situation where a parent/guardian is unsure how to act or feels uncomfortable they should seek the guidance of staff.

Suggestions for staff in talking with parents:
"We have a policy about how parents/guardians should interact with children. All children must be treated with respect and we must ensure that they keep safe. This kind of behaviour:

- is not safe
- over excites the children
- does not meet the policy guidelines
- does not respect personal boundaries
- Would you like a copy of the policy?"

HEALTH, WELLBEING AND LEARNING

CHILD SAFE POLICY

Our commitment to child safety

- Our Centre is committed to child safety.
- We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers.
- We are committed to the safety, participation and empowerment of all children.
- We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.
- We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.
- Our Centre is committed to preventing child abuse and identifying risks early and removing and reducing these risks.
- Our Centre has robust human resources and recruitment practices for all staff and volunteers.
- Our Centre is committed to regularly training and educating our staff and volunteers on child abuse risks.
- We support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.
- We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

If you believe a child is at immediate risk of abuse phone 000.

Our children

This policy is intended to empower children who are vital and active participants in our Centre. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We promote diversity and tolerance in our Centre, and people from all walks of life and cultural backgrounds are welcome. In particular we:

- promote the cultural safety, participation and empowerment of Aboriginal children
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally.

Our staff and volunteers

This policy guides our staff and volunteers on how to behave with children in our Centre.
All of our staff and volunteers must agree to abide by our code of conduct which specifies the standards of conduct required when working with children.

Training and supervision

Training and education is important to ensure that everyone in our Centre understands that child safety is everyone's responsibility.

Our organisational culture aims for all staff and volunteers (in addition to parents/carers and children) to feel confident and comfortable in discussing any allegations of child abuse or child safety concerns. We train our staff and volunteers to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse.

We also support our staff and volunteers through ongoing supervision to develop their skills to protect children from abuse; and promote the cultural safety of Aboriginal children, the cultural safety of children from linguistically and/or diverse backgrounds, and the safety of children with a disability.

New employees and volunteers will be supervised regularly to ensure they understand our Centre's commitment to child safety and that everyone has a role to play in protecting children from abuse, as well as checking that their behaviour towards children is safe and appropriate.

Any inappropriate behaviour will be reported through appropriate channels, including the Department of Health and Human Services and Victoria Police, depending on the severity and urgency of the matter.

Under the Victorian Reportable Conduct Scheme, allegations of child abuse and neglect may be reported to the Commission for Children and Young People.

Recruitment

We take all reasonable steps to employ skilled people to work with children. We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. Our Centre understands that when recruiting staff and volunteers we have ethical as well as legislative obligations.

We actively encourage applications from Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability.

All people engaged in child-related work, including volunteers, are required to hold a Working with Children Check and to provide evidence of this Check. Please see the Working with Children Check website <www.workingwithchildren.vic.gov.au> for further information.

We also carry out reference checks to ensure that we are recruiting the right people.

Fair procedures for personnel

The safety and wellbeing of children is our primary concern. We are also fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence.

We record all allegations of abuse and safety concerns using our incident reporting form, including investigation updates. All records are securely stored.

If an allegation of abuse or a safety concern is raised, we provide updates to children and families on progress and any actions we as an organisation take.

Privacy

All personal information considered or recorded will respect the privacy of the individuals involved, whether they be staff, volunteers, parents or children, unless there is a risk to someone's safety. We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access to it.

Legislative responsibilities

Our Centre takes our legal responsibilities seriously, including:

- **Failure to disclose:** Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police.
- **Failure to protect:** People of authority in our organisation will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.
- Any personnel who are **mandatory reporters** must comply with their duties.

Risk management

In Victoria, organisations are required to protect children when a risk is identified (see information about failure to protect above). In addition to general occupational health and safety risks, we proactively manage risks of abuse to our children.

We have risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments (for example, any doors that can lock), and online environments (for example, no staff or volunteer is to have contact with a child in organisations on social media).

Regular review

This policy will be reviewed every two years and following significant incidents if they occur. We will ensure that families and children have the opportunity to contribute. Where possible we do our best to work with local Aboriginal communities, culturally and/or linguistically diverse communities and people with a disability.

Allegations, concerns and complaints

Our Centre takes all allegations seriously and has practices in place to investigate thoroughly and quickly. Our staff are trained to deal appropriately with allegations.

We work to ensure all children, families, staff and volunteers know what to do and who to tell if they observe abuse or are a victim, and if they notice inappropriate behaviour.

We all have a responsibility to report an allegation of abuse if we have a reasonable belief that an incident took place (see information about failure to disclose above).

If an adult has a **reasonable belief** that an incident has occurred, then they must report the incident.

Under the Victorian Reportable Conduct Scheme, allegations of child abuse and neglect may be reported to the Commission for Children and Young People.

Factors contributing to reasonable belief may be:

- a child states they or someone they know has been abused (noting that sometimes the child may in fact be referring to themselves)
- behaviour consistent with that of an abuse victim is observed
- someone else has raised a suspicion of abuse but is unwilling to report it
- observing suspicious behaviour.

HEALTHY ENVIRONMENT

Policy Statement

The Centre will maintain an environment within the centre, which ensures the health of children, parents and staff. Within the broader environment the Centre will maintain practices, which promote a clean and healthy world.

Health and Safety Practices

The Management will ensure that health and safety practices followed in the Centre comply with the Children's Services Act 1996, Children's Services Regulations 2009 and the Victorian Occupational Health and Safety Act (2004) and will allocate sufficient resources in the annual budget to ensure the maintenance of a healthy and safe environment.

First Aid and Anaphylaxis Qualifications

All key staff within the childcare environment will have current First Aid and Anaphylaxis Certificates. The Centre is responsible for ensuring maintenance of First Aid Certificates. *(First Aid Policy*)

Healthy Environment

All children attending the Centre are protected from skin damage caused by the harmful ultraviolet rays of the sun (*SunSmart Policy*). Parents must apply sunscreen prior to attendance and hats must be worn outside.

All rooms within the Centre will be well ventilated. Lighting, heating, cooling and noise levels will be monitored by staff to provide comfort and take into account specific activities and individual needs.

Drinking Water

Children will have **access** to drinking water at all times, having access to their own drink bottles and be actively encouraged to take frequent drinks.

During hot weather staff will offer children drinks of water throughout the day. Water will be available for older children to help themselves. Staff will monitor the fluid intake particularly of very young children and babies.

Cold Weather

Fresh air and exercise is important to maintain health and reduce the incidence of respiratory illness. Children will be encouraged to play in the outdoor area during cold weather. Staff will ensure that children are appropriately dressed in coats and hats and will monitor their comfort levels.

Staff will model healthy behaviours to children including eating and exercise.

Sandpits

Sandpits will be maintained in a healthy condition. Sandpits will be covered at night and regularly raked.

Water Play

(See Water Play Policy)

Reducing the Spread of Infectious Diseases

The Centre observes the Public Health Department's recommendations on exclusion of children with active infectious diseases, or children with no immunity to these diseases (*see Exclusion Policy).* Parents are to withdraw their child as soon as possible should the child become sick while at the Centre.

Parents are to keep the Centre informed of any contagious illness occurring in their family. Parents will be informed of any current outbreaks of illness and provided with information about the illness so they can watch for symptoms in their own child. Information will be posted on room doors.
Staff are to observe the same health requirements as children (*see Hygiene Policy*).

Immunisation

The Centre adheres to the Victorian 'No Jab, No Play' legislation. All children enrolling in early childhood education and care services need to be up to date with their vaccinations or have an approved medical exemption. In the event of an outbreak of illness non immunised children will be excluded *(see Immunisation Policy).*

Hygiene

Staff are to observe strict hand washing procedures and are to train and supervise children in careful personal hygiene, including hand washing and procedures to deal with nose bleeds. Staff are to follow specific procedures for nappy changing, toilet training and cleaning all toys. Staff must observe strict cleaning procedures additional to those of the Centre's cleaner *(see Hygiene Policy).*

Biting

The Centre recognises that young children sometimes bite others and therefore requires staff to take a preventative stance overall and to develop specific strategies for dealing with biting behaviour *(see Behaviour Guidance Policy).*

Touching and Showing Affection to Children

Most people choose to work with children because they enjoy children and are committed to making a difference in their lives.

Showing affection to children is a natural response from those who really do care. Sharing affection with children where others can see and share in the warmth is appropriate when based on the situation and development stage of the child.

To protect staff from embarrassing or controversial situations, the best guide is common sense and good judgement. The following guidelines assist staff:

- Be affectionate with children and youth where others can see and share in the warmth.

Understand that people have different personal boundaries. If a child's hug is uncomfortable, discuss your personal boundaries with the child. If you want to hug or comfort a child, ask the child's permission (i.e., would you like a hug?). Lower yourself to the height of the child and use side to side hugs (arm around shoulder) rather than face to face.

- Use judgement based on the situation and developmental stage of the child or youth.

What is acceptable with a 3-year-old will be quite different from what would be appropriate with a young teenager.

- Playing favourites is difficult to avoid but, over-attention to one child can be misconstrued by parents and by other children. All participants should receive equitable attention and treatment.

➢ Avoid letting children climb on you. Explain your own physical boundaries and suggest alternative actions or plan for alternate activities. (i.e., you would prefer a child to sit beside you or change to an activity where children can run off excess energy).

➢ Avoid contact (physical and verbal) that may be interpreted to have sexual connotations.

(Adopted from "Help Stop Child Abuse")

ANIMALS WITHIN THE CENTRE

Policy Statement

The Centre acknowledges the role animals have in contributing to the programs. In order to ensure children's safety any visits from animals/pets must be approved prior to the visit.

Duty of Care

The centre has a duty of care in ensuring children's safety. Pets can provide opportunities for furthering children's knowledge about each other's family and animals. There may be times when it is appropriate for a pet to visit for discussion, bathing, brushing or observation. Whilst it can provide an exciting learning opportunity careful planning needs to be made to ensure both the pet and child's safety.

HYGIENE

Policy Statement

The application of preventative measures through infection control processes aims to prevent the spread of infections and will be followed by all people in the Centre at all times.

Handwashing

Hand washing is the most effective way of controlling infection in the Centre.

Children will be instructed in how to effectively wash their own hands with soap and water. Staff and children must wash their hands:

- Before all clean tasks e.g. Handling and preparing food and eating
- After all dirty tasks e.g. nappy changing, toileting, cleaning faeces, vomit or blood, wiping a nose, playing outside, handling animals

The Centre will ensure that toilets and hand washing facilities are easily accessible to children. Children will be encouraged to flush toilets and wash hands after use.

Disposable Gloves

Disposable gloves will be worn for all nappy changes, any situations which involve handling of body fluids, blood or clothes and equipment soiled by body fluids and when cleaning a contaminated area. Staff must wear gloves when cleaning if they have a break in skin on the hands, or if they have dermatitis or eczema.

Staff must wash their hands with soap and water when gloves are removed.

Nappy Changing

Nappy changing procedures will ensure that:

- Changes are done only in the nappy change area
- The area is stocked with paper towels, wipes, plastic bags, disposable gloves and spare clothes
- Rubbish bins with plastic lining are used for both used nappies and rubbish
- Staff hands will be washed after each nappy change

- Change mats are cleaned with disinfectant after each nappy change

Toileting

Staff will monitor children's use of toilets and assist where necessary.
Children will be taught to:

- Wash hands after using the toilet
- Tell staff if they need help

Nose Wiping

- Staff will wash their hands after every nose wipe.
- Tissues will be readily available indoors and outdoors
- Tissues will be disposed of in a rubbish bin
- Children will be encouraged to wipe own noses and wash hands

Toys

Babies' toys will be washed regularly in warm soapy water.

Cleaning of Surfaces

Surfaces will be cleaned with detergent daily. Areas contaminated with body fluids will be disinfected after washing.

Bottles, Dummies and Teats

Bottles, dummies and teats will be clearly marked for each child and rinsed after each use.

Drinking and Eating Utensils

Each child will provide their own drinking utensils at each mealtime. Staff will encourage children not to use drinking or eating utensils which have been used by another child or dropped on the floor. Staff will ensure that children do not eat food that has been handled by another child or that has been dropped on the floor.

Children's Programs

Issues of hygiene will be included in the child's program and staff will initiate discussion about this subject with groups and individual children at appropriate times. Information on hygiene will be displayed.

SPECIFIC HEALTH CONDITIONS

Policy Statement

The Centre supports the mainstreaming of a child with specific health conditions and/or diet where it is able to provide appropriate support and where it is in the best interests of the child. Such children will be considered individually for enrolment at the Centre, depending on the availability of a space in the appropriate session and taking into consideration available support.

Specific Health Considerations

Some children may require specialised care and consideration due to a specific health condition. Parents are requested to discuss any such issue with the Director or Team Leader at the time of enrolment, or as information regarding the condition emerges. Parents will complete the relevant Health Care Plan, signed by a doctor or specialist where appropriate.

The Centre Manager or Team Leader may request additional information to assess the Centre's capacity to meet the child's needs and discuss appropriate measures with the parents. Ongoing

assessment of the Centre's ability to meet the needs of each child will occur. A list of all children with special medical conditions will be listed for staff in the room.

In cases of severe conditions, the child's photo and details of the condition, symptoms, treatment, reaction to treatment and emergency medical contact will be displayed for all staff. Every effort will be made to avoid allergic reactions in children.

Parents will be made aware that the childcare area is a shared space and is often utilised for children's party on the weekends.

Details of allergies and their treatment will be provided to all staff.

Medication will be clearly marked and kept in the designated place, together with authorisation forms and management plans.

The Centre reserves the right to refer the child to other services if the Centre Manager or Team leader, in consultation with appropriate staff and committee members, feels the Centre cannot reasonably meet the child's needs. Involvement from other services if appropriate to support the child will be sought.

Allergy/Intolerance

Where a child has an allergy or intolerance, specific details will be completed on an Action Plan, containing a photo of the child and outlining triggers, symptoms and first aid treatment. Parents will be asked to update information in writing about the allergy or intolerance regularly and all relevant staff will be informed. Action Plans will be kept on the noticeboard inside the childcare room.

Parents will be advised that their child cannot commence until a signed Action Plan from a medical practitioner is submitted to the Centre.

NUTRITION

Policy Statement

Snack times will provide a calm, social, positive learning experience for children who will be encouraged to develop healthy eating habits. The importance of good healthy food will be discussed with children.

Snack Routines

- Mealtimes are social occasions. Staff members will sit with the children and interact with them to encourage good eating habits and an appreciation of a variety of foods. Children will be assisted where required but will be encouraged to be independent and to help themselves wherever appropriate.
- Children where appropriate will have opportunity to be involved in snack routines and serve themselves, assist with setting up and packing up.
- Children and staff will wash their hands before handling food or eating meals.

Social Events

- Celebrations such as birthdays need to be discussed with the Room Leader.

Infants

- Parents are required to provide adequate infant formula pre- made or expressed breast milk in labelled bottles.
- If required, formula and breast milk will be stored in staff room fridge.
- A bottle warmer will be used to heat milk.

Safety

- Only food provided by parents/carers are given to the children during the session.
- In the interests of safety, children will be required to be seated while eating.
- Care is taken to ensure very young children are well supervised, especially when trying new foods.

ILLNESS

Policy Statement

The Centre will seek to maintain a healthy environment for children and staff. Details of illness will be monitored and in the case of contagious or infectious illness exclusion from the Centre is required.

Procedure

When a child becomes ill while at the Centre staff need to assess whether to monitor the child or to call parents to collect the child.

Illness Record

Staff will record all illness in the Centre's Illness Record, including both staff and children. Details entered will include date, time, place, condition, brief description of illness, action and medication and any anticipated treatment.
Staff will ensure that the person collecting the child is made aware of the illness record and information has been given.

Illness

Parents are requested to take responsibility for not bringing unwell children into the Centre, or children who may infect other children or staff with an illness.

If children are unwell or become ill while at the Centre, staff will request parents to collect their child. Staff are unable to care for children that are unwell.

Staff are expected to observe the same guidelines as for children regarding attendance at the Centre when not well. Staff who are unwell should not report to work. They should contact the Centre as soon as possible (with at least two hours' notice) to advise of their inability to work. In the case of serious ill health or hospitalisation, the child or staff member will require a medical certificate from their medical practitioner verifying that their recovery is sufficient to enable their return to the Centre.

Management of Unwell Children at the Centre

Upon arrival at the Centre qualified staff will observe each child and where necessary request that a parent not leave a child who is obviously unwell.

The Centre will provide a suitable area away from other children where a child who is unwell can rest comfortably under supervision until they are collected by a parent/guardian.

The Centre recognises that children may develop symptoms of illness during their time at the Centre. Staff will watch for changes in behaviour and any signs of developing illness. Minor symptoms will be verbally reported to parents when they collect their child and recorded in the Illness Register. Should the child's condition deteriorate the parent will be contacted to collect the child. Such illnesses will also be recorded in the Illness Register.

Parents will be contacted and asked to collect their child as soon as possible when symptoms suggest that the child is contagious or if the child has a fever over 38 C or if the child is very distressed.

Exclusion

Children **may** be excluded from the Centre for the following conditions:

- Chicken pox
- Conjunctivitis

- Diarrhoea
- Hand Foot and Mouth disease
- Head lice
- High temperature
- Infectious hepatitis
- Measles
- Meningitis
- Mumps
- Rubella (German Measles)
- Scabies
- Scarlet fever
- School sores (impetigo)
- Tinea
- Upper respiratory tract infection
- Vomiting
- Whooping cough
- Coxacie

Children who are not immunised for the above contagious conditions will be excluded from the Centre until there are no signs of those conditions at the Centre.

Other infectious conditions not mentioned in this list will be handled according to the guidelines set out in "Infectious Diseases in Early Childhood Settings" published and distributed by the Department of Health.

ADMINISTRATION OF MEDICATION

Policy Statement

The Centre undertakes to administer medication to children only within strict guidelines.

Medication

Parents will be encouraged to administer prescription medication where possible before and after care. We acknowledge that we are not health care professionals. Some medications will be invasive and will require home administration. (E.g. eye drops, ear drops, nose drops, skin creams). Each case will be judged separately. Parents will be encouraged to provide single doses of medication when it is necessary for us to administer.

Qualified staff will administer necessary medicines and medical treatments provided the following Procedures are followed:

- Parent completes a signed authorisation form
- Any medication is provided in its original container/within its expiry date
- Any medication needs to be labelled with the relevant child's name; dosage required
- The medication is handed to the qualified staff and the appropriate authorisation completed
- It is not the child's first dose of the medication, as effects need to be monitored.

Two staff members will be present at the time of administering medication. The designated qualified staff member will administer the medication or treatment after the dosage to be given has been checked by another staff member.

This would need to be in their original container, named and dosage given as with prescription medication. Panadol will only be given in this way for up to one week, at which time the Centre would require written confirmation from the child's doctor that their condition has been re-evaluated.
In the case of a child who has ongoing health issues which may need these types of medications to be administered, e.g. Imminent hospitalisation, immunisations, skin disorders, a Health Care Plan will be

required from the child's medical practitioner which states the procedure or treatment childcare staff should follow and any medication dosage information. This plan will need to be updated six monthly.

In the case of a high fever or the child's health deteriorating while in care for the day the centre will follow the exclusion policy. Parents will be expected to be able to collect their child within 30 minutes. If they are unable to do this, it is their responsibility to organise their emergency contact person to collect their child.

If the parents or emergency contact cannot make reasonable arrangements and the staff are concerned about the welfare of the child, the centre will make arrangements for an Ambulance to be called. The Ambulance officers will then access the situation on arrival and make a decision if hospitalisation is needed.

If children are receiving medication at home but not at the Centre, the Centre should be advised of the nature of the medication and its purpose and of any possible side effects it may have for the child.

Medication Records

An authorisation form must be completed requesting staff to administer medication.

The child's name, medication name, dosage and time of the day will be entered in the Medication Record. The staff person administering the dose will sign after administering the medication. Where medication for treatment of long term conditions or complaints such as asthma, epilepsy or ADD is required, the Centre will require a letter from the child's medical practitioner or specialist detailing the medical condition of the child, correct dosage as prescribed and how the condition is to be managed. Health care plans will need to be filled for these conditions and this will provide a guide for staff in managing the child's ongoing health and wellbeing.

Storage of Medications

Medications will be stored in accordance with product instructions and in the original container. Storage will be provided that is secure, safe and clearly labelled. Children with ongoing health conditions will be encouraged to bring a set of medication to leave at the centre for use as needed.

Medication Error

In the case of an error in the administration of medication the procedure is to:

- Ring the Poisons Information Hotline
- Provide details of the medication and incident
- Act immediately on the advice
- Provide first aid support
- Notify the child's parent.
- If unable to contact parent notify the child's emergency contact person.
- Call Emergency 000, if necessary
- Document the incident and actions
- Review procedures

EXCLUSION

Policy Statement

The Centre reserves the right to exclude enrolled children in specific circumstances, which include risk to either the child, other children and/or staff.

Procedures

Exclusion of children from the service will only occur after all other avenues of communication and support have been exhausted and when:

- Professional advice confirms a child is in psychological danger as a result of an unusually prolonged inability to settle into care away from the parent/guardian, or
- A child puts other children and/or staff at risk through inappropriate behaviour (see *Policy on Behaviour Guidance).*

Short term exclusion may be necessary when:

- A child is unwell on arrival
- Symptoms suggest the child may be contagious
- The child becomes unwell while at the centre or staff suspect that the child has a fever
- There is an outbreak of a disease that the child is not immunised against. *(*See *Healthy Environment/Health and Safety Practices: Illness)*

ASTHMA MANAGEMENT

Policy Statement

The Centre will ensure that a medically approved Asthma Management plan will be implemented for each diagnosed child, either on enrolment or upon diagnosis.

Procedure

On enrolment (or as soon as diagnosed) families must inform the centre of a child's asthma status.

The following forms must be completed with a medical practitioner and returned at the time of enrolment:

- Asthma Action Plan
- Student Medical Record
- Medication Schedule
- Emergency Plan (if required)

A child diagnosed with asthma will be unable to commence until a signed Action Plan from a medical practitioner is submitted to the Centre.

All information will be confidential and used to manage a child's asthma while at the Centre. Asthma Action Plans will be kept on the noticeboard in the Childcare Room.

Medication

Staff will administer medication for asthma in accordance with:

- Asthma Action Plan
- Medication schedule (for medication required for more than two weeks)
- Medication Form in each child's room to be completed on a daily basis for all other medication
- In accordance with the Medication Policy i.e. all medicine must be in the original container with child's name, dose required etc.

Whenever a child is at the Centre reliever medication must be provided by the parent/carer in the case of an emergency.

Environment

Whenever possible staff will monitor situations which may contribute to children's triggers. Other policies will create an environment, which reduces risks of triggering attacks (e.g. no smoking).

Education / Training

The Centre will regularly provide First Aid training for staff to ensure correct, up to date procedures are followed. All regular staff will be trained in Asthma Management.

ANAPHYLAXIS MANAGEMENT

Policy Statement

The Centre believes that the safety and wellbeing of children who are at risk of anaphylaxis is a whole-of-community responsibility. The Centre is committed to:

- providing, as far as practicable, a safe and healthy environment in which children at risk of anaphylaxis can participate equally in all aspects of the children's program and experiences
- raising awareness about allergies and anaphylaxis amongst the community and children in attendance
- actively involving the parents/guardians of each child at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and management strategies for their child
- ensuring each staff member and other relevant adults have adequate knowledge of allergies, anaphylaxis and emergency procedures
- facilitating communication to ensure the safety and wellbeing of children at risk of anaphylaxis.

Procedure

The Centre will ensure:

- that all staff members have completed first aid and anaphylaxis management training and will update their qualifications at least every 3 years
- that the policy is provided to a parent or guardian of each child diagnosed at risk of anaphylaxis at the Centre
- that all staff whether or not they have a child diagnosed at risk of anaphylaxis undertakes training in the administration of the adrenaline auto-injection device and cardio- pulmonary resuscitation every 12 months.
- that a spare adrenaline auto-injection device is always kept at the centre and is regularly checked for expiry dates
- ask all parents/guardians as part of the enrolment procedure, prior to their child's attendance, whether the child has allergies and document this information on the child's enrolment record. If the child has severe allergies, ensure the parents/guardians provide a medical management action plan signed by a Registered Medical Practitioner.
- Parents are informed that a child diagnosed with anaphylaxis will be unable to commence until a signed Action Plan from a medical practitioner is submitted to the Centre.
- Parents will be made aware that the childcare area is a shared space and is often utilised for children's party on the weekends.

Where a child diagnosed at risk of anaphylaxis is enrolled, the Centre will also:

- conduct an assessment of the potential for accidental exposure to allergens while child/ren at risk of anaphylaxis are in the care of the Centre and develop a risk minimisation plan for the Centre in consultation with staff and the families of the child/ren
- ensure that a notice is displayed in the Centre stating that a child diagnosed at risk of anaphylaxis is being cared for at the Centre
- ensure that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the Centre without the device
- implement the communication strategy and encourage ongoing communication between parents/guardians and staff regarding the current status of the child's allergies, this policy and its implementation
- ensure that a child's individual anaphylaxis medical management action plan is signed by a Registered Medical Practitioner and inserted into the enrolment record for each child
- ensure that all staff know the location of the anaphylaxis medical management plan and that a copy is kept with the auto-injection device Kit.

Parents/guardians of children shall:

- inform staff, either on enrolment or on diagnosis, of their child's allergies
- develop an anaphylaxis risk minimisation plan with staff
- provide staff with an anaphylaxis medical management action plan signed by the Registered Medical Practitioner giving written consent to use the auto-injection device in line with this action plan
- provide staff with a complete auto-injection device kit
- regularly check the adrenaline auto-injection device expiry date
- assist staff by offering information and answering any questions regarding their child's allergies
- notify the staff of any changes to their child's allergy status and provide a new anaphylaxis action plan in accordance with these changes
- communicate all relevant information and concerns to staff, for example, any matter relating to the health of the child
- comply with the Centre's policy that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the Centre without that device.

IMMUNISATION

Policy Statement

Under the 'No Jab, No Play' legislation, before enrolling your child, we must first obtain evidence that your child is up to date with all vaccinations that are due for their age, or that they are able to receive.

An Immunisation History Statement from the Australian Immunisation Register (AIR) is the only form of documentation accepted for the purpose of enrolling in an early childhood education and care service.

You can obtain a copy of your child's Immunisation History Statement from your myGov account or you can call the AIR on 1800 653 809 or visit a Medicare or Centrelink office.

Families who do not hold a Medicare card must call the AIR to request an Immunisation History Statement.

Exclusion
Children who are not fully immunised will be excluded from the Centre during outbreaks of some infectious diseases. This will be in accordance with the National Health & Medical Research Council exclusion guidelines and will be carried out even if their child is well.

HIV / AIDS, HEPATITAS B & C

Policy Statement

No child, parent, staff member or potential staff member will be excluded from the Centre due to living with HIV / AIDS, Hepatitis B or C.

Staff and Management practices will adhere to the law under the Disability Discrimination Act 1992 and the Equal Opportunity Act 2010, that no discrimination will take place based on a child/parent/staff member's HIV status.

As HIV / AIDS or Hep C is not transmitted through casual contact, a child with any of these infections will be treated as any other child would be.
Information about a child, parent or staff member living with HIV/AIDS will remain strictly confidential at all times. Only with the consent of the person with the condition or their parent or guardian can this information be shared with other staff members.

Staff will follow universal precautions and hygiene procedures at all times to eliminate any risk of HIV / AIDS or Hep B or C transmission in the Centre.

STAFF QUALIFICATIONS

Policy Statement

All childcare staff will either be Diploma or Certificate III in Children's Services qualified.
All sessions will be led by a diploma qualified staff member and assisted by certificate III staff.
All childcare staff will have current First Aid, Anaphylaxis and Asthma Certificates.

Procedure

- Documentation of qualifications and certificates will be held in the staff files.
- A register will be maintained of qualifications and date completed.
- An annual plan for upgrading will be implemented by the Operations Manager.
- When new staff are employed their current First Aid Certificate status will be noted.

- Staff will be required to undertake First Aid training within their professional development program.
- Staff are expected to take responsibility for keeping the qualifications current.
- The Centre will pay for First Aid training within the professional development program.

SAFE ENVIRONMENT

Policy Statement

The Centre aims to provide a safe environment for children and staff through maintaining high standards of safety for equipment, building and grounds and maintaining safe practices

Safety Practices

The Management will ensure that health and safety practices followed in the Centre comply with all relevant Federal and State Regulations and Acts and will allocate sufficient resources in the annual budget to ensure the maintenance of a healthy and safe environment. Staff will be encouraged to have input into safe work practices and procedures, both informally and formally.

Children will be encouraged to have input into establishing safe practices for their own behaviour including setting appropriate rules and limits *(see Behaviour Guidance Policy).*

Safe Work Practices Training

Information about the Occupational Health and Safety Act, Regulations, Codes of Practice and Guidelines are held at the Centre and are made readily available for staff and Committee of Management.

Safety Precautions

All possible precautions are taken to make sure the areas used by the children are physically safe. Play areas and equipment will be checked regularly by the staff to ensure they are in a clean and safe condition and report any repairs needed to the Occupational Health and Safety Officer or the Centre Manager. Staff will record all incidents that have the potential to cause injury or illness, in the Accident/Injury/Trauma Record.

Children are not left unattended in either the inside or outside areas.

When the Centre is notified that a child suffers specific allergies these are recorded, staff are notified, and every effort is made to ensure the child does not suffer an allergic reaction.

The Centre will provide information to parents regarding safety issues on a regular basis. Safe eating practices and food restrictions *(see Nutrition Policy)*

The Centre will ensure the environment is free of vermin, monitor chemical use, maintain soft fall under play equipment.

Specific Safety Precautions

Every attempt will be made to prevent breathing arrest. The following precautions will be taken:

- **Asthma**: Staff will be aware from a prominently displayed list the individual symptoms of children who suffer from asthma and will monitor children in their activities accordingly (*see Asthma Policy).*
- **Choking**: Children will be supervised while eating and drinking. They will be seated for all meals, snacks and drinks.

Injuries

Trained staff will administer First Aid in accordance with Health Department guidelines where necessary.

The Coordinator or Team Leader will be informed by staff as soon as possible, and given details whenever a child:

- Is bitten (whether or not the skin is broken)
- Receives any blow to the head or face
- May develop substantial bruising
- Any other serious injury

The Coordinator or Team leader will decide whether parents should be contacted immediately. Details of the injury will be recorded in the Accident/Injury/Trauma Record.

SUNSMART

Policy Statement

The Centre adopts the Sun Smart Policy as recommended by the Anti-Cancer Foundation to ensure that all children attending the Centre are protected from skin damage caused by the harmful ultraviolet (UV) rays of the sun.

The policy is applicable for the whole year.

Sun Smart Behaviour

It is recognised that ultraviolet radiation can cause damage even in shade.

Staff are required to act as role models by being seen by the children to be practising sun smart behaviour wearing appropriate hats and clothing for outdoor activities, applying sunscreen to themselves as well as the children, seeking shade.

Staff are to take an active role in educating the children about sun smart behaviours.

The Centre will incorporate sun and skin awareness activities into teaching programs. Parents will be encouraged to adopt sun smart behaviour.

Avoiding Direct Sun Exposure

Children will be encouraged to avoid direct exposure to the sun between 10am and 2pm (11-3 daylight saving time).

Outdoor activities will be set up in the shade and moved as shade areas change during the day.

Hats/Sun Smart Clothing

Children will wear hats whenever they are outside. No Hat - No Outdoor Play.

All children are expected to bring their own, however the Centre will have spare hats available.

It is parent's responsibility to dress their child in tops with collars and sleeves.

Sunscreen

Parents must apply 30+ sunscreen at least 20 minutes prior to the session.

At enrolment parents will be given a copy of the SunSmart Permission Form and will be required to give permission for staff to apply sunscreen should it be needed during the session.

From September to April in Victoria

The average UV Index levels reach three, which is above the recommended exposure levels which can be harmful. During this time, all children must wear hats that protect the face, neck, and ears whenever they are outside. When outside appropriate clothing should also be considered, such as t-shirts and longer style shorts (singlets are not recommended).

All parents are responsible for applying SPF 30+ to their child during the summer and daylight saving months. It is recommended that it be applied 20 minutes before attending childcare. Sunscreen will then be re-applied by staff every two hours while children are in the sun.

Children will be encouraged to use available areas of shade for outdoor play activities. Staff will act as role models by wearing appropriate hats and clothing outdoors, using a 30+ sunscreen and seeking shade whenever possible.

The Sun Smart policy will be reinforced in a positive way through information on notice boards and print material for all users of our Centre. SPF 30+ broad spectrum, water resistant sunscreen is provided for all staff and children.

From May to August in Victoria

The average UV Index levels are below three. To help maintain winter vitamin D levels, sun protection is not required during this time.

OCCUPATIONAL HEALTH AND SAFETY

Policy Statement

The Centre is committed to the provision of the highest possible standard of occupational health, safety and welfare for its employees, in accordance with the Occupational Health and Safety Act.

Management Responsibilities

Prevention should be the basis of all occupational health, safety and welfare programs and Management acknowledges the equal importance of health, safety and welfare with other aspects of the Centre and undertakes to monitor the health, safety and welfare of employees so as to prevent work related injuries.

The Centre complies with all aspects of the Act and in particular will:

- Take all practicable action to safeguard the safety and health of the Centre's employees while they are at work.
- Ensure the maintenance of the Centre so that it is tidy, clean and a safe environment to work.
- Adequately instruct employees in safe working procedures and inform them of any hazard to safety and health which may be associated with the work they are required to perform.
- Ensure the provision of adequate medical, health and first aid services as considered necessary.
- Investigate and take appropriate action to eliminate or minimise any reported safety or health risk to employees.
- Investigate any accident at work, for the purpose of preventing recurrence.
- Accept the procedures for settling disputes as laid out in the various sections of the Occupation Health and Safety Act.
- Ensure that appropriate information about workers compensation is available to all employees of the service.

The management will ensure that injured employees are provided with appropriate rehabilitation and health care services and that a flexible rehabilitation program is implemented in the Centre provided it is appropriate to meet the needs of children and staff.

Employee Responsibilities

Each employee has the responsibility to take all practicable action to safeguard their own health and safety at work and that of other employees. Specifically, this means:

- Responsibility for safe working practices.
- Responsibility to ensure the committee's decisions regarding health and safety are upheld.
- Avoid risk taking.
- Understand the importance of reporting injuries or illness which occur during the course of their work.
- Be informed about the time deadlines for completing workers compensation forms.
- Report any possible risks to safety or health.
- Ensure that if satisfactory action is not taken within a reasonable time frame, then they must report it to the Director.

Staff will be encouraged to report to their Team leader or the Centre Manager incidents leading to high stress levels and positive steps will be taken to understand and minimise stress suffered by individual staff members.

In the event of an accident to a staff member an Incident Report is to be completed. Staff are expected to have current First Aid qualifications and are personally responsible for ensuring upgrading their First Aid Certificates.

Access to Information

Employee and Employer responsibilities for Occupational Health and Safety are available on the Centre's website. These responsibilities are highlighted to new staff members as part of their induction.

NO SMOKING

Policy Statement

The Centre is a designated no smoking area.

Procedure

No smoking is permitted within four metres of the Centre entrances.

Staff will inform visitors of this policy.

MEDICAL EMERGENCIES

Policy Statement

All reasonable precautions will be taken to prevent accidents and to protect the children's safety. All key staff within the Centre will be equipped to deal with medical emergencies and will have current First Aid Certificates.

First Aid

First Aid will be administered by the Centre's qualified staff.

Children considered by staff, to be in urgent need of medical care will be taken by ambulance to the designated hospital of the attendants, accompanied by a staff member. Admin staff to be requested to dial Ambulance 000.

Where a child or staff member ceases breathing, the nearest trained staff member is expected to follow First Aid procedures for CPR.

The First Aid procedure is to continue until Ambulance or medical personnel take responsibility. Staff not involved in the medical emergency are expected to remain calm, to maintain their professional responsibilities and standards of behaviour and to remove other children from the immediate area and to protect children from trauma through observing the situation.

Coordination of Emergency

Staff are to immediately inform the Centre Manager or designated senior staff who will co-ordinate emergency procedures. Administration staff will ensure that the following steps are taken:

- Call an ambulance 000.
- Ensure that other staff have taken responsibility for the children under the care of the person administering First Aid. Move the children to another area if necessary.
- Arrange for a person to direct the Ambulance officers to the area (from the street frontage).
- Make sure the Director/Team Leader are aware of the emergency.
- Render assistance to the person administering First Aid.
- Collect child/staff file to be taken with ambulance.
- Record the child's (or staff) name, destination, time of departure, which staff member is with the person.
- Inform the family concerned.
- If unable to contact parent, emergency contact will be called.
- Make arrangements for the staff member accompanying the child in the ambulance to return to the Centre/home.

A staff member designated by the Centre Manager or Team leader will accompany the child in the ambulance to the hospital and remain with the child until the parent or emergency contact arrives. The staff member will record the name of this person and time of arrival must be recorded on the incident report.

Every effort will be made by the Administration staff to contact a parent/guardian of the child to arrange to meet the child at the Casualty Department. Persons nominated as emergency contacts may be asked to relieve the staff member at the hospital if parents cannot be located. The parent/guardian will be given full details of the incident. At no time are the other children of the Centre to be unnecessarily disrupted in their routine or activities.

Administrative Details

- The Centre will not be liable for any medical fees, ambulance or other costs which may arise due to these emergencies.
- Accidents from a fault in equipment or from staff negligence are covered by insurance but every care will be taken to minimise the possibility of such accidents.
- Staff will complete an Accident/Injury/Trauma Record and hand it to the Operations Coordinator within 24 hours. It will be signed, dated and filed by the Operations Coordinator. In the Operations Coordinator's absence, the form will be handed to the Team leader, who will ensure the Operations Coordinator is made aware of the emergency as soon as possible.
- In the event of a serious incident the Department of Education and Training will be advised.

Debriefing

The Centre Manager will consider how to assist staff/children/families after the emergency. Specific support for the children may be arranged at the Centre Manager's discretion. The Centre Manager will meet with the staff directly involved immediately after the event for a debriefing and arrange a meeting for all staff at the earliest possible time and arrange for trained professionals to attend for counselling purposes.

The Centre Manager will inform the Management Committee at the earliest convenience. The Centre Manager only will liaise with Police or media.

EMERGENCIES

The policy needs to be read in conjunction with the Policies on Fire and Medical Emergencies.

Policy Statement

Appropriate resources, procedures and routines are in place to deal with emergencies.

Disasters: Natural and Unnatural Disasters

This Policy is intended to apply to possible sieges and/or bomb threats, severe storm, natural and unnatural disasters, e.g. fire, earthquake, flood, explosion, chemical spills, air accidents, abductions, threats of violence.

Coordination of Emergency

The senior staff member on duty is required to assess the nature of the emergency and decide whether to:

- Evacuate
- Move the Children Inside
- Move Children to The Identified Safe Area

The senior staff member will declare an emergency. Staff will be responsive to the "Declaration of an Emergency". Upon notification of an emergency the senior staff member on duty will co-ordinate either the Centre Manager or Team leader to:

- Contact the appropriate authorities and liaise with them.
- Dial 000 and request appropriate service.
- Use a staff member to convey necessary instructions and information
- Decide when to contact parents and instruct Director or Admin Staff as to what is to be said to parents and the child collection arrangements.
- Consult with authorities; direct all operations until the emergency is over.

Responsibilities of Staff of Children's Program

Staff will stay with the children at all times unless specifically instructed otherwise by an Emergency Services Officer or Senior Staff member.

Where possible, Office and Ancillary Staff will carry out tasks not specifically related to the children. At the first sign of a problem staff are to
:

- Gather children into a group in a safe place within their room
- Check that all children and staff are accounted for
- Where possible, children are to be prepared to move outdoors (i.e. coats, hats put on.)
- Occupy the children with familiar songs, stories and group activities and wait for instructions

A designated staff member is to collect and prepare to take with the group:

- The daily attendance record
- Medication instructions
- Medication
- Parent contact information
- Any special requirements for the children.

Should the room be unsafe according to the staff member's best judgement, children are to be moved as a group to a designated safe area (see below).

Responsibilities of Office and Ancillary Staff

Once advised of the emergency, office staff are to assist the Centre Manager or designated Senior Staff member to co-ordinate the emergency. In their absence office staff will fulfil the responsibilities of Senior Staff.

Office staff will take responsibility for contacting parents if directed and advise them of collection details. Staff not directly needed to handle the emergency are to disperse among to assist with the children and to stay with them until informed otherwise.

Once the Emergency Is Over

The Centre Manager will consider how to assist staff/children/families after the emergency. Specific support for the children may be arranged at the Manager's discretion.

The Centre Manager will meet with the staff directly involved immediately after the event for a debriefing and arrange a meeting for all staff at the earliest possible time and arrange for trained professionals to attend for counselling purposes.

The Centre Manager will inform the Chairperson of the Management Committee at the earliest convenient moment. Prepare and send a report to the parents to fully inform them of the nature of the emergency and possible concerns for children.

The Centre Manager only will liaise with Police, Fire Dept and/or media.

FIRE PRECAUTION

Policy Statement

Appropriate fire precautions are in place to reduce the risk of fire. Regular fire drill procedures are in place to ensure rapid evacuation of the building.

Emergency Plan

The Centre has a detailed evacuation plan prominently displayed in each room.

Firefighting equipment is located throughout the building. Signs show the location of this equipment and exits.

All staff must be aware of emergency procedures. Students and visitors are encouraged to be familiar with the evacuation procedure.

The Centre keeps attendance lists; special medicines, first aid kits and parents phone numbers easily accessible and ready to take immediately.

Fire Equipment

The Centre is equipped with fire extinguishers; fire blankets and smoke detectors are fitted throughout the building.

Fire Drill

A fire drill is conducted on an annual basis.

Fire Drill Procedure

In the event of the outbreak of a fire at the Centre, the first consideration must be the calm and quiet evacuation to a designated place of safety.

Admin staff will call the emergency service as required. Smoke detectors are located in all areas. One staff member from each area will be given the responsibility for:

- Checking that all people in their room have been safely evacuated from the building
- Designated staff member from each area to collect and prepare to take:
- The daily attendance record
- Medication instructions
- Medication
- Contact information

Each group will assemble at the first collection point and

- Check to make sure all are present

- Move to safe area

Once all children are safe in the assembly area any injuries should be attended to.

Children are kept together in a protected area away from the scene of danger and fire truck access until they can be collected by their parents/guardians.

Debriefing

The Centre Manager will consider how to assist staff/children/families after the emergency. Specific support for the children may be arranged at the Manager's discretion.

The Centre Manager will meet with the staff directly involved immediately after the event for a debriefing and arrange a meeting for all staff at the earliest possible time and arrange for trained professionals to attend for counselling purposes.

The Chairperson will be notified as soon as practicable after the emergency.

The Centre Manager will prepare and send a written report to the parents to fully inform them of the nature of the emergency and possible concerns for children.

The Centre Manager only will liaise with Police and/or the media.

GUIDING CHILDREN'S BEHAVIOUR

Policy Statement

We aim to provide a physically and psychologically safe environment which nurtures the child and provides a sense of belonging and self-worth. Children will be recognised and valued as individuals within their family context. Opportunities to extend children's development will be provided to build their confidence to meet new challenges. The Centre will work in partnership with parents to develop and implement policies and strategies. Where a child's behaviour is problematic parents/guardians will be consulted and asked to work with staff to ensure behaviour guidance techniques are consistent and clear. External agencies will be consulted where appropriate. Children need to have a safe, caring, well planned environment in which expectations of children's behaviour are expressed positively and explicitly and are developmentally appropriate. They need to have their feelings acknowledged and accepted and be able to express their emotions appropriately.

Implementation

- Clear guidelines about acceptable age appropriate behaviours will be developed for each session with input from staff, parents and management. Parents / guardians will be made aware of expected child behaviours at the centre via the written guidelines. These guidelines will be reviewed annually.
- The importance of confidentiality will be observed.
- Limits to behaviour will be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way.
- Children will be encouraged to settle their differences in a peaceful manner.
- Staff will use voice intonations, facial expressions and explanations to encourage desired behaviour. Building on each child's strengths and achievements will encourage positive behaviours.

Programming Considerations

- Staff will consider a child's level of development and match their expectations to this so that a positive approach to behaviour management is achieved.
- Staff will understand the limits of young children's abilities to wait, to share, to appropriately express feelings (e.g. anger, sadness, fear), to cope with tiredness / disappointment. Programs and routines will be planned to take these into consideration.
- Staff should recognise potential difficulties and plan programs and routines accordingly.

Interventions

- Staff will employ positive teaching and caring techniques including:
- Positive reinforcement and encouragement for appropriate behaviours,
- Redirection / distraction
- Telling child to “STOP” when acting dangerously
- Early intervention to avoid escalation of conflict
- Teaching of communication and problem-solving skills that encourage self-awareness and self-discipline.

Consequences for inappropriate behaviours must reflect the dignity and rights of the child. Therefore:

- Consequences for inappropriate behaviours must always be used as part of a comprehensive behavioural approach with the focus on encouraging / reinforcing appropriate behaviours,
- Such consequences will never include physical, verbal or emotional punishment: that is smacking, slapping, shaking, put downs, name calling, shouting and any punishment that humiliates, frightens or threatens the child,
- Such consequences will not result in the child being isolated (left alone).
- Time in and Time Away (from the group) are the preferred interventions for dangerous and/or unacceptable behaviour.

Child Restraint Procedures will incorporate the following:

- Restraint is only to be used when safety issues are involved.
- The child is to be moved the smallest distance possible.
- The child is to be moved with bent knees and both arms.
- There should never be an attempt to move or restrain a flailing child if the child is safe: a better option is to move the other children away from a child displaying inappropriate or aggressive behaviour.

Parents / guardians who wish to discipline their own child whilst in the centre will not at any time use any form of corporal punishment or use unacceptable language.

Parents must not attempt to discipline other children within the Centre. If staff encounter a parent attempting to discipline or smack children they should immediately intervene, advise the parent that this is unacceptable behaviour and report the matter to the Team leader as soon as possible. If parents perceive a problem with a child’s behaviour, they should notify a staff member.

If children consistently display unacceptable behaviour, the senior staff member will, in consultation with the staff team in the child’s room, identify whether:

- The expectations of the child’s behaviour are realistic and appropriate to their developmental level,
- The child understands the behavioural expectations.
- There is conflict between centre and home expectations.
- The child’s needs are being met within the centre.
- The child has health or other needs which may cause the unacceptable behaviour.
- Events at the centre have encouraged the behaviour.
- Consequences of the behaviour encourage it to persist.
- Strategies are consistently followed by all caregivers in contact with the child.

When Unacceptable Behaviours Continue

- The Staff develops a behaviour management strategy based on written observations and in consultation with the parents.
- If the unacceptable behaviour continues, the Team Leader consults with the Coordinator, who will review the strategies, observations and any other relevant information, consult with the parents, and implement a revised behaviour management strategy.

- If the unacceptable behaviour persists, the Team Leader will advise the Coordinator and then, jointly, with the parent, seek advice from an appropriate agency or professional.
- The Team Leader and coordinator ensure that staff consistently implements the agreed strategies.
- If the unacceptable behaviour continues, the Team Leader will consult with the coordinator.
- If all of the above have been enacted, there has been a genuine attempt to implement the agreed strategies, there is still no significant improvements, and there are safety considerations involved, then alternative arrangements for care will be considered by the Coordinator and Centre Manager.
- The Management Committee will be notified with a comprehensive report of the processes implemented.

SETTLING CHILDREN INTO THE CENTRE

Policy Statement

Staff recognises that a child's transition from home to the centre is an important time and work to ease that transition so the child can be helped to settle quickly.

Staff recognises the importance of both the parents and children's feelings at this time and will accept these feelings and make themselves available to listen and respond.

Each child has the right to feel safe and secure within the Centre.

The child's experience of childcare will be largely shaped by a successful transition into the Centre.

In order for children to feel safe and secure in the Centre environment a settling period will enable the child to get to know the staff, become familiar with the environment and for the parent/s to feel comfortable with the environment.

Orientation
All new enrolments will undertake the following orientation process:

- First session child/ren attends until 10.00 am
- Second session extended by 45 minutes if child has coped with first session, Team Leader to advise parent.
- Third session, full session
- First and second sessions may be required more than once if Team Leader feels necessary.
- Team Leader may request that parents reorientate if required.

Where a child is having difficulty with the transition, parents will be encouraged settle their child into an activity, say goodbye, leave the room and if they wish to remain in the foyer for a period of time. The Team Leader will then come out to the parent to provide an update on their child.

Where a child shows signs of trauma over the separation, the staff will continue close consultation with parents. This will assist staff to gather the comprehensive information needed to meet the individual needs of each child.
Parents will be notified if their child remains distressed. If a child finds the experience of attending childcare traumatic, staff may suggest taking a break.

SOCIAL DEVELOPMENT

Policy Statement:

We provide an environment which facilitates the development of personal and interpersonal skills enabling children to engage in effective interaction and participate in a variety of group settings. Social skills are critical life skills which are learned. Adults play a significant role in modelling and teaching social skills. Staff's interaction with children builds a basis for those children's relationships with peers and adults in the future. The social interactions that occur within the Centre will provide an important

medium for children to learn, and to develop self-esteem. They have a crucial role in the development of each child's identity. Interactions between adults and children and among adults will be respectful, genuine and caring.

Children learn best in an environment that fosters attachment, autonomy, independence and self-discipline, self-esteem, curiosity and co-operation.

Children need to develop competent social skills, which will foster effective interactions with peers, and adults in a range of context.

Implementation

Staff will be aware of their important role in modelling and facilitating positive social interactions. They will have the knowledge and skills to plan for, support and extend children's social development.

Self-Concept

Staff will focus on fostering the development of a positive self-concept in all children which is essential to the development of social skills.

Staff will program for social learning to occur at the individual and group level within the service.

Specific Skills

Specific skills to be developed will be co-operation, problem solving, self-awareness, identification of emotions in self and others, and empathy.

Staff will assist children to develop strategies to manage frustration, and conflict and the beginnings of self-control.

Children will be taught specific skills with peers, which include appropriately assertive language and the use of "I" statements i.e. "Stop", "I don't like that". Children will be taught how to resolve conflict without force or aggression. Social skills needed to enter play situations will be fostered. Children will be helped to identify and talk about their own and others' feelings and learn the expressive language skills needed to achieve these goals.

CHILDREN'S ACTIVITIES

Policy Statement

The Williamstown Community and Education - Child Care provides activities for children which are based on developmentally appropriate for one's age. Activities attend to all aspects of development and seek to provide opportunities to foster social development enhance language skills and nurture children's dispositions to learning. The Activities set out value early childhood and the philosophy that children learn through play. Specific attention is directed to special needs, gender issues and cultural diversity. Through play children construct every aspect of their knowledge, social development occurs as children interact with their peers and adults, intellectual development is promoted as children actively manipulate and explore objects in their environment. Children gain physical skills as they climb, swing, run, dig and manipulate equipment. Language skills are developed as children hear and use language, listen to stories and poetry, sing songs and rhymes particularly in make believe and role play in planned play experiences.

Activities provided will reflect and respond to the developmental stages of each child, providing for the child's basic needs, interests and education, while respecting and acknowledging the role of parents, cultural diversity and special needs.

Implementation

The Coordinator is responsible for ensuring that staff provide activities which are based on and reflects the needs and interests of each child.

Program

Staff will plan for children to learn through play by ensuring that play is the central component of their program. Children will enjoy autonomy in their choices of learning experiences. Staff will ensure that there are real choices e.g. Indoor/outdoor play,

Quiet/active play, individual/small group times, large group experiences
The activities will enable spontaneity and foster and extend children's interests and incidental learning experiences.

Anti-Bias

The children's program will include activities and learning opportunities through which the children will begin to learn about human differences. They will be encouraged to discover that difference is acceptable and enriching.

Gender Issues

The Centre adopts an affirmative action stance in relation to gender, ensuring that boys and girls have equal opportunity.

Cultural Diversity

The Centre respects that all children are influenced by their culture, race, ethnicity and the everyday practices of their families. The staff will be sensitive to the needs of individual children and families from varying cultural backgrounds, creating an environment that integrates on a daily basis resources and content reflecting different family backgrounds and is integrated into the daily program.

Parents / guardians will be encouraged to have input into program development. The extent to which parents wish to be involved will be respected.

Programs will not contain religious teachings for children.

Routines must be flexible and integrated into the overall program. Routine times should provide social and learning opportunities for staff and children and specific learning goals should be planned to be met during routines.

Evaluation of Children's Program

Staff in each area of the children's program will meet regularly to review the progress of each individual child and to update an individual plan for that child.

The Team Leader in each room will be responsible for bringing staff together to review the objectives and goals for that room. Through the accreditation process all staff will be involved in an ongoing process of self-evaluation of the children's program. Contributions to the children's program by individual staff will be evaluated through staff appraisals and peer appraisal systems.

WATER PLAY

Policy Statement

Water in a childcare setting does present a safety issue. Young children can drown in a small amount of water and water lying around can create a health hazard.

Implementation

- All water and water play must be closely supervised.
- Staff members must never leave an area without emptying all contained water including water troughs.
- Containers that can gather water, i.e. buckets should not be left outside.
- Soft drink bottles or hazardous chemical bottles will not be used for water play.

CHILDREN'S CLOTHING

Policy Statement

Children's activities are child centred. For full participation, children need to be dressed in suitable clothing.

There is a priority on fostering independence and self-help skills so clothing can be easily managed by children. Children need to be able to fully participate in planned learning experiences. They need clothes which are comfortable, allow activity and will not inhibit their activities. They need footwear which fits and is safe. In order to promote their independence skills, clothes which the child can manage themselves should be worn. Play is children's work and parents should be aware that children's clothing may become dirtied by paint, mud, sand etc during the normal activities at the centre.

Implementation

- Parents will be requested to label all items of clothing, shoes and bags.
- Children should be dressed in clothes which are easy to put on (e.g. loose-fitting tracksuits and pull on clothes. Braces, buckles, tight fitting garments are to be avoided).
- Clothes should be appropriate for the weather.
- Clothes should provide adequate sun protection. Sleeveless garments are not recommended, as they do not protect shoulders.
- A protective hat is required to provide sun protection, either legionnaire style or wide brimmed. Baseball caps and beanies are not recommended, as they do not provide adequate protection.

PROGRAM MANAGEMENT AND ADMINISTRATION

FEE POLICIES AND PRACTICES

Policy Statement

The Centre has a commitment to maintaining fees at the lowest possible level whilst providing a high-quality service and acknowledging qualifications and skills of staff. The Centre is a not for profit, community-based organisation. Fees are reviewed annually and are calculated on the basis of the annual budget estimate.

Fee Charges

Childcare fees are charged on a quarterly basis. Invoices are issued at the beginning of each term with payments to be finalised within 14 days of invoice date. Cash, Cheque, Credit Card and Direct Credit are accepted.

A current fee schedule is listed on the centre's website.

If you are having difficulty with paying your fees, see the Centre Manager or Operations Coordinator as soon as possible. They can organise a payment plan which is suitable for both parties.

Conditions of Fee Charges
Non-Attendance

Fees are charged for booked attendances. There is no reduction for days booked but not attended.

School Holidays

The Centre is closed during the school holidays. There is no charge during these times.

Illness

Fees are charged when children are away sick, or when they are excluded during outbreaks of infectious illness for which they have not been immunised.
In the event of a long-term illness families are invited to negotiate an alternative arrangement with the Operations Coordinator.

Cancellations

Cancellation of a booking requires two weeks' notice. Paid amounts will only be reimbursed if a replacement child can be found.

Late Collection

Parents are required to adhere to nominated arrival and departure times. This is essential to enable cost effective staffing ratios and rosters.
Late Collection Fees will apply.

Deposits

A deposit is required to secure a booking. Failure to pay a deposit may result in your childcare place being offered to another family.

STAFF ORIENTATION

Policy Statement

All new staff, including relief staff, will receive an orientation to the Centre and their position that will provide them with introductions, clear expectations about their working arrangements and explanations about the operations, philosophy, policies and procedures of the Centre before commencement of their duties.

All students and volunteers will receive a similar orientation to the Centre, outlining expectations and safety procedures.

Implementation: Staff

Before commencement all new staff will meet with the Coordinator who will:

- Show the new staff member around the Centre and provide introductions to other staff members
- Direct the new staff member to the Centre's website which includes the Centre's philosophy and highlights relevant policies and procedures in relation to the staff member's role
- Ensure the new staff member is aware of critical policies and procedures, e.g. confidentiality, collection of children, hygiene, responsibilities in an emergency, location of emergency equipment including specific medication for identified children
- Show staff members where Policies and Procedures are kept and advise of their availability at all times
- Provide the new staff member with relevant forms in relation to taxation, superannuation, union and payment of salary
- Advise the new staff member about the Centre's management structure and their lines of responsibility and communication with management
- Discuss the new staff members working arrangements and the Centre's expectations of them
- Allow the staff member to spend some time in their designated work area so that they may be introduced to the children, parents and other caregivers.

At the end of the first week of employment the coordinator will meet with each new staff member to clarify their role further and address any questions the new employee may have.

Implementation: Students and Volunteers

Students and volunteers will be asked to read the Parent Handbook

They will be shown the location of the Policies and Procedures Manual and may wish to read this for their interest.

They must be familiar with:

- Policy on confidentiality
- Emergency procedures
- Health and safety procedures
- Staff member to whom they report

Students and volunteers will be introduced to staff in the room in which they will work/observe and be informed about daily routines.

Staff working with students and volunteers in their room must ensure that the students and volunteers have a clear understanding of their responsibility to confer with staff, particularly in relation to behaviour management, collection of children and how they are to be involved with the children. Staff will ensure that they have a thorough understanding of the purpose and focus for the placement of a student or volunteer and will monitor their progress towards negotiated goals. Students and volunteers must wear identification badges at all times.

STAFF DRESS CODE

Policy Statement

The Centre acknowledges the role of the staff in modelling appropriate clothing for both the children in the rooms and for the early childhood profession through the demonstration programs.

Staff Responsibilities

Staff have a very physical role in their day to day work with children. The nature of this work involves constant bending, squatting, lifting and getting up and down from the floor. Staff need to ensure that they are wearing comfortable clothing that allows for this flexibility.

- Staff are required to adhere to the centre's sun smart policy and to model sun protective behaviour.
- Staff are expected to maintain the professional image of the organisation.

VOLUNTEERS

Policy Statement

Volunteers may be invited to contribute to the diversity of experiences for the children. Volunteers are supplementary to staff requirements and will not be used to replace staff.

Assessment and Supervision of Volunteers

Persons invited to provide volunteer support to the Centre will be assessed regarding their skills and suitability and a valid Working with Children check will be required prior to commencement.

Prior to attending as a volunteer, appropriate arrangements will be made:

- A staff person will be assigned as supervisor.
- Times and tasks will be agreed upon.
- The volunteer will be informed regarding:
    - Centre policy on confidentiality
    - Procedures for letting the Centre know if they will not be attending
    - Any issues appropriate for that volunteer
    - Appropriate Handbook will be supplied
    - Centre routines appropriate to their nominated tasks - e.g. release of children
    - All volunteers will be identified with a name tag.
    - A notice will be displayed in the room where the volunteer is placed.

- Volunteers will be supervised at all times by staff.

STUDENT AND PROFESSIONAL INVOLVEMENT

Policy Statement

The Centre supports the development of professional staff and therefore provides regular placements for students in early childhood, childcare and related fields.

Students are supplementary to staff requirements and will not be used to replace staff.

Approval

All persons wishing to conduct any research, observation or field experience at the Centre must request approval. Approval must be granted from both the Childcare Coordinator and Manager.

Involvement will not be approved if there is any potential to infringe on the staff, parents and/or children's rights to privacy and security. Parent and/or staff views will be sought in relation to specific research proposals.

Supervision of Students

Students will be supervised at all times by Centre staff.

Supervising staff will take responsibility for ensuring that the student has a clear understanding of the policies and procedures of the Centre and:

- The children's rights
- Their role in the Centre
- Reporting requirements
- The Centre's Confidentiality policy
- To whom, when and how to advise absences

The supervisor will manage appropriate information about the student.

The supervisor will ensure that children, parents and other staff are familiar with the role of the student. Parents will be advised of the placement of a student and information and photograph of the student will be displayed. Students will wear an identifying name badge. Any report must be shown to the supervising staff at the draft stage. Children will not be identified in any report. Use of photos of children in any report must be approved in writing by parents and staff.

Students from Child Care Courses

Priority is given to students on placements from recognised Child Care Courses.

The Coordinator will arrange dates and times so that students will gain maximum benefit from their placement and that the Centre and children's needs will not be disadvantaged.

Work Experience Students

Work study and other students will be allowed to participate in Centre activities at the discretion and under the supervision of the Coordinator, and providing that the children are not disadvantaged.

Research

Students wishing to undertake research at the Centre must apply in writing to the Centre Manager. During the research, a senior staff member will supervise students.

An authorised Ethics Approval from the Students University must be submitted as part of the request. Research methodologies and procedures must comply with the Research Policy.

Parents will be informed of any research undertaken within the Centre through the newsletter, Parent Advisory Group or letter.

Professional Access

Professionals wishing to visit the Centre must have approval from the Centre Manager or the designated senior staff member and where appropriate parent's written consent. The only exception to this would be in the case of children at risk (refer to Policy on Child Abuse or Neglect) or Industry Inspectors.

Professionals or officials who may require access include:

- Union representatives have the right to access workplaces for the purposes of investigating whether industrial awards or agreements are being complied with. Such rights are usually found in the Award or industrial agreement that applies to that workplace
- DHHS and Department of Education and Training (DE&T) staff.
- Police Officers with a warrant
- The Victorian Worksafe Authority (Worksafe) have the right of entry under the Occupational Health & Safety Act 2004 in the event of a serious accident and otherwise by appointment with the worksite elected Occupational Health and Safety Representative
- Department of Social Services and/or CentreLink officers have the right of entry to inspect Centre records for accountability requirements under the Child Care Act 1972
- Child Health Nurse
- Officers from the Police or DHHS in cases of suspected child abuse
- Special Services – DHHS, Childcare Access Support Team, Intellectual Disability Services, Crippled Children's Association, Women's and Children's Hospital, Royal District Nursing Service, Options Co-ordinators
- Private therapists e.g. speech, psychology
- Local Council Health Inspectors

VISITORS

Policy Statement

Visitors to the Centre will be supervised by staff at all times.

Committee of Management

Access to the Centre for any purposes other than use of the children's programs by members of the Management Committee must be negotiated through the Centre Management or designated senior staff member.

Invited Visitors

Visitors invited to the Centre are asked to introduce themselves at the Reception desk and wait there until they can be taken to the appropriate area.

Visitors who are invited to participate in the children's program, e.g. fire brigade, musicians, will be met by the Team Leader and taken to the designated area.

All Other Visitors

Visitors must make an appointment with the Centre Manager, Team Leader, or the Administrative Manager for administration matters.

Unexpected visitors will be asked to wait at the reception area until they can be met by the appropriate staff member or dealt with by reception staff. In any event no person will be permitted to interview children without the parent(s) or guardian(s) written consent. Any person wishing to obtain information about children will require proof of identity and written authority. (See *Access to Children at Risk Policy)*

Unwelcome Visitors

Unwelcome visitors will be calmly asked to leave the Centre. Refusal to leave will necessitate the Centre Manager or Senior Staff calling the local police for the removal of the unwelcome visitor. Staff will not at any time try to physically remove the visitor. Staff will consider the safety of the children and act accordingly.

Unauthorised persons are not permitted to visit the Centre for the purpose of questioning children, nor should any information concerning a child be given to any unauthorised person.

STAFF VISITORS

Policy Statement

The Centre acknowledges that personal calls and visitors can distract staff from providing a duty of care for the group of children.

Personal Visitors

- Employees have a duty of care to the children within their group. Staff will be aware of the importance of constant supervision and their engagement within the program.
- Staff will ensure any necessary visits occur outside of their contact time with children.
- Under no circumstances can a person who is not employed by the Centre be responsible for any child/children.
- Personal visitors must report to the office and they will be advised of staff's availability.
- Any visitors are the responsibility of staff within the room.

Phone Calls

- Phone calls transferred to the rooms will only be of a professional nature. (Unless an emergency)
- Staff are asked to make sure that any personal calls are taken or made outside of their contact time with children.
- Staff are expected to alert their families/friends/relatives of their inability to take personal calls within their working time, unless in case of emergency.
- Admin staff will take messages of a personal nature and put in staff members pigeonholes so that calls can be returned in breaks.
  Refer also to the policy on *Visitors* and *Parent/guardian behaviour in the Centre.*

CONFIDENTIALITY

Policy Statement

The Centre protects the privacy and confidentiality of individuals by ensuring that all records and information about individual children, families, staff, management and others are:

- Appropriate to providing quality childcare
- Sensitively and accurately collected and recorded
- Kept in a protected filing system
- Accessed by or disclosed to only those people who need the information to fulfil their responsibilities at the Centre or have a legal right to know.

Children

- The Centre will maintain confidentiality regarding all information about individual children.
- Dealings with other agencies in relation to health issues, learning difficulties, behaviour difficulties will be anonymous until the parent has been consulted and approval obtained.
- Specific information regarding health considerations, diet and immunisation status, however, will be provided appropriately for the use of staff.
- Staff will not discuss children within their hearing.

Parents

- All private information given to the Centre is kept confidential. This includes level of childcare assistance, custodial arrangements, personal details, etc.
- Parents are encouraged to speak to staff regarding confidential matters that impact on their child's care, with the knowledge this information will be kept confidential.

Staff

- Personal records, details, appraisals are treated as confidential and will only be accessed by the Centre Manager, Senior Admin Staff and individual staff members may access their own records.
- It is recognised that staff will be given and need to have information about children and family situations that are private and confidential but necessary for their care of the children. Staff will be given clear guidelines regarding what information can be disclosed to others about children and families. It is expected that all staff will maintain and preserve this confidentiality at all times.
- Staff have the freedom to raise personal issues that impact on the workplace.
- Staff will protect the privacy and confidentiality of other staff members.
- Staff will have access to information about the Centre that is pertinent only to this situation, and staff will maintain confidentiality in relation to the broad functions and business of the Centre.
- It is expected that staff will observe professional ethics in any contacts they may have with others as a representative of the Centre.
- Staff will be aware that continuing confidentiality is required after leaving employment at the Centre.

Management

The Committee requires the highest ethical standards of all staff, committee members and visitors. A breach of confidentiality by staff will result in counselling and the establishment of a probationary period, or the dismissal of the person involved. Employees and Management Committee members need to understand the sensitive and confidential nature of the information they access. Confidential matters which arise at committee meetings will be identified and treated accordingly.

Implementation

- All staff, Management Committee members, parents and visiting students will be made aware of the policy on confidentiality and will be discussed at the Centre.
- Any confidential conversations will be conducted in a quiet area away from other children, parents and staff.
- Students/people on work experience/volunteers will not make staff/children or families at the centre the object of discussion outside of the centre (e.g. tertiary institution, school, home etc.), nor will they, at any time use family names in recorded or tutorial information.
- No member of staff may give information or evidence on matters relating to children and/or their families to anyone other than the custodial parent/guardian when that information has been obtained in the course of employment at the Centre. Exceptions may apply regarding information about children when subpoenaed to appear before a court of law. Notwithstanding these requirements, confidential information may be exchanged in the normal course of work with other staff members at the Centre and may be given to the Management Committee, when this is reasonably needed for the proper operation of the Centre and the well-being of users and staff.

Access to Own Personal Records

Parents and staff will be given access to any information held about them.

In the normal course of events, to the children's own parents. Specific request should be made through the Coordinator.

RESEARCH

Policy Statement

The Centre supports research projects which promote and enhance quality children's services.

Approval of Research Projects

Students (or academics) wishing to undertake major research at the Centre must apply in writing to the Centre Manager. The Management Committee will decide whether to approve or deny each request and may seek such advice as necessary to make this decision. Approval or denial will be given within 30 days of the application being received by the Centre Manager, and no work may proceed without written

Approval. The Centre Manager and Coordinator will ensure that the researcher/s and supervisor/s abide by the Centre's Policy on Confidentiality.

Information about the research project will be given to parents of the children involved, including complete details of the research topic, the university/institute, name of the student and supervisor. Parents must give written permission for their child to be involved before the Committee finally approves the project.

Application Procedure

Details required for application are:

- Names and qualifications of researchers, professional positions and addresses
- Reasons for research
- Focus of the research
- Ethics Approval from the organisation or university
- Necessary involvement of staff and/or children, specific requirements
- Perceived advantage to the Centre
- Specific support needed to carry out the project
- Time factors involved
- Expenses and funding

A copy of any report or paper written as a result of research carried out at the Centre is to be sent to the Centre Manager, immediately after completion of the project.

The Coordinator may approve minor research, which includes student assignments and projects.

FREEDOM OF INFORMATION

Policy Statement

Freedom of information is encouraged. Individuals associated with the Centre have the right to seek and gain personal information kept for the purposes of administration and service delivery.

Accordingly, administration and senior staff will, where possible facilitate this process. Information will be made available to:

- Parents/guardians regarding their child's development.
- Job applicants regarding their interview performance and selection criteria.
- Staff who wish to gain access to information about themselves, including performance appraisals and performance reports.

Information will only be restricted if it concerns the internal management of the Centre or the broader functions of the Centre.

No information will be made available to persons other than the individual or their child.

GRIEVANCE PROCEDURES: PARENTS

Policy Statement

The Williamstown Community and Education Centre fosters positive relations between all parents and staff. Every parent has the right to a positive and sympathetic response to their concerns. Solutions are sought to resolve all disputes, issues or concerns that impact or affect the day to day wellbeing of the Centre in a fair, prompt and positive manner.

Implementation

Every parent is provided with a Parent Handbook which includes clear written guidelines detailing procedures for dealing with complaints.

The Centre's Philosophy and Policies and Procedures Handbook will be readily accessible to parents in the reception area.

Parents are always welcome to provide feedback, comments or complaints either in writing or in person to the Centre Manager.

All confidential conversations/discussions with parents will take place in a quiet area away from children, other parents and staff who are not involved. Confidentiality will be maintained. Parent names remain confidential. The option to remain anonymous will be at the discretion of each parent.

Procedure for Dealing with Parent-Staff Conflict

The parent should discuss the problem with the relevant staff member concerned.

If the parent still feels further action is necessary after discussion with the relevant staff member, they should take the matter up with the Coordinator.

If the parent is still unhappy with the situation the Coordinator can offer to take the matter to the Centre Manager for guidance, or the parent may wish to make an appointment to see the Centre Manager.

If the parent is still unhappy with the situation the Centre Manager can offer to take the matter to the Management Committee or the parent can write directly to the Management Committee to explain the problem. The parent will be advised in writing of the outcome of the Management Committee's discussion.

Procedure for Dealing with Parent Concern with A Management Decision

The parent should discuss the problem with the Centre Manager.

If the parent still feels action is necessary after discussion with the Centre Manager, they should ask the Centre Manager to raise the issue at the next management committee meeting, or the parent can write directly to the committee to explain the problem. The parent will be advised in writing of the outcome of the Management Committee's discussion. If the parent is still unhappy with the situation, they can request a meeting with the Chairperson to discuss the matter further. The Chairperson will advise the Centre Manager and will discuss the issue further at the next committee meeting at which time the Management Committee's final decision will be made. The chairperson will write directly to the parent concerned to advise of this final decision.

If the conflict is with the Centre Manager, the parent should firstly discuss the problem with the Centre Manager. If the problem is not resolved the parent may write to the Committee explaining the problem or arrange to meet with the Chairperson.

GRIEVANCE PROCEDURES: STAFF

Policy Statement

The Williamstown Community and Education Centre foster positive relations between all staff and management. Every staff member has the right to a harmonious and responsive working environment. Solutions are sought to resolve all disputes, issues or concerns that impact or affect the day to day wellbeing of the Centre in a fair, prompt and positive manner.

Implementation

Grievances should be resolved as informally and quickly as possible by the parties involved. When grievances cannot be resolved informally by the persons directly involved, a formal grievance process should be followed.

All employees should have copies of their duty statement, conditions of employment and access to the Centre's website detailing guidelines about the Centre's philosophy, policies and procedures and clear written guidelines detailing grievance procedures. Prior to commencing employment, all new employees should undergo a thorough orientation to ensure they are clear about their roles and responsibilities.

Regular performance reviews should help the employee set goals for improvement and identify what support is required by the Centre to help achieve these goals.

All confidential conversations/discussions will take place in a quiet area away from children, parents and other staff. The option to remain anonymous when raising issues will be at the discretion of staff. Concerns can be raised in writing by either addressing to the Centre Manager, Coordinator or union representative, or through the Chairperson of the Management Committee.

Procedures for Dealing with Staff Conflict

If there is conflict between staff, the aggrieved staff member should discuss the problem with the staff member with whom they are in conflict and try to work out a mutual resolution. If the problem remains unsolved, the following steps should be followed: Staff member should approach a Coordinator for support and advice. If the problem still cannot be resolved the Centre Manager should be asked to assist in finding a resolution.

If the dispute cannot be settled through the Centre Manager or if it involves the Centre Manager, the matter should be referred to the Management Committee.

Options may include the use of an independent mediator.

The priority at all times is to maintain a safe and secure environment for children.
Staff are expected to work within the Early Childhood Australia's Code of Ethics which provides a reference point for acceptable staff behaviours. Therefore, any conflict or grievances between staff members must be resolved quickly. If the matter is one of poor work performance the staff member should refer to the staffing policies and procedures for dealing with poor work performance, or unacceptable behaviour.

WCEC DOCUMENTS VERSION CONTROL & ELECTRONIC ARCHIVES

All relevant WCEC policy documents, manuals, timetables and forms, staff and student handouts are available as downloadable documents from the WCEC website.

The active or latest version of a document is the one available for download. Redundant documents and previous versions are not downloadable.

A Policies and Procedures Review will be conducted annually, and any relevant legislative and/or operational changes will be communicated to staff via professional development. (See Risk Management Schedule)

RECORD of CHANGES to POLICIES and PROCEDURES

Date reviewing commenced	Date altered	Date of executive approval	Date of Committee approval	Due date of next review
May 2012	May 2012	May 2012 – V1		August 2012
August 2012	August 2012	August 2012 – V2	September 2012	December 2012
February 2013	March 2013	March 2013 – V3		July 2013
June 2013	July 2013	September 2013 – V4	September 2013	December 2013
January 2014	January 2014	January 2014 – V5		March 2014
March 2014	March 2014	March 2014 – V12	20th March 2014	September 2014
September 2014	September 2014	September 2014 – V13	18 September 2014	February 2015
November 2014	November 2014	November 2014 – V14	22 January 2015	March / April 2015
March / April 2015	April 2015	April 2015 – **V15**	18 June 2015	August 2015 (Held off to 2016 due to update in June for VRQA Audit)
July 2016	July 2016	August 2016 **– V18** (**V16** & **17** updates for VTG Review in June 2016)		
August 2016	September 2016	October 2016 – **V19** Included current C'care Policy with new Vic Gvt Child Safe Policy	17 November 2016	August 2017
July 2017	July 2017	July 2017 - **V20**	17/8/17 CoM meet approved - **V21**	July 2018
November 2017 V 22	November to July 2018	Scholarship info deleted. Fraud prevention included. Updated Skills First and Childcare, etc.	16/8/18 CoM meet approved - **V22**	July / August 2019

September 2018. V23 DRAFT	August 2019	August 14	15/8/19 CoM Meeting approved – V 23	August 2020
September 2019 V24				