BUSINESS PLAN, POLICIES AND PROCEDURES

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

Contents

ACRONYMS

ACFE –   Adult Community and Further Education Board
ALA –   Adult Learning Australia
CALD –   Culturally and Linguistically Diverse
CoM –   Committee of Management
DFFH-   Department of Families, Fairness and Health
EAL –   English as an Additional Language
ICT –   Information Communications Technology
LLN –   Language, Literacy and Numeracy
MRC –   Migrant Resource Centre
PTR –   Pre-Training Review
WCEC –   Williamstown Community and Education Centre Inc.

PART A - BUSINESS PLAN

VISION

Williamstown Community and Education Centre Incorporated will be recognised for its capacity to develop, implement, and deliver high quality inclusive programs and training and services from various locations, based on the community wants and needs.

Its key features will include:

- Education and Training: Deliver high quality and appropriate education and training.
- Community Centre: The houses will be contemporised, creating a more welcoming and functional Centre.
- Organisation: An efficient and professional organisation
- Relevance: Relevant services and programs that address the needs and wants of our community
- Marketing: Relevant and effective marketing and communication strategies
- Administration: A self-sustaining administration team (governance and management)
- Profile: A strong community profile, creating greater community awareness of our services and programs
- Finances: Multiple and secure recurrent funding sources
- Volunteers: A core set of committed volunteers, appropriately recruited, inducted, trained and supervised
- Partnerships: A partnership model with strong community and business networks.

MISSION STATEMENT

Williamstown Community and Education Centre Inc. provides family support, skill development and inclusive social activities. We deliver quality adult education programs which reflect the interests and needs of all sectors of our community.

We have a strong commitment to the use of new learning technologies to improve learning outcomes for our community. Our aim is to provide affordable quality programs in a supportive comfortable environment.

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

VALUES

Responsibility
We respect the well-being and the working and physical environment of our staff and community in everything we do.

Integrity
We do what is right and we do what we say we will do to support our vision. We are honest, ethical and truthful.

Sustainability
We deliver for the community a range of services that are relevant, high quality and financially viable. We are adaptable and embrace opportunities for growth and development.

People
We believe that openness, trust, teamwork and diversity are central to the way we operate. We respect the value and contribution of each individual and offer them opportunities for education and progression.

Simplicity
We focus our efforts on the things that matter most to our community. Being accurate and clear is important to how we operate.

Accountability
We define and accept our responsibility and deliver on our commitments.

GOALS, STRATEGIES AND ACTIONS

Goal 1 - Serving the Community

Our goal is to provide compliant funded and fee for service programs that meet the diverse range of needs of the community, and to communicate these so that they are well utilised.

- We will identify the key roles and responsibilities of our staffing requirements, ensuring we attract and retain skilled people - staff review these annually.
- We will provide an inviting and constructive workplace where staff and volunteers are valued and have the opportunity to develop personally and professionally.

- We understand that our staffing needs may change with the service delivery of the organisation and we will support staff and volunteers with induction programs, ongoing training and succession planning.

- We will provide facilities and materials that are safe, functional and contemporary and we will have technology that supports staff to deliver the current services.

- We will comply with all necessary legislation and regulations relevant to our service delivery.

Strategy
- Compliance with funding and regulatory bodies
- Relevant marketing and promotion
- Human resource management
- Facility management

Actions
- Develop systems and processes to ensure Centre is compliant with all funding and regulatory bodies.
- Ongoing marketing and promoting through Newsletter, networks, local media, partners, website, etc.
- Develop systems and processes to ensure all HR regulatory and legislative requirements are met.
- Maintain Asset Register (Depreciation Schedule), conduct regular audits of venues to ensure compliance with delivery and inform Council of repairs and maintenance requirements.

Goal 2 - Service Delivery

Our goal is to deliver and support relevant, compliant services for the community that fosters skill development and social activity. We will be adaptable in using our assets and look for opportunities to enhance our service to the changing community.

- We will provide and support a broad range of educational and recreational programs that promote positive health, social, educational, and economic wellbeing outcomes, using our facilities and other sites.

- We will update and enhance the current range of services and activities annually to increase participation.

- We will consult with the community to make sure we are meeting the needs and aspirations of local residents.

- We will promote equal access to our facilities and recognise the diversity in our community.

Strategy
- Consult with and comply with the requirements of funding and regulatory bodies.
- Support existing, new, and emerging services and programs delivered.
- Transfer successful programs to Pre-accredited or Accredited if appropriate.

Actions
- Conduct regular audits and checks as required by contracts and agreements.
- Maintain effective programs. Close ineffective programs. Promote new program opportunities.
- Monitor programs that have the viability to become pre-accredited.

Goal 3 - Economic Performance

Our goal is to be a stable and efficient organisation, that is adaptable to new opportunities for growth and that uses its networks to source funding opportunities in the Not for Profit sector.

- We will analyse new and existing service offerings to ensure the Centre is financially viable.

- We will re-invest all funds to the Centre and use surpluses to support the Strategic / Business Plan in growth and development of the Centre.

- We will explore opportunities from our stakeholders - including grants and fundraising - and analyse similar organisations to look for unrealised benefits. Then we will target those opportunities that align with our Strategic / Business Plan.

Strategy
- Benchmarking
- Financial management
- Networking

Actions
- Conduct comparative analysis with other houses that we have links with
- Compile and present to Committee regular financial statements. Monitor income and expenses. Act on opportunities to decrease expenses and increase revenue.
- Maintain current networks and links. Build sector knowledge and intelligence to strengthen centre's capability and capacity.

Goal 4 – Governance

Our goal is to adhere to the "good governance" requirements outlined in the Learn Local Governance Manual (On CoM webpage).

- We will provide strong and responsible leadership, continuing to develop the Governance policy concerning the expectations of Committee members, recruitment, induction and succession.
- We will provide opportunities for our governance group to develop, individually and as a whole for the benefit of the Centre.

- We will assess the risk the organisation faces to its long-term success via the Risk Management and Compliance Schedule.

Strategy
- Follow good governance requirements outlined in the Learn Local Governance Manual (on CoM webpage), encourage diversity in skills set, culture etc.

- Encourage Committee members to further their governance knowledge, skills and corporate knowledge to benefit the centre.

- Oversee the Risk Management and Compliance Schedule to enable the centre to manage risks that the centre may face.

Actions
- Ensure all members of Committee have access to Learn Local Governance Manual (On website) and are well versed in these to enable them to follow these principles.

- Act on further professional development, i.e., courses, in-house governance training, etc.

- Maintain a Risk Management and Compliance Schedule that enables the centre to manage risks that the centre may face.

Goal 5 - Strategic Relationships

Our goal is to identify, develop, maintain and enhance relationships with strategic partners.

- We recognise the value of our partnerships with the Centre and will promote and foster increased networking and information sharing with those service providers, agencies, government bodies and businesses that can add strategic value.

- We will use our strategic values to enhance our reputation as a quality community-based organisation.

Strategy
- Networking through sharing, promoting and partnering.

Actions
- Maintain current networks and links. Build sector knowledge and intelligence to strengthen centre's capability and capacity.
- Promote initiatives through network.

Goal 6 - Environmental sustainability

Our goal is to consider and minimise environmental impacts when creating or reviewing services for WCEC, and to promote environmental sustainability to the community as appropriate.

- We will support Council's Environmental Engagement Strategy (ESS) 2013/2018 and Community Greenhouse Strategy (CGS) 2013/2030 and report this in our annual report.
- We will develop Spotswood Community House as a sustainability hub for the community.
- Where feasible, we will assess and develop initiatives within our service delivery that support this goal and promote it to the broader community.

Strategy
- Follow Council EES and CGS

Actions
- Complete KPIs as requested in Council Agreement, and report in a timely manner.

Goal 7 - Information Communication Technology (ICT)

Our goal is to ensure ICT capabilities are adequate to deliver the requirements of the Strategic / Business Plan to our stakeholders.

- We will assess broad-ranging marketing and communication tools to determine how best to reach our stakeholders and the community to engage with and to deliver our service offerings. This will include both the skills and infrastructure required.

- We will utilise these tools and then review and report on their effectiveness.

- When infrastructure or amenities require updating, enhancing or replacement we will endeavour to source funding from relevant stakeholders.

- We will ensure any IT equipment that is replaced, is recycled in the appropriate manner and in line with best practice to ensure our environmental footprint is minimised.

Strategy
- Update ICT Review and Recommendations annually

Actions
- Implement relevant Recommendations.

DESCRIPTION OF ORGANISATION

WCEC was established in 1974 and includes the management of Joan Kirner House in Thompson Street in Williamstown, the Spotswood Community House in Melbourne Road, adjacent to the Spotswood Primary School and Altona North Community House in Plover Drive Altona North.

WCEC provides a broad range of services to meet the diverse needs of individuals and families in the local area surrounding the three houses within the City of Hobsons Bay and the broader western suburbs of Melbourne; as well as providing services off-site.

GOVERNANCE STRUCTURE

Overall governance arrangements

WCEC is an Incorporated Association governed by a voluntary Committee of Management.

The responsibilities of the Committee are set out in the Incorporated Association Reform Act 2012, and the Rules for Williamstown Community and Education Centre Incorporated.

The list of Committee members, the Act and Rules are available at reception.

A Manager / CEO is appointed to carry out all operational functions.

COMMITTEE OF MANAGEMENT

(As at January 2024)

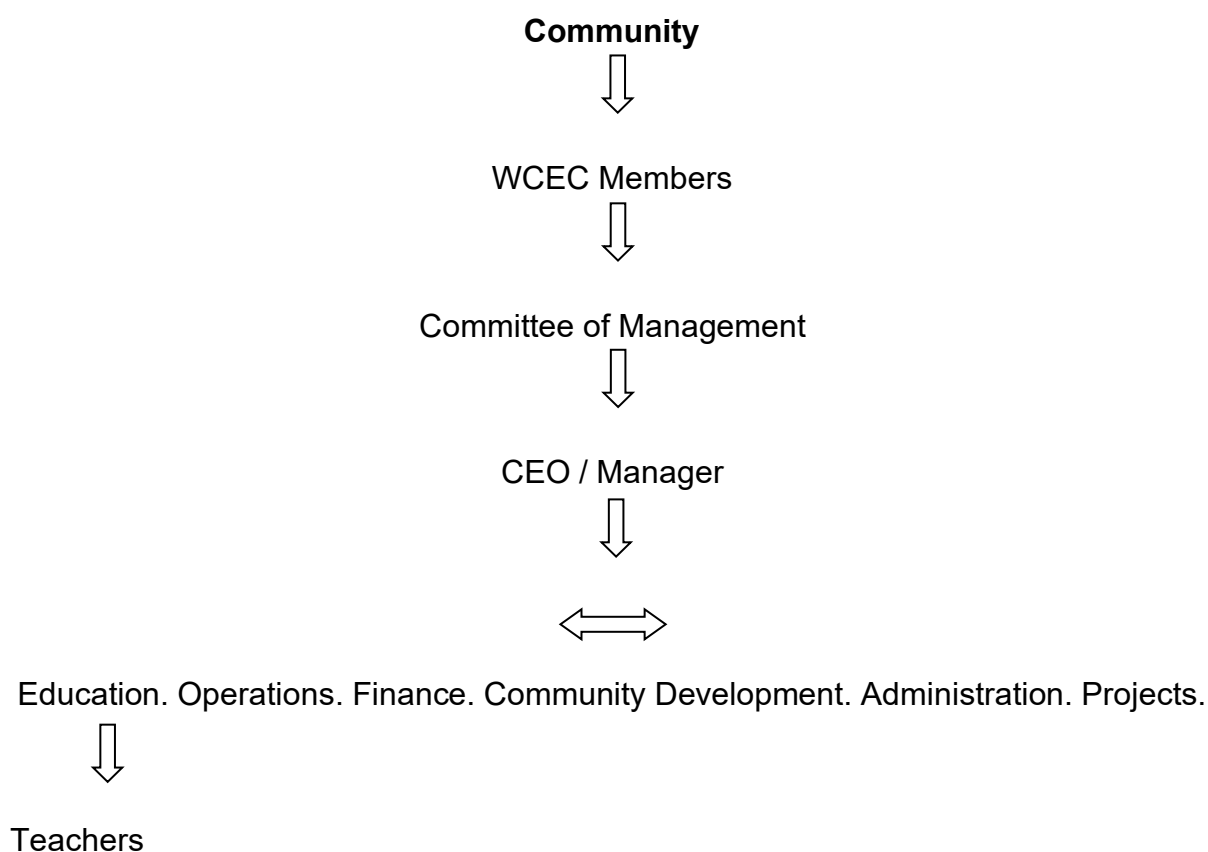| President SONJA ILIEVSKA	Secretary / Vice President LUCIENNE GALEA
Treasurer VELI FIKRET	Committee Member Dr Jillian Disint
Committee Member JONATHON GRIMA	

REGISTRATIONS AND LICENCES

- ABN: 67 864 341 860
- Is an Incorporated Association (Org No: A0014000T) registered with Consumer Affairs Victoria under the Associations Incorporation Reform Act 2012.
- Is a Public Benevolent Institution and endorsed as a Deductable Gift Recipient (Item 1, Section 30-15, Income Tax Assessment Act 1997).

- Is registered for GST, holds GST concessions and Fringe Benefit and Income Tax exemptions.
- Is a Registered Charity with the Australian Charities and Not-for-profits Commission.
- Is registered with the Adult, Community and Further Education Board. (Reg No: 575).
- Manages the Spotswood Community House, Altona North Community House and Joan Kirner House.

ORGANISATIONAL CHART

The below chart is 'Functional'. Staff often work across areas of Centre functions.

Community

⇩

WCEC Members

⇩

Committee of Management

⇩

CEO / Manager

⇩

⟺

Education. Operations. Finance. Community Development. Administration. Projects.

⇩

Teachers

LOCATION OF TRAINING

- **Joan Kirner House**, 14 Thompson St Williamstown, Victoria 3016
- **Spotswood Community House**, 598 Melbourne Rd Spotswood 3015
- **Altona North Community House**, 7 Plover Dr. Altona North 3025

STAFFING

All staff are employed under the Neighbourhood House Adult Community Education Collective Agreement 2024.

Administration
- 1 Manager – Part Time Permanent

- 1 Finance/Admin/Community Development Coordinator – Part Time Permanent
- 1 Education Coordinator – Part Time Permanent
- 1 Admin / Reception Officer – Part Time Permanent.
- Project Officers, as required.

Teachers
- 5 Part Time Contract.

All Staff have individual files which contain both generic and specialist information and documents.

Generic includes –
- Position Description
- Contract
- Employee Information Form
- Privacy Agreement
- Tax File Number Form
- Superannuation Details
- Resume
- Police Check

All records are kept secure and updated regularly.

The Centre focuses on succession planning and trained and developed many staff to be 'back up' and contingencies for key roles and duties. If any one of the key staff are ill, or on leave, etc there are others with the necessary knowledge and skills to undertake their duties and responsibilities.

A Staff Appraisal is carried out with key staff annually. This process results in ongoing Professional Development assessment and planning Professional Development for the following year.

Position descriptions for teachers are updated annually.

Every staff member has undergone Professional Development in the past 12 months.

WORKFORCE DEVELOPMENT PLAN

Human Resources Development.

Maintain/enhance staff skills and effectiveness.

Undertake measures to ensure all staff members have appropriate skills or qualifications to perform their roles, as well as comply with legislation and compliance. Ensure services are effectively staffed and key positions have alternates.

Success indicators: current year

- Organisational structure fine-tuned to ensure it supports effective performance, communication, authority, and accountability at all levels.
- Conducted staff training aimed at ensuring optimal compliance with internal and external recording and reporting processes and requirements.

- Key core roles and functions maintained.

- Staffing for other functions maintained, with additional training as required.

- Ongoing continuous improvement in workforce development through maintaining accurate records such as staff compliance, etc.

INSURANCES

Insurance Provider	Period of Insurance	Type of Policy	Limit of Liability
VMIA Risk Mgnt & Insurance	1 July 2025 – 30 June 2026	Public & Products Liability	$20,000,000 any one occurrence and in the annual aggregate in any one Period of Insurance
	1 July 2025 – 30 June 2026	Professional Indemnity	$20,000,000 any one claim and in the aggregate in any one Period of Insurance per organisation, subject to non-accumulation
	1 July 2025 – 30 June 2026	Directors and Officers Liability incorporating Entity Liability	$20,000,000 any one claim and in the aggregate in any one Period of Insurance per organisation, subject to non-accumulation and sub-limits, inclusive of legal costs and expenses
	1 July 2025 – 30 June 2026	Entity Fidelity	$100,000 any one claim and in the aggregate in any one Period of Insurance per organisation, subject to non-accumulation
	1 July 2025 – 30 June 2026	Medical Indemnity	$20,000,000 any one claim and in the aggregate in any one Period of Insurance per organisation, subject to non-accumulation
	1 July 2025 – 30 June 2026	Personal Accident	$5,000,000 in respect of all claims in any one Period of Insurance, except $1,000,000 in

			respect of non-scheduled aircraft or charter flights
	1 July 2025 – 30 June 2026	Volunteer Care Givers Property Damage (limited circumstances only)	$1,000,000 in the aggregate in any one Period of Insurance per organisation, subject to non-accumulation
Coverforce – Ansvar Insurance	31 May 2025 – 31 May 2026	Property and Business Interruption	$10,000,000 limit of liability. Declared values $3,010,000 (Williamstown Spotswood and Altona North)
Coverforce – Ansvar Insurance	31 May 2025 – 31 May 2026	Cyber Enterprise Risk Management	$1,000,000 any one claim and in the aggregate for all claims and loss under this policy
Gallagher Bassett Services Workers Compensation	1 July 2025 – 30 June 2026	WorkCover	Rateable Remuneration $422,800

Legal disputes: None.

Past two years signed financial statements: Submitted to ACNC, ACFE, DFFH and HBCC

Details of external accounting advisors:
- Auditor – Fredrick Ryk Ludolf Eksteen ASIC Registration Number 421448. Audit Principal for Collins and Co, CPAs 127 Paisley St, Footscray, 03 9689 6605.

- Accountant / BAS Agent: Narelle Shirley, Carrinya Consulting Services Pty Ltd.

STRATEGIC ALLIANCES

The WCEC has a number of strategic alliances, memberships and partnerships, at a local, state and national level, as follows:

1. Local:
   - Interagency Network (Hobsons Bay City Council (HBCC) Service Providers)
   - HBCC Centre Managers Network
   - Network West (49 Neighbourhood Houses in North West)

- Think West Cluster (With Angliss Neighbourhood House, Duke Street Community House, Laverton Community Integrated Services, Wyndham Community and Education Centre and Yarraville Community Centre, Community Plus, Djerriwarrh, Farnham Street Neighbourhood House).

2. State:
   - Neighbourhood Houses Victoria
   - ACEVic.

3. National:
   - Adult Learning Australia

4. Local Business Sponsors:
   - Naiko Personal Computers
   - Altona Mobil Refinery
   - Joncol Building
   - Bendigo Bank

NOTE – WCEC has no third-party delivery or assessment arrangements.

CONTRACTS AND SERVICE AGREEMENTS

WCEC adheres to the:
- Terms and conditions
- Deliverables
- Reporting requirements
- Schedules
- Contractual obligations
- Delivery Plans
- Agreed Actions
- Guidelines
- Criteria
- Requirements
- Relevant and associated legislation, acts, laws, etc

For all Contracts, Service Agreements, regulations, etc listed below

Funding / Regulatory Body Government Level	Program	Contracts / Agreements
Hobsons Bay City Council Local	Neighbourhood House Program	Service Agreement
	Venue Hire	Individual Contracts
Department of Education and Training	Learn Local – Pre-accredited Training	ACFE Board Agreement Activity Schedules No 5/2013

(DET) – Adult Community and Further Education (ACFE) State		Whole of Victorian Government Common Funding Agreement
ACFE Registration State	ACFE Regional Council	Guidelines and Criteria for Registration
Department of Families, Fairness and Housing (DFFH) State And Association of Neighbourhood Houses and Learning Centres (ANHLC) State	Neighbourhood House Coordination Program	DHS Service Agreement Common Funding Agreement Neighbourhood House Coordination Program Guidelines Separate agreement for each House
Consumer Affairs Victoria State	Incorporated Association	Associations Incorporation Reform Act / Regulations 2012 Model Rules Statement of Purposes
Australian Charities and Not- for – profits Commission (ACNC) Federal	PBR DGR status	Australian Charities and Not-for-profits Commission Regulation

MARKET ANALYSIS AND RESEARCH

Market analysis performs a vital role in the long-term viability of the organisation. This is because whilst WCEC is a not for profit, its core business is not only delivering quality courses but to also market them.

The diverse clientele in the community have varied needs and therefore the way in which we collect information from them is adjusted to ensure valid and useful responses. Information including new and emerging migrant communities, population growth and skills in demand is captured from several external agencies to assist with better meeting the needs of the community in the future.

Analysis of the market is performed by the following methods:

Internal
- Course Learner surveys
- A – Frame Learner Plan Part B (ACFE funded courses)
- Staff appraisals
- Staff meetings (Administration and Teaching Staff)
- Moderation meetings
- Neighbourhood Houses Victoria Surveys
- HBCC surveys.

TRAINERS AND ASSESSORS IN SENIOR MANAGEMENT DECISION MAKING

WCEC ensures the decision making of senior management is informed by the experiences of its trainers and assessors through –

- Coordinator Team Meetings
- Trainer and Assessor meetings.
- Biannual PD session with all teachers and Education Coordinator. Minutes with teachers' suggestions, inputs, improvements, resources needed, etc.

See also – Continuous Improvement Policy.

CENTRE USER PROFILES AND DEMOGRAPHICS

The Centre carries out surveys on the services provided; communities served and the demographics of Centre users.

The Department of Families, Fairness and Housing survey collects data on Centre users, place of residence, gender, age, disability, indigenous status, language analysis, benefits and reason for using Centre.

The Hobsons Bay City Council survey collects data on the amount and type of programs delivered, along with the number of participants at each venue.

Via the online Student Management System, the Federal Government collects data on students and their age, gender, occupation, employment status, education level and socio-economic status.

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
- Children, Youth and Families Act 2005
- Occupational Health & Safety Regulations (2017)

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

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-centred 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 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, networking,)
- Newsletter feedback (Emails)
- New Initiative Assessment

Quantitative Measures

- 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.
- Incident Report forms (Reception)
- Staff meetings (Minutes).

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.

Professional Development

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

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.

Information /data / communication / intelligence — Flow Chart

Students ➔	⬅ Teachers➔	⬅ Ed Coord ➔	⬅ Manager ➔	⬅ CoM
Enrolment done by Coord — knowledge of levels, student cohort, etc. Feedback to teachers Feedback from Reception (Constant contact with students) Incident Reports Enrolment Stats DFFH Stats Complaints Hotline info on notice board. Incident Report forms in foyer Monthly Newsletter Functions, events, excursions, etc.	Meetings Feedback to Coord Staff meetings Teachers and Coordinator meetings Pre course briefings Student file info (info on disability, issues, demographics, etc.) New Initiative Assessment Monthly Newsletter Annual Professional Development -	Weekly informal 'Catch Up Meet' Ongoing reconciliation of student files Mthly Coord Meetings — Agenda done by Mgr Follow up on any Reports from students Monthly Newsletter Monitoring of changes and implications of legislative changes and impact on teachers and students.	Regular meetings with all Coordinators Monthly Coordinators Meeting — Agenda / Minutes HBCC meetings Interagency meetings Learn Local Forums Monthly Newsletter Attendance rates Enrolment numbers	Manager - Report to CoM Meeting, Agendas, minutes Annual Report AGM Monthly Newsletter Risk Management Schedule Info and data on CoM Webpage

Annual Teacher Professional Development - (Legislation, complaints). New Initiatives Form Student Handbook	New Initiatives Form	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 Families, Fairness and Housing** through their Neighbourhood House Co-ordination program, ACFE 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 disabilities are not visible	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
- Children, Youth and Families Act 2005

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

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.

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

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.

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

Once a prospective learner has enrolled and paid for a course offered by WCEC, everyone 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
- Pre-accredited: Courses funded by ACFE

Legislative Context

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)
- Occupational Health & Safety Regulations (2017)
- 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)
- Children, Youth and Families Act 2005
- 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
- Asylum Seekers

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 Education Coordinator will check the Eligibility.

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.
- 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 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 regarding 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
- The card expiry date has been checked.

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
- Asylum Seekers

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 Education Coordinator will check the Eligibility.

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 Education 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.

FINANCIAL RESERVES POLICY

Purpose -

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

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.

- 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.

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
- Children, Youth and Families Act 2005

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

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 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 Centre's behalf.

5. 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'

WORKPLACE BEHAVIOUR AND SOCIAL MEDIA POLICY

WCEC is committed to ensuring that employees work in an environment where people are treated with mutual respect. It is important for a productive and harmonious workplace that employees are aware of the impact of their behaviours on others.

All employees have a legal responsibility to care for their own health and safety and that of others in the workplace, and therefore must treat everyone with respect and courtesy and not engage in acts which constitute inappropriate behaviour.

Employees found to have either committed or condoned such behaviour in the workplace may be subject to disciplinary action which may include the termination of employment.

What is inappropriate behaviour?

Bullying:

Workplace bullying is repeated, unreasonable behaviour directed toward an employee or group of employees that creates a risk to health and safety. The following types of behaviour where directed towards an individual or group and is repeated, or occurring as part of a pattern of behaviour, could be considered to be bullying:

- Demeaning language or verbal abuse.
- Threats, physical or verbal intimidation.
- Outbursts of anger or aggression.
- Excluding or isolating employees.
- Giving employees impossible assignments.
- Deliberately changing work rosters to inconvenience particular employees.

The above list is not exhaustive. Other types of behaviour may also constitute bullying.

What is not bullying?

- Reasonable management actions carried out in a fair way are not bullying. For example:
    - Setting performance goals, standards, and deadlines
    - Deciding not to select a worker for promotion.
    - Informing a worker about unsatisfactory work performance
    - Informing a worker about inappropriate behaviour
    - Implementing organisational changes.
    - Conflict between people at work such as differences of opinions
    - Poor management practices
    - Dissatisfaction or grievances with organisational decisions.

Discrimination:

Discrimination is when a person is treated less favourably to other people because of a particular trait that they possess or their personal attributes. It is unlawful to discriminate against someone on the grounds of:
- Sex.
- Marital or relationship status.
- Pregnancy.
- Family responsibilities
- Race
- Disability
- Sexual preference or orientation
- Transgender, gender identity or intersex status
- Age
- Physical appearance
- Political opinion
- Employment status
- Raising an OHS issue to management or government authority such as WorkSafe.

Victimisation:

Victimisation is subjecting, or threatening to subject, someone to something detrimental because they have asserted their rights under equal opportunity law, occupational health and safety law, made a complaint, helped someone else to make a complaint, or refused to do something because it would be discrimination, sexual harassment or victimisation.

Harassment:

Harassment is any behaviour that is unwelcome or uninvited and that humiliates, offends, or intimidates another person. It may be verbal, written, visual, electronic, or physical and may consist of a single incident or a repeating pattern of events.

Even if the harasser did not intend to offend, humiliate, or intimidate, if it is reasonable for a person to feel offended, humiliated or intimidated then the behaviour may constitute harassment.

It is unlawful for harassment to occur on any of the grounds identified above in 'What is Discrimination'. Please note that if an outside relationship brings bad feelings or behaviours into the workplace, this may provide valid grounds for a complaint.

Sexual Harassment:

Sexual harassment is unsolicited, unwarranted and unwelcome behaviour of a sexual nature which could be expected to make a person to feel offended, humiliated or intimidated. Sexual harassment may occur between people of the opposite sex or persons of the same sex. Sexual harassment refers to any form of behaviour of a sexual nature be it physical, psychological, visual or verbal. It may involve a one-off incident or ongoing persistent behaviour.

Sexual harassment may include:
- staring or leering
- unnecessary familiarity, such as deliberately brushing up against you or unwelcome touching.
- suggestive comments or jokes
- insults or taunts of a sexual nature
- intrusive questions or statements about your private life
- displaying posters, magazines, or screen savers of a sexual nature
- sending sexually explicit emails or text messages
- inappropriate advances on social networking sites
- accessing sexually explicit internet sites
- requests for sex or repeated unwanted requests to go out on dates
- behaviour that may also be an offence under criminal law, such as physical assault, indecent exposure, sexual assault, stalking or obscene communications.

Sexual harassment is not consensual interaction, flirtation, or friendship. Sexual harassment is not behaviour that is mutually agreed upon.

Sexual harassment is against the law and is a breach of this policy. The relevant legislation for Victoria is the Equal Opportunity Act 2010 (VIC).

Behaviours such as bullying, discrimination, harassment, sexual harassment, and victimisation can create a risk to health and safety of employees, which may result in employees sustaining a physical and/or psychological injury.

What is social media?

Social Media means websites and applications that enable users to create and share content or to participate in social networking, media sharing networking, bookmarking and content curation, corporate networking, blogging and micro-blogging networking, discussion forums and wikis.

Social media may include:
- Social networking sites such as Facebook, Twitter, LinkedIn, Yammer
- Video and photo sharing websites and apps such as Flickr, You Tube, Instagram, Pinterest, Snap Chat
- Micro-blogging apps such as Twitter
- Wikis and online collaborations, e. g. Wikipedia
- Forums, discussion boards and groups, e.g. Google groups, Whirlpool

What is unacceptable use of social media?

Unless prior written permission is provided, when using social media under the following circumstances:
- While performing work for this organisation, regardless of where it is performed.
- When using the organisations IT systems or equipment even if for personal use.
- When conveying information about the organisation or a stakeholder.

You must not:
- Disclose or use information that is confidential to the organisation.
- Engage in excessive non work-related use of social media during work hours
- Post anything in which this organisation or any other person has intellectual property rights.
- Convey information that would allow a reasonable person to ascertain the work being performed for this organisation or the identity of a stakeholder and their relationship with the organisation.
- When using IT systems, use any other person's ID or logon details or otherwise impersonate any other person.
- Disparage, criticise, or show disrespect for any stakeholder or this organisation.
- Discriminate, harass, bully or victimise any stakeholder.

If you become aware of unacceptable use of social media as described above, you must notify your supervisor.

Stakeholder means a person or entity that is or was a client, supplier, employee or contractor in relation to this organisation (or is a prospective client, supplier, employer or contractor in relation to this organisation).

Monitoring:

When employees engage in social media activities using the organisations' IT systems, the IT department will collect and retain information about that activity, including the content of any communications. The purpose of collecting this information will be to ensure that the interests of co-workers and the organisation are not adversely affected by the conduct of that employee. The information will be kept secure and will only be disclosed to persons within the organisation as is necessary to ensure compliance with this policy.

Access to social media may be restricted whilst complaints against individuals are investigated.

COMPLAINTS PROCEDURE

What can I do to report a breach of the Social Media Policy, or if I believe I am being bullied, discriminated against, sexually harassed or victimised?

Below is a summary of the steps that can be taken to address individual concerns and who to contact:

If you can, **try to resolve the problem yourself with the person(s) involved as soon as possible**.

If you're unsure of how to handle the problem yourself, you can report your complaint verbally by talking to your supervisor or in writing by completing an Incident Report and giving it to your supervisor.

If your complaint is about your supervisor, you can report your complaint directly to the Manager.

If your complaint is about the Manager, you can report your complaint to the Committee President.

If you witness another employee being bullied, discriminated against, harassed, or victimised bring it to the attention of your supervisor.

If you do make a complaint about a breach of social media policy, bullying, discrimination, harassment, or victimisation you are responsible for ensuring that you:

- Make the complaint honestly and in good faith.
- Provide all the facts relevant to the complaint.
- Co-operate with the investigation and resolution processes.

If a complaint of a breach of social media policy, bullying, discrimination, harassment, or victimisation has been made about you, you are responsible for ensuring that you:

- Cooperate with the investigation and resolution processes and maintain confidentiality.
- Provide a written or verbal response to the complaint which has been made.
- Provide all relevant facts to the person conducting the investigation.

Management responsibility.

If an employee brings an allegation of a breach of social media policy, bullying, discrimination, harassment, or victimisation to your attention:

DO NOT

- Ignore the complaint.
- Tell the employee making the complaint to sort it out themselves.
- Make a judgement about whether the complaint is true or not.
- Say that the employee should put up with the bullying, discrimination, harassment, or victimisation.
- Talk to anyone about the issue except those involved in the investigation and resolution of the complaint.

DO
- Behave consistently with the Workplace Behaviour Policy.
- Resolve the complaint as quickly as possible.
- Be sympathetic, sensitive, and serious; the complaint is obviously serious to the person making it.
- Enquire into the matter within 7 days and attempt to resolve it as soon as possible.

Supervisors action steps.

- Notify the Manager immediately.
- Document the complaint using the Incident Report
- In discussion with the Manager or their delegate, determine who should investigate, and if possible, mediate the complaint.

Investigation and mediation:

- Investigation of a complaint relating to a breach of social media policy bullying, discrimination, harassment, or victimisation must commence within 7 days of receipt of the complaint.
- With the Manager, President, or their delegate, determine who the appropriate person to investigate the complaint is.
- The investigator must be someone who is impartial, and who has been trained to conduct investigations. This person may need to be sourced from outside the organisation.
- Mediation may be a consideration in resolving a bullying, discrimination, harassment, or victimisation complaint. This form of dispute resolution is appropriate only if the person making the complaint agrees.

Outcome:

Determine whether or not the allegations are substantiated, or whether there is insufficient evidence or information to make a conclusion. Record conclusions and the reason for them.

Advise the complainant and the respondent/s of the investigation findings and, where appropriate, actions arising from the investigation. (Note: Confidentiality in relation to any disciplinary action taken should be maintained in relation to actions arising from the investigation).

In situations where a breach of social media policy, bullying, discrimination, harassment, or victimisation complaints are substantiated, management may take the following actions:

- Require an apology from the respondent.
- Make changes to work practices.
- Undertake disciplinary action including termination of employment.
- Require employees to participate in training.
- Place notes in personnel file
- Require removal of any information contained on any social media platform that is a breach of policy.
- Restrict access to social media.
- Any other action deemed fair and reasonable.

FURTHER INFORMATION

- Worksafe Victoria www.worksafe.vic.gov.au
- Victorian Equal Opportunity and Human Rights Commission www.humanrightscommission.vic.gov.au
- Victoria Police www.police.vic.gov.au
- Workplace bullying – prevention and response – Guidance Material October 2012 (WorkSafe Victoria).
- Occupational Health and Safety Act 2004.
- Equal Opportunity Act 2010 (VIC).

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.
- Unless known to staff, do not open doors for anyone.

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 Bay City Council and or their contractors at regular intervals. A record of the dates these checks are made 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

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.

Definitions

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

- Student enrolment data
- 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. 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.
   - ACFE
   - Legal requirements (e.g., subpoena / search warrants / social service benefits / evidence act), etc.
5. WCEC Education 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 and showing date it was sighted and expiry checked).
   - Enrolment Form.
   - Samples.

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 Education Coordinator

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

   - Student full name
   - Date of Birth
   - Address
   - Enrolment / commencement date
   - Result
   - Date finished.

STUDENT 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)
- Occupational Health & Safety Regulations (2017)
- 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
- Children, Youth and Families 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 or sexual orientation.

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 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.

Entry Requirements

Entry to each course will be determined according to the following criteria:
- A 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.

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.

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.

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.

Associated documents

- Student Enrolment Form

TRAINING AND ASSESSMENT POLICY

Rationale

WCEC delivers Pre-accredited EAL, reading, writing, conversation and basic 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.

Legislative Context

Principles

This policy is based on the principles that:

- Evaluation of training is undertaken for all courses and includes the monitoring of student satisfaction.
- Evaluation of training is fundamental to continuous improvement.
- Recognition of prior learning (RPL) is available to all prospective students.

Procedures

Training

WCEC delivers Foundation level training for pre-accredited courses.

WCEC 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

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

- Completion of a pre-accredited course which involves the attainment of knowledge and skills which meet student needs.

Assessment Communication Strategy

Teachers will inform all students of the Assessment requirement for each class. 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 class, for individual learners.

This has been communicated to students via the Student Handbook.

Training and Assessment

Upon enrolment, students will undertake a Pre-Training Review.

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 defined knowledge and skills in pre- accredited courses.

These assessment tools:

- Are valid, reliable, flexible, and fair.
- Support the collection of evidence that is sufficient and current.

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 which enables continuous improvement.

Consultation, subscriptions, referencing, gathering sector information, guidelines, policies, new practices, developments, etc regularly occurs with partners / key stakeholders including the following:
- VELG
- ALA
- VALBEC
- Think West Cluster
- Network West
- Hobsons Bay City Council
- Neighborhood Houses Victoria
- ACEVic Australia
- Mobil
- Local Bendigo Bank branches
- Life Saving Victoria
- West Justice
- Disability and Employment Services
- Jobs Victoria Employment Network
- ACPET
- ACFE Board
- VET Development Centre

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

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

Implementation of policy

Personnel
- The Education Coordinator has oversight for the implementation of this policy.
- All WCEC trainers are responsible for ensuring that the WCEC training is implemented in their planning and delivery of lessons.

Associated Documents

- Class Records
- Pre – Training Review Policy and Process

PLAGIARISM / CHEATING POLICY

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 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 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.

No false or misleading statements or comparisons will be made.

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 organisation and will abide by any conditions of that permission.

RECORD OF CHANGES

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
July 2016	July 2016	August 2016 **– V18** (**V16** & **17** update for VTG		
August 2016	September 2016	October 2016 – **V19** Included current C'care	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	16/8/18 CoM meet approved - **V22**	July / August 2019
September 2018. V23	August 2019	August 14	15/8/19 CoM Meeting approved – V 23	August 2020
September 2019 DRAFT - V24.1	March 2019	March 6	March 6 – via email. Unanimous CoM approval (Early timing due to upcoming VRQA audit)	August 2020
March 2020 Draft – V25	June – July 2020	August 2020	20/8/20 CoM Meeting	August 2021

Version 26	Jan - August	August 2021	12/08/2021 CoM meeting Childcare policies updated for new regulations	August 2022
Version 28	Jan - August	August 2022	11/08/21. CoM Meeting minutes. Childcare policies updated. RTO compliance requirements removed.	August 2023
Version 29	November 2022 onwards	August 2023	Childcare policies removed. Updates, clarification	
Version 30 (Policies) Version 21 (Business Plan)	September 2023 Onwards	Feb 2024	Amalgamated Policies, Business & Strategic Plan. New V1	February 2025
New V1	March 2024 – Jan 2025	Jan 2025	Approved by CoM Feb 13, 2025. V1	Feb 2026.
V2	June 2025 -Jan 2026.	Jan 2026	Approved by CoM Feb 12, 2026. V2	Feb 2027