



RICHMOND SHIRE COUNCIL
AGENDA
FOR

ORDINARY MEETING
TUESDAY 14 NOVEMBER 2023
COMMENCING AT 8:00AM

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

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

Attachment “A” Unconfirmed Minutes from the General Meeting held Tuesday 10 October 2023.

COMMENCEMENT OF MEETING

SIGNING OF ATTENDANCE BOOK

READING OF OFFICIAL PRAYER

LEAVE OF ABSENCE

CONFIRMATION OF MINUTES

- Unconfirmed 10 October 2023 Minutes

DECLARATIONS OF INTEREST

MATTERS ARISING FROM PREVIOUS MEETINGS

UNCONFIRMED MINUTES OF THE ORDINARY MEETING
OF THE RICHMOND SHIRE COUNCIL HELD IN THE BOARD ROOM, RICHMOND
ON TUESDAY 10 OCTOBER 2023



RICHMOND SHIRE COUNCIL

UNCONFIRMED MINUTES

UNCONFIRMED MINUTES OF THE ORDINARY MEETING
OF THE RICHMOND SHIRE COUNCIL HELD IN THE BOARD ROOM, RICHMOND
ON TUESDAY 10 OCTOBER 2023

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UNCONFIRMED MINUTES OF THE ORDINARY MEETING
OF THE RICHMOND SHIRE COUNCIL HELD IN THE BOARD ROOM, RICHMOND
ON TUESDAY 10 OCTOBER 2023

PRESENT

Present when Mayor Wharton declared the meeting open at 10:43am were:

COUNCILLORS:

Cr Wharton, Cr Kuhl, Cr Fox, Cr Kennedy, Cr Johnston

Cr Buick attended via Zoom.

STAFF:

Chief Executive Officer – Peter Bennett, Director of Community Services and Development – Angela Henry, Director of Corporate Services – Peta Mitchell, Director of Works – Syed Qadir and Minutes Secretary Tiana Grant

PRAYER

Cr Kuhl read the prayer

APOLOGIES

Nil

CONFIRMATION OF MINUTES

RESOLUTION 20231010.1

It was moved Cr Kuhl seconded Cr Buick and carried that the Minutes of the General Meeting of the Richmond Shire Council held in the Board Room, Richmond on Tuesday, 12 September 2023 be adopted as presented.

DECLARATIONS OF INTEREST

Mayor Cr Wharton called for Declarations of Interest in matters listed on the Agenda:

Nil

BUSINESS ARISING

Nil

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

2.1 Richmond Shire Council Delegations Register

EXECUTIVE SUMMARY

The Delegations Register for Council to the Chief Executive Officer is due for renewal every twelve months.

OFFICER'S RECOMMENDATION

That Council: adopt the Delegations Register as presented.

RESOLUTION 20231010.2

It was moved Cr Kennedy seconded Cr Kuhl and carried that Council adopt the Delegations Register as presented.

REFERENCE DOCUMENT

- Delegations Register

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

2.2 Mobile Vendor Policy

EXECUTIVE SUMMARY

Under Council's local laws it has the right to require persons who wish to vend from land under its control i.e., roads and parks, to apply for a permit and pay a fee.

The *Food Act 2006* requires persons vending food to hold a "mobile food vendor licence". This licence can be issued by any council in Queensland or Queensland Health and is mutually recognised throughout the state.

The Policy is due for its annual review.

OFFICER'S RECOMMENDATION

That Council: adopt the Mobile Vendor Policy with changes.

RESOLUTION 20231010.3

It was moved Cr Fox seconded Cr Buick and carried that Council adopt the Mobile Vendor Policy as presented.

REFERENCE DOCUMENT

- Policy

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

2.3 Bookings for Council Facilities Policy

EXECUTIVE SUMMARY

The Richmond Shire Council Outside of School Hours Care (OSHC) service demand has significantly increased, and the program has at times been booked to its highest capacity. As a result OSHC has implemented the Federal Governments Priority of Access Guidelines and a waiting list process.

The Policy is due for its annual review.

OFFICER'S RECOMMENDATION

That Council: adopt the Bookings for Council Facilities Policy with changes.

RESOLUTION 20231010.4

It was moved Cr Johnston seconded Cr Fox and carried that Council adopt the Bookings for Council Facilities Policy as presented.

REFERENCE DOCUMENT

- Policy

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

2.4 Declared Traffic Area Parking Policy

EXECUTIVE SUMMARY

To establish guidelines around parking in a Declared Traffic Area, in the CBD of Richmond – Goldring Street. This Policy applies to everyone including Richmond Shire Council staff, community members and visitors.

The Policy is due for its annual review.

OFFICER'S RECOMMENDATION

That Council: adopt the Declared Traffic Area Parking Policy with changes.

RESOLUTION 20231010.5

It was moved Cr Kuhl seconded Cr Kennedy and carried that Council adopt the Declared Traffic Area Parking Policy as presented.

REFERENCE DOCUMENT

- Policy

4. REPORTS FOR CONSIDERATION – COMMUNITY SERVICES

4.1 OSHC Christmas Holiday Hours of Operation

EXECUTIVE SUMMARY

Two options were presented to clients for their preferred hours of operation during December/January.

Option 1 - December 18 to January 16

Option 2- December 22 to January 23

Majority of clients who responded (9 in total) have opted for Option 1 (7).

OFFICER'S RECOMMENDATION

That Council: endorse the December/January hours of operation for OSHC as indicated by the client base.

RESOLUTION 20231010.6

It was moved Cr Kennedy seconded Cr Buick and carried that Council endorse option 1 for the OSHC 2023/2024 Christmas holiday hours of operation.

REFERENCE DOCUMENT

- Nil

4. REPORTS FOR CONSIDERATION – COMMUNITY SERVICES

4.2 Australia Day

EXECUTIVE SUMMARY

In previous years Expressions of Interest have been circulated for a Club to host Australia Day for a \$1,000 fee plus Council provided food.

Does Council wish for this process to remain the same or are local businesses now permitted to express an interest and what incentive if any would apply.

Australia Day Nominations will be called for this Month for considerations at the December meeting.

OFFICER'S RECOMMENDATION

That Council: determine if a new format is required.

Council unanimously agreed to continue the process of asking the local clubs for their interest and if no interest is received, Council can ask local businesses to apply.

REFERENCE DOCUMENT

- Nil

4. REPORTS FOR CONSIDERATION – COMMUNITY SERVICES

4.3 Sport and Recreation Meeting

EXECUTIVE SUMMARY

Three of the five stakeholders for Charlie Wehlow Oval responded to the Sport and Recreation Survey regarding the Masterplan. Survey Results are attached. Junior League and Maks Boxing attended the Facility Needs Plan Workshop. All stakeholders had previously held a site meeting prior to this meeting and a well thought out three stage proposal was put forward to Sport and Recreation to form the basis of the "Mud Map" Masterplan. Stage 1 would include the demolishing of what is now Maks Boxing Shed, Canteen, and Junior League Storage to make way for a large undercover shed with at least one internal room for training/first aid/HIA rooms and a large canteen including cold room for all stakeholders to share. There would also be at least three large storage options for paying stakeholders as well. The vision for this stage is to make it possible to host Carnivals and Camps, so there is also an option for travellers to stay on site.

Stage 2 would be an upgrade of the Grandstand (including positioning) with storage underneath.

Stage 3 would be an upgrade to Change rooms and Amenities.

The first draft of the Master Plan will be presented to Council at the next meeting.

I would also urge any plans for a Multi-Purpose Sports shed be re-focussed to the Oval as the location to benefit the Charlie Wehlow Oval users, rather than as a standalone project.

OFFICER'S RECOMMENDATION

That Council: for Councils information only.

Noted.

Meeting Adjournment

RESOLUTION 20231010.7

It was moved Cr Kennedy seconded Cr Buick and carried that Council adjourn the meeting for lunch at 12:40pm.

RESOLUTION 20231010.8

It was moved Cr Buick seconded Cr Kuhl and carried that Council resume the meeting at 1:12pm.

REFERENCE DOCUMENT

- Survey results

Change of order of business to consider late items

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

2.5 2024 Council Meeting Dates

EXECUTIVE SUMMARY

The Department of State Development, Infrastructure, Local Government and Planning has written to Council advising that Queensland Councils can move the March 2024 Council Meetings forward due to the 2024 Local Government Elections.

It has been decided to propose the 2024 Council Meeting Dates early. These dates are to be discussed and any changes required are to be made.

OFFICER'S RECOMMENDATION

That Council: approve the 2024 Council Meeting dates as presented.

RESOLUTION 20231010.9

It was moved Cr Johnston seconded Cr Fox and carried that Council adopt the 2024 Council Meeting dates as presented.

REFERENCE DOCUMENT

- Letter

3. REPORTS FOR CONSIDERATION – CORPORATE SERVICES

Item 3.1 Monthly Financial Statements

EXECUTIVE SUMMARY

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

OFFICER'S RECOMMENDATION

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

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

RESOLUTION 20231010.10

It was moved Cr Fox seconded Cr Johnston and carried that Council receive the monthly financial report presenting the progress made as at 30 September 2023 in relation to the 2023/24 budget and including the:

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

REFERENCE DOCUMENT

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

3. REPORTS FOR CONSIDERATION – CORPORATE SERVICES

Item 3.2 Operational Plan

EXECUTIVE SUMMARY

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

OFFICER'S RECOMMENDATION

That Council: receive and note the Quarter 1 progress report of RSC 2023/2024 Operational Plan for the September 2023 reporting period.

RESOLUTION 20231010.11

It was moved Cr Kuhl seconded Cr Fox and carried that Council receive and note the Quarter 1 progress report of RSC 2023/2024 Operational Plan for the September 2023 reporting period.

REFERENCE DOCUMENT

- Operational Plan

CLOSED SESSION

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

2.6 Staff Christmas Bonus

RESOLUTION 20231010.12

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

UNCONFIRMED MINUTES OF THE ORDINARY MEETING
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ON TUESDAY 10 OCTOBER 2023

Attendance

DCSD Angela Henry, DCS Peta Mitchell, DOW Syed Qadir and Minutes Secretary Tiana Grant left the room at 10:56am.

Attendance

DCSD Angela Henry, DCS Peta Mitchell, DOW Syed Qadir and Minutes Secretary Tiana Grant re-entered the room at 11:04am

RESOLUTION 20231010.13

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

EXECUTIVE SUMMARY

Each year Council decides on whether to rewards its employees with a Christmas Bonus for the work performed over the calendar, and if it decides to grant a bonus, how much that bonus will be.

Council provided a \$800.00 bonus in the 2022/2023 year.

Following shows the calculation of the cost to Council for the bonus. The budget was set for \$45,000.00.

OFFICER'S RECOMMENDATION

That Council: resolves to grant its employees an \$800.00 Christmas Bonus.

RESOLUTION 20231010.14

It was moved Cr Kuhl, seconded Cr Johnston and carried that Council reward a Christmas bonus of \$800.00 plus a \$100.00 Buy Local Voucher in lieu of a Christmas Party to all Staff for 2023.

REFERENCE DOCUMENT

- Christmas Bonus Table

GENERAL BUSINESS

Cr Kuhl requested to discuss the 2024 Meet and Greet again. After discussion, Council unanimously agreed to allow anyone who has moved to Richmond in the previous twelve months to attend and it was agreed to host it in April after the 2024 Council Elections.

Cr Kuhl asked if Council would consider naming the Skate Park like all other local Parks. It was agreed that this would be put to the community for name suggestions to be submitted to Council for a decision.

Cr Kuhl updated Council that Southern Gulf will be in Richmond in November to hold their AGM. Cr Kuhl noted that due to the end of several Directors terms, there will be three Director positions available on the Southern Gulf NRM Board.

Cr Kennedy asked for Council to discuss new dates for a road run. Council agreed to do a road run 2-3 November 2023.

UNCONFIRMED MINUTES OF THE ORDINARY MEETING
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ON TUESDAY 10 OCTOBER 2023

Cr Fox updated Council that she attended a CAC Meeting last week and two Richmond issues have been escalated.

Cr Fox noted that Richmond State School currently have 114 students.

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|-------------------------|
| CLOSE OF MEETING |
|-------------------------|

RESOLUTION 20231010.15

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

Meeting closure

RESOLUTION 20231010.16

It was moved Cr Kuhl, seconded Cr Kennedy and carried that the meeting close at 11:27am.

Next Ordinary Meeting

14 November 2023.

I hereby confirm that this is a true and correct record of the minutes of the Richmond Shire Council Ordinary Meeting Tuesday 10 October 2023.

Mayor

Item 1. Reports for Consideration – Works

Item 1.1 Systematic Inspection Program 2023

EXECUTIVE SUMMARY

The Works Department are seeking Council's approval to extend the inspection program (systematic inspection program) under Section 134 of the *Local Government Act 2009*, with the purpose of monitoring compliance with the *Animal Management (Cats and Dogs) Act 2008* and Council's *Local Law No. 2 (Animal Management) 2012*.

OFFICER'S RECOMMENDATION

That Council: approve a one-month extension concluding 14 December 2023 for the Systematic Inspection Program across the Townships of Richmond and Maxwellton.

Budget & Resource Implications

The 2023/2024 budget provides sufficient funds for the completion of the systematic inspection program.

Background

Council resolved to undertake a systematic inspection program commencing on 1 May 2023 and to conclude on 1 November 2023. Section 134 of the *Local Government Act 2009* allows for Local Governments to conduct a systematic inspection program, allowing for authorised persons to enter and inspect properties to ensure that relevant State Acts and Local Laws are being complied with.

A one-month extension has been requested for the systematic inspection program to be conducted for 2023/2024 registrations.

Consultation (Internal/External)

Nil

Attachments

Nil

Report prepared by **Phillip Kennedy (Local Laws Officer)**

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

Item 2.1 Acceptable Requests Policy

EXECUTIVE SUMMARY

The objective is to provide guidelines for the interaction between Councillors and employees and in particular requests from Councillors relating to the provision of information, advice, and assistance.

This Policy was due to be reviewed in September.

OFFICER'S RECOMMENDATION

That Council: adopt the Acceptable Requests Policy as presented.

Budget & Resource Implications

N/A

Background

The Acceptable Requests Policy has had wording changes to section 6. Implementation. Any sections under the act that are noted in the Policy are updated if there have been any changes.

Consultation (Internal/External)

Nil

Attachments

Attachment B – Policy

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



RICHMOND SHIRE COUNCIL ACCEPTABLE REQUESTS POLICY

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|-------------------------------|-----------------------|
| POLICY NUMBER: | 001 |
| INFOXPRT REF: | 70698 |
| TIME PERIOD OF REVIEW: | 2 Year |
| DATE OF NEXT REVIEW: | September 2024 |

1. OBJECTIVE

To provide guidelines for the interaction between Councillors and employees and in particular requests from Councillors relating to the provision of information, advice and assistance.

2. SCOPE

These guidelines apply to Councillors and employees, contractors and volunteers, who perform work for or on behalf of Richmond Shire Council. Any reference to staff or employee is to be taken as a reference to a contractor or volunteer.

3. POLICY

Section 170 of The *Local Government Act 2009 (QLD)* (the Act) states that the Mayor may give direction to the Chief Executive Officer however, no Councillor, including the Mayor, may give a direction to any other local government employee.

If the Mayor gives a direction to an employee who is not the Chief Executive Officer or a senior executive employee, the employee must not carry out the Mayors direction and must advise the Chief Executive Officer at the earliest opportunity. An employee must do the same if they are given a direction by a Councillor. Once advised the Chief Executive Officer will address the matter with the Councillor concerned. If an employee is required to undertake an action the direction will come from the relevant supervisor.

Under Section 170A of the Act, a Councillor may ask a local government employee to provide advice to assist the Councillor carry out his or her responsibilities under the Act.

3.1 Responsibilities of Councillors

A Councillor in the first instance may contact local government employees outlined in Appendix 1 to provide advice to make decisions and assist the Councillor to carry out his or her responsibilities.

A Councillor's request for information must be made in writing using the Councillor Request for Information Form located in H Drive under Forms unless the employee receiving the request agrees to accept the request verbally (rather than have process of Councillor Request for Information form in the Policy, it is recommended that it is on the form).

If the Councillor is not sure which employee to contact, they should contact Council's Customer Service who can advise them of the employees' broad roles and responsibilities, or they shall otherwise contact the Chief Executive Officer.

In certain circumstances (e.g. upcoming event; special project) a Councillor may request that the Chief Executive Officer allow access to an employee other than those listed in Appendix 1,

to provide information or advice for a limited period of time. The Chief Executive Officer may approve the request at their discretion and may apply conditions to the approval.

Except in exceptional circumstances, Councillors' requests for advice or information are to be restricted to normal working hours. Where an employee contacts a Councillor in an emergency, or vice versa, the person who initiated the contact shall record the details in writing and advise the Chief Executive Officer as soon as practical.

Councillors are requested to be mindful of the potential impact on staff, available resources and priorities and ensure their requests are not imposing an excessive demand or preventing staff from effectively carrying out their responsibilities.

3.2 Responsibilities of Employees

Employees will provide prompt, accurate information to Councillors. Employees will endeavour to respond to Councillor requests within three (3) working days. However, where the matter is more complex and further research/analysis is required, the employee will inform the Councillor of an expected response timeframe.

Where an employee receives a request or enquiry from a Councillor, acting on behalf of a member of the public, the employee will respond to the member of the public directly, but will also advise the Councillor of the outcome and/or responses.

Employees shall ensure that all documentation received and issued that relates to Councillor requests for advice or information shall be registered by the nominated employee in the appropriate area of Council's electronic records management system, InfoXpert. The documentation will be freely accessible to all staff, unless the employee believes that there is a confidentiality concern regarding the request, in which case they shall seek advice from the Chief Executive Officer before storing the documentation in a secure folder.

If an employee receives a request and believes that they are not the appropriate person to respond to the request, they shall liaise with their direct supervisor.

4. RELATED DOCUMENTS

- Councillor Request for Advice Form
- Councillor Request for Information Form

5. LEGISLATION

- *Local Government Act 2009*

6. IMPLEMENTATION

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

5. APPROVAL

Date of Adoption: 19 February 2015
Policy Reviewed: General Council Meeting 13 September 2022.
Resolution Number: 20220913.13

Policy Authorised: Peter Bennett
Chief Executive Officer

APPENDIX 1

| Department | Position | Name | Contact |
|--|---|---------------|---|
| Executive Services | Chief Executive Officer | Peter Bennett | Phone: (07) 47 193 377 or 0438 685 224 Email: CEO@richmond.qld.gov.au |
| Works | Acting Director of Works | Pratik Khadka | Phone: (07) 47 193 377 or 0427 413 277 Email: dow@richmond.qld.gov.au |
| Finance & Administration | Director of Corporate Services | Peta Mitchell | Phone: (07) 47 193 377 or 0428 413 277 Email: petam@richmond.qld.gov.au |
| Community Services & Development | Director of Community Development and Service | Angela Henry | Phone: (07) 47 193 377 or 0429 686 221 Email: angelah@richmond.qld.gov.au |
| An employee who is officially performing higher duties in any of these positions, can be approached as though they were the primary incumbent of the role. | | | |

Item 2.2 Standing Orders Policy

EXECUTIVE SUMMARY

Council meetings are where the key decisions are made. Council sets its policies, adopts its corporate plans, approves, and adopts budgets, and make its local laws in meetings.

This policy is to be applied in accordance with the provisions of the *Local Government Act 2009* and the *Local Government Regulation 2012*.

The *Local Government Act 2009* prescribes that all councils must adopt the model meeting procedures (MMP) or incorporate them into the existing standing orders for meeting procedures.

OFFICER'S RECOMMENDATION

That Council: adopt the Standing Orders Policy as presented.

Budget & Resource Implications

N/A

Background

The Standing Orders Policy has had major changes to align with the Local Government Act 2009 requests.

The Standing Orders now follows the Department of State Development, Local Government and Planning's procedure requests, however, there is additional information in the Policy that aligns with Richmond Shire Council.

Consultation (Internal/External)

External: Department of State Development, Infrastructure, Local Government and Planning

Attachments

Attachment C - Policy

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



RICHMOND SHIRE COUNCIL STANDING ORDERS POLICY

| | |
|-------------------------------|------------------|
| POLICY NUMBER: | 075 |
| INFOXPRT REF: | 103201 |
| TIME PERIOD OF REVIEW: | 2 Year |
| DATE OF NEXT REVIEW: | June 2025 |

1. OBJECTIVE

Council meetings are where the key decisions are made. Council sets its policies, adopts its corporate plans, approves, and adopts budgets, and make its local laws in meetings.

This policy is to be applied in accordance with the provisions of the *Local Government Act 2009* and the *Local Government Regulation 2012*.

2. INTENT

To assist local governments, the Department of State Development, Infrastructure, Local Government and Planning (DSDILGP) provides best practice standing orders that local governments can choose to adopt to provide written rules for the orderly conduct of local government meetings.

These best practice standing orders incorporate the DSDILGP model meeting procedures that deal with matters during council meetings that must be adhered to under the Local Government Act 2009 (LGA) including the model meeting procedures and the Local Government Regulation 2012 (LGA).

Local governments can revise their standing orders to incorporate the model meeting procedures or adopt the model meeting procedures.

STANDING ORDERS

- These Standing Orders apply to all meetings of Council and any standing Committees
- Any provision of these Standing Orders may be suspended by resolution of any meeting of Council. A separate resolution is required for any such suspension and must specify the application and duration of each suspension
- Where at a Council meeting a matter arises which is not provided for in these Standing Orders, such matters shall be determined by resolution of Council upon a motion which may be put without notice but otherwise in conformity with these Standing Orders

3. PROCEDURES FOR MEETINGS OF COUNCIL

PRESIDING OFFICER

- The Mayor will preside at a meeting of Council

- If the Mayor is absent or unavailable to preside, the Deputy Mayor will preside
- If both the Mayor and the Deputy Mayor, or the Mayors' delegate, are absent or unavailable to preside, a Councillor chosen by the Councillors present at the meeting will preside at the meeting
- Council will choose the Chairperson for a Committee meeting. This Chairperson will normally preside over meetings of the Committee
- If the Chairperson of a Committee is absent or unavailable to preside, a Councillor chosen by the Councillors present will preside over the Committee meeting.

ORDER OF BUSINESS

Before proceeding with the business of the meeting, the person presiding at the meeting shall undertake the acknowledgement and/or greetings deemed appropriate by the Council.

The order of business shall be determined by resolution of Council from time to time. The order of business may be altered for a particular meeting where the Councillors at that meeting pass a motion to that effect. A motion to alter the order of business may be moved without notice.

Unless otherwise altered, the order of business shall be as follows:

- Attendances
- Apologies and granting of leaves of absence
- Prayer
- Confirmation of Minutes
- Declarations of Interests
- Matters Arising
- Officers Reports

The minutes of a preceding meeting whether an ordinary or a special meeting, not previously confirmed shall be taken into consideration, at every ordinary meeting of Council, in order that such minutes may be confirmed and no discussion shall be permitted with respect to such minutes except with respect to their accuracy as a record of the proceedings.

AGENDAS

The agenda may contain:

- Notice of meeting
- Minutes of the previous meetings
- Business arising out of previous meetings
- Business which the mayor wishes to have considered at that meeting without notice
- Matters of which notice has been given
- Committees' reports to Council referred to the meeting by the CEO
- Officers' reports to Council referred to the meeting by the CEO
- Deputations and delegations
- Any other business Council determines by resolution be included in the agenda paper

Business not on the agenda or not fairly arising from the Agenda shall not be considered at any Meeting unless permission for that purpose is given by Council at such meeting. Business must be in accordance with the adopted Terms of Reference for each Committee.

QUORUM

A quorum at a local government meeting is a majority of its councillors. If the number of councillors is even, then one half of the number is a quorum.

If a quorum is not present within 15 minutes after the time set for the meeting to begin, it may be adjourned to a later hour or a later day within 14 days after the day of the adjournment. The meeting may be adjourned by a majority of councillors present, or if only one councillor is present, then that councillor, or if no councillors are present then the chief executive officer.

PETITIONS

Any petition presented to a meeting of Council shall:

- be in legible writing or typewritten and contain a minimum of ten (10) signatures
- include the name and contact details of the Principal Petitioner (i.e., one person who is the organiser and who will act as the key contact for the issue)
- include the postcode of all petitioners, and
- have the details of the specific request/matter appear on each page of the petition.

Where a Councillor presents a petition to a meeting of Council no debate on or in relation to it shall be allowed and the only motion which may be moved is that the petition be received; or received and referred to a committee or officer for consideration and a report to Council; or not be received because it is deemed invalid.

Council will respond to the Principal Petitioner in relation to all petitions deemed valid.

DEPUTATIONS

A deputation wishing to attend and address a meeting of Council shall apply in writing to the CEO not less than seven (7) business days before the meeting.

The CEO, on receiving an application for a deputation shall notify the Chairperson who shall determine whether the deputation may be heard. The CEO shall inform the deputation of the determination in writing. Where it has been determined the deputation will be heard, a convenient time shall be arranged for that purpose, and an appropriate time period allowed.

For deputations comprising three or more persons, only three persons shall be at liberty to address Council unless the Councillors at the meeting determine otherwise by resolution. A deputation shall be given adequate opportunity to explain the purpose of the deputation.

If a member of the deputation other than the appointed speakers interjects or attempts to address the Council, the Chairperson may finalise the deputation.

The Chairperson may terminate an address by a person in a deputation at any time where:

- the Chairperson is satisfied that the purpose of the deputation has been sufficiently explained to the Councillors at the meeting
- the time period allowed for a deputation has expired, or
- the person uses insulting or offensive language or is derogatory towards Councillors or staff members.

The CEO is responsible for the deputation including that the appointed speaker/s are notified in writing of developments or future actions as appropriate.

PUBLIC PARTICIPATION AT MEETINGS

A member of the public may take part in the proceedings of a meeting only when invited to do so by the Chairperson.

In each Meeting, time may be required to permit members of the public to address the Council on matters of public interest related to local government. The time allotted shall not exceed fifteen minutes and no more than three speakers shall be permitted to speak at any one meeting. The right of any individual to address the Council during this period shall be at the absolute discretion of Council.

If any address or comment is irrelevant, offensive, or unduly long, the Chairperson may require the person to cease making the submission or comment.

For any matter arising from such an address, Council may take the following actions:

- refer the matter to a committee
- deal with the matter immediately
- place the matter on notice for discussion at a future meeting
- note the matter and take no further action

Any person addressing the Council shall stand and act and speak with decorum and frame any remarks in respectful and courteous language.

Any person who is considered by the Council or the Mayor to be unsuitably dressed may be directed by the Mayor or Chairperson to immediately withdraw from the meeting. Failure to comply with such a request may be considered an act of disorder.

CONFLICT OF INTEREST

A conflict of interest (COI) is a conflict that:

1. is between a Councillors personal interests and the public interest
2. might lead to a decision that is contrary to the public interest (section 150EN, LGA09).

A Councillor does not have a conflict of interest if:

- Council is considering an 'ordinary business matter' (see definitions) (Refer Note27)
- the Councillors interest is no greater than that of other persons in the local government area.

A Councillor also does not have a COI if he or she:

- is a member of, or has a personal connection with, a community group, club, school, church, or political party. However, if the Councillor is an office holder in any of these, they must declare a conflict of interest
- is nominated by the local government to be a member of a board or a corporation or other association merely because of the nomination or appointment as a member

Councillors must inform a council of a personal interest (real or perceived conflict of interest) in a matter to be considered at a council meeting (for example that relates to a personal or family relationship or because of an election gift).

A Councillor who has informed the meeting of a personal interest may decide to leave the meeting room. If the Councillor does not leave the meeting, the remaining Councillors at the meeting must vote to decide whether the Councillor has a real or perceived COI and whether the

Councillor must leave the meeting or may stay and participate in the meeting. This decision must be taken by resolution of the council.

Where a majority of Councillors inform the meeting they have a personal interest in a particular matter, the Councillors must delegate the decision-making process (unless an Act requires that the decision must be made by resolution of the local government).

In instances where the matter must be decided by resolution, approval must be sought from the Minister for Local Government before Councillors affected by a COI can take part in any associated discussions and decision-making processes.

The Minister may, by signed notice given to a Councillor, approve the Councillor participating in the meeting, or being present while a matter is being discussed and voted on, if:

1. the matter could not otherwise be decided at the meeting because the majority of Councillors have an interest in the matter; and
2. deciding the matter cannot be delegated under section 257 (Note 28).

MATERIAL PERSONAL INTEREST AT A MEETING

A Councillor has a material personal interest (MPI) in a matter if a decision or action taken by the council meeting on that matter may result in a direct or indirect benefit or loss to any of the following:

- the Councillor
- a close relative (spouse, parent, child or sibling)
- a person who is in a partnership with the Councillor
- an employer of the Councillor (other than a government entity)
- a body or organisation of which the Councillor is a member, and
- another entity prescribed by regulation (Note 29)

However, a Councillor does not have a material personal interest if the:

- Council meeting is considering an 'ordinary business matter' (such as setting rates and charges or adopting the council budget); or
- Councillors interest is no greater than that of other person's in the local government area.

A Councillor with a material personal interest must tell the meeting about the interest and leave the chamber or meeting place, including any area set aside for the public, while the matter is discussed and a decision is made.

Where a majority of Councillors have a material personal interest in a particular matter, Councillors must delegate the decision-making process under section 257 of the LGA09 (unless and Act requires that the decision must be made by resolution of the local government).

In instances where the matter must be decided by resolution, approval must be sought from the Minister for Local Government before Councillors affected by the MPI can take part in any associated discussions and decision-making processes.

The Minister may, by signed notice given to a Councillor, approve the Councillor participating in a meeting, or being present while a matter is being discussed and voted on, if:

- the matter could not be otherwise decided at the meeting because of the number of Councillors subject to obligation under section 150ED, *Local Government Act 2009*
- deciding the matter cannot be delegated under section 257 (*Local Government Act 2009*).

REPORTING A SUSPECTED CONFLICT OF INTEREST

If a councillor at a meeting reasonably believes or suspects that another councillor has a personal interest in a matter that may be a prescribed or a declarable conflict of interest, and that councillor is participating in a decision on that matter, the informing councillor who believes that a conflict of interest exists must immediately inform the chairperson of the meeting of their belief or suspicion and the facts and circumstances that led to their belief or suspicion.

- The chairperson then should ask the relevant councillor with the suspected personal interest whether they have any prescribed or declarable conflict of interest in the matter. If the relevant councillor agrees they have a conflict of interest, the councillor must follow the relevant meeting procedures above for prescribed and declarable conflicts of interest.
- If the councillor believes they do not have a conflict of interest, they must inform the meeting of that belief and their reasons for that belief.
- The eligible councillors must then decide whether the relevant councillor has a prescribed conflict of interest, a declarable conflict of interest or that the councillor does not have any conflict of interest in the matter. If the meeting decides the councillor has a conflict of interest, the councillor must follow the relevant meeting procedures above. If a councillor with a declarable conflict of interest wants to participate in the decision despite the declarable conflict of interest, then the eligible councillors must make a decision about the councillors participation.
- If the eligible councillors at the meeting cannot make a decision about, whether a councillor has a declarable conflict of interest under section 150ER of the LGA or section 177Q of the COBA, or whether the councillor may or may not participate in the decision despite the subject councillor's declarable conflict of interest under section 150ES of the LGA or section 177P of the COBA, then they are taken to have determined that the councillor must leave the meeting and stay away while the matter is being decided under section 150ET(3) of the LGA or section 177Q(3) of the COBA. A decision under these provisions about a councillor participating in the meeting applies to the matter and subsequent decisions, about the same matter unless there is a change to the councillor's personal interests and/or the nature of the matter being discussed. If the eligible councillors decide that the subject councillor can act in the public interest on the matter, then the councillor may participate in the meeting and be involved in processes occurring outside of a council meeting about the same matter e.g. workshops
- When a councillor informs a meeting that they or another councillor have a prescribed or declarable conflict of interest in a matter, the minutes of the meeting must record all the relevant details of how the conflict of interest was dealt with, being (section 150FA of the LGA or section 177X of the COBA):
 - a) The name of any councillor and any other councillor who may have a prescribed or declarable conflict of interest
 - b) The particulars of the prescribed or declarable conflict of interest provided by the councillor
 - c) The actions taken by a councillor after informing the meeting that they have, or they reasonably suspect another councillor has a prescribed or declarable conflict of interest
 - d) Any decision then made by the eligible councillors
 - e) Whether the councillor with a prescribed or declarable conflict of interest participated in or was present for the decision under ministerial approval
 - f) The council's decision on what actions the councillor with a declarable conflict of interest must take and the reasons for the decision

- g) The name of each eligible councillor who voted on the matter and how each voted.
- If the councillor has a declarable conflict of interest the following additional information must be recorded in the minutes of the meeting when the meeting is informed of a councillor's personal interest by someone other than the councillor:
 - a) The name of each councillor who voted in relation to whether the councillor has a declarable conflict of interest, and how each of the councillors voted.
- Where a decision has been made under section 150ES of the LGA or section 177P of the COBA – the minutes must include:
 - a) The decision and reasons for the decision, and
 - b) The name of each eligible councillor who voted, and how each eligible councillor voted.

LOSS OF QUORUM

In the event where one or more councillors leave a meeting due to a prescribed or declarable conflict of interest in a matter that results in a loss of a quorum for deciding the matter, the council must resolve to:

- delegate the consideration and decision on the matter, as described in section 257 of the LGA or section 238 of the COBA, unless the matter cannot be delegated under subsection 3 of both sections because an Act says it must be decided by resolution of the council
- decide by resolution to defer the matter to a later meeting
- decide by resolution not to decide the matter and take no further action in relation to the matter

The council may by resolution delegate a power under section 257 of the LGA or section 238 of the COBA to:

- The mayor or chief executive officer, or
- A standing committee, or joint committee of council, or
- The chairperson of a standing committee or joint standing committee of council – does not apply to Brisbane City Council, or
- Another local government for a joint government activity.
- The Establishment and Coordination Committee – only applies to Brisbane City Council

The council must not delegate a decision to an entity if the entity, or a majority being at least half of its members, has a prescribed or declarable conflict of interest in the matter.

The council may only delegate a power to make a decision about a councillor's conduct under section 150AG of the LGA pursuant to section 257(2) of the LGA, to:

- The mayor or
- A standing committee.

A council may only delegate a power to make a decision about a councillor's conduct pursuant to section 238(2) of the COBA, to:

- The mayor, or
- The Establishment and Coordination Committee, or
- A standing committee of the council.

If the matter cannot be delegated under an Act, The Minister for Local Government may, by signed notice give approval for a conflicted councillor to participate in deciding a matter in a meeting including being present for the discussion and vote on the matter, if there is a loss of

quorum and deciding the matter cannot be delegated, subject to any conditions the Minister may impose.

FREQUENCY AND LOCATION OF MEETINGS

Council must meet at least once a month. Richmond Shire Council meet on the third Tuesday of every month.

Council publishes in a newspaper at least once a year, and on Council's website, details of the days and times of its General Meetings. Changes in times and dates of any meetings are also advertised in this manner.

Meetings are held at Council's Board Room, 65 Goldring Street, Richmond, QLD, 4822. A resolution of Council is required to hold a meeting at another location.

MEETING TYPES

Councillors may participate in four types of formal meetings:

- Post-election meeting
- Ordinary local government or council meeting
- Budget meeting
- Special local government meeting—may be called to address an urgent item of business.

MEETING PREPARATION

Councillors should allow adequate time to read the agenda papers and accompanying reports and:

- identify matters of particular interest to them or which may be contentious
- identify any matters which need clarification or additional information to help inform their view, and contact the CEO or Mayor for assistance before the meeting
- identify any agenda items where they may have a material personal interest or conflict of interest and be ready to take appropriate action
- discuss their views with other Councillors.

It is recommended that Councillors allocate and schedule specific preparation time in their diaries once General Meeting dates have been set.

4. MOTIONS

Motion to be moved:

- A Councillor is required to 'move' a motion and then another Councillor is required to 'second' the motion.
- When a motion has been moved and seconded, it shall become subject to the control of Council and shall not be withdrawn without the consent of Council.
- Other Councillors can propose amendments to the motion which must be voted on before voting on the final motion.
- A motion brought before a meeting of Council in accordance with the *Local Government Act 2009* or these Standing Orders shall be received and put to the meeting by the Chairperson. The Chairperson may require a motion or amendment to a motion to be stated in full or be in writing before permitting it to be received.

- The Chairperson may call the notices of motion in the order in which they appear on the agenda, and where no objection is taken to a motion being taken as a formal motion, the Chairperson may put the motion to the vote without discussion.

ABSENCE OF MOVER OF MOTION

Where a Councillor who has given notice of a motion is absent from the meeting of Council at which the motion is to be considered, the motion may be:

- moved by another Councillor at the meeting, or
- deferred to the next meeting.

MOTION TO BE SECONDED

- A motion or an amendment to a motion shall not be debated at a meeting of Council unless or until the motion or the amendment is seconded, with the exception of Procedural Motions.

AMENDMENT OF MOTION

- An amendment to a motion shall be in terms which maintain or further clarify the intent of the original motion and do not contradict the motion.
- Not more than one motion or one proposed amendment to a motion may be put before a meeting of Council at any one time.
- Where an amendment to a motion is before a meeting of Council, no other amendment to the motion shall be considered until after the first amendment has been put.
- Where a motion is amended by another motion, the original motion shall not be put as a subsequent motion to amend that other motion.

SPEAKING TO MOTIONS AND AMENDMENTS

- The mover of a motion or amendment shall read it and shall state that it is so moved but shall not speak to it until it is seconded.
- The Chairperson will manage the debate by allowing the Councillor who proposed the motion the option of speaking first on the motion. The Chairperson will then call on any other Councillor who wishes to speak against the motion and then alternatively for and against the motion as available, until all Councillors who wish to speak have had the opportunity.
- A Councillor may make a request to the Chairperson for further information before or after the motion or amendment is seconded.
- A motion or amendment may be withdrawn by the mover thereof with the consent of Council, which shall be signified without debate, and a Councillor shall not speak upon such motion or amendment thereof after the mover has been granted permission by Council for its withdrawal.
- The mover of a motion or amendment shall have the right to reply. Each Councillor shall speak no more than once to the same motion or same amendment except as a right of reply.

- Each speaker shall be restricted to not more than five (5) minutes unless the Chairperson rules otherwise.
- Where two or more Councillors indicate they may wish to speak at the same time, the Chairperson shall determine who is entitled to priority.
- In accordance with Section 273 of the Local Government Regulation 2012, if a decision made at a meeting is inconsistent with a recommendation or advice given to Council by an advisor of the Council, the minutes of the meeting must include a statement of the reasons for not adopting the recommendation or advice.

METHOD OF TAKING VOTE

- The Chairperson will call for all Councillors in favour of the motion to indicate their support. The Chairperson will then call for all Councillors against the motion to indicate their objection. A Councillor may call for a 'division' to ensure their objection to the motion is recorded in the minutes. If a division is taken, the minute secretary shall record the names of Councillors voting in the affirmative and of those voting in the negative. The Chairperson shall declare the result of a vote or a division as soon as it has been determined.
- Councillors have the right to request that their names and how they voted be recorded in the minutes if they so request, for voting other than by Division.
- Except upon a motion to repeal or amend it, the resolution shall not be discussed after the vote has been declared.
- If a report contains distinct recommendations, the decision of Council may be taken separately on each recommendation.

WITHDRAWING A MOTION

A motion or amendment may be withdrawn by the mover with the consent of the council, which will be without debate, and a councillor will not speak to the motion or amendment after the mover has been granted permission by the council meeting for its withdrawal.

REPEALING OR AMENDING RESOLUTIONS

- A resolution of Council may not be amended or repealed unless notice of motion is given in accordance with the requirements of the *Local Government Act 2009* or the Local Government Regulation 2012.
- Councillors present at the meeting at which a motion to repeal or amend a resolution is put, may defer consideration of that motion. Such deferral shall not be longer than three (3) months.

PROCEDURAL MOTIONS

A Councillor at a meeting of Council may, during the debate of a matter at the meeting, move, as a procedural motion, without the need for a seconder the following motions:

- that the question/motion be now put
- that the motion or amendment now before the meeting be adjourned

- that the meeting proceed to the next item of business
- that the question lie on the table
- a point of order
- a motion of dissent against the Chairpersons decision
- that this report/document be tabled
- to suspend the rule requiring that (insert requirement)
- that the meeting stand adjourned

A procedural motion, that the question be put, may be moved and where such a procedural motion is carried, the Chairperson shall immediately put the question to the motion or amendment to that motion under consideration. Where such procedural motion is lost, debate on the motion or amendment to that motion shall continue.

The procedural motion, that the motion or amendment now before the meeting be adjourned, may specify a time or date, to which the debate shall be adjourned. Where no date or time is specified:

- a further motion may be moved to specify such a time or date, or
- the matter about which the debate is to be adjourned, shall be included in the business paper for the next meeting.

Where a procedural motion that the meeting proceed to the next item is carried, debate on the matter that is the subject of the motion shall cease and may be considered again by Council on the giving of notice in accordance with the Standing Orders.

A procedural motion, that the question lie on the table, shall only be moved where the Chairperson or a Councillor requires additional information on the matter before the meeting (or the result of some other action of Council or person is required) before the matter may be concluded at the meeting. Where such a procedural motion is passed, the Council shall proceed with the next matter on the business paper. The motion, that the matter be taken from the table, may be moved at the meeting at which the procedural motion was carried or at any later meeting.

Any Councillor may ask the Chairperson to decide on a 'point of order' where it is believed that another Councillor:

- has failed to comply with proper procedures
- is in contravention of the Local Government Act/Regulations, or
- is beyond the jurisdiction power of Council.

Points of order cannot be used as a means of contradicting a statement made by the Councillor speaking. Where a 'point of order' is moved, consideration of the matter to which the motion was moved shall be suspended pursuant to clause 10.2. The Chairperson shall determine whether the point of order is upheld.

Upon the question of order suddenly arising during the process of a debate, a Councillor may raise a point of order, and thereupon the Councillor against whom the point of order is raised, shall immediately cease speaking. Notwithstanding anything contained in these standing orders to the contrary, all questions or points of order at any time arising shall, until decided, suspend the consideration and decision of every other question.

A Councillor may move 'a motion of dissent' in relation to a ruling of the Chairperson on a point of order. Where such motion is moved, further consideration of any matter shall be suspended until after a ruling is made. Where a motion of dissent is carried, the matter to which the ruling of the Chairperson was made shall proceed as though that ruling had not been made. Where as a result of that ruling the matter was discharged as out of order, it shall be restored to the business paper

and be dealt with in the normal course of business.

The motion, 'that this report/document be tabled', may be used by a Councillor to introduce a report or other document to the meeting, only if the report or other document is not otherwise protected under confidentiality or information privacy laws. On tabling the document, it ceases to be a confidential document and is available for public scrutiny.

A procedural motion, "to suspend the rule requiring that", may be made by any Councillor in order to permit some action that otherwise would be prevented by a procedural rule. A motion to suspend a rule shall specify the duration of such a suspension.

A procedural motion, that the meeting stands adjourned, may be moved by a Councillor at the conclusion of debate on any matter on the business paper or at the conclusion of a Councillors time for speaking to the matter, and shall be put without debate. Such a procedural motion will specify a time for the resumption of the meeting and on resumption of the meeting the Council shall continue with the business before the meeting at the point where it was discontinued on the adjournment.

QUESTIONS

A Councillor may at a Council meeting ask a question for reply by another Councillor or an officer regarding any matter under consideration at the meeting. A question shall be asked categorically and without argument and no discussion shall be permitted at the meeting of Council in relation to a reply or a refusal to reply to the question. A Councillor or officer to whom a question is asked without notice may request that the question be taken on notice for the next Meeting.

A Councillor who asks a question at a meeting, whether or not upon notice, shall be deemed not to have spoken to the debate of the motion to which the question relates.

The Chairperson may disallow a question which is considered inconsistent with an acceptable request or good order, provided that a Councillor may move a motion that the Chairperson's ruling be disagreed with, and if such motion be carried the Chairperson shall allow such question.

5. CONDUCT DURING MEETINGS

Process for dealing with Unsuitable Meeting Conduct

The conduct of a councillor is unsuitable meeting conduct if the conduct happens during a council meeting and contravenes a behavioural standard of the Code of Conduct for Councillors. When dealing with an instance of unsuitable conduct by a councillor in a meeting, the following procedures must be followed:

- The chairperson must reasonably believe that unsuitable meeting conduct has been displayed by a councillor at a meeting.
- If the chairperson decides the unsuitable meeting conduct has occurred, the chairperson may consider the severity of the conduct and whether the councillor has been issued with any previous warnings for unsuitable meeting conduct. If the chairperson decides the conduct is of a serious nature or another warning is unwarranted, the chairperson can make an order in relation to the conduct under section 23.7 below.
- If the chairperson decides unsuitable meeting conduct has occurred but is of a less serious nature, the chairperson may request the councillor take remedial actions such as:
 - a) ceasing the unsuitable meeting conduct and refraining from exhibiting the conduct
 - b) apologising for their conduct
 - c) withdrawing their comments.
- If the councillor complies with the chairperson's request for remedial action, no further action is required.

- If the councillor fails to comply with the chairperson’s request for remedial action, the chairperson may warn the councillor that failing to comply with the request could result in an order for unsuitable meeting conduct being issued.
- If the councillor complies with the chairperson’s warning and request for remedial action, no further action is required.
- If the councillor continues to fail to comply with the chairperson’s request for remedial action or the chairperson decided a warning was not appropriate under 23.2 the chairperson may make one or more of the orders below:
 - a) an order reprimanding the councillor for the conduct
 - b) an order requiring the councillor to leave the meeting, including any area set aside for the public and stay out for the duration of the meeting.
- If the councillor fails to comply with an order to leave and stay away from the meeting, the chairperson can issue an order that the councillor be removed from the meeting.
- Following the completion of the meeting, the chairperson must ensure:
 - a) details of any order issued is recorded in the minutes of the meeting
 - b) if it is the third or more order made within a 12-month period against a councillor, or the councillor has refused to comply with an order issued to leave the meeting, these matters are dealt with at the next meeting of the council as suspected inappropriate conduct
 - c) The council’s chief executive officer (CEO) is advised to ensure details of any order made is updated in the council’s councillor conduct register.
 - d) If the conduct of a councillor at the meeting becomes inappropriate conduct; in accordance with section 150J of the LGA, it is not required to be notified to the independent assessor and may be dealt with under section 150AG of the LGA at the next council meeting
- Any councillor aggrieved with an order issued by the chairperson can move a motion of dissent for parts 23.2, 23.3, 23.7 and 23.8 above.

Note: Chairpersons of a meeting are carrying out a statutory responsibility under the LGA to manage and lead the meeting. As such, where a chairperson behaves inappropriately in a meeting this involves a serious breach of the trust placed in them as the chairperson of the meeting and may be dealt with as misconduct. The breach can be referred to the Office of the Independent Assessor (OIA) to be dealt with. However, breaches of trust don’t arise because councillors disagree with the chairperson’s decision or ruling during the meeting.

GENERAL CONDUCT DURING MEETINGS

- Councillors will conduct themselves in accordance with the principles of the *Local Government Act 2009* and the standards of behavior set out in the Code of Conduct. The Chairperson may observe or be made aware of instances of possible unsuitable meeting conduct.
- After a meeting of Council has been formally constituted and the business commenced, a Councillor shall not enter or leave from such meeting without first notifying the Chairperson.
- Councillors shall speak of each other during the Council meeting by their respective titles, “Mayor” or “Councillor”, and in speaking of or addressing officers shall designate them by their respective official or departmental title and shall confine their remarks to the matter then under consideration.
- No Councillor who is speaking shall be interrupted except upon a point of order being

raised either by the Chairperson or by a Councillor.

- When the Chairperson speaks during the process of a debate, the Councillor then speaking or offering to speak shall immediately cease speaking, and each Councillor present shall preserve strict silence so that the Chairperson may be heard without interruption.

MEETING PROCESS FOR DEALING WITH SUSPECTED INAPPROPRIATE CONDUCT WHICH HAS BEEN REFERRED TO A LOCAL GOVERNMENT BY THE INDEPENDENT ASSESSOR (IA)

Pursuant to Chapter 5A, Part 3, Division 5 of the LGA (Referral of conduct to a local government) a referral from the Independent Assessor (IA) of inappropriate conduct or an instance of suspected inappropriate conduct that may arise from circumstances under paragraph 23.9 dot point two of this document requires that the local government must complete an investigation into the alleged conduct.

- The investigation must be conducted in a way that is consistent with the local government's investigation policy including:
 - a) consistent with any recommendations from the IA, or
 - b) In another way decided by resolution of the council.
- After the completion of the investigation, the council must decide in a council meeting, whether the councillor has engaged in inappropriate conduct. Unless in accordance with section 150AG of the LGA, it has delegated responsibility for this decision to the mayor under section 257(2)(a) or to a standing committee section 257(2)(b) of the LGA or for the Brisbane City Council section 238(2)(a),(b) or (c) of the COBA.
- When dealing with an instance of suspected inappropriate conduct which has been referred to a council by the IA:
 - a) The council must be consistent with the local government principle of transparent and accountable decision making in the public interest by dealing with suspected inappropriate conduct in an open meeting of the council. However, where the matter may directly affect the health and safety of the complainant due to the nature of the complaint, the council may resolve to go into closed session under section 254J(3)(f) of the LGR or section 242J(3)(f) of the COBR to discuss the allegation. No resolution for a decision can be made in the closed session.
 - b) The subject councillor has a declarable conflict of interest in the matter but is permitted to remain in the meeting (unless council decides otherwise), during the debate about whether the councillor engaged in the inappropriate conduct and answer questions from the chairperson to assist the other councillors in making a decision. This permission to remain in the meeting for the debate is conditional on the subject councillor leaving the place where the meeting is being held, including any area set aside for the public, during the vote on whether they have committed inappropriate conduct and what, if any, penalty to impose if the councillor is found to have committed inappropriate conduct.
 - c) If the complainant is a councillor, that councillor has a declarable conflict of interest in the matter and if so, must follow the declarable conflict of interest procedures in section 4. If the complainant councillor who has a conflict of interest, wishes to remain in the meeting during the debate and vote on the matter, the other councillors must decide how to deal with the conflict of interest under section 4. The complainant councillor can be ordered to leave the meeting place or conditions may be applied to allow that councillor to participate in either the debate, the vote, or the decision on any disciplinary action to be applied.
 - d) The council must debate the issue and decide whether the subject councillor engaged in inappropriate conduct. If the council has lost quorum due to the number of conflicted councillors or another reason, the local government must do one of the following:

- delegate deciding the matter under section 257 of the LGA to the mayor or a standing committee, or under section 238 of the COBA, to the mayor or the Establishment and Coordination Committee, or a standing committee, whichever is the most appropriate in the circumstances or
 - decide, by resolution, to defer the matter to a later meeting when a quorum will be present, or
 - decide, by resolution, not to decide the matter and take no further action in relation to the matter.
- e) If a decision is reached that the subject councillor has engaged in inappropriate conduct, then the councillors must decide what penalty or penalties from the orders detailed below, if any, to impose on the councillor. In deciding what penalty to impose the council may consider any previous inappropriate conduct of the councillor and any allegation made in the investigation that was admitted, or not challenged, and that the council is reasonably satisfied is true
- f) The council may order that no action be taken against the councillor or make one or more of the following:
- an order that the councillor make a public admission that the councillor has engaged in inappropriate conduct;
 - an order reprimanding the councillor for the conduct;
 - an order that the councillor attend training or counselling to address the councillor's conduct, including at the councillor's expense;
 - an order that the councillor be excluded from a stated council meeting;
 - an order that the councillor is removed, or must resign, from a position representing the local government, other than the office of councillor, (e.g. that the councillor is ordered to resign from an appointment representing the local government on a state board or committee);
 - an order that if the councillor engages in the same type of conduct again, it will be treated as misconduct;
 - an order that the councillor reimburse the council for all or some of the costs arising from the councillor's inappropriate conduct.
- In relation to a person who is no longer a councillor, a local government may not make an order that the former councillor attend training/counselling, be suspended from a meeting, be removed or resign from a position or that the same conduct will be treated as misconduct in future.
 - The subject councillor, and where relevant, the complainant councillor, must be invited back into the place where the meeting is being held once a decision has been made, and the chairperson must advise them of the decision made by council and if relevant any orders they have made.
 - The minutes of the meeting must reflect the decision made.

DISORDER

- The Chairperson may adjourn the meeting of Council, where disorder arises at a meeting other than by a Councillor. On resumption of the meeting, the Chairperson shall move a motion, which shall be put out without debate, to determine whether the meeting shall proceed. Where such a motion is lost, the Chairperson shall declare the meeting closed, and any outstanding matters referred to a future meeting.

6. ATTENDANCE AND NON-ATTENDANCE

ATTENDANCE OF PUBLIC AND THE MEDIA AT MEETING

- An area shall be made available at the place where any meeting of Council is to take

place for members of the public and representatives of the media to attend the meeting and as many members of the public as reasonably can be accommodated in that area shall be permitted to attend the meeting.

- When the Council is sitting in Closed Session, the public and representatives of the media shall be excluded.
- The resolution that Council proceed into Closed Session must specify the nature of the matters to be considered and these matters must be in accordance with Section 275 Local Government Regulation 2012. The Chairperson may direct any persons improperly present to withdraw immediately. Council must not make a resolution (other than a procedural resolution) in a closed session. Council must resolve to move out of closed session so that a resolution can be passed on the matters considered in Closed Session.

CLOSED MEETINGS

Local Government and standing committee meetings are open to the public, except when the local government/committee resolves that matters are inappropriate to be discussed in a public meeting.

A local government or committee may resolve that a meeting be closed to the public under Section 275 of the *Local Government Regulation 2012* if its Councillors or members consider it necessary to discuss any of the following:

- a) appointment, dismissal, or discipline of employees
- b) industrial matters affecting employees
- c) the local government's budget
- d) rating concessions, or
- e) contracts proposed to be made by the local government, or
- f) starting or defending legal proceedings involving the local government
- g) any action to be taken by the local government under the Planning Act, including applications made to it under that Act
- h) other business for which a public discussion would be likely to prejudice the interests of the local government or someone else or enable a person to gain a financial advantage.

A resolution to close the meeting to the public must specify the nature of the matters which are to be considered while the meeting is closed. If these are known in advance, the agenda should clearly identify them as matters that will be considered while the meeting is closed to the public.

At the appropriate point during the meeting, Council must resolve to close the meeting to the public.

Council must not make a resolution (other than a procedural resolution) in a closed meeting.

TELECONFERENCING

If a councillor wishes to be absent from a council meeting place during a meeting, the councillor must apply to the local government to participate by teleconference, at least three (3) business days prior to the meeting or as soon as practicable once the councillor becomes aware of their intended absence. The local government may allow a councillor to participate in a council or committee meeting by teleconference.

The Councillor, who is teleconferencing, must make suitable arrangements to observe the confidentiality of the matters discussed, particularly during a closed session of the meeting.

Note: *Teleconferencing includes the use of a telephone, video conferencing equipment or other means of instant communication that allows a person to take part in a discussion as it happens.*

7. PROCEDURE NOT PROVIDED FOR

If an appropriate or adequate method of dealing with any matter is not provided for in the standing orders, the method of dealing with the matter may be determined by resolution upon a motion which may be put without notice in conformity with the standing orders.

8. RELATED DOCUMENTS

- Council Meeting Procedure
- Internal Council Policies relevant to Council Meetings

9. LEGISLATION

- Local Government Act 2009
- Local Government Regulation 2012

10. IMPLEMENTATION

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

11. APPROVAL

Date of Adoption: 14 April 2023
Policy Reviewed: General Council Meeting 14 April 2020
Resolution Number:

Policy Authorised: Peter Bennett
Chief Executive Officer

Item 2.3 Naming of the Skate Park

EXECUTIVE SUMMARY

Council discussed the option at the October Council Meeting to name the Skate Park as a recreational area as it is currently not named.

A notice was put to the community for name suggestions which closed Monday, 06 November 2023.

OFFICER'S RECOMMENDATION

That Council: discuss the submission received.

Budget & Resource Implications

Budget implication would be the costing of the purchase of the signage and to assemble it at the park.

Background

One submission was received from a member of the public:

“Yirandhali Park”

Consultation (Internal/External)

Nil

Attachments

Nil

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

Item 2.4 HACC Toyota Coaster 21-Seater Bus

EXECUTIVE SUMMARY

A request to sell the HACC Toyota Coaster 21 seat bus to purchase a new Toyota Rav 4 to replace the HACC Captiva that is over 10 years old and is constantly breaking down and needs replacing.

OFFICER'S RECOMMENDATION

That Council: approve the request to sell the HACC Toyota Coaster 21-seater bus to purchase a Toyota Rav 4.

Budget & Resource Implications

Unknown.

Background

A request to propose to sell the HACC Toyota Coaster 21 seat bus. This bus has had no use in the last year and if Council sold the bus, the proceeds could buy a new Toyota Rav 4 that would get used every day. The HACC Captiva is over 10 years old and is constantly breaking down and needs replacing.

Consultation (Internal/External)

Nil

Attachments

Nil

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

Item 4. Reports for Consideration – Community Services

Item 4.1 RADF – Application for 2023/2024

EXECUTIVE SUMMARY

An application for the 2023/2024 RADF Funding has been received from the Noosa Film Academy.

OFFICER'S RECOMMENDATION

***That Council:* accept the application from Noosa Film Academy for \$4,950.00.**

Budget & Resource Implications

\$4,950.00.

Background

Richmond Shire Council RADF balance is at \$37,968.00.

Noosa Film Academy present Rock up and Celebrate Red Carpet Community Screening Event, Premier of Richmond State School Youth Film and Greg Huglin's Movie Montage, Ocean's 50.

Noosa Film Academy are requesting \$4,950.00.

Consultation (Internal/External)

External: Noosa Film Academy

Attachments

Attachment D – Application

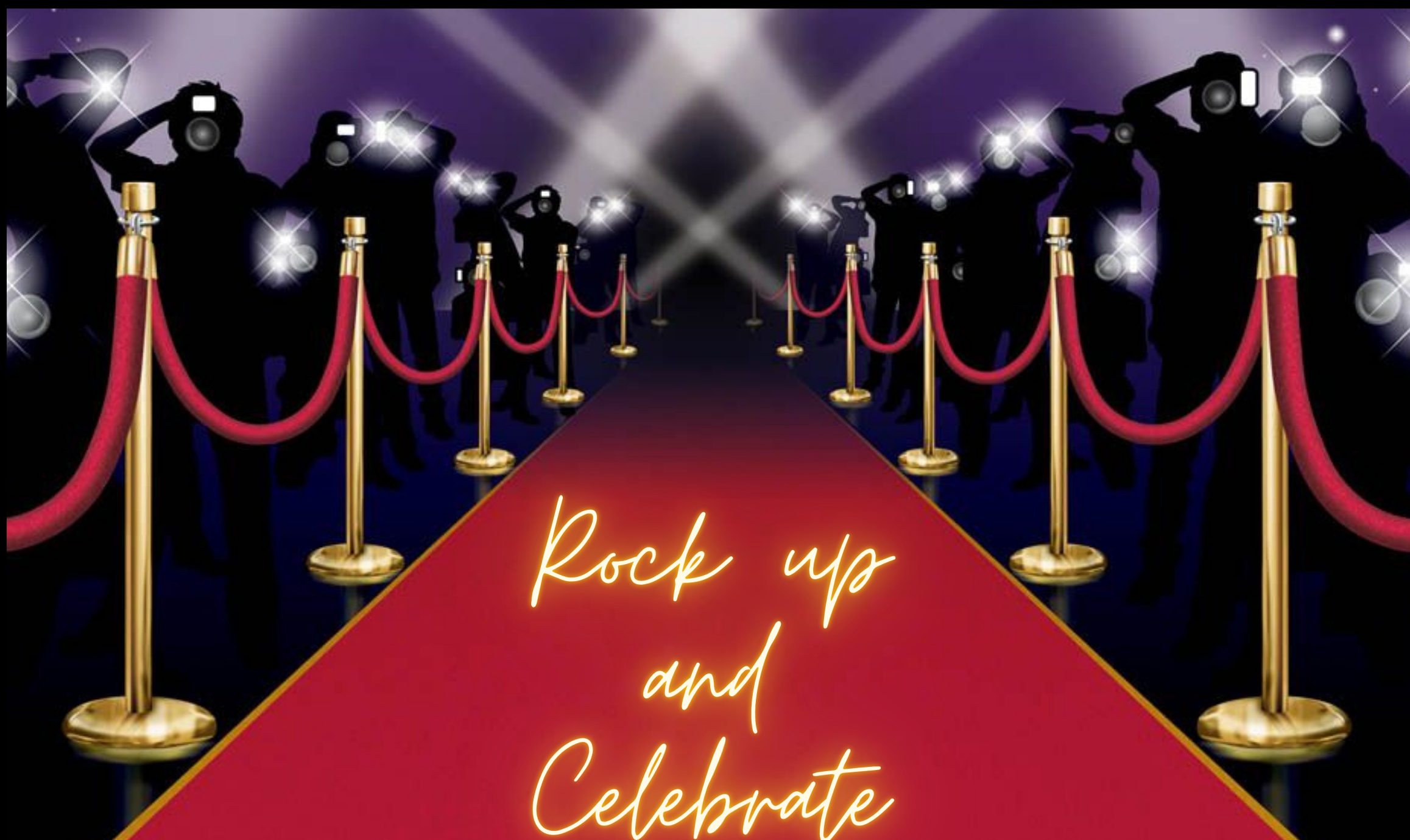
Report prepared by **Angela Henry (Director of Community Services and Development)**

RICHMOND SHIRE COUNCIL

In Association With

NOOSA FILM ACADEMY

Present



Red Carpet Community Screening Event

Premiere of Richmond SS Youth film and

Greg Huglin's Movie Montage

OCEAN'S 50

5:30pm for 6pm start Friday 17 August 2024

Richmond SS

Accessible and Inclusive - Tickets Complimentary



The Regional Arts Development Fund (RADF) is a partnership between the Queensland Government and Richmond Shire Council to support local arts and culture in regional Queensland.



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

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

1 APPLICANT DETAILS

| | |
|---|--|
| Applicant name (full name of individual, group or organisation) | Noosa Film Academy Pty Ltd as the Trustee for the Huglin Family Trust |
| Name of auspicing organisation/individual (if applicable) | |
| Contact person for application | Andrea Huglin |
| Phone number of contact person | 0429 776 680 |
| Postal address of applicant | PO BOX 440 Yeppoon QLD 4703 |
| Email address of applicant | andrea@noosafilmacademy.com |

2 PROJECT SUMMARY

| | |
|--|--|
| Project name (< 10 words) | Academy Award Winning Cinematographer, Greg Huglin, and Noosa Film Academy deliver an Acting for Screen and Screen Workshop program to Richmond Youth. The digital outcomes produced are premiered at a Red Carpet Community Screening Event to celebrate the young people’s success along with a complimentary screening of Greg’s film Ocean’s 50. |
| Brief project description (approx. 20 words) | |
| Location of project | Location Richmond SS. |

| | |
|---|--------------------------------------|
| Project start date | Click here to enter a date. 15/8/24 |
| Project end date | Click here to enter a date. 17/8/24 |
| Outcome Report (due 8 wks after project end date) | Click here to enter a date. 17/10/24 |
| Total cost of project from Section 7 | \$ 18,902 |
| RADF Grant requested from Section 7 | \$ 4,950 |

X_x

3 GENERAL INFORMATION

3.4 AUSTRALIAN BUSINESS NUMBER (ABN):

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

In what name is the ABN registered? Noosa Film Academy Pty Ltd as the Trustee for the Huglin Family Trust

Are you registered for GST? Yes No

3.5 RADF GRANT HISTORY

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

4 PROJECT DETAILS

4.1 RICHMOND SHIRE PRIORITIES – ASSESSMENT CRITERIA

Applications will be accessed by the Richmond Shire Council based on the following assessment criteria of Please indicate which priorities best meets your project objectives.

Judged on responses in regards to QUALITY, REACH, IMPACT and VIABILITY)

| |
|---|
| <input type="checkbox"/> Strengthen collaborations that strengthen arts and culture, particular in the health and well-being field How will your application contribute to this priority? SEE INFO INSERT |
|---|

| |
|---|
| <input type="checkbox"/> Expand the arts through place making and unique cultural tourism initiative How will your application contribute to this priority? SEE INFO INSERT |
|---|

| |
|---|
| <input type="checkbox"/> Foster vibrant projects through diverse initiatives that offer a range of activities, projects and events that advances community pride and extend to new audiences How will your application contribute to this priority? SEE INFO INSERT |
|---|

| |
|--|
| <input type="checkbox"/> How will this project benefit you, your community or artists/cultural workers? SEE INFO INSERT |
|--|

4.2 CATEGORY OF FUNDING

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

| | |
|---|---|
| <input checked="" type="checkbox"/> 1. Developing Regional Skills | <input checked="" type="checkbox"/> 5. Contemporary Collections/Stories |
|---|---|

4 PROJECT DETAILS

4.1 RICHMOND SHIRE PRIORITIES – ASSESSMENT CRITERIA

The Priorities that best meets our project objectives are:

- **Strengthen collaborations that strengthen arts and culture, particular in the health and well-being field and**
- **Foster vibrant projects through diverse initiatives that offer a range of activities, projects and events that advances community pride and extends to new audiences.**

Outback Queensland has the highest Youth Unemployment rate in Australia at 40% (ABS, 2021). There are also high numbers of Youth not in employment, education or training (NEET) and Youth crime is increasing annually (Youth Justice Department). Outback communities have high levels of Youth outmigration and less specialised resources within schools (Independent Review into Regional, Rural and Remote Education, 2018).

49% of Students at Richmond School are in the most disadvantaged Socio-Economic Advantage quartile. Geographically Very Remote and Socio-Economically disadvantaged, Richmond Youth rely on Richmond Shire Regional Council for transport, social spaces, to build social capital for them and develop collective impact networks. Richmond Shire Corporate Plan 2018-2023 priorities include, “expanding learning opportunities for secondary students”, and “providing incentives for young people to seek employment locally”.

Arts and cultural engagement have been shown to: enhance social inclusion; reduce loneliness; increase confidence; and improve feelings of self-worth (Australian Academy of the Humanities, 2019). These outcomes, in turn, have a direct and positive impact on both health and wellbeing.

Vocational initiatives centering on screen media, online interface and mobile devices address the participation gap and are powerful magnets for Youth to engage with learning (Slater & Gidley 2007). Screen production’s contribution to GDP is \$6.2 billion with more than 40,000 people directly employed. Council can play an active role in supporting young people to develop the skills needed for these types of creative and future jobs.

In collaboration with Arts Queensland, Richmond Shire Council Richmond State School and Richmond Educators, this project partners Richmond Youth with Academy Award Winning Cinematographer, Greg Huglin, and his Noosa Film Academy teaching crew. With 50 years of international industry experience and clients such as National Geographic, Greg has delivered 300+ school industry immersions and 30 Red-Carpet Community Screening Events throughout Queensland.

Building community capacity by Developing Acting for Screen and Screen Production skills for 30 Richmond Youth and Developing Regional Skills by providing Professional Development for 2 educators, this program produces 2 digital outcomes for use in students e-portfolio. The program grows a new Youth Community audience of 138 with 1 School and 1 Red-Carpet Community Screening Event which includes complimentary tickets to Greg’s latest film “OCEAN’S 50”.

During the hands-on workshop Students are recruited as the crew to emulate industry processes and work experience activities. Workshop participants culturally engage in scriptwriting, storyboarding filming and editing to produce online outcomes for their digital resumes. The kinetic training highlights digital entrepreneurship and career pathways for Youth to create their own vocation through the cyber marketplace, digital frameworks, virtual experience economy and e-commerce.

Entrepreneurial education improves opportunities for Youth in regional, rural and remote communities by shifting the focus of education from primarily preparation for employment to creation of employment” (Independent Review into Regional and Remote Education, 2018).

Engaging a professional artist to develop Youth screen production provides practical knowledge and skills in creative experimentation, design, technology, innovation and entrepreneurship. It also improves and utilizes the 21st century skills of digital literacy, creative-thinking, collaboration, teamwork and communication skills. Students develop, investigate and kinetically engage with a range of screen production, live streaming, audio and editing technologies. Students unite with a common goal of producing digital content for their eportfolios.

The next generation of Richmond’s digital storytellers are supported through collaborative partnerships with industry experts using the latest technologies to teach industry practices, industry proficiencies, resilience, self-confidence, work ethic and an understanding of skills sought by employers. Greg Huglin Film Productions subsidizes Noosa Film Academy with over \$150,000 worth of 5K Ultra High-Definition state of the art screen production equipment. This cutting edge, professional level equipment facilitates the ability for digital outcomes to be projected on big cinema screens. Noosa Film Academy also provides YouTube links for uploading to digital media and frameworks as mechanisms for engaging individuals and communities ensuring access for those in rural and remote areas.

One objective of The Richmond corporate plan is, “To support and celebrate the Shires diversity of cultural styles and activities”. This program draws Youth and their Community together in celebration of their success at the Red-Carpet Screening Event promoting social inclusion, community cohesion and civic pride.

Historically, storytelling has always been a powerful way to embed positive community values. Cinematographers are often social and civic advocates, using art to present alternative perspectives that challenge negative assumptions and beliefs.

Filmmaking is a creative, contemporary way for young adults to understand, articulate and reinforce positive community values. Inviting councillors to visit the workshops and hand out certificates of completion to participants promotes active youth citizenship. The workshop roadshow screening creates connectivity by sharing films with these common values within the Richmond school and Youth community which facilitates interaction, trust, mutual support and collaboration and creates a sense of community belonging, inclusion, intellectual stimulation and reduces isolation.

Many of Noosa Film Academy’s previous Youth participants provided feedback that they learned new skills but also felt they were provided with a safe space and received teacher and workshop facilitator support to step outside of their emotional comfort zones to extend and engage in new ways.

This promoted increased self-expression, self-efficacy, increased pride and self-esteem and is aligned with Richmond RADF guidelines “to provide opportunities for cultural expression”. Many comments show positive mental health promotion with reference to an increased sense of belonging “working as a team”, “including everyone” and celebrating their success by connecting with friends and family as a community at the Red-Carpet Premiers.

This Priority also meets our project objectives:

- **Expand the arts through place making and unique cultural tourism initiative**

With community-based participation at its centre, an effective placemaking process capitalizes on a local community's assets, inspiration, and potential. Schools are often the hub or heart of a rural community and Noosa Film Academy can engage Youth participation in arts education in a place that is familiar to them and Youth have the support from familiar teachers and resources for opportunities for cultural expression

Existing education and community arts and cultural infrastructure and human resources are all activated. Biz Mayo, Principal of Richmond SS, fully supports the workshop initiative as it delivers across all grade levels and creative industry subjects promoting critical and creative thinking, personal and social capability, ethical and intercultural understanding and will enable students to interpret the media-rich culture and communications practices that surround them. Additionally, students across the creative industries electives will gain exposure to digital screen production without burdening the local schools with the fixed costs of buying a state-of-the-art camera, audio and editing equipment required to facilitate the activity.

This project also advocates utilizing Richmond State School for the Red-Carpet Community Screening Event. This expands the arts through placemaking and also as a unique cultural tourism initiative by drawing a vibrant Youth audience and their family and friends to a community hub.

Richmond Council aims to: “Foster collaboration within communities and encourage new partnerships with private and other sectors to deliver improved outcomes”. Noosa Film Academy provides council with the screen industry expertise to collaborate with schools and community to facilitate Youth learning and experiencing success by engaging with real world possibilities. Relationships between the school and wider community strengthen the ability of schools and families to support student learning, wellbeing and developmental outcomes (Education Qld).

How will this project benefit you, your community or artists/cultural workers?

Developing Community Capacity and building Regional Skills to Richmond benefits Noosa Film Academy by extending our tour reach. Your community is the furthest north and west we will travel in 2023. Building social capital with Youth, their community, educators, councillors, council staff and venue staff is important for long term sustainability of programs. At least 2 educators will receive Professional Development and the community will have inclusive access to a quality event.

Richmond Shire, specifically the Youth Community, benefits from the documentation of Contemporary Community stories through various forms and mediums such as screen production.

Richmond Shire benefits economically as out of region presenters will have a travel, food and accommodation spend of \$1,766 (36% of this grant) directly back into the Richmond economy in accommodation, cafes, shops, hotels and service stations. Tourism Australia's "multiplier" states every dollar spent on tourism generates an additional 91 cents in other parts of the economy, meaning an additional \$1,607.



| | |
|---|--|
| <input checked="" type="checkbox"/> 2. Building Community Cultural Capacity | <input checked="" type="checkbox"/> 6. Regional Partnerships |
| <input type="checkbox"/> 3. Interest-Free Arts Loan | <input type="checkbox"/> 7. Concept Development |
| <input checked="" type="checkbox"/> 4. Cultural Tourism | |

5 PROJECT SUMMARY

| |
|--------------------------------|
| 5.1 Outline the project |
| SEE INFO INSERT |

| |
|---|
| 5.2 What benefits (results) do you expect from your project? |
| SEE INFO INSERT |

| |
|--|
| 5.3 Show evidence of genuine community interest and support towards this project |
| <input checked="" type="checkbox"/> Letters of Support / Partnerships (Please attached at least two) |

| |
|--|
| 5.4 Please estimate the following |
| 3 Total number of activities involved (e.g. performances, workshops etc.) |
| 138 Total number of participants at event/activity |
| 3 Total number of volunteers in the delivery of the project |

6 PROJECT MANAGEMENT

6.4 List each stage of the project from start to finish

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

| Project Stage | Expected Completion Date |
|---|--------------------------|
| Confirm accommodation and school on grant success | |
| Thursday, 15 August 2024 Travel | 15/8/24 |
| Friday, 16 August 2024 Workshop Richmond SS | 16/8/24 |
| Friday afternoon colorisation, audio mix, final edit, output to projection format. | |
| Friday, 16 August 2024 Community Screening | 16/8/24 |
| Saturday, 14 August 2024 Travel | 16/8/24 |
| Project end date | 17/8/24 |
| RADF Outcome Report due date (no later than 8 weeks after the project end date) | 17/10/24 |

5 PROJECT SUMMARY

5.1 Outline the project

Academy Award Winning Cinematographer, Greg Huglin, delivers an acting for screen and screen production industry immersion for 30 Richmond Youth at Richmond SS.

Growing an audience of 138, the digital outcomes produced are premiered at the school and Kronosaurus Korner at an Inter-regional Red-Carpet Community Screening Event. In celebration of Youth's success, the inclusive, accessible and complimentary Saturday matinee program also screens "Ocean's 50" - Greg's latest film. Providing work experience and professional training, workshop participants culturally engage in scriptwriting, storyboarding filming and editing to produce online outcomes for their digital resumes. Building community capacity, the kinetic training highlights digital entrepreneurship and career pathways for Youth to create their own vocation through the online marketplace. digital frameworks and e-commerce.

Noosa Film Academy will travel to Richmond on Thursday 15 August 2024.

The Workshop will be delivered Friday 16 August 2024 at Richmond SS during the full school day. During the afternoon the digital outcomes receive final edit, colourisation and audio mix for output projection.

The Community Screening will be delivered as an evening screening on Friday 16 August 2024 and will be complimentary in order to be inclusive and accessible to all.

The Program will also include "Ocean's 50", one of Greg's films and the premier of the Richmond Youth Film. Time will be allocated for photographs on the Red Carpet prior to screening.

Noosa Film Academy will travel from Richmond on Saturday 17 August 2024 on to their next section of the tour

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

Research shows that involvement of Youth in the arts enriches their communities, empowers them to innovate, take creative risks to express themselves and make a statement. This creates powerful successful and positive change in young people.

The Queensland Studies Authority promotes collaborative learning and authentic learning environments involving young people in their local community to ensure educational experiences are realistic and interesting. Creative productions will be more meaningful by interacting with industry experts and hosting incursions.

Benefits:

- Maximising cross curricular creative industries skills development for 138 young adults as audience and 30 as participants.
- Support extended engagement in the artistic process of acting, screen production and directing Reach students who are not otherwise being reached.
- Reach students in ways that they are not otherwise being reached.

- Transform the environment for education by, “Engaged Learning with Laughter.”
- Professional development for 2 Richmond educators.
- Promote digital inclusion throughout the learning experience.
- 2 URL links to a short film and production still slideshows for use in students' digital portfolio.
- Media coverage/public relations opportunity for Council.
- Student feedback testimonials for council research and information.
- Cultural innovation and storytelling inspiration by fostering emerging regional storytelling voices through screen production.
- Community pride by creating art within the context of Richmond.
- Community cohesiveness by producing Richmond Stories.
- Supporting geographically disadvantaged young Queenslanders with the same cultural opportunities afforded to urban students.
- Enable young people to have direct involvement with the arts and artists while enjoying access to traditional school venues and civic spaces like Richmond State School and vocational pathway guidance.
- Tertiary Pathway assistance.
- Connect students to themselves and each other during the Connect students to themselves and each other during the process of creating digital art.
- Connect teenagers with learning experiences simulating the world of real work enabling young people to access pathways and opportunities leading to careers in the creative industries and encourage employment creation.
- Motivate local youth entrepreneurship for creative industry job creation by supporting young people to put forward their ideas and providing industry connections.
- Creating meaningful career paths to employment is only possible with the combined efforts of government and business. The Queensland Government’s education plan supports partnering for success by engaging and collaborating with industry experts to provide opportunities for students to gain the skills that meet the demands of the future digital economic age.
- Expand public value for regional Communities by Increasing Council and Schools’ digital framework interactions with Youth and engaging community leaders and resources to develop active Youth Citizenship.
- Contribute professional industry level skills and expertise to the Richmond Community for Collective Impact.



6.5 Artist and Artworkers Details

List the artists and artworkers involved.

You must attach the following four documents from each artist or artworker receiving RADF funding:

- Resume or CV
- Eligibility Checklist for each Professional and Emerging Professional Artist
- Letter of confirmation and
- Schedule of fees

How many people in total will be employed (paid) through the project?

How many volunteers (unpaid workers) will be involved with the project?

| Name | Role or position in project | Rate of pay (\$/hr, \$/day or \$/week) | Total fee whole \$ | Amount to be funded by RADF |
|--|----------------------------------|--|--------------------|-----------------------------|
| Greg Huglin | Director, DOP, Cinematographer | 1500 per day | 1500 | 1000 |
| | and workshop facilitator, Editor | 2 travel day | 3000 | 500 |
| | and Projectionist | 750 half day pm | 750 | 500 |
| Andrea Huglin | Producer, Tour Manager Audio | 1000 per day | 1000 | 750 |
| | technician and workshop | 2 x travel day | 2000 | 250 |
| | facilitator. | 500 half day pm | 500 | 250 |
| TOTAL (Transfer total salaries, fees and allowances to the expenditure column in the budget) | | | \$ 8750 | |
| TOTAL (Transfer total RADF amount to the RADF expenditure column in the budget) | | | | \$3250 |

7 PROJECT BUDGET – Income and Expenses

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

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

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

| EXPENDITURE | TOTAL COST of each expenditure item. | RADF | INCOME Income includes in-kind contributions and the total RADF grant you are seeking | TOTAL COST of each income item |
|--|---|------|--|--------------------------------------|
| Salaries, Fees and Allowances | | | Earned Income ³ | |
| Salaries | 8750 | 3250 | | |
| 3 days ATO Reasonable amounts for domestic travel expenses Accommodation & per diems for 2 people calculated @ 2 x (Breakfast \$32.55 + lunch \$46.00 + dinner \$64.50 + incidentals \$30.50 + accommodation \$160.00) = \$667.00 Travel 838km @ ATO rate 0.78 | 2001 | 1500 | | |
| | 654 | 200 | | |
| Production/Program Costs ¹ | | | Contribution from Artists and Others ⁴ | |
| | | | Huglin Family Trust | 7319 |
| Equipment Hire | 5577 | 0 | Equipment Hire Huglin Family Trust | 5577 |
| Venue Hire | 1056 | 0 | Richmond SS Venue | 1056 |
| Promotion, Documentation and Marketing | | | Other Grants ⁵ | |
| Flyer Graphic Design and Mktg | 413 | 0 | | |
| Insurance | 52 | 0 | | |
| Data Drives | 158 | 0 | | |
| Administration ² | | | Sponsorship, fundraising and donations | |
| Admin | 241 | n/a | | |
| | | n/a | | |
| | | n/a | | |
| RADF GRANT (total from column 3) | | 4950 | RADF GRANT (total from column 3) | 4950 |
| TOTAL EXPENDITURE | 18902 | | TOTAL INCOME | 17522 |

Budget Notes

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

- | | |
|--|---|
| 1. Materials/Preparation/Equipment | 2. Office costs/Admin overhead |
| 3. If applicable, income earned from project | 4. Cash/In-kind/Self investment/Value of materials which are to be provided in-kind |



5. Examples: Australia Council / Education Queensland/Local Government / Gambling Community Benefit Fund / Federal Government

8 ESSENTIAL SUPPORT MATERIAL

Please label all support material with your name and address.

Tick those support materials which you have attached to this application

All Applicants

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

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

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



9 CERTIFICATION
9.1 All Applicants

I, the undersigned, certify that:

I have read and will abide by the Richmond Shire Council’s *RADF Guidelines* together with any published revisions which are available at www.richmond.qld.gov.au

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

Information Privacy and Right to Information

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

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


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

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

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

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

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

| | | | |
|----------------------|---|--------------|---------------------------------------|
| Signature: |  | Date: | Click here to enter a date. 1/10/2024 |
| Name in full: | Greg Huglin | | |



| | |
|------------------------------------|----------|
| Position in group or organisation: | Director |
|------------------------------------|----------|



9.2 Certification by Auspicing Organisation/Individual

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

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

| | | | |
|---|--|--------------|-----------------------------|
| Signature: | | Date: | Click here to enter a date. |
| Name in full: | | | |
| Name of Auspice Body: | | | |
| Position in group or organisation: | | | |

Eligibility Checklist: Professional / Emerging Professional Artists

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

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

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

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

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

Artist, or Artswriter NAME: Greg Huglin

Please tick the following artistic merits that apply to you

I have professional arts and/or cultural qualifications

I have an Australian Business Number (ABN)

I have devoted significant time to arts practice.

I have been recognised as a professional by peers.

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

I have work held in public collections.

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

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

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

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

American Society of Media Photographers

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

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

Eligibility Checklist: Professional / Emerging Professional Artists

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

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

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

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

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

Artist, or Artworker NAME: Andrea Huglin

Please tick the following artistic merits that apply to you

I have professional arts and/or cultural qualifications

I have an Australian Business Number (ABN)

I have devoted significant time to arts practice.

I have been recognised as a professional by peers.

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

I have work held in public collections.

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

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

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

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

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

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



Richmond State School

Deeds Not Words

Dear Grants Officer,

RE: Greg Huglin's Acting for Screen and Screen Production Workshop Industry Immersion.

On behalf of Richmond State School, it is my pleasure to write this letter of support for Greg Huglin to deliver an acting for screen and screen production workshop and then to premier the digital outcomes at a Red-Carpet Community Screening Event.

As principal, of a very remote school, I am dedicated to improving the quality of educational outcomes in rural and remote settings for children and educators alike. I am gratified to see a community backed creative industry program which will engage Richmond Youth in screen production and digital entrepreneurship through a range of creative disciplines such as drama.

Providing vocational support, the one-day competency-based workshop complements our curriculum as students will learn the elements of pre-production, production and postproduction from an industry expert as part of a hands-on film crew.

Arts studies fosters creative and expressive communication and students learn that media is an important channel for educational and cultural exchange and is fundamental to our self-expression and representation as individuals and as communities.

Gaining careers guidance from Academy Award Winning Cinematographer Greg Huglin (The Cove), will highlight the vocational and educational pathways available in information technologies and creative industries leading to work in advertising, arts administration, management, communication, design, education, film and television, and public relations.

The workshop also presents an opportunity for staff professional development and an opportunity for students to build up their digital portfolios.

Please contact me if you have further questions.

Yours sincerely

Elizabeth Mayo

Principal

NOOSA FILM ACADEMY

PO Box 440
Yeppoon, Qld 4703
Phone: 0429 776680
E-Mail: andrea@noosafilmacademy.com.au
Web: www.noosafilmacademy.com

Dear Grants Officer,

Please accept my confirmation of role as Director, DOP, Cinematographer and Teacher in Dear Grants Officer, in the forthcoming Richmond Region workshop roadshow occurring in August 2024

I look forward to delivering local workshops with Richmond Youth and a Red Carpet Interregional Community Screening Event in collaboration with Richmond SS and with Richmond Council.

With gratitude,

Greg Huglin

NOOSA FILM ACADEMY

PO Box 440 Yeppoon, Qld, 4703
0429 776680
andrea@noosafilmacademy.com.au
www.noosafilmacademy.com

Dear Grants Officer,

Please accept my confirmation of role as Producer, Cinematographer and Teacher in the forthcoming Richmond Region workshop roadshow occurring in August 2024

I look forward to delivering local workshops with Richmond Youth and a Red Carpet Interregional Community Screening Event in collaboration with Richmond SS and with Richmond Council.

With gratitude

Andrea Huglin



Australian Government

COVID-19 digital certificate



This individual has received all required COVID-19 vaccinations.

Name

ANDREA C HUGLIN

Date of birth

15 Apr 1971

Individual Healthcare Identifier (IHI)

8003 6045 7324 7706

Document number

1001 6468 3335

Valid from

04 Sep 2021

Vaccinations

Dates received

Pfizer Comirnaty

25 Jul 2021

Pfizer Comirnaty

04 Sep 2021

Moderna Spikevax

20 Jan 2022

Disclaimer

This certificate shows your COVID-19 vaccination details as reported to the Australian Immunisation Register by your vaccination provider. It is available because you have received all required COVID-19 vaccinations.

Every effort is made to ensure that the information contained on the Australian Immunisation Register is correct. The data is based on information provided by vaccination providers and the accuracy of data is dependent on the quality and timeliness of information provided.

If any of the details are not correct, please ask your vaccination provider to provide the correct details. They can call us on 1800 653 809 (call charges may apply).

If you have any questions about this certificate please call the Australian Immunisation Register on 1800 653 809 (call charges may apply).



Australian Government

COVID-19 digital certificate



This individual has received all required COVID-19 vaccinations.

Name

GREGORY B HUGLIN

Date of birth

27 Sep 1952

Individual Healthcare Identifier (IHI)

8003 6056 8427 6997

Document number

1001 5352 4308

Valid from

22 Sep 2021

Vaccinations

Dates received

AstraZeneca Vaxzevria

28 Jun 2021

AstraZeneca Vaxzevria

22 Sep 2021

Moderna Spikevax

24 Jan 2022

Disclaimer

This certificate shows your COVID-19 vaccination details as reported to the Australian Immunisation Register by your vaccination provider. It is available because you have received all required COVID-19 vaccinations.

Every effort is made to ensure that the information contained on the Australian Immunisation Register is correct. The data is based on information provided by vaccination providers and the accuracy of data is dependent on the quality and timeliness of information provided.

If any of the details are not correct, please ask your vaccination provider to provide the correct details. They can call us on 1800 653 809 (call charges may apply).

If you have any questions about this certificate please call the Australian Immunisation Register on 1800 653 809 (call charges may apply).

Working with children card

Huglin
Andrea Caroline



Card number: **1338429/5**

Expiry date: **22-Sep-2026**

P



Issued by
**Queensland
Government**

Working with children card

Huglin
Gregory Blake



Card number: **1338425/4**

Expiry date: **22-Sep-2026**

P



Issued by
**Queensland
Government**

Noosa Film Academy Filmmaking Workshop Incursion

Notes:

- Where a [CARA activity guideline](#) exists for the activity and the minimum requirements outlined cannot be met the activity must be modified or alternative controls implemented to ensure an equivalent level of safety for staff, students and others involved.
- Where a CARA activity guideline does not exist, and when considering any other risks relevant to an activity, the [Curriculum activity risk planner](#) is to be used.

| | |
|---|---|
| Activity Description: One day filmmaking workshops delivered on location in Mackay Region | |
| Teachers/Leaders: 1 x School Staff Member, 2 x Contracted workshop activity leaders Greg and Andrea Huglin | |
| Class groups: Media and drama students | Number of participants: up to 30 per workshop |
| Start date: 1/5/24 | End date: 14/5/24 |

Use this risk assessment matrix as a guide to assess the [inherent risk level](#). Refer to the [Curriculum activity risk planner](#) for further details.

| Likelihood | Consequence | | | | |
|--------------------|-------------------|-----------|--------------|-----------|--------------|
| | 1 - Insignificant | 2 - Minor | 3 - Moderate | 4 - Major | 5 - Critical |
| 5 - Almost Certain | Medium | Medium | High | Extreme | Extreme |
| 4 - Likely | Low | Medium | High | High | Extreme |
| 3 - Possible | Low | Medium | High | High | High |
| 2 - Unlikely | Low | Low | Medium | Medium | High |
| 1 - Rare | Low | Low | Low | Low | Medium |

Indicate the assessed risk level and undertake the actions required for that level of risk.

| Inherent risk level | | | Action required |
|-------------------------------------|---------|--|--|
| <input checked="" type="checkbox"/> | Low | Little chance of incident or injury | <ul style="list-style-type: none"> • Manage risk through regular planning processes. |
| <input type="checkbox"/> | Medium | Some chance of an incident and injury requiring first aid | <ul style="list-style-type: none"> • Document risks and controls in regular planning documents. • Manage risk through regular planning processes OR complete this <i>Curriculum Activity Risk Assessment</i>. |
| <input type="checkbox"/> | High | Likely chance of a significant incident and injury requiring medical treatment | <ul style="list-style-type: none"> • A <i>Curriculum Activity Risk Assessment</i> is required to be completed. • Principal or head of program (i.e. DP, HOD, HOSES) approval is required prior to conducting this activity. • Parent/carer consent is recommended. • Once approved, activity details are to be entered into the School curriculum activity register. |
| <input type="checkbox"/> | Extreme | High chance of a serious incident resulting in highly debilitating injury | <ul style="list-style-type: none"> • Consider conducting an alternative activity or modifications to the activity that could achieve comparable learning outcomes. • A <i>Curriculum Activity Risk Assessment</i> must be completed. • Principal approval is required prior to conducting this activity. • Parent/carer consent must be obtained for student participation. • Once approved, activity details are to be entered into the School curriculum activity register. |

NOTE: If the activity is to be held off-site, parent/carer consent is required irrespective of the inherent risk level. Refer to the [School Excursions](#) procedure for the Excursion planner template.

Planning considerations

Incorporate the following factors when planning risk management strategies for this activity.

Which students will be involved?

- The number of participants, size of student groups and students' capabilities is considered e.g. age, experience, competence, fitness, maturity.
- Any individual participant needs e.g. personalised learning, support provisions is considered (including behaviour support plans), health management (including health plans and prescribed medication requirements) that may require additional supervision ratios or identification (including uniforms, hats and/or high visibility wrist bands).

Where will the students be?

- The location of the activity is considered e.g. remote/easily accessible, public /private, school/classroom/workshop or other.
- The number of participants is appropriate for the available space.
- If outdoors – sunsafe strategies are implemented; weather and environmental conditions are assessed before and during activity (e.g. temperature, storms, water currents, tides); and strategies to reduce the likelihood of viruses, allergies and skin infections caused by insects (e.g. ticks, mosquitoes, spiders) and other animals are applied.
- The site is checked for hazards (e.g. poisonous plants, dangerous animals, uneven terrain, barbed wire) and necessary controls implemented.
- The nature of the activity is considered to ascertain whether safety/exclusion zones or spectator zones are appropriate.
- Activities are appropriately situated in relation to buildings, pedestrians, members of the public, vehicles and other activities e.g. designated areas for activity, spectators and vehicles are established.

What will the students be doing?

- The nature and duration of the activity is considered i.e. need for drinking water, food, rest, appropriate clothing, warm-up and warm-down.
- Instruction in rules, pre-requisite skills and safety procedures is provided to participants.
- Student skills are developed in a progressive and sequential manner.
- First aid and emergency medical treatment provisions are appropriate for the type of activity and location e.g. first aid kit, first aid trained personnel, Ventolin®, Epipen®, and students' personal prescribed medications as required in health plans are available.
- Emergency response strategies are in place that include, but not limited to, communication plans (e.g. mobile phone, walkie talkie), safety induction, evacuation plans.
- Hair, clothing, footwear and jewellery are worn in a manner that is appropriate and safe for the activity.
- Personal items, e.g. drink bottles, towels and mouthguards, are not shared between participants.

What will the students be using?

- Instruction in safety procedures and safe handling of equipment is provided.
- All equipment (including protective equipment) is suitable for the activity, properly maintained, appropriately used and complies with the relevant safety standard.
- Relevant [department procedures and guidelines](#) are adhered to for the use of equipment, compliance of equipment and appropriate work processes.

Who will be leading the activity?

- A registered teacher will have overall responsibility for the activity.
- Sufficient adult supervision is in place to manage the activity safely (including in emergency situations).
- The activity leader has the expertise (formal qualifications) or competence (knowledge and skills) to plan, induct, instruct and manage the activity safely for participants and others.
- There are sufficient supervisors present with current First Aid qualifications (including CPR) or ready access to qualified first aid personnel.
- A safety induction session (including designation of roles) is conducted with all supervisors prior to the commencement of the activity outlining risk management processes and emergency response strategies for the activity.
- Supervisors are active in their supervision, visible and are readily identifiable to participants.
- Blue Card requirements are adhered to for all supervising leaders/volunteers.

- I have incorporated the above factors when planning my risk management strategies for this activity.
- Additional activity-specific requirements for participants with specialised learning needs are provided in the Other Details box below.

| |
|----------------|
| Other Details: |
| |

Where a [CARA activity guideline](#) exists, ensure the minimum requirements are met.
 Check if relevant Codes of Practice/Guidelines exist for each activity.
 Consider any other information relevant to the safety of staff and students when conducting this activity and document below.

Where a CARA activity guideline exists:

- I have met the minimum requirements specified in the attached CARA activity guideline/s;

OR

- For each minimum requirement not achieved I have modified the activity or provided alternative controls to ensure an equivalent level of safety as the minimum requirements in the attached CARA activity guideline/s. Information relevant to how this will be achieved is provided below in the respective boxes.

Where a CARA activity guideline does not exist:

- I have identified the hazards and risks relevant to this activity and provided information below in the respective boxes about the risk management strategies that will be implemented to ensure the safety of students and others.

Mandatory/Special Requirements

Where hazardous chemicals are used or generated by the activity (e.g. dust, gas, fumes), complete the [Chemical Hazards in the Curriculum template](#) and attach it to this risk assessment.

Note: Where the overall risk level conclusion for the use of a hazardous chemical is extreme, the activity must not proceed, as risks are not effectively controlled.

| |
|---|
| Provide information about any mandatory or special requirements for each activity that is to occur: |
| <p>Mandatory requirements for Media Studies activities:</p> <p>Electrical Safety</p> <p>Managing Student Considerations in terms of consent and social media</p> <p>Ensure students inducted on classroom procedures for emergency, safety, resuscitation, communication and supervision.</p> |

Supervision Requirements

Provide information about supervision for each activity that is to occur:

Sufficient adult supervision will be provided throughout the full day workshop in the allocated classroom in the form of:

1 or more registered teacher with competence in media studies in attendance

2 x workshop activity leaders working under the direct supervision of a registered teacher

Both activity leaders are registered Blue Card Holders and have completed Queensland education WHS requirements.

Qualification Requirements

Provide information about the leader/supervisor's relevant qualifications and/or competence for each activity that is to occur:

Greg Huglin has 50 years of expertise in planning and managing film shoots and holds a tertiary teaching accreditation.

Andrea Huglin is a trained Emergency Medical Technician with over 20 years experience managing large group events safely.

Equipment/Facility Requirements

Provide information about equipment/facilities for each activity that is to occur:

Noosa Film Academy supplies all the equipment required for the workshop activities which includes cameras, tripods, director's monitor and cabling, audio recording equipment, computer for editing and laptop computers. All equipment is insured and compliant to Australian Standard Certification.

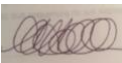
Supervising Teacher inducts students and activity supervisors to necessary classroom risk management processes and emergency response strategies.

Hazards and Control Measures

Information on managing common hazards and risks in the school environment can be found at [Hazards and Risks](#).

| Provide information about: • Hazards: | • Planned control measures: |
|---|---|
| <p>Accessing facilities and using equipment</p> <p>Managing student considerations</p> <p>Managing Covid 19 considerations:</p> | <p>Check floor and other surfaces for trip hazards, particularly electrical cable for director's video monitor.</p> <p>Use strong stable tripods</p> <p>Ensure students are well instructed before using the equipment.</p> <p>Gain content approval from school for Noosa Film Academy's storyboard to be filmed.</p> <p>All digital resources used are ethical and have permitted use or are copyrighted by Greg Huglin Films.</p> <p>No public online access to content of student films. All films and production stills are uploaded to an unlisted YouTube link. Only the school permitted access to the link which is responsible for any management of publication consent according to school policy.</p> <p>Reviewing infection prevention and control policies and procedures which include actively promoting social distancing, good hand and respiratory hygiene, and increased cleaning of common areas, frequently touched surfaces and ensuring:</p> <ul style="list-style-type: none"> • Vocational training supervisors will not attend workshop if unwell. • Vocational training supervisors, staff and students will engage in regular effective hygiene protocols, including regularly washing hands with soap and water or using hand sanitiser and covering coughs and sneezes. • Increased cleaning frequencies of shared equipment. • Social distancing of adults advised. <p>Implementing a safe system of work consistent with directions and advice provided by health authorities and monitoring the Covid19 situation as it develops by relying on information from authoritative sources such as:</p> <p>Queensland Government Public Health Act 2005, the Minister for Health and Minister for Ambulance Services made an order declaring a public health emergency in relation to coronavirus disease (COVID-19). The public health emergency area specified in the order is for 'all of Queensland'.</p> <p>Further to this declaration, I, Dr Jeannette Young, Chief Health Officer, reasonably believe it is necessary to give the following directions pursuant to the powers under s 362B of the <i>Public Health Act 2005</i> to assist in containing, or to respond to, the spread of COVID-19 within the community. Noosa Film Academy is a business, activity or undertaking that is not listed in this Directive as a High Risk Business. It may operate as normal, with social distancing observed and subject to any other applicable Public Health Directions. <i>Note smaller education and teaching sessions, such as group seminars, tutorials, practicals and laboratory-based learnings, and vocational training sessions are not subject to the one person per 4 square metres rule. Social distancing should be observed to the extent possible.</i></p> |

| | |
|--|---|
| Provide information about: | <ul style="list-style-type: none"> Planned control measures: |
| <ul style="list-style-type: none"> Hazards: | <p>Australian Skills Quality Authority Coronavirus (Covid19) compliance arrangements in terms of face to face teaching: Schools have discretion to determine who they allow onto their site. Like most organisations, schools may have introduced additional hygiene measures, which must be observed by visitors.</p> <p>The Australian Government has stressed that practising good hygiene and keeping a distance between individuals are in place to fight this virus. If a trainer is feeling unwell, or is required to self-isolate, they must not attend any location and must be sent home.</p> <p>Department of Education Queensland Vocational education and training courses will continue. Training Organisations are able to attend schools to deliver these programs as long as physical distancing and effective hygiene protocols are adhered to.</p> <p>Schools will continue to ensure physical distancing protocols are applied appropriately in all teaching, learning and assessment programs. This may mean that some practical elements may take place in a different way. Where students use shared equipment, strict hygiene measures will continue.</p> |

| | |
|---|---------------------------------------|
| Submitted by: | |
| Name: Andrea Huglin | Position: Producer Noosa Film Academy |
| Email: andrea@noosafilmacademy.com | |
| Signed:  | Date: Mon 24 Sep 2023 |

| | |
|---|---|
| Approval <i>(only required for high or extreme risk activities)</i> | |
| <input type="checkbox"/> | Approved as submitted |
| <input type="checkbox"/> | Approved with the following conditions: |
| <input type="checkbox"/> | Not approved for the following reasons: |
| By: | Designation: |
| Signed: | Date: |
| Once approved, activity details should be entered into the <i>School curriculum activity register</i> . | Reference No. |

| Monitoring and Review <i>(to be completed during and/or after the activity.)</i> | Yes | No |
|--|--------------------------|--------------------------|
| Have additional hazards been identified? | <input type="checkbox"/> | <input type="checkbox"/> |
| Were the control measures effective? | <input type="checkbox"/> | <input type="checkbox"/> |
| Are further or different actions required? | <input type="checkbox"/> | <input type="checkbox"/> |
| Details: | | |

Disclaimer:

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Voluntary COVID Safe Checklist for Queensland Businesses

A guide for COVID Safe businesses

This general checklist is for businesses that are not required to have COVID Safe checklists under the [Non-Essential Business, Activity and Undertaking Closure Direction](#). If your business is in a high risk industry please use the [appropriate mandatory COVID Safe Checklist](#) for your business type.

1. Check your business can operate

- Check the Queensland Government's COVID-19 website at www.covid19.qld.gov.au to confirm you can operate your business and whether any specific restrictions apply.
- If your business has been closed, check the condition of equipment and facilities are fully functioning, such as gas, electricity, toilets, and hand-washing facilities. Ensure food and beverages stored at your business have not been contaminated or are now out of date.

2. Wellbeing of workers

- Direct workers to stay at home if they are sick, and to go home immediately if they become unwell. Require them to be tested for COVID-19 if they have any symptoms of acute respiratory disease (cough, sore throat, shortness of breath) or a fever or history of fever. They must remain in isolation at home till they get a negative result for COVID-19.
- Consider safety risks and manage these according to the appropriate hierarchy of controls i.e. elimination, substitute, isolation, administrative controls then personal protective equipment where required.
- Implement measures to maximise the distancing between workers to the extent it is safe and practical and minimise the time that workers are in close contact.
 - Where it is practical and safe to do so, review tasks and processes that usually require close interaction and identify ways to modify these to increase social distancing between workers.
 - Introduce work from home arrangements where workers are able to work from home, such as administrative work where no face to face contact is required.
- Modify processes behind the counter (including in break rooms) to limit workers having to be in close contact, as much as possible. Assign workers to specific workstations to minimise the need to go into other spaces and time breaks to ensure social distancing.
- Postpone, cancel or use electronic communications such as video conferencing for non-essential face-to-face gatherings, meetings and training.
- Consult with workers on COVID-19 measures in the workplace and provide workers with adequate information and education, including changes to work tasks and practices and appropriate cleaning and disinfection practices at work.
- Put signs and posters up to remind workers and others of the risk of COVID-19.

3. Social distancing

- Place signs at entry points to instruct customers not to enter the shop if they are unwell or have COVID19 symptoms. The sign should state that businesses have the right to refuse service and must insist that anyone with these symptoms leaves the premises.
- If practicable set up separate exit and entry points to minimise contact.
- Implement measures to restrict numbers within the premises, and ensuring an average distance of 4 square metres per person.
- Ensure social distancing by placing floor or wall markings or signs to identify 1.5 metres distance between persons for queues and waiting areas.
- Consider using physical barriers where practical, such as plexiglass around serving counters.
- Remove waiting area seating or space seating at least 1.5 metres apart.

Unite against COVID-19



- Limit the use of cash transactions by encouraging customers to use tap and go, direct deposit or other contactless payment options.
- Limit walk-in appointments and interaction at the counter through the use of online/phone bookings.

4. Hygiene and cleaning

- Ensure customers are provided with hand washing facilities or appropriate alcohol-based hand sanitisers. Alcohol-based hand sanitiser containing at least 60% ethanol or 70% iso-propanol are recommended.
- Customers and staff must not be barefoot.
- Where customers and staff were previously required to use masks and gloves to control for risks other than COVID-19 infection (e.g. dust exposures), they must continue to do so. For controlling the risk of COVID-19 infection, masks and gloves may be considered as part of a range of controls.
- Instruct staff to practise good hygiene by frequently cleaning their hands. Hand washing should take at least 20 to 30 seconds. Wash the whole of each hand, covering all areas with soap before washing with water. If hand washing is not practical, alcohol-based hand sanitiser containing at least 60% ethanol or 70% iso-propanol is recommended.
- Reduce the sharing of equipment and tools, remove shared books/ magazines from common areas.
- Refrain from using product testers or samples on more than one customer. Customers should refrain from any unnecessary contact with products they are not purchasing.
- Refrain from offering communal refreshments or water stations.
- Clean frequently touched areas and surfaces at least hourly with detergent or disinfectant (including shared equipment and tools, Eftpos equipment, tables, counter tops and sinks).

5. Deliveries, contractors and visitors attending the premises

- Where practical, direct delivery drivers or other contractors visiting the premises to minimise physical interaction with workers.
- Use electronic paperwork where practical. If a signature is required, discuss providing a confirmation email instead, or take a photo of the goods onsite as proof of delivery.

6. Review and monitor

- Regularly review your systems of work to ensure they are consistent with current directions and advice provided by health authorities.
- This checklist is a key part of your COVID Plan as outlined on the WorkSafe website.
- Publicly display this signed checklist as evidence that you are a COVID Safe business.
- Keep up to date and find additional guidance at www.covid19.qld.gov.au & www.worksafe.qld.gov.au.
- Employees with a general work-related complaint can call WHS Queensland on 1300 362 128.
- Business owners that would like to better understand their WHS duties regarding COVID-19 can call 1300 005 018.
- Customers who have concerns about whether a business is complying with this checklist can call 134COVID (13 42 68) or their union or industry association.

Name of person(s) conducting business or undertaking as defined in the Work Health & Safety Act 2011

Greg Huglin Noosa Film Academy

Signature & date:

19 January 2023



Certificate of Currency

Policy Number OA46227832

Date 17/03/2023

To whom it may concern,

This certificate confirms the following insurance cover is current as at the date shown below.

Details

| | |
|---------------------------|---|
| Insured | The Trustee For The Huglin Family Trust (trading as Noosa Film Academy Pty Ltd) |
| Authorised People | Andrea Huglin, Greg Huglin |
| Policy Starts | 17/03/2023 10:56 (AEST) |
| Policy Ends | 16/03/2024 23:59 (AEST) |
| Current Risk Cover Period | 17/03/2023 - 16/03/2024 |
| Registered Address | 9/32 Kerr Street Meikleville Hill, Qld 4703 |
| ABN | 20 924 679 823 |

Insured Values

| | |
|------------------------------|--------------|
| Public and Product Liability | \$20,000,000 |
| Advertising Liability * | \$1,000,000 |
| Goods In Care * | \$100,000 |

* Indicates sub limit of Public and Product Liability amount - see the PDS for more information.

Special Conditions

No cover applies under this policy to any claim for personal injury to a Subcontractor of the insured

Australia

Youi Pty Ltd
ABN 79 123 074 733

Tel 13 YOUI
Int +61 7 3719 4800

info@youi.com.au
www.youi.com.au

PO Box 849
Buddina, QLD 4575

AFSL 316511

Organisation: Noosa Film Academy Blue Card No./Exp date 1338429/4

Mobile No. 0429776680 Covid Digital Certificate sighted (tick) _____

Department of Education

Declaration

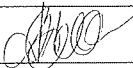
I've read the Mandatory All-Staff Training Key messages guide 2022, and now know:

- I need to work ethically, protect departmental information, work safely, and respond appropriately to any suspicion of student harm
- I need to follow the department's policies and procedures (including blue card requirements) as required **Text**
- where to get further information or support.

I also know the key messages guide Record of Completion:




- is valid for 12 months
- is recognised in all departmental facilities and schools
- can be used to show I have completed the Key messages guide.

Contractor, volunteer, visitor, preservice teacher or other student on placement to complete:

| | |
|-------------------------------|---|
| Name | Andrea Huglin |
| Signature |  |
| *Name of Parent/ Caregiver | |
| Date | 17/8/22 |

*To be signed by a parent/caregiver if the preservice teacher or other student on placement is under 18 years of age.

g<

| Record of Completion | | |
|--|--|---|
| The Mandatory All-Staff Training program Key messages guide 2022 is valid for 12 months from the date of issue | | |
| Contractor, volunteer, visitor, preservice teacher or other student on placement | Principal or manager | School stamp |
| Name: Andrea Huglin | Name:  | Chinchilla State High School 7 Tara Road, PO Box 195 Chinchilla Qld 4413 |
| Signature:  | Signature:  | |
| Date: 17/8/22 | Date: 19 8 22 | |

If you have any questions or concerns about the information in this guide or completing the declaration, please speak to a supervisor, manager or principal.

Organisation: Noosa Film Academy Blue Card No./Exp date _____

Mobile No. 0429776680 Covid Digital Certificate sighted (tick) _____

Department of Education

Declaration

I've read the Mandatory All-Staff Training Key messages guide 2022, and now know:

- I need to work ethically, protect departmental information, work safely, and respond appropriately to any suspicion of student harm
- I need to follow the department's policies and procedures (including blue card requirements) as required
- where to get further information or support.

I also know the key messages guide Record of Completion:

- is valid for 12 months
- is recognised in all departmental facilities and schools
- can be used to show I have completed the Key messages guide.

Contractor, volunteer, visitor, preservice teacher or other student on placement to complete:

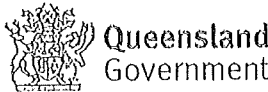
| | |
|---------------------------|-------------|
| Name | Greg Huglin |
| Signature | |
| *Name of Parent/Caregiver | |
| Date | 17/8/22 |

*To be signed by a parent/caregiver if the preservice teacher or other student on placement is under 18 years of age.

g<

| | | |
|--|----------------------|---|
| Record of Completion | | |
| The Mandatory All-Staff Training program Key messages guide 2022 is valid for 12 months from the date of issue | | |
| Contractor, volunteer, visitor, preservice teacher or other student on placement | Principal or manager | School stamp |
| Name: Greg Huglin | Name: <i>K. K...</i> | Chinchilla State High School 7 Tara Road, PO Box 195 Chinchilla Qld 4413 |
| Signature: | Signature: | |
| Date: 17/8/22 | Date: <i>19.8.22</i> | |

If you have any questions or concerns about the information in this guide or completing the declaration, please speak to a supervisor, manager or principal.



Greg Huglin

www.greghuglin.com



As a successful, independent, international filmmaker for over 50 years, I have vast experience and industry knowledge. I am fortunate that my career has also included University lecturing, delivering filmmaking workshops and providing pragmatic vocational advice to future cinematographers in terms of not only their creative potential, but also the real-world logistics of the filmmaking industry. I love what I do and look forward to assisting students realize their own course and career goals.

LIST OF PARTIAL CINEMATOGRAPHY CREDITS

- ***The Cove***- Academy Award Winner in 2010 for "Best Documentary"-Cinematographer.
- ***HandCrafted by Dick Van Straalen***-Feature Documentary-Co-Director/DOP/Producer, 2019.
- ***Breakers-The Sound Of Unridden Waves***-Feature Film for MOMA in NYC-DOP/ Cameraman, 2019
- ***In Like Flynn***-Feature Film-Underwater DOP-Underwater Cameraman, 2018.
- ***Volvo Penta***-2018-TV Commercial-Underwater DOP/Cameraman
- ***Girl On Wave***-2017-Feature Film-Cinematographer.
- ***Lipton Tea "All At Sea"***-2017-TV Commercial-Underwater DOP/Cameraman. Director: Ben Nott.
- ***Illuma Baby Formula***-2017-Chinese TV Commercial-Underwater DOP/Cameraman.

- ***Fish People***-Feature Film from Patagonia-2017- Cinematographer.
- ***Pickup***-Short Film-DOP/Cinematographer-2017.
- ***Distance Between Dreams***-RedBull Media House-2016, Cinematographer.
- ***The Big Wave Project***-Australian Feature Film-2017, Cinematographer.
- ***Sunrise At Sunshine***-Music Video-2016-Shot in Queensland-Director, Cinematographer, Editor.
- ***Mark Jacobs***-Jacobs Surfcraft- Music Video-2016-Shot in Queensland-Director, Cinematographer, Editor.
- ***Peahi 3***-Ahead Of The Game- Music Video-2016- Shot in Hawaii-Director, Cinematographer, Editor.
- ***Peahi 2***-Off Limits- Music Video-2016-Director, Cinematographer, Editor.
- ***Gods and Heroes***-Music Video-2016- Shot in Hawaii- Director, Cinematographer, Editor.
- ***Above The Sky***-Music Video-2016-Shot in Queensland 2015-Director, Cinematographer, Editor.
- ***Catwalk***-2015-Swimwear commercial shot in Queensland, Director, Cinematographer.
- ***Tingle Toes***-2015-Music Video shot in Queensland, Director, Cinematographer, Editor.
- ***Harrison Roach***- 2015 MySurfTv- Music Video-- Director, Cinematographer, Editor.
- ***Dean Brady***- 2015-MySurfTv-Music Video-- Director, Cinematographer, Editor.
- ***Deep Impact***-2015-Music Video shot in Tahiti-Director, Cinematographer, Editor.
- ***Samsung/Visa*** Commercial shot in Tahiti in 2014, Cinematographer.
- ***Immersion***-2014 (Australian surfing documentary) Cinematographer.
- ***Encoded***-2013 (Australian surfing documentary) Cinematographer.
- ***Shark Attack 3***-Megalodon (90 minute feature film) Shark Cinematographer.
- ***Minds In The Water***-2012 (70 minute documentary) Cinematographer.

- **Surfing Dolphins**-2000-2011 (20 minute documentary)
Producer/Director/Cinematographer.
- **The Cove**- 2010 (90 minute documentary, Academy Award for Best Documentary Winner in 2010 for "Best Documentary"-
Cinematographer.
- **Shark Park**- 2005/6 (40 Minute Sports Documentary) Winner "Best Wipeout". Billabong Video Awards-2006, Winner "Golden Donut" Award at Surfer Magazine Awards, 2006, Producer, Cinematographer.
- **Billabong Odyssey**- 2003- (90 minute documentary)
Cinematographer.
- **Tow-In World Cup**-2001 (90 minute documentary)
Cinematographer.
- **Dogtown/Z Boys**- 2002 (90 Minute documentary) Cinematographer.
- **Prior to 2000**-Cinematographer for over **200 international commercials** and Producer/Director/Cinematographer for a multitude of films including **Five Summer Stories, Fantasea, In Quest of the Sun** (silver medallist at Cannes Film Festival), **Southern Cross** music video for Crosby Stills and Nash and **Hawaiian Watermen** with Jack Johnson.

EDUCATION

SAN FRANCISCO ART INSTITUTE Bachelor of Fine Arts in Filmmaking - Graduated with distinction.

SANTA BARBARA CITY COLLEGE (UNIVERSITY)Teaching Credential - Taught 'Underground Filmmaking'.

PROFESSIONAL REFERENCES

Louie Psihoyos, National Geographic Photographer and the Director of *The Cove*, which won the Academy Award in 2010 for Best Documentary Feature as well as 70 other film festival awards. He wrote:

"Instrumental to the success of that film is the enormous talent of Greg Huglin who I regard as the finest working underwater cinematographer of his generation."

Jack Johnson, American Musician, Film Producer, Cinematographer and Australian resident whose film credits include: *Hawaiian Watermen* (with Greg Huglin), *The September Sessions* (winner best Surfing Film by Surfer Magazine in 2002), *Thicker Than Water*.

"I have known Greg Huglin for more than 15 years and regard him as a mentor of my film-making career. I was hired by him to work as a cameraman between 1997 and 1999. Soon after this I shot '*September Sessions*', which went on to win Surfer Magazine's award for best film of the year, so I felt I had learned my lessons well."

Albert Falzon, Australian Producer/Director of: *Morning Of The Earth*, *Globus*, *Festivals Of The World*, *Women Of Spirit*, *Road to Timbuktu*, *Crystal Voyager*, *Khumba Melu*, and twenty other feature films. Co-founder of TRACKS magazine. Inductee into Australian Surfing Hall Of Fame in 2006 wrote this:

"Greg Huglin is an exceptionally talented ocean cinematographer whose international standing is well recognized by his peers and who received an Academy Award for his work in filming '*The Cove*'. His residency here in Australia will attract foreign clients to employ Australian film crews and to film with him here in Australia. In the 13 months Greg has lived in Australia, he has made three filming trips to Tahiti and has filmed more than 90 'on location' days in Queensland. He recently filmed a swimwear video '*Catwalk*' in Noosa for an American client, Seea, which has hundreds of thousands of views on Vimeo. He also filmed a music video in Noosa titled '*Tingle Toes*,' and has contributed to Tourism Noosa film projects that are currently being shown on Qantas international flights. Greg also recently contributed to the Gold Coast World Surfing Reserve and the Noosa National Surfing reserve films that are being shown internationally and will attract more surfing tourists to Australia. He also filmed part of the 'Deux Ex Machina' motorcycle/surfing film '*North To Noosa*', that is sponsored and distributed worldwide by Deus Australia. Age is not an issue for a visual artist like Greg Huglin and myself. Like

painters and writers, we don't 'retire' at age 65, we keep on creating new work indefinitely. I have no doubt that Greg Huglin will continue to shoot film for decades to come and his work will certainly reflect well on his adopted country, Australia."

Andrew Stark, the CEO of Surfing Australia, has this to say about my recent cinematography work for them:

"Greg Huglin plays a key role in delivering footage to and mentoring for Australia's leading digital surfing website and television show mySURF.tv. It has become the largest provider of surfing content in the country and has its own show broadcast nationally on the Channel 9 network. Since collaborating with mySURF.tv, Greg has contributed and continues to contribute footage of an exceptional standard". "His knowledge and years of experience is proving invaluable not just for the team of mySURF.tv cinematographers but many of Australia's young action filmmakers who are often contracted by the platform. He regularly mentors and provides guidance to all our cinematographers. In my opinion Greg Huglin's contribution to the burgeoning and rapidly changing industry of digital content creation will significantly elevate Australia's international standing in the field."

Jack McCoy-Producer, Director and Cinematographer of more than 25 Australian feature films including: *Tubular Swells*, *Storm Riders*, *Kongs Island*, *Trade Winds*, *Bunyip Dreaming*, *Green Iguana*, *Occy the Occumentary*, *Blue Horizon*. Winner of the LifeTime Achievement Award at the 2012 X-Dance Film Festival. He wrote:

"Greg is a very talented filmmaker and cameraman with skills that are not available in Australia, specifically specialized water cinematography and long lens cinematography. His reputation in my world is that his skills are some of the best in the world. I know Greg to also be of great character who enjoys teaching young and up and coming filmmakers the craft he has lived his whole life.'

Dick Hoole, Producer and Cinematographer of the Australian films: *Tubular Swells*, *Storm Riders*, *Catch The Feeling*, *Asian Paradise*. Recipient of the Australian Sports Medal in 2000 from the Government of Australia. Surfing's governing body 'Surfing Australia' has bestowed several awards on Dick Hoole including induction in the Australian Surfing Hall of Fame and a lifetime achievement award for services to surf culture. He wrote:

"I have known Greg for nearly 40 years and consider him to one of surfing finest cameramen as well as being a significant contributor of the genre as a producer/director. Greg's career established him as a leading independent producer of ocean related documentaries, including shooting for the Oscar award winning *'The Cove.'*"

Ira Opper, American film Director/Producer whose credits include: *Surfer Magazine* TV series on ESPN, *The Surfers Journal* series on Outdoor Life and the National Geographic network, *FINS* series on FUEL TV Australia and *Legends of Malibu*, *Powerglide Super Slide*, *Wordz Hang*, *Ultimate Sessions and Surf Cult California*. Ira Opper has received seven EMMY awards in the USA including one for *Kokua* in 2008 featuring musician Jack Johnson. Ira wrote:

"For the past 25 years I have produced several internationally distributed sport television series...Greg's photography has been included in all these projects. I also produced a segment profiling Greg's recent work in a *FINS* episode for which I received my seventh EMMY award."

Andrea Huglin



Resume

Background

Graduated with a High Distinction Bachelor's Degree in International Business and Tourism Management from UTS Sydney, Andrea's career spanned Olympic Customer Service Training to Operations Manager for Sailing and Corporate Team Building.

Andrea's entrepreneurial skills drew her around the globe, starting up businesses such as Global Nomad Photographic travel adventures and she founded the largest [Boat Based Dolphin and Whale Watching](#) tour company in South Africa. After developing the extensive tourism business in a new Post-Apartheid era, Andrea transitioned the operation into ownership by previously disadvantaged individuals.

Producer/Filmmaker/Writer

Moving to California with her Academy Award winning Cinematographer husband, Greg Huglin, she became a writer/producer and independent filmmaker. Working and travelling in over 60 countries and living in four continents offered opportunities to create revenue from written articles and film production. This created an understanding of how to monetize and capitalize on the marketing power of media, social media platforms and develop digital entrepreneurship through [Andrea Huglin](#) and www.Dumbblondeadventures.com

Noosa Film Academy Co-Founder, Producer and Marketing Manager

Andrea has produced over 300 short films in the past three years for Noosa Film Academy. Clients, partnerships and collaborations with organisations include:

- RISE Federal Fund
- Festivals Federal Fund
- 30+ Regional Councils
- Playing Queensland and Touring Queensland, Arts Queensland
- Queensland Health, Department of Child Safety, Youth and Women
- South West Health Alliance, HOPE Program
- Cunnamulla Aboriginal Corporation for Health
- 200+ Secondary Schools
- Home school groups
- School of Distance Education Charleville Australia Teachers of Media
- Film Arts Mackay
- WINDO Women

Product and Business Development

Well-practiced at turning intangible experiences into understandable packages and delivering into demand, Andrea identified the need for vocational training within schools focusing on film and still photography. To develop students' cinematography, directing, acting and editing skills, she co-founded Noosa Film Academy and has facilitated delivery into syllabus demand by creating a hands-on immersive educational experience for Secondary Schools.



Ongoing discussions with educators and a position on the executive Board of Australian Teachers of Media (ATOM), provides Andrea with the information to tailor each school's curriculum into workshop incursions to support teachers in delivering their core learning goals.

Testimonials, questionnaire research and workshop debrief reviews have helped identify further scope for workshop content and ensure teaching objectives are achieved.

Her financial, marketing, organizational, grant writing, research and customer service expertise are paramount in enabling Noosa Film Academy to grow commercially and develop a government supported regional and remote roadshow outreach program. Her goal is to exceed expectations, deliver workshops which develop students' portfolios and inspire them to become Australia's media talent of the future.

Producer/Workshop Facilitator/CACD Event Management

With a role as producer, event manager, client liaison, crew management, public event moderator and travel co-ordinator, Andrea supports the needs of the Cinematographers, DOP, Film Crew and Director while liaising with funding bodies and delivery partners.

Future aims include building community screening capacity so student films can be shown at many more regional Red Carpet Premiers and further developing these events into annual Film Festivals for Youth. By activating local venues, students and their families are brought to civic hubs to connect, celebrate and appreciate artistic achievement.

Through Noosa Film Academy, Andrea continues to build a state-wide network for screen production skills development, community screening events, film festivals, mentorship and opportunities for creative industry tertiary/vocational pathways. With a social justice premise her focus is on delivering filmmaking workshops and community events and Community Arts Cultural Development (CACD) to low socio-economic, culturally diverse, rural and remote communities.

Education

City College, Santa Barbara, California USA, 2011

Emergency Medical Technician CPR Certified.

University of Technology Sydney, 1997

Bachelor of Arts in International Business and Tourism Management with High Distinction

Item 4.2 RADF – Application for 2023/2024

EXECUTIVE SUMMARY

An application for the 2023/2024 RADF Funding has been received from Branches Performing Arts.

OFFICER'S RECOMMENDATION

***That Council:* accept the application from Branches Performing Arts for \$12,457.30.**

Budget & Resource Implications

\$12,457.30.

Background

Richmond Shire Council RADF balance is at \$37,968.00.

Dance lessons (ballet, tap, jazz, hip-hop, lyrical, flip n flex, and tiny-tot dance) for children aged 2-12 years on a weekly basis during school terms 1, 2, 3 and 4 of 2024.

Branches Performing Arts are requesting \$12,457.30.

Consultation (Internal/External)

External: Branches Performing Arts.

Attachments

Attachment E – Application

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



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

COUNCIL USE ONLY

Funding Year _____ Round _____

The RADF grant is: Approved Not approved Amount approved: \$ _____

RADF Chairperson Name: _____

1. APPLICANT DETAILS

| | |
|---|--|
| Applicant name (full name of individual, group or organisation) | Branches Performing Arts, Amy Tinning |
| Name of auspicing organisation/ individual (if applicable) | |
| Contact person for application | Amy Tinning |
| Phone number of contact person | 0418194863 |
| Postal address of applicant | PO Box 29 Julia Creek QLD 4823 |
| Email address of applicant | branches.performingarts@outlook.com.au |

2. PROJECT SUMMARY

| | |
|--|--|
| Project name (< 10 words) | Dance lessons for local children 2024 |
| Brief project description (approx. 20 words) | Dance lessons (ballet, tap, jazz, hip-hop, lyrical, flip n flex and tiny-tot dance) for children age 2-12 yrs on a weekly basis during school terms 1, 2, 3 and 4 of 2024. |
| Location of project | Richmond (township) |

| | |
|---------------------------|--|
| Project start date | 22/01/2024 Click here to enter a date. |
| Project end date | 30/11/2024 Click here to enter a date. |



| | |
|---|--|
| Outcome Report (due 8 wks after project end date) | 26/01/2025 Click here to enter a date. |
| Total cost of project from Section 7 | \$24757.30 |
| RADF Grant requested from Section 7 | \$12457.30 |



3. GENERAL INFORMATION

4. AUSTRALIAN BUSINESS NUMBER (ABN):

| | | |
|---|---|--|
| Will you/your organisation be responsible for the financial management of the grant if this application is successful? | <p>Yes - Provide your ABN details below</p> <p>No - An auspicng body will be administering any grant that I receive on my/our _____ organisation's behalf.</p> <p>All individuals who do not have an ABN, groups/collectives or unincorporated organisations must nominate an individual with an ABN or incorporated organisation to take responsibility for any grant that may be offered.</p> | |
| In what name is the ABN registered? | 11 438 831 901 | |
| Are you registered for GST? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

5. RADF GRANT HISTORY

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

4. PROJECT DETAILS

1. RICHMOND SHIRE PRIORITIES - ASSESSMENT CRITERIA

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

| |
|---|
| <input type="checkbox"/> Strengthen collaborations that strengthen arts and culture, particular in the health and well-being field How will your application contribute to this priority? |
|---|



Branches Performing Arts is a reputable regional dance school who has engaged local children through high quality dance lessons over the past nine years, delivering weekly classes in a variety of styles to a dedicated group of existing students. The classes have and will continue to greatly enhance liveability to the region with local children being able to gain exposure to the arts, through dance which is both creatively and physically enriching. RADF assists in the financial aid to support travel costs and venue hire, therefore reducing financial commitment for local families who take part in classes.

Expand the arts through place making and unique cultural tourism initiative

How will your application contribute to this priority?

The learning outcome for students will be an end of year production which will attract an audience and promote the talents of local students.

Foster vibrant projects through diverse initiatives that offer a range of activities, projects and events that advances community pride and extend to new audiences

How will your application contribute to this priority?

Students will learn skills and compete at dance competitions further afield, representing their region. This will in turn put talents of regional and remote students on display.

How will this project benefit you, your community or artists/cultural workers?

The opportunity to deliver dance training, allows our qualified teachers the chance to pass on their knowledge and utilise their qualifications to generate an income as a dance educator.

2. CATEGORY OF FUNDING

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

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



| | |
|--|--|
| <input type="checkbox"/> 4. Cultural Tourism | |
|--|--|

5. PROJECT SUMMARY

1. Outline the project

Dance lessons for children age 2-12 yrs on a weekly basis during school terms 1, 2, 3 and 4 of 2023. High quality dance lessons across; ballet, tap, jazz, hip-hop, lyrical, flip n flex and tiny-tot dance teaching co-ordination, confidence, dance technique/skills, musicality and enhancing physical and mental well being.

Through Dance lessons offered to Richmond Shire Council youth residence a higher level of liveability and overall quality of lifestyle is experienced among participants and their families. The activity also draws families to town, which will in turn boost local economy and general community engagement.

The learning outcome for the classes will be an end of year community performance, that will provide entertainment to a local audience. The performance also strengthens the sense of belonging for residents of Richmond Shire.

2. What benefits (results) do you expect from your project?

Children who access the classes on offer will learn skills comparative with those in metropolitan areas. They will be given equal opportunity to succeed and strive to achieve goals set throughout their ongoing training. The environment created by Branches Performing Arts is motivating and inspiring, therefore provides a high level of enjoyment for those taking part in classes. The opportunity to dance enhances physical fitness, creative expression, self confidence, discipline, social skills, cultural awareness, mind-body connection and life skills.

3. Show evidence of genuine community interest and support towards this project

| | |
|--------------------------|--|
| <input type="checkbox"/> | Letters of Support / Partnerships (Please attached at least two) |
|--------------------------|--|

4. Please estimate the following

| | |
|----------------------------|---|
| 40 classes + 1 performance | Total number of activities involved (e.g. performances, workshops etc.) |
| 25 approx | Total number of participants at event/activity |



| | |
|--------------------|---|
| 1-2 parent helpers | Total number of volunteers in the delivery of the project |
|--------------------|---|

6. PROJECT MANAGEMENT

4. List each stage of the project from start to finish

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

| Project Stage | Expected Completion Date |
|---------------|--------------------------|
|---------------|--------------------------|

| | |
|--|--|
| | |
|--|--|

- Term 1 = 10x classes
- Term 2 = 10x classes
- Term 3 = 10x classes
- Term 4 = 10x classes
- Concert 1x performance

Project end date: 30/11/2024
RADF Outcome Report due date
 (no later than 8 weeks after the project end date)
 26/01/2025

5. Artist and Artworkers Details

List the artists and artworkers involved.

You must attach the following four documents from each artist or artworker receiving RADF funding:

- Resume or CV
- Eligibility Checklist for each Professional and Emerging Professional Artist
- Letter of confirmation and
- Schedule of fees

| | |
|---|---|
| How many people in total will be employed (paid) through the project? | 1 |
| How many volunteers (unpaid workers) will be involved with the project? | 1 |

| Name | Role or position in project | Rate of pay (\$/hr, \$/day or \$/week) | Total fee whole \$ | Amount to be funded by RADF |
|------|-----------------------------|--|--------------------|-----------------------------|
|------|-----------------------------|--|--------------------|-----------------------------|



| | | | | |
|--|---------|--------------|-----------|--------|
| Hilary Harley | Teacher | \$236.25 p/w | \$9686.25 | \$0.00 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| TOTAL | | | \$9686.25 | |
| (Transfer total salaries, fees and allowances to the expenditure column in the budget) | | | | |
| TOTAL | | | | \$0.00 |
| (Transfer total RADF amount to the RADF expenditure column in the budget) | | | | |



7. PROJECT BUDGET – Income and Expenses

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

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

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

| EXPENDITURE | TOTAL COST of each expenditure item. | RADF | INCOME Income includes in-kind contributions and the total RADF grant you are seeking | TOTAL COST of each income item |
|--|---|-----------|--|--------------------------------------|
| Salaries, Fees and Allowances | | | Earned Income ³ | |
| Insurance | \$405.00 | | Tuition fees | \$12300.00 |
| Venue Hire \$173 x41 | \$7093.00 | | Venue Hire | \$7093.00 |
| Music | \$100.00 | | | |
| Production/Program Costs ¹ | | | Contribution from Artists and Others ⁴ | |
| Props/Costumes/Equipment | \$1000.00 | | | |
| Teacher Prep time 1hr per week x41 | \$2255.00 | | | |
| Travel (298km return x41 = 12'218km p/y @ \$0.85 p/km) | \$10385.30 | \$5364.30 | Travel | \$5364.30 |
| Promotion, Documentation and Marketing | | | Other Grants ⁵ | |
| Advertising | \$75.00 | | | |
| | | | | |
| | | | | |
| Administration ² | | | Sponsorship, fundraising and donations | |
| Admin and project management (approx 3hrs per week x41) | \$3444.00 | n/a | | |
| Dance Teaching | \$9686.25 | n/a | | |
| | | n/a | | |
| RADF GRANT (total from column 3) | | | RADF GRANT (total from column 3) | \$12457.30 |
| TOTAL EXPENDITURE | \$24757.30 | | TOTAL INCOME | \$24757.30 |

Budget Notes



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

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

8. ESSENTIAL SUPPORT MATERIAL

Please label all support material with your name and address.

Tick those support materials which you have attached to this application

All Applicants

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

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

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

9. CERTIFICATION



1. All Applicants

I, the undersigned, certify that:

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

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

Information Privacy and Right to Information

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

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


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

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

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

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

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

| | | | |
|---|---|--------------|--|
| Signature: |  | Date: | 10/11/2023 Click here to enter a date. |
| Name in full: | Amy Tinning | | |
| Position in group or organisation: | Principal | | |



2. Certification by Auspicing Organisation/Individual

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

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

| | | | |
|---|--|--------------|-----------------------------|
| Signature: | | Date: | Click here to enter a date. |
| Name in full: | | | |
| Name of Auspice Body: | | | |
| Position in group or organisation: | | | |



Eligibility Checklist: Professional / Emerging Professional Artists

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

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

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

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

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

Artist, or Artworker NAME: Hilary Harley

Please tick the following artistic merits that apply to you

- I have professional arts and/or cultural qualifications
- I have an Australian Business Number (ABN)
- I have devoted significant time to arts practice.
- I have been recognised as a professional by peers.
- I have held public exhibitions or given public performances (not as part of a competition).
- NA I have work held in public collections.
- I have won important national and/or international prizes or awards.
- I have held public discussions and/or have had articles written about my work.
- I have been commissioned or employed on the basis of art skills and/or earning income from sales of
- I am a member of a professional association (or associations) as a professional artist.
- I am an artist whose artistic or cultural knowledge has been recognised as professional by peers or the cultural community.
- I am an artist whose artistic or cultural knowledge has developed through oral traditions.



Eligibility Checklist: Professional / Emerging Professional Artists

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

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

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

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

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

Artist, or Artworker NAME: Amy Tinning

Please tick the following artistic merits that apply to you

- I have professional arts and/or cultural qualifications
- I have an Australian Business Number (ABN)
- I have devoted significant time to arts practice.
- I have been recognised as a professional by peers.
- I have held public exhibitions or given public performances (not as part of a competition).
- NA I have work held in public collections.
- I have won important national and/or international prizes or awards.
- I have held public discussions and/or have had articles written about my work.
- I have been commissioned or employed on the basis of art skills and/or earning income from sales of art work.
- I am a member of a professional association (or associations) as a professional artist.
- I am an artist whose artistic or cultural knowledge has been recognised as professional by peers or the cultural community.
- I am an artist whose artistic or cultural knowledge has developed through oral traditions.



To Whom it may concern,

I hereby confirm that Branches Performing Arts dance teachers will be available to deliver dance lessons weekly during school terms on Tuesdays 3:00pm - 5:45pm.

TERM 1: 23rd, 30th Jan, 6th, 13th, 20th, 27th Feb, 5th, 12th, 19th, 26th March

TERM 2: 16th, 23rd, 30th April, 7th, 14th, 21st, 28th May, 4th, 11th, 18th June

TERM 3: 9th, 16th, 23rd, 30th July, 6th, 13th, 20th, 27th Aug, 3rd, 10th Sep

TERM 4: 1st, 8th, 15th, 22nd, 29th Oct, 5th, 12th, 19th, 26th Nov, 29th Nov, 30th Nov
(performance)

Regards,

Amy Tinning, PRINCIPAL

Signed: Amy Tinning

10/11/2023



HILLARY HARLEY
Bindooran Station, Julia Creek QLD 4823
(M) 0455 201602 or (E) h.harley04@icloud.com

2021

THE GREEN MANGO THAI RESTAURANT

I waitressed in my final year of school taking orders, serving food & drinks and used the cash register and EFTPOS facility.

2022

NANNYING

I elected to defer my fulltime studies to work in Julia Creek nannying for a family. During this time I have been able to transform the lives of two young boys through a combination of hard work, passion and education. I have effectively provided a unique experience for the boys through strong manners and discipline with healthy snacks & meals and love and devotion to duty. I lived independent to the family home in town and have contributed to the management of the operation of the house with similar hard work, passion and commitment.

2023

JILLAROOING

I fell in love with the Region and wanted to expand my knowledge and learnings so maintained my deferment of fulltime studies and commenced Jillarooing with the Curr Family across five properties between Julia Creek and Camooweal. Tasks are performed maintaining the properties often done in isolation and contribute to the successful running of the operation.

EDUCATION

2016 - 2021

ALL HALLOWS' SCHOOL

I completed my secondary school education at All Hallows' School. My subjects included English, Mathematics, Religion, Business, Legal Studies and Fashion. Received the QLD Certificate of Education (QCE).

2022

AUSTRALIAN CATHOLIC UNIVERSITY

I commenced a fulltime Bachelor of Business Administration / Bachelor of Law at the Banyo Campus however reverted to parttime on arrival in Julia Creek. Due to the remoteness of Jillarooing and lack of consistent wi-fi I have since deferred my studies until 2024.

2010-2019

SHAREE SKYE DANCE SCHOOL, ST LUCIA

I commenced dancing with the Sharee Skye Dance School as a six-year-old and only finished dancing due to a serious foot injury that was misdiagnosed and left untreated for a year until major corrective surgery.

During my time I danced hip hop, jazz, tap, pointe, contemporary, classical ballet and competed in numerous Eisteddfod's winning multiple awards in the process.

As a result of my training and exams I am a fully qualified to teach dance through the Royal Academy of Dance. I performed in a Dance Convention at QPAC and Brisbane City Council Christmas Carols at Riverstage. I assisted with teaching group dances for end of year SSDS Concerts and am keen to learn dance choreography and teach solos.

REFEREES

Mrs Sharee Striling | Principal | Sharee Skye Dance Centre (Dancing)

T: +61 7 3162 2293

Amy Tinning

PO Box 29, Julia Creek Q. 4823

T: +61418194863

E:
branches.performingarts@outlook.com.au



Personal Information

- D.OB – 16/04/1993
- Birth Place – Mackay, Australia
- Skin – Olive
- Hair – Long/Brown
- Eyes – Brown
- Build - Athletic

Education

TERTIARY

2011-2013

Western Australian Academy of Performing Arts

Edith Cowan University

Bachelor of Arts (Dance)

SECONDARY

2005-2010

The Glennie School (Queensland)

Completed Year 12 School Certificate

Dance Training

2011-2013

Western Australian Academy of Performing Arts

Studied- *Classical Ballet, Contemporary Dance, Tumbling/acrobatics, Silks/Trapeze, Yoga*

2012 (September) -2013 (January)

Exchange with Taipei National University of the Arts

Studied – *Classical Ballet, Modern Dance, Chinese Movement and Kung-Fu*

2008-2010

Elite Classique, Toowoomba (Benita Whalley & Jenifer Murray)

Studied – *Classical Ballet and Contemporary Dance*

2005-2010

Dance Central, Toowoomba (Alison Vallette)

Studied – *Contemporary Dance, Jazz (SFD – Level 7, 8, 9, 10), Tap, Classical Ballet (RAD, Grade 6, 7, 8, Intermediate Foundation, Advanced 1 and 2)*

2004

Anne Roberts School of Dance, Townsville

Studied – *Classical Ballet (RAD, Grade 5), Jazz (CSTD, Bronze Star), Tap (CSTD, Bronze Star)*

1999-2003

Bianca's School of Dance, Collinsville

Studied – *Classical Ballet, Tap, Jazz and Modern*

Professional Dance Experience

2014

LINK Dance Company

Toured to: France, Germany, Netherlands & Spain

2015- 2023

Principal of Branches Performing Arts

Awards

Australian Institute of Performing Arts, 2023 Performing Arts Teacher of the Year

Item 4.3 Donations Request – Christmas

EXECUTIVE SUMMARY

Each year Richmond Shire Council fund the Fireworks for the Combined Services Lions Christmas Party and Christmas Light and Decorate Your Gate Competitions.

OFFICER'S RECOMMENDATION

That Council: approve the following requests for funding allocation to come from donations.

Budget & Resource Implications

\$7,500.00.

Background

Fireworks for Lions Christmas Party on 01 December 2023 – \$3,300.00.

Christmas Light and Decorate Your Gate Competition – \$4,200.00 prizes to include for each category (Best House, Best Business, Decorate your Gate)

In all categories:

First prize: \$500.00 cash plus two nights in a two-bedroom unit at Mariners North.

Second Prize: \$250.00 cash

Third Prize: \$100.00 cash

Consultation (Internal/External)

Nil

Attachments

Nil

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

Item 4.4 Expression of Interest – Australia Day Host

EXECUTIVE SUMMARY

A submission to host Australia Day has been received from the Richmond Bush Sprints.

OFFICER'S RECOMMENDATION

That Council: approve the submission received from Richmond Bush Sprints.

Budget & Resource Implications

\$1,000.00 plus the cost of food.

Background

Richmond Bush Sprints have Expressed an Interest to Host a Morning Tea Australia Day Awards to be held at Kronosaurus Korner with a Museum Tour, Moon Rock Throwing and Kids Craft Activities.

Consultation (Internal/External)

External: Richmond Bush Sprints

Attachments

Nil

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

Item 4.5 Child Protection Policy

EXECUTIVE SUMMARY

Our Out of School Hours Care (OSHC) Service is committed to providing a child safe environment where children's safety and wellbeing is supported and children feel respected, valued, and encouraged to reach their full potential.

The Child Protection Policy is due to be reviewed.

OFFICER'S RECOMMENDATION

That Council: adopt the Child Protection Policy with changes.

Budget & Resource Implications

N/A

Background

The changes made in the Policy are highlighted yellow for Councils information.

Consultation (Internal/External)

Nil

Attachments

Attachment F – Policy

Report prepared by **Teena Chappell (Outside School Hours Care Coordinator)**

CHILD PROTECTION POLICY (QLD)

Our Out of School Hours Care (OSHC) Service is committed to providing a child safe environment where children's safety and wellbeing is supported and children feel respected, valued and encouraged to reach their full potential. Our OSHC Service embeds the National Principles for Child Safe Organisations and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging. We will ensure all employees and volunteers understand the meaning, importance and benefits of providing a child safe environment and critically, understand their obligations and requirements as Mandatory Reporters.

At all times, management, staff and volunteers will treat children with the utmost respect and understanding. Our OSHC Service believes that:

- Children are capable of the same range of emotions as adults.
- Children's emotions are real and need to be accepted by adults.
- A reaction given to a child from an adult in a child's early stages of emotional development can be positive or detrimental depending on the adult's behaviour.
- Children who enhance their understanding of their body's response to a situation are more able to predict the outcome and ask for help or evade a negative situation.

NATIONAL QUALITY STANDARD (NQS)

| QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY | | |
|--|-----------------------------------|---|
| 2.2 | Safety | Each child is respected. |
| 2.2.1 | Supervision | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| 2.2.2 | Incident and emergency management | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented. |
| 2.2.3 | Child Protection | Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. |

| EDUCATION AND CARE SERVICES NATIONAL REGULATIONS | |
|--|---|
| 84 | Awareness of child protection law |
| 86 | Notification to parents of incident, injury, trauma and illness |

| | |
|----------|--|
| 87 | Incident, injury, trauma and illness record |
| 147 | Staff records |
| 155 | Interactions with children |
| 168 | Education and care service must have policies and procedures |
| 175 | Prescribed information to be notified to Regulatory Authority |
| 176 | Time to notify certain information to Regulatory Authority |
| S162 (A) | Persons in day-to-day charge and nominated supervisors to have child protection training |
| S165 | Offence to inadequately supervise children |
| S167 | Offence relating to protection of children from harm and hazard |

LEGISLATION

| | |
|--|---|
| <u>Child Protection Act 1999</u> | <u>Working with Children (Risk Management and Screening) Act 2000</u> |
| <u>Working with Children (Risk Management and Screening) Regulation 2020</u> | |

RELATED POLICIES

| | |
|---|---|
| Child Safe Environment Policy Code of Conduct Policy Family Communication Policy Health and Safety Policy Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Recruitment Policy | Respect for Children Policy Responsible Person Policy Staffing Arrangements Policy Student and Volunteer Workers Policy Supervision Policy Work Health and Safety Policy |
|---|---|

PURPOSE

All educators, staff and volunteers are committed to identifying possible risk and significant risk of harm to children and young people at the OSHC Service. We comprehend our duty of care responsibilities to protect children from all types of abuse and adhere to our legislative obligations at all times.

We aim to implement effective strategies to assist in ensuring the safety and wellbeing of all children. Our

OSHC Service will act in the best interest of each child, assisting them to develop to their full potential in a secure and child safe environment.

SCOPE

This policy applies to management, the approved provider, nominated supervisor, students, staff, families, visitors (including contractors) and children of the OSHC Service.

DEFINITIONS

Mandatory reporting is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities. In Queensland (QLD), mandatory reporting is regulated by the *Child Protection Act 1999*.

Mandatory reporters

Mandatory reporters in Queensland, are people who deliver the following services, wholly or partly, to children as part of their paid or professional work:

- a doctor
- a registered nurse
- a teacher
- certain police officers
- a child advocate under the Public Guardian Act 2014
- an early childhood education and care professional
- Child Safety Services
- licensed care services

All staff have a responsibility to recognise and respond to concerns for safety, welfare and the wellbeing of children and young people, and to report these concerns to management and appropriate Child Safe authorities.

WHAT IS CHILD ABUSE?

Child abuse is any action towards a child or young person that harms or puts at risk their physical, psychological, or emotional health or development. Child abuse can be a single incident or can be a number of different incidents that take place over time.

There are different forms of child abuse: physical abuse, sexual abuse, emotional abuse, family violence and neglect.

INDICATORS OF ABUSE

There are common physical and behavioural signs that may indicate abuse or neglect. The presence of one of these signs does not necessarily mean abuse or neglect. Behavioural or physical signs, which assist in recognising harm to children, are known as indicators. The following is a guide only. One indicator on its own may not imply abuse or neglect. However, a single indicator can be as important as the presence of several indicators. Each indicator needs to be deliberated in the perspective of other indicators and the child's circumstances. A child's behaviour is likely to be affected if he/she is under stress. There can be many causes of stress and it is important to find out specifically what is causing the stress. Abuse and neglect can be single incidents or ongoing and may be intentional or unintentional.

General indicators of abuse and neglect may include:

- marked delay between injury and seeking medical assistance
- history of injury
- the child gives some indication that the injury did not occur as stated
- the child tells you someone has hurt him/her
- the child tells you about someone he/she knows who has been hurt
- someone (relative, friend, acquaintance, and sibling) tells you that the child may have been abused.

The Queensland Government identifies the following signs of child abuse and includes definitions and physical indicators:

PHYSICAL ABUSE

Physical abuse is when a child suffers physical trauma or injury that is not accidental. It doesn't always leave visible marks or injuries. Physical abuse can include hitting, shaking, throwing, burning, biting and poisoning.

Indicators of Physical Abuse

- Broken bones or unexplained bruising or burns in different stages of healing
- Being unable to explain an injury or giving inconsistent, vague or unlikely explanations for an injury
- Having unusual or unexplained internal injuries
- History of family violence

- Delay between injury and seeking medical assistance
- Repeated visits to the doctor with injuries, poisoning or minor complaints
- Being unusually frightened of a parent or carer
- Wearing inappropriate clothing in warm weather (to hide bruises, cuts or marks)
- Avoiding physical contact
- Becoming scared when other children cry or shout
- Being excessively friendly to strangers
- Starting fires or being fascinated with fire
- Destroying property
- Hurting animals

SEXUAL ABUSE

Child sexual abuse happens when an adult, a stronger child or a teenager uses their power or authority to involve a child in a sexual activity. The sexual activity does not always need to be a physical act; it can also be a non-contact abusive behaviour such as flashing, exposure to sexually explicit material or inappropriate sexual conversations. Sexual abuse includes:

- Exposing the child to the sexual behaviours of others
- Coercing the child to engage in sexual behaviour with other children or adults
- Verbal threats of sexual abuse
- Exposing the child to pornography

Indicators of Sexual Abuse

- know more about sexual activities than other children their age
- play in a sexual way
- masturbate more than what's normal for their age and stage of development
- refuse to undress for activities or often wearing layers of clothing
- have bruising, bleeding, swelling, tears or cuts on their genitals or anus
- have unusual vaginal odour or discharge
- have itching or pain in the genital area, difficulty going to the toilet, walking or sitting
- have a sexually transmitted disease, especially in a young child
- have torn, stained or bloody clothing, especially underwear
- be afraid of being alone with a particular person
- be frequently depressed, feel suicidal or attempt suicide
- create stories, poems or artwork about abuse.

EMOTIONAL ABUSE

Emotional abuse happens when a child's social, emotional or intellectual development is damaged or threatened. It can include constant rejection, teasing, bullying, yelling, criticism and exposure to domestic and family violence. Some examples are:

- constant or excessive criticism, condescending, teasing of a child or ignoring or withholding admiration and affection
- excessive or unreasonable demands
- persistent hostility, severe verbal abuse, and rejection
- belief that a specific child is bad or 'evil'
- using inappropriate physical or social isolation as punishment
- exposure to domestic violence
- intimidating or threatening behaviour.

Indicators of emotional abuse

- extreme behaviour ranging from being overly aggressive to submissive
- delayed emotional development
- compulsive lying or stealing
- high levels of anxiety
- lack of trust in people
- persistent bedwetting, urinating or soiling in clothes
- regressive behaviour, such as baby talk or thumb sucking
- having feelings of worthlessness about life and themselves
- overeating or hardly eating at all
- self-harming.

NEGLECT

Neglect occurs when a child's health and development are affected because their basic needs are not met. These include the need for food, housing, health care, adequate clothing, personal hygiene, hygienic living conditions, medical treatment and adequate supervision. Some examples include:

- inability to respond emotionally to the child
- child abandonment
- depriving or withholding physical contact
- failure to provide psychological nurturing
- treating one child differently to the others

Indicators of Neglect in children:

- Starving, begging, stealing or hoarding food
- Having poor hygiene, matted hair, dirty skin or body odour
- Frequent illness, infections or sores
- Talking about no one being at home to provide care
- Frequently late or absent from school
- Wearing inadequate clothing, especially in winter
- Being left unsupervised for long periods
- Alcohol or drug abuse at home
- Delayed physical, emotional or intellectual development.

CHILD PROTECTION GUIDE

Professionals who encounter concerns related to possible abuse or neglect of children should use the online [Child Protection Guide](#) (CPG) to assist in making decisions about where to report or refer their concerns.

The online Child Protection Guide is a tool to assist professionals' decision making if concerns arise about a child who appears:

- to have experiences or is likely to experience significant harm AND
- may not have a parent willing and able to protect them from harm.

The CPG will help professionals decide to report to the Department of Child Safety, Youth and Women (Child Safety) or refer to other service providers, to help families receive appropriate supports.

BLUE CARD

Queensland's Working With Children Check is administered by the Blue Card Services. All employees working or volunteering with children within Education and care services are required to hold a valid Blue Card at all times when working or volunteering with children. Education and care services are required to validate employee Blue Cards BEFORE an employee begins working with children. Education and care services are required to register the organisation details with Blue Card Services and link each new employee with the organisation at the start of employment through the Organisation Portal. Blue Card Services will advise organisations if an employee's Blue Card has been suspended/cancelled or disqualified. Blue Card Services monitors and audits service providers to ensure compliance including risk management to ensure that appropriate safeguards are implemented and maintained to protect children from harm.

IMPLEMENTATION

Our OSHC Service strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children. We have policies and procedures in place that demonstrate our aim and willingness to keep children and young people safe in accordance to the Working with Children (Risk Management and Screening) Act 2000 (the Act) and the Working with Children (Risk Management and Screening) Regulation 2020.

Educators have an important role to support children and young people and to identify concerns that may jeopardise their safety, welfare, or wellbeing. To ensure best practice, all educators will attend approved Child Protection training certified by a registered training organisation. Educators will continue to maintain current knowledge of child protection and Mandatory Reporter requirements by completing Child Protection Awareness Training annually.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL ENSURE:

- any responsible person in day-to-day charge of the OSHC Service has successfully completed a course in child protection approved by the Regulatory Authority
- all educators' staff, volunteers' and students' Blue Card is validated unless the person meets the criteria for exemption from a Blue Card
- a record is kept and updated of Blue Card number and expiry date
- all employees, volunteers and students are:
 - provided with a copy of the current *Child Protection* and *Child Safe Environment Policies* as part of the induction process at the OSHC Service
 - aware of their mandatory reporting obligations and responsibilities to report a reasonable suspicion that a child has suffered, is suffering or is at an unacceptable risk of suffering, significant harm caused by physical or sexual abuse; and may not have a parent able and willing to protect the child from the harm to Child Safety Services
 - aware of indicators showing a child may be at risk of harm or significant risk of harm.
- training and development are provided for all educators, staff, and volunteers in child protection on an annual basis
- educators are provided with a reporting procedure and professional standards to safeguard children and protect the integrity of educators, staff and volunteers
- a *Child and Youth Risk Management Strategy* is developed to identify potential risk of harm to children and young people
- all educators and staff are aware of their commitment to the *Child and Youth Risk Management Strategy*

- educators are provided with training and ongoing supervision to ensure they understand that child safety is everyone's responsibility, and they adhere to the National Principals Child Safe Organisations
- access is provided to all staff regarding relevant legislations, regulations, standards and other resources to help educators, staff, and volunteers meet their obligations
- records of abuse or suspected abuse are kept in line with our *Privacy and Confidentiality Policy*
- to notify the regulatory authority through the NQA-ITS (within 7 days) of any incident where it is reasonably believed that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service
- to notify the regulatory authority through the NQA-ITS (within 7 days) of any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service

EDUCATORS WILL:

- contact the police on 000 if there is an immediate danger to a child and intervene if it is safe to do so
- be able to recognise indicators of abuse
- respect what a child discloses, taking it seriously and following up on their concerns through the appropriate channels
- comprehend their obligations as mandatory reporters and their requirement to report any situation where they believe, on reasonable grounds, that a child is at risk of significant harm to the Child Safety Services:
 - during normal business hours - contact the Regional Intake Service see [QLD government website](#) for contact details
 - After hours and on weekends - contact the Child Safety After Hours Service Centre on 1800 177 135. The service operates 24 hours a day, 7 days a week.
- refer families to appropriate agencies where concerns of harm do not meet the threshold of significant harm. These services may be located through Family and Child Connect at <https://familychildconnect.org.au/>. Family consent will be sought before making referrals.
- promote the welfare, safety, and wellbeing of children at the Service
- allow children to be part of decision-making processes where appropriate
- prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation

- understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people
- NOT investigate suspicion of abuse or neglect but collect only enough information to substantiate concerns and pass on to the Child Safety Services or appropriate authority.

DOCUMENTING A SUSPICION OF HARM

If educators have concerns about the safety of a child, they will:

- seek guidance from the Nominated Supervisor/Responsible Person
- record their concerns in a non-judgmental and accurate manner as soon as possible
- record their own observations as well as precise details of any discussion with a parent (who may for example explain a noticeable mark on a child)
- not endeavour to conduct their own investigation
- document as soon as possible so the details are accurate including:
 - child's personal details (name, address, DOB, details of siblings)
 - time, date and place of the suspicion
 - full details of the suspected abuse
 - date of report and signature

[see: Child Protection Notification- Observation Record]

DOCUMENTING A DISCLOSURE

A disclosure of harm emerges when someone, including a child, tells you about harm that has happened or is likely to happen. When a child discloses that he or she has been abused, it is an opportunity for an adult to provide immediate support and comfort and to assist in protecting the child from the abuse. It is also a chance to help the child connect to professional services that can keep them safe, provide support and facilitate their recovery from trauma. Disclosure is about seeking support and your response can have a great impact on the child or young person's ability to seek further help and recover from the trauma.

When receiving a disclosure of harm, the Nominated Supervisor, Responsible Person or Educator will:

- give the child or young person their full attention
- remain calm and find a private place to talk
- not make promises that can't be kept. For example, never promise that you will not tell anyone else
- honestly tell the child or young person what you plan to do next
- tell the child/person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe

- only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries
- let the child or young person take his or her time
- let the child or young person use his or her own words
- not attempt to conduct their own investigation or mediate an outcome between the parties involved
- not confront the perpetrator
- document as soon as possible so the details are accurately captured including:
 - time, date and place of the disclosure
 - ‘*word for word*’ what happened and what was said, including anything they (the staff member/educator) said and any actions that have been taken
 - date of report and signature.

MAKING A REPORT

Mandatory reporters must report to Child Safety a reasonable suspicion that a child has suffered, is suffering or is at unacceptable risk of suffering significant harm caused by physical or sexual abuse and may not have a parent able and willing to protect them from the harm. Mandatory reporters should still report to Child Safety a reasonable suspicion a child may be in need of protection where the harm or risk of harm relates to any other type of abuse or neglect.

Educators should refer to the [Child Protection Guide](#) to decide whether to refer a family for help or to make a report to Child Safety. To report a concern to Child Safety, educators are to complete an online report form on the [Child Safety](#) website.

When a report is made, ensure you provide the following information:

- the name, age and address of the child or young person
- the reasons you suspect the child or young person may have experienced or is at risk of experiencing harm
- the immediate risk to the child or young person
- contact details. You may remain anonymous; however, it is preferable to provide these details so that the officer can call you if further information is needed.

CONFIDENTIALITY

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated. The individual who makes the notification should not inform the suspected perpetrator (if known). This ensures the matter can be

investigated without contamination of evidence or pre-rehearsed statements. It also minimises the risk of retaliation on the child for disclosing.

PROTECTION FOR REPORTERS

All reporters are protected against retribution for making or proposing to make a report under amendments to the *Child Protection Act 1999* effective 31 August 2020. The identity of the reporter is protected by law from being disclosed, except in certain exceptional circumstances. Provided the report is made in good faith:

- The report will not breach standards of professional conduct
- The report cannot lead to defamation and civil and criminal liability
- The report is not admissible in any proceedings as evidence against the person who made the report
- A person cannot be compelled by a court to provide the report or disclose its contents
- The identity of the person making the report is protected.

A report is also an exempt document under the Freedom of Information Act 1989.

SHARING OF INFORMATION

Sharing information is a key part of ensuring that vulnerable children are protected and supported. The *Child Protection Act 1999* sets out the legal framework for reporting concerns about children to Child Safety and referring families to Family and Child Connect and support services, including intensive family support services. It outlines information sharing rights and responsibilities between professionals, Child Safety and services that support children and families.

Sharing concerns and information about a family with the right service enables a comprehensive assessment, informs decision making and leads to better outcomes that ensure the child's safety. Sharing information can also facilitate a coordinated multi-agency response to families with multiple or complex needs.

Where possible, you should obtain a family's consent to share information. You do not need written consent to share information. A verbal agreement or acknowledgment is sufficient. It is advisable to document the conversation for your own records.

The legislative provision that enables direct referrals without consent allows early support to be offered to the family before problems escalate and require statutory intervention. Sharing information takes

precedence over a parent's right to confidentiality or privacy because the safety, welfare and wellbeing of the child is paramount.

BREACH OF CHILD PROTECTION POLICY

All educators and staff working with children have a duty of care to support and protect children. A duty of care is breached if a person:

- does something that a reasonable person in that person's position would not do in a particular situation
- fails to do something that a reasonable person in that person's position would do in the circumstances or
- acts or fails to act in a way that causes harm to someone the person owes a duty of care.

MANAGING A BREACH IN CHILD PROTECTION POLICY

Management will investigate the breaches in a fair, unbiased and supportive manner by:

- discussing the breach with all people concerned and advising all parties of the process
- giving the educator/staff member the opportunity to provide their version of events
- documenting the details of the breach, including the versions of all parties
- recording the outcome clearly and without bias
- ensuring the matters in relation to the breach are kept confidential
- reach a decision based on discussion and consideration of all evidence.

OUTCOME OF A BREACH IN CHILD PROTECTION POLICY

Depending on the nature of the breach outcomes may include:

- emphasising the relevant element of the child protection policy and procedure
- providing closer supervision
- further education and training
- providing mediation between those involved in the incident (where appropriate)
- disciplinary procedures if required
- reviewing current policies and procedures and developing new policies and procedures if necessary.

EDUCATING CHILDREN ABOUT PROTECTIVE BEHAVIOUR

Our program will educate children

- about acceptable and unacceptable behaviour, and what is appropriate and inappropriate contact at an age-appropriate level and understanding

- about their right to feel safe at all times
- to say ‘no’ to anything that makes them feel unsafe or uncomfortable
- about how to use their own knowledge and understanding to feel safe
- to identify feelings that they do not feel safe
- the difference between ‘good’ and ‘bad’ secrets
- that there is no secret or story that cannot be shared with someone they trust
- that educators are available for them if they have any concerns
- to tell educators of any suspicious activities or people
- to recognise and express their feelings verbally and non-verbally
- that they can choose to change the way they are feeling.

RESOURCES FOR INDICATORS OF ABUSE AND NEGLECT

Child Safe Organisations <https://childsafef.org.au>

NAPCAN- Prevent Child Abuse & Neglect <https://www.napcan.org.au/napcan-brochures/>

Queensland Government. Communities, Disability Services and Seniors. [Preventing and responding to abuse, neglect and exploitation](#)

Queensland Government. Child abuse and neglect education module. Responsibility, recognising and reporting (2013) https://www.health.qld.gov.au/_data/assets/pdf_file/0024/150693/childabuse-module.pdf

Queensland Government [Queensland Child Protection Guide procedures manual](#)

CONTINUOUS IMPROVEMENT/REFLECTION

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

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

| | |
|---|------------------------------|
| Child Protection Notification Procedure | Child Protection Report Form |
| Child Protection Notification Record | |

SOURCE

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

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

Australian Government Australian Institute of Family Studies. (2018). [Australian child protection legislation](#)

Australian Government: Australian Institute of Family Studies. (2020). [Mandatory reporting of child abuse and neglect](#)

Child Protection Act 1999
 Child Protection Regulation (2011)
 Early Childhood Australia Code of Ethics. (2016).
 Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations. \(Amended 2023\).](#)
 Family and Child Connect. Funded by Queensland Government <https://familychildconnect.org.au/>
 Guide to the National Quality Framework. (2017). (Amended 2023).
 Revised National Quality Standard. (2018).
 Queensland Government. *Blue cards for working with children*
<https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/regulated-industries-and-licensing/blue-card>
 Queensland Government. Department of Children, Youth Justice and Multicultural Affairs *About Child Protection.*
<https://www.cyjma.qld.gov.au/protecting-children/about-child-protection>
 Queensland Government. Department of Child Safety, Youth and Women. *Child Protection Guide.*
<https://secure.communities.qld.gov.au/cpguide/engine.aspx>
 Queensland Government. Child Abuse. *How to recognise child abuse.* <https://www.qld.gov.au/community/getting-support-health-social-issue/support-victims-abuse/child-abuse/recognise-child-abuse>
 Queensland Government. Department of Health. Child abuse and neglect education module. *Responsibility, recognising and reporting* (2013) https://www.health.qld.gov.au/_data/assets/pdf_file/0024/150693/childabuse-module.pdf
 Queensland Government. Queensland Family and Child Commission, Information Kit on Child Protection for Professionals (2020).
 Queensland Government. Department of Communities, Child Safety and Disability Services 2014. *Working with Children (Risk Management and Screening) Act 2000*

REVIEW

| | | | |
|----------------------------|--|-------------------------|-------------------------|
| POLICY REVIEWED BY: | Tina Chappell | Coordinator | August 2023 |
| POLICY REVIEWED | AUGUST 2023 | NEXT REVIEW DATE | AUGUST 2024 |
| VERSION | V3.08.23 | | |
| MODIFICATIONS | <ul style="list-style-type: none"> • policy maintenance • merged sections-receiving a disclosure of harm/in addition • minor formatting edits within text • hyperlinks checked and repaired as required • continuous improvement section added • CCD related resources added | | |
| POLICY REVIEWED | PREVIOUS MODIFICATIONS | | NEXT REVIEW DATE |
| AUGUST 2022 | <ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required | | AUGUST 2023 |

| | | |
|----------------|---|-------------|
| SEPTEMBER 2021 | New policy drafted for OSHC services located in QLD | AUGUST 2022 |
|----------------|---|-------------|

Item 4.6 Dental Health Policy

EXECUTIVE SUMMARY

Good oral health is important for good general health and wellbeing for children. It allows children to eat, speak, socialise, and learn without pain or discomfort. Early Childhood Services and Out of School Hours Care Services are ideal settings for promoting the importance of good dental health to children and families.

The Dental Health Policy is due to be reviewed.

OFFICER'S RECOMMENDATION

That Council: adopt the Dental Health Policy with changes.

Budget & Resource Implications

N/A

Background

The changes made in the Policy are highlighted yellow for Councils information.

Consultation (Internal/External)

Nil

Attachments

Attachment G – Policy

Report prepared by **Teena Chappell (Outside School Hours Care Coordinator)**

DENTAL HEALTH POLICY

Good oral health is important for good general health and wellbeing for children. It allows children to eat, speak, socialise and learn without pain or discomfort. Early Childhood Services and Out of School Hours Care Services are ideal settings for promoting the importance of good dental health to children and families.

NATIONAL QUALITY STANDARD (NQS)

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

| EDUCATION AND CARE SERVICES NATIONAL REGULATION | |
|---|---|
| 92 | Food and beverages |
| 87 | Incident, injury, trauma and illness record |

RELATED POLICIES

| | |
|--|---|
| Administration of First Aid Policy Health and Safety Policy | Incident, Injury, Trauma and Illness Policy Nutrition and Food Safety Policy |
|--|---|

PURPOSE

We aim to promote children's general wellbeing by creating an environment that supports healthy dental and oral health habits and practices that can be maintained throughout the child's life. Our Out of School Hours Care (OSHC) Service will provide food and drinks with consideration to the sugar content and ensure that drinking water is always available.

SCOPE

This policy applies to children, families, staff, approved provider, nominated supervisor and management of the Out of School Hours Care Service.

IMPLEMENTATION

~~We~~ Our OSHC Service believes it is important for all children to practice a high level of dental hygiene. We follow the guidelines of the Australian Dental Association and State Government Health Departments when caring for children's teeth.

We provide information and guidelines on good dental health practices, which are implemented into the daily routine, including swish and swallow after mealtimes, providing information about brushing teeth and tooth friendly snacks and drinks, and going to the dentist.

To minimise the risk of cavities forming we encourage children to eat nutritious foods and to avoid sticky and sugary foods. All food served and prepared at our OSHC Service comply with these guidelines by providing a variety of recommended vegetables, fruit, and dairy products. Children will be encouraged to drink water.

MANAGEMENT/ THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ RESPONSIBLE PERSON WILL:

- Ensure that food and drinks provided by the OSHC Service adhere to recommendations from organisations such as Munch and Move (NSW) and the Department of Health and Age Care program Get Up and Grow, and other recognised authorities. The Royal Children's Hospital of Melbourne recommends that children should avoid foods and drinks such as:
 - Chocolate
 - Lollies
 - Sweetened breakfast cereals
 - Biscuits
 - Fruit bars
 - Dried fruit
 - Muesli bars
 - Soft drink
 - Flavoured milk
 - Juice
 - Sports drinks
 - Cordial
 - Flavoured water
- always ensure children have access to safe drinking water
- ensure the routine incorporates 'swish and swallow' after each meal or snack time
- provide information to families about the Child Dental Benefits Schedule (CDBS)

- ensure enrolment form contains up to date information about each child’s family dentist (in case of emergency).

EDUCATORS WILL:

- provide opportunities to discuss dental health education and food and drink choices to support dental health with children
- provide resources to support dental health learning such as books, posters, ‘giant’ teeth and toothbrushes, etc.
- pay particular attention to meal and snack times to ensure healthy food is being eaten.
- encourage ‘swish and swallow’ after each mealtime
- provide dental care information to families through newsletters, posters, web links and brochures
- **promote Dental Health Week with children and families each year.**

DENTAL EMERGENCIES

It is important for educators to be aware of how to manage dental accidents and emergencies. Our OSHC Service will:

- ensure there is an educator on duty with current first aid qualifications to follow dental accident procedures
- ensure procedures for Adminstrating First Aid are adhered to (including completing a Illness, Accident or Trauma record)
- ensure families are notified of any injury as soon as is reasonably practicable
- ensure that the phone number of an emergency dentist is located near the office phone.
- ensure children are supervised at all times to minimise accidents and incidents.

CONTINUOUS IMPROVEMENT/REFLECTION

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

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

| | |
|--|---|
| Administration of First Aid Procedure Dental Health Procedure | Incident Injury Trauma and Illness Record |
|--|---|

SOURCE

Australian Children’s Education & Care Quality Authority. (2014).
 Australian Dental Association <https://www.ada.org.au/Dental-Health-Week-2020>

Australian Government Services Australia Child Dental Benefits Schedule

<https://www.servicesaustralia.gov.au/individuals/services/medicare/child-dental-benefits-schedule>

Dental Health Services Victoria: <https://www.dhsv.org.au/oral-health-advice/Professionals/early-childhood>

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

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

Guide to the National Quality Framework. (2017). (Amended 2023)

National Childcare Accreditation Council (NCAC) (2006). Ask a child care adviser: Dental health. *Putting Children First*, 18, 10-12.

Raising Children Network: www.raisingchildren.net.au

Revised National Quality Standard. (2018).

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

REVIEW

| POLICY REVIEWED BY | [NAME] | [POSITION] | [DATE] |
|--------------------|--|------------------|----------------|
| POLICY REVIEWED | SEPTEMBER 2023 | NEXT REVIEW DATE | SEPTEMBER 2024 |
| VERSION NUMBER | V7.9.23 | | |
| MODIFICATIONS | <ul style="list-style-type: none"> • annual policy review • links to health programs added within policy • sources checked for currency • continuous improvement/reflection section added • CCD related resources added | | |
| POLICY REVIEWED | PREVIOUS MODIFICATIONS | NEXT REVIEW DATE | |
| SEPTEMBER 2022 | <ul style="list-style-type: none"> • policy maintenance - no major changes to policy • hyperlinks checked and repaired as required • link to Western Australian Education and Care Services National Regulations added in 'Sources' | SEPTEMBER 2023 | |
| SEPTEMBER 2021 | <ul style="list-style-type: none"> • no major changes • sources checked for currency and updated | SEPTEMBER 2022 | |
| SEPTEMBER 2020 | <ul style="list-style-type: none"> • additional regulations and related policies added • inclusion of First Aid requirements • inclusion information Child Dental Benefits Schedule • sources checked for currency | SEPTEMBER 2021 | |
| SEPTEMBER 2019 | <ul style="list-style-type: none"> • Points & policies irrelevant to OSHC deleted. • Sources checked and updated. • Unavailable or unrelated URLs deleted | SEPTEMBER 2020 | |

| | | |
|-----------------------|--|-----------------------|
| <p>SEPTEMBER 2018</p> | <ul style="list-style-type: none"> • Latest updates include terminology and grammar improvements. • Added the section displaying related policies • Added related National Regulation | <p>SEPTEMBER 2019</p> |
| <p>OCTOBER 2017</p> | <ul style="list-style-type: none"> • Updated the National Quality Standard references to comply with revised standard | <p>SEPTEMBER 2018</p> |

Item 4.7 Emergency and Evacuation Policy

EXECUTIVE SUMMARY

Emergency and evacuation situations may arise for a variety of reasons, often suddenly and unexpectedly. It is vital that if an emergency situation arises, staff are confident to manage the situation effectively and efficiently, maintaining the safety and wellbeing of children, families, and visitors.

The Emergency and Evacuation Policy is due to be reviewed.

OFFICER'S RECOMMENDATION

That Council: adopt the Emergency and Evacuation Policy with changes.

Budget & Resource Implications

N/A

Background

The changes made in the Policy are highlighted yellow for Councils information.

Consultation (Internal/External)

Nil

Attachments

Attachment H – Policy

Report prepared by **Teena Chappell (Outside School Hours Care Coordinator)**

EMERGENCY AND EVACUATION POLICY

Under the *Education and Care Services National Regulations*, an approved provider must ensure that policies and procedures are in place for emergency and evacuation and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2021).

Emergency and evacuation situations may arise for a variety of reasons, often suddenly and unexpectedly. It is vital that if an emergency situation arises, staff are confident to manage the situation effectively and efficiently, maintaining the safety and wellbeing of children, families and visitors.

Ensuring that educators and children know what to do in an emergency situation requires vigilant planning and practice. Regularly practicing the drills for emergency situations also provides an opportunity to help support and build on children’s coping mechanisms and resilience.

NATIONAL QUALITY STANDARD (NQS)

| QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY | | |
|--|-----------------------------------|---|
| 2.2 | Safety | Each child is protected. |
| 2.2.1 | Supervision | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| 2.2.2 | Incident and emergency management | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented. |
| QUALITY AREA 7: GOVERNANCE AND LEADERSHIP | | |
| 7.1.2 | Management Systems | Systems are in place to manage risk and enable the effective management and operation of a quality service. |
| 7.1.3 | Roles and responsibilities | Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service. |

| EDUCATION AND CARE SERVICES NATIONAL REGULATIONS | |
|--|--|
| 4 | Definitions “multi-storey building” and “storey” |
| 12(d) | Meaning of a serious incident- any emergency for which emergency services attended |
| 97 | Policies and procedures in relation to emergency and evacuation |
| 98 | Emergency and evacuation procedures |

| | |
|-----|--|
| 99 | Children leaving the education and care service premises |
| 136 | First aid qualifications |
| 168 | Telephone or other communication equipment |
| 170 | Policies and procedures are to be followed |
| 171 | Policies and procedures to be kept available |

RELATED POLICIES

| | |
|---|--|
| Acceptance and Refusal Authorisation Policy Administration of First Aid Policy Bush Fire Policy Child Safe Environment Policy Delivery of Children to, and collection from Education and Care Service Premises Enrolment Policy | Family Communication Policy Health and Safety Policy Incident, Injury, Trauma and Illness Policy Lockdown Policy Retention of Records Policy Supervision Policy |
|---|--|

PURPOSE

Our OSHC Service has a duty of care to maintain the safety and wellbeing of each child, educator, and all using or visiting the OSHC Service during an emergency or evacuation situation. We are committed to identifying risks and potential hazards of emergency and evacuation situations by conducting thorough risk assessments on an annual basis and continually plan for further risk minimisation and improvement to our policy and procedures.

SCOPE

This policy applies to children, families, staff, Approved Provider, Nominated Supervisor, students, volunteers, visitors (including contractors) and management of the OSHC Service.

IMPLEMENTATION

We define an emergency as an unplanned, sudden or unexpected event or situation that requires immediate action to prevent harm, injury, or illness to persons, or damage to the Service's premises. Emergency situations may pose a risk to an individual's health and safety. It is important that services identify potential emergencies that may be specific to their location and environment.

An emergency is any event, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of children at the service. (Guide to the NQF)

Circumstances under which an emergency evacuation will occur may include:

- Fire within the building or playground
- Fire in the surrounding area where the OSHC Service may be in danger
- Flood
- Cyclone, severe storm or dust storm or other natural weather event
- dangerous animal, insect or reptile
- Terrorist threat
- Other circumstances may include:
 - gas explosion, traffic accident, or any event which could render the building unsafe (eg: earthquake).

[Our Bushfire Policy contains specific information about Bushfire Risk Management Plans and evacuation plans for Bush Fires.]

The approved provider, in conjunction with educators of the service, will conduct a comprehensive risk assessment in order to identify any risk/s or hazards associated with potential emergencies that may affect the safe evacuation of children from the service.

The risk assessment will be reviewed at least annually or after being aware of an incident or circumstance that may affect the safe evacuation of children. All risk assessments will be regularly assessed and evaluated as to facilitate continuous improvement in our service. If a risk concerning the safe evacuation of a child is identified during the risk assessment, the approved provider must update the Emergency and Evacuation Policy and procedure as soon as possible. The risk assessment is to be stored safely and securely and kept for a period of 3 years.

THE AUSTRALIAN WARNING SYSTEM (AWS)

The Australian Warning System (AWS) is a nationally consistent, three-tiered approach designed to make warnings clearer and lead people to take action during emergencies like bushfire, flood, storm extreme heat and severe weather. The warning system comprises of levels, action statements, hazard icons, colours and shapes. <https://www.ses.nsw.gov.au/about-us/our-warnings/>

The three warning levels are:

Advice (Yellow): An incident has started. There is no immediate danger. Stay up to date in case the situation changes. Monitor conditions.

Watch and Act (Orange): There is a heightened level of threat. Conditions are changing and you need to start taking action now. Prepare to leave/evacuate. Do not enter flood water.

Emergency Warning (Red) : An Emergency Warning is the highest level of warning. You need to take action immediately. Leave/evacuate (immediately by am/pm/hazard timing).

When there is an Emergency Warning, educators need to prepare for possible emergency evacuation and implement the procedures effectively to ensure the safety of all children, staff, families and visitors in the Service.

TO ENSURE COMPLIANCE WITH NATIONAL REGULATIONS AND NATIONAL LAW, OUR OSHC SERVICE WILL ENSURE THAT:

- emergency and evacuation policies and procedures are available for inspection at the OSHC Service's premises at all times
- the approved provider will conduct an annual risk assessment to identify potential emergencies that are relevant to the OSHC Service
- the approved provider will review the risk assessment after becoming aware of any circumstance that may affect the safe evacuation of children from the service
- relevant stakeholders/authorities are consulted for advice and guidance to improve risk mitigation strategies as part of our emergency and evacuation plan (School Principal, police, fire, parents/families)
- all staff and educators have a thorough understanding of the [Australian Warning System \(AWS\)](#)
- consideration is made to evacuate non-ambulant children evacuating the premises resulting in enhanced ratios
- additional consideration is made for OSHC services operating in multi-storey buildings (assembly areas, lifts not being used, stairwells, non-ambulant children, staffing implications, supervision) [Reg. 97(1)(b)]
- emergency rehearsals should involve school students and staff if OSHC is located on a school site (if applicable)
- emergency evacuation plans are displayed in prominent positions near each exit at the OSHC Service premises including both the indoor and outdoor learning areas
- the emergency and evacuation procedures include instructions for what must be done in the event of an emergency
- the plan includes a floor plan for ease of reference with clearly defined assembly points and clearly marked exit routes from all locations

- all exits have exit signs clearly visible
- there are no obstructions in hallways, stairways or emergency exits
- all educators, including casual/relief educators and staff members, are familiar with our *Emergency and Evacuation Policy*, procedures and regulatory requirements
- new staff, volunteers and students are provided with information and training about our *Emergency and Evacuation Policy* and procedures during induction
- all staff are aware of their roles and responsibilities in event of an emergency situation
- Emergency evacuation rehearsals (drills) will be practiced **every three months** by the responsible person, all staff members, volunteers, and children present on the day
- National Regulations state that evacuation rehearsals are to be practiced **every 3 months**: However, to ensure best practice our Service will conduct emergency evacuation drills in a **weekly block every 3 months** so that all children and staff experience an evacuation on a regular basis.
- spontaneous rehearsals also take place during the year to assist in refining risk management procedures and evacuation procedures
- each time a planned or spontaneous emergency evacuation drill is performed it is to be timed and documented in the *Emergency Evacuation Rehearsal Record*.
- after reflection, notes on any areas that need improving or revising are to be documented in the *Emergency Evacuation Rehearsal Record*. Educators will discuss and implement strategies to make continuous improvement to procedures which will be documented in the Service's Staff Meeting minutes and Quality Improvement Plan (QIP).
- in the event of limited educators (e.g., early morning or late afternoon), staff members are to work together to perform the duties as per the evacuation plan (the roster must include a Responsible Person being on the premises at all times to take responsibility and delegate duties). This scenario will be discussed and documented in the Service's Staff Meeting Minutes (WHS).
- regular communication with families includes information about emergency and evacuation procedures
- families are informed when a rehearsal or drill has occurred
- at least one staff member or one Nominated Supervisor who holds current ACEQCA approved first aid qualifications, approved anaphylaxis management and emergency asthma management training is in attendance at all times
- each room has an *Emergency Evacuation Bag* located in a prominent position
- *Emergency Evacuation Bags* are regularly audited and restocked as required
- an up-to-date register of emergency telephone numbers for children is maintained. A copy of the current list will always be available in the *Emergency Evacuation Bag*

- portable First Aid Kits are readily available in case of an emergency evacuation
- Medical Management Plans for children are able to be accessed easily
- children’s medication is collected during an evacuation
- all fire extinguishers, fire blankets, fire hoses, and other emergency equipment located throughout the Service will be inspected and tested at six monthly intervals by an authorised company as per the Australian Safety Standard AS 1851-2012: *Maintenance of Fire Protection Systems and Equipment*.
- extinguishers will be emptied, pressure tested, and refilled every five years
- all tests performed on emergency equipment and the date on which it was tested will be recorded on a label or metal tag attached to the unit. Certificates to verify testing will be filed.
- ensure smoke detectors are regularly tested and batteries replaced annually
- staff and educators have access to an operating telephone or other means of communication at all times (mobile phone)
- emergency telephone numbers will be displayed prominently throughout the Service in the kitchen, office, staff room and each area where children are educated and cared for
- Our emergency telephone list (located next to the telephone) includes the numbers for:
 - Police
 - Local fire station
 - Rural Fire Service
 - State Emergency Services (SES)

EMERGENCY AND EVACUATION PROCEDURE GUIDELINES

(include who is responsible for the implementation of each step)

As per regulation 97, the emergency and evacuation procedures must set out-

- a) instructions for what must be done in the event of an emergency; and
- b) an emergency and evacuation floor plan
- c) if the education and care service premises is located within a multi-storey building shared with other occupants and on a storey with no direct egress to an assembly area—
 - I. all possible evacuation routes from each storey on which the premises is located; and
 - II. the evacuation routes that are proposed to be used in an evacuation; and
 - III. how all children will be safely evacuated from the premises, including non-ambulatory children; and
 - IV. the stages in which an evacuation will be carried out; and
 - V. the identity of the person in charge of an evacuation; and
 - VI. the roles and responsibilities of staff members during an evacuation; and

VII. the arrangements made with the other occupants of the multi-storey building in relation to the evacuation of the multi-storey building.

- the nominated supervisor/approved provider will make the final call to whether to evacuate the premises due to an emergency situation
- contact 000 for local emergencies- provide name, address and nearest cross street, reason for evacuation, phone contact number, number of children and adults evacuating
- guidance will be provided by the relevant emergency service (Fire service, SES, Police)
- move all children and visitors to identified evacuation/emergency assembly area as indicated on the *Emergency and Evacuation Plan*
- collect Emergency Evacuation Bag, Medical Management Plans and associated children's medication
- collect First Aid Kit
- check daily attendance record and visitor record
- once children are safely evacuated, administer first aid if required
- remain calm and reassure children
- once emergency services arrive, contact parents/emergency contacts
- await instructions from relevant emergency services for re-entering premises or alternative evacuation procedure

IMPORTANT:

Following the emergency evacuation, the educator will complete an *Emergency Evacuation Incident Report* and an *Incident, Injury, Trauma and Illness Record*. The approved provider will make a notification of a serious incident to a regulatory authority (within 24 hours) through the [NQA IT System](#) when emergency services have attended an education and care service in response to an emergency, rather than as a precaution or for any other reason.

FAMILIES WILL:

- ensure contact details are kept up to date
- provide emergency contact details on their child's enrolment form and advise the service of any change of name or phone number
- ensure the attendance record for their child is completed each day
- ensure they are aware of the service's *Emergency and Evacuation Policy* and procedures
- follow the directions of the Approved Provider/Incident Manager in the event of an emergency or evacuation

DEALING WITH TRAUMA

Emergencies and natural disasters are extremely stressful, and it is normal for children and adults to feel overwhelmed and distressed. People cope with trauma in many different ways. Children look to adults for reassurance, care and opportunities to share their feelings. It is important for educators to understand the impact of disasters and seek help when needed.

The approved provider/nominated supervisor will support educators to provide information to parents and families following any emergency or natural disaster including:

- will the service be open in the days and weeks ahead?
- how to find alternative care and education
- how to contact services for support with dealing with trauma

Several organisations offer support for educators in these situations:

[Emerging Minds](#)

BeYou- [Trauma informed practice](#)

PREPARING FOR AN EMERGENCY

Australian Government Department of Education Resources

[Help in an emergency](#)

[Australian Government Bureau of Meteorology](#)

JURISDICTION SPECIFIC WEBSITE DETAILS FOR EACH STATE

AUSTRALIAN CAPITAL TERRITORY (ACT)

- ACT Police: www.police.act.gov.au
- ACT Rural Fire Service: <http://es.act.gov.au/actrfs/>
- ACT State Emergency Service: <http://esa.act.gov.au/actses>

NEW SOUTH WALES (NSW)

- NSW Police: www.police.nsw.gov.au
- NSW Rural Fire Service: www.rfs.nsw.gov.au
- NSW State Emergency Services: www.ses.nsw.gov.au

NORTHERN TERRITORY (NT)

- Northern Territory Police, Fire and Emergency Services: www.pfes.nt.gov.au

QUEENSLAND (QLD)

- Queensland Police: www.police.qld.gov.au
- Queensland Fire and Emergency Services: <https://www.qfes.qld.gov.au>

TASMANIA (TAS)

- State Emergency Service Tasmania: www.ses.tas.gov.au
- Tasmanian Fire Service: www.fire.tas.gov.au
- Tasmanian Police: www.police.tas.gov.au

VICTORIA (VIC)

- Country Fire Authority Victoria: www.cfa.vic.gov.au
- Victoria Police: www.police.vic.gov.au
- Victoria State Emergency Service: www.ses.vic.gov.au

WESTERN AUSTRALIA (WA)

- Department of Fire and Emergency Services: www.dfes.wa.gov.au
- State Emergency Service: <https://www.dfes.wa.gov.au/about-us/operational-information/ses>
- WA Police: www.police.wa.gov.au

SOUTH AUSTRALIA (SA)

- Country Fire Service: www.cfs.sa.gov.au
- South Australia Police: www.police.sa.gov.au
- South Australian State Emergency Service: www.ses.sa.gov.au

CONTINUOUS IMPROVEMENT/REFLECTION

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

CHILDCARE CENTRE DESKTOP RESOURCES

| | |
|--|---|
| Emergency Bag Audit Emergency Evacuation Procedure Emergency Management Plan (EMP) | Emergency Support Services Template EMP evacuation diagrams-images Multi-Storey Building Emergency and Evacuation Procedure |
|--|---|

SOURCE

Australian Children’s Education & Care Quality Authority. (2014).
 Australian Children’s Education & Care Quality Authority. (2023). Policy and procedure guidelines- [Emergency and evacuation guidelines](#).
 Australian Children’s Education & Care Quality Authority. (2023). [Multi Storey Buildings:Evacuations and Approvals](#)
 Australian Government Department of Education. (2023). [Help in an emergency](#)
 Australian Government Department of Home Affairs. [Emergency Management](#)
<http://www.australia.gov.au/information-and-services/public-safety-and-law/emergency-services>
 Australian Government. National Emergency Management Agency. Australian Warning System.
<https://www.australianwarningsystem.com.au>
 Early Childhood Australia Code of Ethics. (2016).
[Education and Care Services National Regulations](#). (Amended 2023).
 Fire Protection Association Australia: www.fpa.com.au/
 Fire System Services: <http://www.firesys.com.au/Fire-Extinguisher-Service-and-Maintenance-pg14686.html>
 Guide to the National Quality Framework (2017). (Amended 2023).
 NSW Rural Fire Service: www.rfs.com.au
 Revised National Quality Standard. (2018).
 Work Health and Safety Act 2011.
[Western Australian Education and Care Services National Regulations](#)

REVIEW

| | | | |
|--------------------|--|------------------|--------------|
| POLICY REVIEWED BY | [NAME] | [POSITION] | [DATE] |
| POLICY REVIEWED | SEPTEMBER 2023 | NEXT REVIEW DATE | JANUARY 2024 |
| VERSION NUMBER | V10.09.23 | | |
| MODIFICATIONS | <ul style="list-style-type: none"> review of policy to include additional considerations for multi-storey buildings (NQF review) new resources from CCD added sources updated | | |
| POLICY REVIEWED | PREVIOUS MODIFICATIONS | NEXT REVIEW DATE | |
| JANUARY 2023 | <ul style="list-style-type: none"> annual policy maintenance minor formatting edits within text additional information Australian Warning System (AWS) hyperlinks checked and repaired as required | JANUARY 2024 | |

| | | |
|-----------------------------|---|--------------|
| | <ul style="list-style-type: none"> • continuous improvement/reflection section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' • update to DESE to Department of Education | |
| NOVEMBER 2021/DECEMBER 2021 | <ul style="list-style-type: none"> • Policy reviewed and included suggested guidelines from ACECQA <i>Emergency and Evacuation Policy Guidelines</i> (June 2021) • Additional legislative requirements added • Additional related policies • Additional section added- <i>Families will</i> • Reviewed as part of annual review cycle | JANUARY 2023 |
| JANUARY 2021 | <ul style="list-style-type: none"> • Restructure of policy- some sections moved for better flow • deleted repetitive points • procedure guidelines modified and extended • additional section- Dealing with Trauma • sources checked for currency | JANUARY 2022 |
| JANUARY 2020 | <ul style="list-style-type: none"> • additional information added to introduction • purpose modified • additional information added to content • sources checked for currency- small edits highlighted | JANUARY 2021 |
| JANUARY 2019 | <ul style="list-style-type: none"> • point added to ensure these numbers are on the emergency phone list by the phone • Additional information added to points • Duplicated information deleted • Rearranged the order of some points for better flow • Sources/references alphabetised. • Minor formatting (line spacing & paragraph spacing) for consistency throughout policy. | JANUARY 2020 |
| JANUARY 2018 | <ul style="list-style-type: none"> • Minor modifications made to Education and Care Services National Regulations section • Related policy section added • Statements added to support operational delivery | JANUARY 2019 |
| JANUARY 2017 | <ul style="list-style-type: none"> • updated and included Emergency Evacuation requirements outlined in the National Regulations • Updated to meet the National Law and/or National Regulations in respect of a serious incidents and notification purposes. | JANUARY 2018 |

Item 4.8 Furniture and Equipment Safety Policy

EXECUTIVE SUMMARY

Under the Education and Care Services National Law and Regulations we have a responsibility to protect the health and safety of children enrolled at our Out of Schools Hours Care (OSHC) Service. Whilst risk management is included in our health and safety policies, we understand our responsibility in providing a safe environment for all children and the need to check all equipment and furniture regularly to minimise risks to all those entering the Service.

The Furniture and Equipment Safety Policy is due to be reviewed.

OFFICER'S RECOMMENDATION

That Council: adopt the Furniture and Equipment Safety Policy with changes.

Budget & Resource Implications

N/A

Background

The changes made in the Policy are highlighted yellow for Councils information.

Consultation (Internal/External)

Nil

Attachments

Attachment I – Policy

Report prepared by **Teena Chappell (Outside School Hours Care Coordinator)**

FURNITURE & EQUIPMENT SAFETY POLICY

Under the Education and Care Services National Law and Regulations we have a responsibility to protect the health and safety of children enrolled at our Out of Schools Hours Care (OSHC) Service. Whilst risk management is included in our health and safety policies, we understand our responsibility in providing a safe environment for all children and the need to check all equipment and furniture regularly to minimise risks to all those entering the Service.

NATIONAL QUALITY STANDARD (NQS)

| QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY | | |
|--|-------------|---|
| 2.2 | Safety | Each child is protected. |
| 2.2.1 | Supervision | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |

| QUALITY AREA 3: PHYSICAL ENVIRONMENT | | |
|--------------------------------------|-----------------|---|
| 3.1.1 | Fit for Purpose | Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. |
| 3.1.2 | Upkeep | Premises, furniture and equipment are safe, clean and well maintained. |

| EDUCATION AND CARE SERVICES NATIONAL REGULATIONS | |
|--|--|
| 103 | Premises, furniture and equipment to be safe, clean and in good repair |
| 105 | Furniture, materials and equipment |
| 111 | Administrative space |
| 168 | Education and care service must have policies and procedures |
| 170 | Policies and procedures must be followed |
| 174 | Time to notify certain circumstances to the Regulatory Authority |
| 176 | Time to notify certain information to Regulatory Authority |

RELATED POLICIES

| | |
|--|--|
| Child Safe Environment Policy Health and Safety Policy Incident, Injury, Trauma and Illness Policy | Physical Environment Policy Supervision Policy Work Health and Safety Policy |
|--|--|

PURPOSE

Management and educators have a responsibility and duty of care to ensure the building, furniture, grounds, and equipment are safe and hygienic. We aim to ensure that all furniture and equipment at the OSHC Service adheres to recognised safety standards and is age appropriate for the children.

SCOPE

This policy applies to management, the approved provider, nominated supervisor, students, staff, families and visitors (including contractors) of the OSHC Service.

IMPLEMENTATION

Our Service understands the importance of children experiencing and learning about risk through safe and creative play. The provision of safe environments for children is essential to prevent injury and enable them to explore and develop new skills. Our OSHC Service will only use furniture and equipment that has been made in accordance with Australian design standards.

THE APPROVED PROVIDER/ MANAGEMENT AND NOMINATED SUPERVISOR/RESPONSIBLE PERSON WILL ENSURE:

- a proactive process of risk management is implemented, and clear processes are in place for the identification of hazards, risk minimisation and other control measures
- daily/weekly routine visual inspections are made to identify obvious hazards in surfacing, fixed and mobile equipment, moving parts, swings, ropes, chains, tyres, fences, sandpits
- a qualified person is employed on an annual basis to complete comprehensive inspections of outdoor equipment including:
 - timber structures
 - swings
 - ropes, chains, tyres
 - metal frames
 - slides and linking items
 - playground surfacing and impact areas
- records are kept of inspections and maintenance of furniture, playgrounds and equipment
- educators and staff are aware of their responsibility to identify hazards and potential risks, conduct safety checks of all equipment and furniture and abide by Work Health and Safety requirements
- mandatory Australian Safety Standards are always adhered to when
 - purchasing new equipment or furniture

- installing equipment (for example: equipment footings, clustering equipment, free height fall, swings)
- the equipment and furniture used in providing education and care at the Service is safe, clean and in good repair
- to adhere to the Education and Care Services National Law and Regulations and licensing requirements that relate to the safety of children at the Service
- there is sufficient furniture and developmentally appropriate equipment so each child can take part in the educational program depending on their interests, ages and abilities
- educators are aware of appropriate instructions for use and supervision for all equipment and furniture
- furniture in the Service is securely built so it will not collapse, is easy to clean, and non-toxic.
- an administrative space or area is provided to conduct administrative functions, consult with parents of children and conduct private conversations (Reg. 111)
- entrapment hazards are identified; it is easy for small fingers and limbs to get caught in gaps. Head and upper body entrapments can cause death by asphyxiation. (Be aware that fingers can get caught in holes or openings between 5-12mm, limbs in gaps between 30-50mm and heads in gaps over 85mm.)
- to implement recommendations from organisations, such as Kidsafe, on fall zones and suitable heights of furniture, equipment and playground equipment (minimum height of equipment requiring fall zone is 500 mm)
- all equipment and furniture are kept in a clean and hygienic state, particularly before and after food service
- furniture and equipment do not contain any lead. This is most likely to occur with second-hand furniture
- the Regulatory Authority is notified of any serious incident involving serious injury or trauma to a child within 24 hours.

EDUCATORS WILL:

- provide effective supervision of children at all times to minimise the risk of accidents and injuries that could result from the furniture and equipment within the learning indoor and outdoor learning environment
- regularly check furniture and equipment for stability and wear and tear- (corners, surface- splinters, missing bike handle grips, faulty cleats in boards or ladders, heavy objects on climbing frames that destabilise the equipment)

- keep records of daily/weekly inspection of indoor/outdoor equipment
- keep an accurate record of any furniture or equipment that needs maintenance in the *Equipment and Maintenance Record* and ensure this is reported to management
- carefully consider all aspects regarding the use of furniture and equipment and how it suits the age and stage of the children’s development
- ensure the furnishings and equipment within the program support and stimulate children’s leisure and development
- reflect on common accidents and incidents in the learning environment and implement an action plan to ensure the safety of children and minimise accidents at the OSHC Service.
- provide a safe physical environment that allows children to play safely
- remain up to date with health and safety changes within **the education and care sector** by attending appropriate professional development.

CONTINUOUS IMPROVEMENT/REFLECTION

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

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

| | |
|--|--|
| Equipment and Maintenance Record Outdoor Environment and Playground Safety Audit | Outdoor Cleaning and Safety Checklist Opening and Closing Checklist |
|--|--|

SOURCE

Australian Children’s Education & Care Quality Authority. (2014).
 Australian Competition & Consumer Commission. (n.d.). Product safety Australia: Mandatory standards: <https://www.productsafety.gov.au/product-safety-laws/safety-standards-bans/mandatory-standards>
 Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)
 Early Childhood Australia Code of Ethics. (2016).
[Education and Care Services National Law Act 2010. \(Amended 2023\).](#)
[Education and Care Services National Regulations. \(Amended 2023\).](#)
 Guide to the National Quality Framework. (2017). [\(Amended 2023\).](#)
 Kidsafe NSW Inc. Home and community safety information sheets: <https://www.kidsafensw.org/resources/information-sheets/>
 Revised National Quality Standard. (2018).
[Western Australian Education and Care Services National Regulations](#)

REVIEW

| | | | |
|---------------------|---|------------------|-------------|
| POLICY REVIEWED BY: | Tina Chappell | Coordinator | August 2023 |
| POLICY REVIEWED | AUGUST 2023 | NEXT REVIEW DATE | AUGUST 2024 |
| VERSION | V7.08.23 | | |
| MODIFICATIONS | <ul style="list-style-type: none"> • annual policy maintenance • additional information added regarding Regulation 111 • continuous improvement/reflection section added • Childcare Centre Desktop resources added | | |
| POLICY REVIEWED | PREVIOUS MODIFICATIONS | NEXT REVIEW DATE | |
| AUGUST 2022 | <ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits • hyperlinks checked and repaired as required | AUGUST 2023 | |
| AUGUST 2021 | <ul style="list-style-type: none"> • additional QA added (QA 3) • minor formatting changes • sources checked for currency • Reference to outdoor environment and playground safety audit added- Child Care Centre Desktop | AUGUST 2022 | |
| AUGUST 2020 | <ul style="list-style-type: none"> • reworded introduction • Additional regulations added • risk management inclusions • notification to Regulatory Authority included • sources checked for currency | AUGUST 2021 | |
| OCTOBER 2019 | New policy OSHC | AUGUST 2020 | |

Item 4.9 Snake Awareness Policy

EXECUTIVE SUMMARY

Education and Care services may be located in bush settings or visit bush settings as part of their educational program where it is known snakes may be active and present. Snakes are most prevalent during spring or summer but could be encountered at any time of the year- especially on sunny days.

The Snake Awareness Policy is due to be reviewed.

OFFICER'S RECOMMENDATION

That Council: adopt the Snake Awareness Policy with changes.

Budget & Resource Implications

N/A

Background

The changes made in the Policy are highlighted yellow for Councils information.

Consultation (Internal/External)

Nil

Attachments

Attachment J – Policy

Report prepared by **Teena Chappell (Outside School Hours Care Coordinator)**

SNAKE AWARENESS POLICY

Education and Care services may be located in bush settings or visit bush settings as part of their educational program where it is known snakes may be active and present. Snakes are most prevalent during spring or summer but could be encountered at any time of the year- especially on sunny days.

Unprovoked, snakes rarely attack humans and are generally shy, timid animals that will avoid conflict if given the opportunity. Snakes are protected under the Nature Conservation Act 1992, and it is an offence to kill or injure them. The greatest risk of snake bite from venomous snakes is from people trying to kill or handle them.

Our Out of School Hours Care (OSHC) Service is committed to providing a safe and healthy environment for children and staff whilst being respectful of wildlife in and around our environment. We aim to minimise the potential risk of injury from a snake bite by educating children and staff about the risks associated with snakes.

NATIONAL QUALITY STANDARD (NQS)

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

| QUALITY AREA 3: PHYSICAL ENVIRONMENT | | |
|--------------------------------------|-----------------------------|---|
| 3.2.3 | Environmentally responsible | The service cares for the environment and supports children to become environmentally responsible |

| QUALITY AREA 7: GOVERNANCE AND LEADERSHIP | | |
|---|--------------------|---|
| 7.1.2 | Management Systems | Systems are in place to manage risk and enable the effective management and operation of a quality service. |

| EDUCATION AND CARE SERVICES NATIONAL REGULATIONS | |
|--|---|
| 12 | Meaning of serious incident |
| 85 | Incident, injury, trauma and illness policies and procedures |
| 86 | Notification to parents of incident, injury, trauma and illness |
| 87 | Incident, injury, trauma and illness record |
| 89 | First Aid Kits |
| 97 | Emergency and evacuation procedures |
| 98 | Telephone or other communication equipment |
| 100 | Risk assessment must be conducted before excursion |
| 168 | Education and care services must have policies and procedures |

RELATED POLICIES

| | |
|--|--|
| Administration of First Aid Policy Emergency Evacuation Policy Family Communication Policy Health and Safety Policy | Incident, Injury, Trauma and Illness Policy Supervision Policy Work Health and Safety Policy |
|--|--|

PURPOSE

We aim to ensure every reasonable precaution is taken to protect children and staff from harm and hazards likely to cause injury, including the potential risk from snake bites. This policy aims to define the risks of snakes within our service environment, the necessary strategies implemented to minimise the risk of snake bites and the appropriate medical response if required.

SCOPE

This policy applies to management, the approved provider, nominated supervisor, students, staff, families and visitors (including contractors) of the OSHC Service.

SNAKES

Australia has around 170 species of land snakes, some equipped with venom more toxic than any other snakes in the world. Some of the most dangerous snakes belong to the front-fanged group including- the tiger snake, brown snake, eastern taipan, death adder and mulga or king brown snake. Although less venomous than many other Australian snakes, the red-bellied black snake is quite common in urban areas

of NSW. Snake bites can be potentially fatal so immediate medical assistance should be sought for all cases of suspected snake bite.

Snakes are not naturally aggressive and always prefer to retreat. They will only attack humans if hurt or provoked. People are most likely to be bitten when attempting to kill or handle a snake.

IMPLEMENTATION

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- conduct a risk assessment to identify the potential risk of encountering a snake on the OSHC service premises
- develop an emergency plan and procedure to include the response if encountering a snake and emergency first aid required in case of a snake bite
- provide a snake identification chart for snakes found in our local area for educators and staff
- provide emergency first aid training for all educators and staff annually including updates each 'snake season' of immobilisation techniques
- ensure an emergency action plan is displayed in a prominent location should a snake bite occur
- ensure First Aid Kits contain compression bandages
- ensure daily inspections of the outdoor and indoor learning environment are conducted prior to children arriving at the OSHC Service
- ensure lawns and gardens are well maintained
- cut any long grass around the boundaries of the premises
- remove snake habitats such as piles of timber, compost heaps or sheets of galvanized iron from around the premise
- maintain clean surroundings around any animal housing/cages to reduce any potential mice population (a food source for snakes)
- reptile proof any chicken or other animal enclosures
- ensure pet food and water bowls are not accessible to wildlife
- provide information to families about snake awareness and recommended responses if encountering a snake
- educate children about how to respond to a snake sighting or encounter at the service or when participating on an excursion
- have the contact number of Wires or other licensed snake handler readily available to assist in rescuing the snake if the snake cannot return to its natural environment- [for example the snake is located in a

garden shed or storage container; the snake is located inside and is unable to exit the building/premises]

- follow procedures for notification of a serious incident in the unlikely event of a staff member or child being bitten by a snake
- complete an *Incident, Injury, Trauma and Illness Record* in the event of a snake bite
- the approved provider will make a notification of a serious incident to a regulatory authority (within 24 hours) through the [NQA IT System](#) when emergency services have attended an education and care service in response to an emergency
- ensure all educators and staff wear enclosed footwear at all times

EDUCATORS WILL:

- examine the OSHC Service grounds during their daily indoor and outdoor safety checks to ensure no snakes are sighted
- ensure no animal food or water is left out for wildlife overnight
- become familiar and confident with the OSHC Service's emergency evacuation policies and procedures in case of a snake encounter or snake bite
- always leave snakes alone
- be aware of snake species inhabiting the local area
- participate in annual First Aid training or uphold a First Aid certificate
- ensure the first aid kit is easily accessible and contains compression bandages
- notify the Nominated Supervisor/Responsible Person/Approved Provider immediately if a snake is sighted
- wear adequate clothing and enclosed shoes at all times
- educate children about snakes and snake bite prevention behaviours
- ensure children are reminded on a regular basis that if they encounter a snake, to move away quietly and report the sighting to an educator
- educate children not to put their hands into hollow logs or rock crevices

ENCOUNTERING A SNAKE

If a snake is sighted or encountered at the OSHC Service educators and staff will:

- inform children to move away quietly
- remove all children and staff from the immediate area, or evacuate the room until snake is removed if indoors
- isolate this area until the snake is removed or moves

- note the location of the snake
- if possible, monitor the snake from a safe distance (at least 5 metres away)
- if snake remains and is perceived to be a threat, contact local snake handler or WIRES.
- if indoors, close doors to the room and place towels along the bottom of the doors so the snake cannot move to another area and wait for snake handler to remove the snake
- **do not** approach the snake or try to contain it
- notify external premises management (e.g., School maintenance) if required.

EMERGENCY SNAKE BITE ACTION PLAN

- Conduct a primary survey of the area – do not attempt to catch or kill the snake
- Stay calm and call for help- have someone call 000 for an ambulance
- Reassure the child/adult and encourage them to keep calm and still
- Immediately apply a firm bandage over the bite marks or scratches
- Apply Pressure Immobilisation Technique (see Appendix 1)
- Maintain continued pressure and immobilise ensuring the child/adult does not move
- Rest and reassure the patient
- **Do not** take off clothing
- **Do not** wash bite as a venom sample can be used to identify the snake
- **Do not** cut or suck the bite to drain venom
- **Do not** apply a tourniquet
- Be prepared- resuscitation may be required

FAMILIES WILL:

- familiarise themselves with the *Snake Awareness Policy*
- ensure their child wears closed shoes to the Service
- reinforce snake awareness behaviours with their child- especially during ‘snake season’
- provide feedback to the Service regarding this policy for review and improvement

CONTINUOUS IMPROVEMENT/REFLECTION

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

SOURCE

Australian Children’s Education & Care Quality Authority. (2014).
 Australian Venom Research Unit, University of Melbourne www.avru.org

Australian Capital Territory Government Environment, Planning and Sustainable Development Directorate-
Environment *Urban Wildlife Snakes*

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

Guide to the National Quality Framework. (2017). (Amended 2023).

Health Direct <https://www.healthdirect.gov.au/snake-bites>

Revised National Quality Standard. (2018).

St John Ambulance Australia (2020 *First aid fact sheet Snake Bite*

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

REVIEW

| | | | |
|---------------------|--|------------------|-------------|
| POLICY REVIEWED BY: | Tina Chappell | Coordinator | August 2023 |
| POLICY REVIEWED | AUGUST 2023 | NEXT REVIEW DATE | AUGUST 2024 |
| VERSION NUMBER | V3.08.23 | | |
| MODIFICATIONS | <ul style="list-style-type: none"> • annual policy maintenance • Continuous improvement section added • Sources checked • Appendix moved to end of policy | | |
| POLICY REVIEW | PREVIOUS MODIFICATIONS | NEXT REVIEW DATE | |
| AUGUST 2022 | <ul style="list-style-type: none"> • policy maintenance - no major changes to policy • link to Western Australian Education and Care Services National Regulations added in 'Sources' • minor formatting edits within text • hyperlinks checked and repaired as required | AUGUST 2023 | |
| AUGUST 2021 | <ul style="list-style-type: none"> • New policy drafted for OSHC service types | AUGUST 2022 | |

APPENDIX 1

Pressure immobilisation bandage

A pressure immobilisation bandage is recommended for anyone bitten by a venomous snake. This involves firmly bandaging the area of the body involved, such as the arm or leg, and keeping the person calm and still until medical help arrives.

Follow these steps to apply a pressure immobilisation bandage:

- First put a pressure bandage over the bite itself. It should be tight, and you should not be able to easily slide a finger between the bandage and the skin.

- Then use a heavy crepe or elasticised roller bandage to immobilise the whole limb. Start just above the fingers or toes of the bitten limb and move upwards on the limb as far as the body. Splint the limb including joints on either side of the bite.
- Keep the person and the limb completely at rest. If possible, mark the site of the bite on the bandage with a pen.

(Source: Australian Government, *health direct*)

Poster

[First aid fact sheet Snake bite St John Ambulance](#)

First aid fact sheet

Snake bite

! All known or suspected snake bites must be treated as potentially life-threatening, and medical aid should be sought urgently.

Signs and symptoms

Signs of a snake bite are not always visible. In some cases, the patient may not have felt anything. Symptoms may not appear for an hour or more after the person has been bitten.

Depending on the type of snake, signs and symptoms may include some or all of the following:

- immediate or delayed pain at the bite site
- swelling, bruising or local bleeding
- bite marks (usually on a limb) that may vary from obvious puncture wounds to scratches that may be almost invisible
- swollen and tender glands in the groin or armpit of the bitten limb
- faintness, dizziness
- nausea and vomiting
- headache
- abdominal pain
- oozing of blood from the bite site or gums
- double or blurred vision
- drooping eyelids
- difficulty in speaking or swallowing
- limb weakness or paralysis
- difficulty in breathing
- occasionally, initial collapse or confusion followed by partial or complete recovery.

What to do

Pressure bandage & immobilise

- 1 Follow DRSABCD.
- 2 Call triple zero (000) for an ambulance.
- 3 Lie the patient down and ask them to keep still. Reassure the patient.
- 4 If on a limb, apply an elasticised roller bandage (10-15 cm wide) over the bite site as soon as possible.
- 5 Apply a further elasticised roller bandage (10-15 cm wide), starting just above the fingers or toes and moving upwards on the bitten limb as far as can be reached.
 - Use clothing or other material if an elasticised roller bandage is not available.
 - Apply the bandage as firmly as possible to the limb. You should be unable to easily slide a finger between the bandage and the skin.
- 6 Immobilise the bandaged limb using splints.
- 7 Keep the patient lying down and completely still (immobilised).
- 8 Write down the time of the bite and when the bandage was applied. If possible, mark the location of the bite site (if known) on the skin with a pen, or photograph the site. Do not wash venom off the skin or clothes because it may assist identification.
- 9 Stay with the patient until medical aid arrives.

In a medical emergency call Triple Zero (000)

DRSABCD Danger ▶ Response ▶ Send for help ▶ Airway ▶ Breathing ▶ CPR ▶ Defibrillation

You could save a life with first aid training • www.stjohn.org.au • **1300 360 455**

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Item 4.10 Sun Safe Policy

EXECUTIVE SUMMARY

Australia has one of the highest rates of skin cancer in the world with two in three Australians developing some form of skin cancer before the age of 70. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Infants and toddlers up to four years of age are particularly vulnerable to UV damage due to lower levels of melanin and a thinner stratum corneum (the outermost layer of skin). UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer later in life (Cancer Council Australia).

The Sun Safe Policy is due to be reviewed.

OFFICER'S RECOMMENDATION

That Council: adopt the Sun Safe Policy with changes.

Budget & Resource Implications

N/A

Background

The changes made in the Policy are highlighted yellow for Councils information.

Consultation (Internal/External)

Nil

Attachments

Attachment K – Policy

Report prepared by **Teena Chappell (Outside School Hours Care Coordinator)**

UV / SUN SAFE POLICY

Australia has one of the highest rates of skin cancer in the world with two in three Australians developing some form of skin cancer before the age of 70. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Infants and toddlers up to four years of age are particularly vulnerable to UV damage due to lower levels of melanin and a thinner stratum corneum (the outermost layer of skin). UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer later in life (Cancer Council Australia).

NATIONAL QUALITY STANDARD (NQS)

| QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY | | |
|--|-----------------------|--|
| 2.1 | Health | Each child's health and physical activity is supported and promoted. |
| 2.1.1 | Wellbeing and comfort | Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation. |
| 2.1.3 | Healthy lifestyle | Healthy eating and physical activity are promoted and appropriate for each child. |
| 2.2 | Safety | Each child is protected. |
| 2.2.1 | Supervision | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| QUALITY AREA 3: PHYSICAL ENVIRONMENT | | |
| 3.1.1 | Fit for Purpose | Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child |

| EDUCATION AND CARE SERVICES NATIONAL LAW | |
|--|----------------------------------|
| 167 | Protection from harm and hazards |

| EDUCATION AND CARE SERVICES NATIONAL REGULATIONS | |
|--|--|
| 100 | Risk assessment must be conducted before excursions |
| 113 | Outdoor space natural environment |
| 114 | Outdoor space shade |
| 168 | Education and care service must have policies and procedures |

| | |
|-------------------|--|
| 168 (2)(a)(ii) | Sun Protection |
| 170 | Policies and procedures to be followed |

RELATED POLICIES

| | |
|---|---|
| Clothing Policy Enrolment Policy Excursion/Incursion Policy Health and Safety Policy | Physical Environment Policy Supervision Policy Water Safety Policy Work Health and Safety Policy |
|---|---|

PURPOSE

By implementing a 'best practice' Sun Safe Policy, our OSHC Service can help to protect all children and staff from the harmful effects of ultraviolet (UV) radiation from the sun and teach children good sun protection habits from an early age to reduce their risk. To ensure the outdoor environment provides shade for children, educators and staff to minimise unsafe UV exposure.

SCOPE

this policy applies to children, families, staff, management, approved provider, nominated supervisor and visitors (including contractors) of the Out of School Hours Care Service.

IMPLEMENTATION

Our OSHC Service will work in compliance with the *National SunSmart Program* to ensure children's health and safety is maintained at all times whilst at the Service. This policy applies to all activities on and off site.

MONITORING UV LEVELS

Sun protection is required when UV levels reach level 3 or above. Our Service will monitor the UV levels daily through one or more of the following methods:

- using the smartphone [SunSmart global UV app](#) available at iTunes App Store and Google Play store
- using the SunSmart widget on the Service's website available at www.cancer.org.au
- viewing the Bureau of Meteorology website <http://www.bom.gov.au/>
- visiting www.myuv.com.au

OUTDOOR ACTIVITIES

The sun protection measures listed are used for all outdoor activities during the daily local sun protection times, when the UV Index is 3 or above. The sun protection times are a forecast from the Bureau of Meteorology for the time-of-day UV levels are forecast to reach 3 or higher. At these levels, a combination of sun protection is recommended for all skin types.

The OSHC Service will use a combination of sun protection measures (see below) **whenever UV Index levels reach 3 and above.**

SUN PROTECTION TIMES

UV levels vary across Australia and throughout the year. This listing highlights when UV is typically three and above in each state / territory. There may be times UV levels are three and above outside these periods. Please check the daily local sun protection times and UV levels to be sure you are using sun protection when it is required for your location.

[Adjust policy specific to your state/territory requirements].

ACT August to end of May

Wherever practicable, outdoor activities should be minimised between 11am and 3pm in summer.

NSW All year

Extra care is taken during the peak UV radiation times and outdoor activities are scheduled outside of these times where possible.

NT All year

Wherever practicable, outdoor activities should take place before 10am and after 3pm, when UV levels are lower.

SA August to end of April

Extra care is taken during the peak UV radiation times and outdoor activities are scheduled outside of these times where possible.

TAS September to the end of April

Active outdoor play is encouraged throughout the year provided appropriate sun protection measures are used when necessary.

VIC Mid-August to the end of April

Active outdoor play is encouraged throughout the day all year provided appropriate sun protection measures are used when necessary.

WA All year

Active outdoor play is encouraged throughout the day all year provided appropriate sun protection measures are used when necessary.

QLD All year

Wherever practicable, outdoor activities should take place before 10am and after 3pm, when UV levels are lower.

The sun protection measures listed are used for all outdoor activities during the **daily local sun protection times**. A combination of sun protection measures is considered when planning all outdoor activities such as excursions and water play.

SHADE

THE APPROVED PROVIDER WILL ENSURE:

- sufficient natural, portable, or man-made shade is provided, particularly in high use areas
- shaded areas will be used for play experiences
- play experiences will be monitored throughout the day and moved as required to remain in the shade
- regular risk assessments and reviews will be made of the outdoor area to assist in planning for further shade requirements
- children who do not have appropriate hats or outdoor clothing are required to choose a shady play space or a suitable area protected from the sun and not move to unshaded areas of the playground
- children will still be required to wear hats, protective clothing, and sunscreen if playing under natural or portable shade

HATS

Educators, children, and visitors are required to wear sun safe hats at all times they are outdoors. Cancer Council Australia describes sun safe hats as:

- Hats that protect a person's face, neck, and ears, which include:

- a legionnaire hat – the front peak and flap should overlap at the sides and the flap should cover the neck
- a bucket hat with a deep crown and angled brim that is size ~~of at~~ least 5cm for young children and at least 6cm for adults and must shade the face, neck, and ears
- a broad brimmed hat with a brim size of at least 6cm for children or 7.5cm for adults. The brim should provide shade for the whole face.

Please note: Baseball caps or visors do not provide enough sun protection and therefore are not recommended.

- Children without a sun safe hat will be asked to play in an area protected from the sun *or* they may be provided with a spare hat if available at the OSHC Service.

CLOTHING

- When outdoors, staff and children will wear sun safe clothing that covers as much of the skin as possible. Cancer Council Australia recommends clothing that:
 - covers the shoulders, back and stomach
 - is loose fitting such as loose-fitting shirts and dresses with sleeves and collars or covered neckline, or longer style skirts, shorts and trousers.
- Children who are not wearing sun safe clothing can be provided with spare clothing or will be required to play under shade or in an area protected from the sun or provided with spare clothing.

Please note: Midriff, crop or singlet tops do not provide enough sun protection and therefore are not recommended.

SUNSCREEN

As per Cancer Council Australia recommendations:

- staff and children will apply SPF30 or higher broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours or more frequently if washed or wiped off
- where children have allergies or sensitivity to the sunscreen, parents are asked to provide an alternative sunscreen, or the child is encouraged to play in the shade. A record of any allergy must be provided in writing from the parent/guardian and recorded on the child's enrolment record. Cancer Council Australia recommends usage tests before applying a new sunscreen.
- sunscreen is stored in a cool, dry place and the use-by-date monitored.

RISKS OF SUMMER PLAY

Australia has a hot climate and inevitably playground equipment and surfacing can heat up rapidly and

retain heat. Many playground surfaces and equipment can exceed temperatures greater than 50°C and if young children come into contact with these surfaces, they can be burned severely within seconds.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND EDUCATORS WILL:

- ensure risk assessments are conducted to identify any potential hazards to children during summer months that could cause harm or injury to children. Risk minimisation control measures will be put in place to protect children. Potential hazards could include:
 - hot equipment- slides, poles, guardrails, any metal surfaces
 - hot surfaces- rubber and synthetic grass, walkways, concrete surfaces
 - sun burn
 - access to bodies of water (filled water troughs/containers/trays/pools)
- **complete a *Daily Playground Surface Temperature Check* during summer months or extreme hot weather**
- use a thermometer or their hand to test surface temperature and make an informed decision about permitting children to play on equipment or in the outdoor space. If the surface temperature is determined to be too hot or is recorded as at or above 50°C it is recommended by Kidsafe Australia that children do NOT play on the surface
- ensure children wear shoes when playing in the outdoor area.

ROLE MODELLING AND WORK, HEALTH AND SAFETY

Cancer Council Australia acknowledges that children are more likely to develop sun-safe habits if they are role-modelled and demonstrated by adults around them. Occupational UV exposure is also a WH&S issue. All educators, staff at the OSHC Service will therefore be required to role model appropriate sun protection behaviours by:

- wearing a sun safe hat (see Hats)
- wearing sun safe clothing (see Clothing)
- applying SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors
- using and promoting shade
- wearing sunglasses that meet the Australian Standard 1067 (optional)
- discussing sun protection with children and demonstrating a positive and proactive approach to the management of sun protection in the OSHC Service
- families and visitors are encouraged to role model positive sun safe behaviour
- monitoring the UV Index Levels and Daily Sun Protection Times throughout the day
- regularly monitoring and reviewing the effectiveness of the *Sun Safety Policy*

- submitting the Sun Safety Policy to the Cancer Council every three years to maintain SunSmart status (required if a SunSmart member).

EDUCATION AND INFORMATION

- Sun protection will be incorporated regularly into learning programs
- Sun protection information will be promoted to staff, families and visitors
- Educators and staff are encouraged to complete free Cancer Council Generation SunSmart online PL learning modules.
- Further information and resources are available from the Cancer Council website <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety> and each state and territory SunSmart web page.
See <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety/be-sunsmart/sunsmart-in-schools> for links.
- The *Sun Safety Policy* will be made available to all educators, staff, families, and visitors of the OSHC Service to ensure a comprehensive understanding about keeping sun safe including appropriate hat, clothing and sunscreen requirements
- Information about Sun Safety will be included in our Family Handbook and sun protection information and resources made accessible and communicated regularly to families

CONTINUOUS IMPROVEMENT

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

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

| | |
|---|--------------------|
| Daily Playground Surface Temperature Check Enrolment Form | Sun Safe Procedure |
|---|--------------------|

Australian Safety Standards

- AS 4174:2018 Knitted and woven shade fabrics
- AS/NZS 1067.1:2016, Eye and face protection - Sunglasses and fashion spectacles
- AS/NZS 4399:2020, Sun protective clothing - Evaluation and classification
- AS/NZS 2604:2012 Sunscreen products - Evaluation and classification
- AS/NZS 4685.0:2017, Playground equipment and surfacing - Development, installation, inspection, maintenance and operation.6.2.1 General considerations, 6.3.9 Shade and sun protection, Appendix A Shade and sun protection

SOURCE

Australian Children’s Education & Care Quality Authority. (2021). Sun Protection- Policy Guidelines

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)

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

Bureau of meteorology. Home page (for UV Index): <http://www.bom.gov.au/uv/>

Cancer Council Australia. Be SunSmart. <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety/be-sunsmart>

Cancer Council. Home page: <https://www.cancer.org.au/>

Cancer Council. Preventing cancer: Sun protections. <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety>

Children’s Services Act 1996

Cancer Council. SunSmart programs <http://www.sunsmartnsw.com.au/about/>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2018).

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

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Standard. (2017).

Kidsafe NSW [Playground Safety](#) .(2020).

Occupational Health and Safety Act 2004

Revised National Quality Standard. (2020).

Safe Work Australia: [Guide on exposure to solar ultraviolet radiation \(UVR\) \(2019\)](#).

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

REVIEW

Please note: Certain health conditions and medications mean some people are more sensitive to UV radiation and need to use sun protection at all times regardless of the UV levels. Please make sure your policy includes the particular needs of these children and staff at your school/service. For further information visit [Risk factors for skin cancer](#)

| | | | |
|--------------------|--|------------------|------------------|
| POLICY REVIEWED BY | [NAME] | [POSITION] | [DATE] |
| POLICY REVIEWED | SEPTEMBER 2023 | NEXT REVIEW DATE | SEPTEMBER 2024 |
| VERSION NUMBER | V11.9.23 | | |
| MODIFICATIONS | <ul style="list-style-type: none"> regular policy maintenance hyperlinks checked and repaired as required best practice measures checked with Cancer Council CCD related resources added | | |
| POLICY REVIEWED | PREVIOUS MODIFICATIONS | | NEXT REVIEW DATE |

| | | |
|----------------|---|----------------|
| SEPTEMBER 2022 | <ul style="list-style-type: none"> regular policy maintenance link to Western Australian Education and Care Services National Regulations added in 'Sources' minor formatting edits within text hyperlinks checked and repaired as required (DESE is now Department of Education) | SEPTEMBER 2023 |
| AUGUST 2021 | <ul style="list-style-type: none"> Policy reviewed by Cancer Council's SunSmart Program for all states/territories additional information re: Sun Protection times for each state/territory added small additions to wording included in policy- re: hat/brim size, safety standards, links to resources and information | SEPTEMBER 2022 |
| JANUARY 2021 | <ul style="list-style-type: none"> additional UV index level information edited webpage address for BOM optional Daily Playground Surface Temperature Check added minor edits | SEPTEMBER 2021 |
| SEPTEMBER 2020 | <ul style="list-style-type: none"> Additional regulation re: risk assessments Additional section for Risks of Summer Play Information about parent handbook added Additional sources | SEPTEMBER 2021 |
| SEPTEMBER 2019 | Revision and re-write following recommendations from Cancer Council | SEPTEMBER 2020 |
| MAY 2019 | Latest updates have been made to comply with the latest recommendations by the Cancer Council of Australia and the SunSmart program. | SEPTEMBER 2019 |
| SEPTEMBER 2018 | Latest updates include terminology and grammar improvements. Added the section displaying related policies on page 1. | SEPTEMBER 2019 |
| OCTOBER 2017 | Updated the references to comply with the revised National Quality Standard | SEPTEMBER 2018 |
| AUGUST 2017 | Minor changes made to comply with being a Sun Smart Service | SEPTEMBER 2018 |

Item 4.11 Water Safety Policy

EXECUTIVE SUMMARY

The safety and supervision of children is paramount when in or around water. This relates to water play, excursions near water, hot water, drinking water and hygiene practices with water in the Out of School Home Care Service environment. Children will be supervised at all times during water play experiences to help keep children safe in and around water and support children's learning in a safe environment.

The Water Safety Policy is due to be reviewed.

OFFICER'S RECOMMENDATION

That Council: adopt the Water Safety Policy with changes.

Budget & Resource Implications

N/A

Background

The changes made in the Policy are highlighted yellow for Councils information.

Consultation (Internal/External)

Nil

Attachments

Attachment L – Policy

Report prepared by **Teena Chappell (Outside School Hours Care Coordinator)**

WATER SAFETY POLICY

The safety and supervision of children is paramount when in or around water. This relates to water play, excursions near water, hot water, drinking water and hygiene practices with water in the Out of School Hours Care Service environment. Children will be supervised at all times during water play experiences to help keep children safe in and around water and support children's learning in a safe environment.

NATIONAL QUALITY STANDARD (NQS)

| QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY | | |
|--|-----------------------------------|---|
| 2.1.2 | Health practices and procedures | Effective illness and injury management and hygiene practices are promoted and implemented. |
| 2.2 | Safety | Each child is protected. |
| 2.2.1 | Supervision | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| 2.2.2 | Incident and emergency management | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |

| LEGISLATIVE REQUIREMENTS/EDUCATION AND CARE SERVICES NATIONAL REGULATIONS | |
|---|---|
| Sec. 165 | Offence to inadequately supervise children |
| Sec. 167 | Offence relating to protection of children from harm and hazards |
| 12 | Meaning of a serious incident |
| 101 | Conduct of risk assessment for excursions |
| 115 | Premises designed to facilitate supervision |
| 122 | Educators must be working directly with children to be included in ratios |
| 168(2)(a)(iii) | Education and care service must have policies and procedures in relation to- Water safety, including safety during any water-based activities |
| 170 | Policies and procedures to be followed |
| 170 | Policies and procedures to be followed |
| 176 | Time to notify the certain information to the Regulatory Authority |
| 345 | Swimming pools prohibition (Tasmania only) |

RELATED POLICIES

| | |
|------------------------------------|---|
| Administration of First Aid Policy | Health and Safety Policy |
| Child Safe Environment Policy | Incident, Injury, Trauma and Illness Policy |
| Educational Program Policy | Physical Environment Policy |
| Excursion/Incursion Policy | Sun Safe Policy |
| | Supervision Policy |

PURPOSE

To ensure the safety and supervision of children in and around water. This includes water play, excursions near water, hot water, drinking water and hygiene practices with water in the Out of School Hours Care Service environment.

SCOPE

This policy applies to children, families, staff, approved provider, nominated supervisor, management students, and visitors of the service.

WATER HAZARDS

The National Regulations make reference to '*water hazards*' however the term is not expressly defined. In this policy, a water hazard is defined as anything that can hold 5cm of water and fit a child's nose and mouth and a 'water hazard' may include:

- large bodies of water such as dams, creeks, river or pooling water, swimming pool, portable pools and spas, jetted bathtubs (or Jacuzzis)
- fishponds
- smaller bodies of water such as baths, mop buckets
- sinks, basins
- water features, such as a wishing well
- containers for feeding animals
- water troughs, containers for paddling- clam shells
- beach

IMPLEMENTATION

Under the Education and Care Services National Regulations, an approved provider must ensure that policies and procedures are in place for managing water safety, including during any water-based activities and take reasonable steps to ensure those policies and procedures are followed.

According to Kidsafe, drowning is one of the leading causes of unintentional death for Australian children. Every year a number of children are killed and hundreds more rescued from near drowning situations. Non-fatal drowning incidents are also of great concern as they can have potential long-term effects, including brain damage and permanent disability.

The most common factor in childhood drowning is lack of supervision. A child can drown in as little as a few centimetres of water. Items such as nappy buckets, sinks, pet drinking bowls, ponds, pools, water features, water tanks are all potential drowning hazards. [source: Kidsafe]

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/ RESPONSIBLE PERSON WILL:

- adhere to all obligations under the *Education and Care National Law and Regulations*
- complete detailed risk assessments that identify and assess risks associated with any water hazards and water-based activities
- ensure water hazards and water play are always highly supervised including:
 - direct and constant monitoring of children
 - careful and intentional positioning of educators
 - scanning and moving around the environment
 - observing play and anticipating behaviour
 - ensuring higher adult to child ratios
 - ensuring no child is left unattended when in proximity to water
- provide direction and education to educators, staff and families on the importance of children's safety and supervision in and around water
- ensure health and safety practices incorporate approaches to safe storage of water and water play
- ensure premises adjacent to or providing access to any water hazards that are not able to be adequately supervised at all times (e.g., dams, swimming pool) are to be isolated from children by a child resistant barrier or fence
- conduct a risk assessment in accordance with the requirements prior to taking children on an excursion which is near water- consider any water hazards and any risks associated with water-based activities before an excursion/incursion is approved
- ensure at least one educator who holds a current approved first aid qualification is in attendance at all times including **emergency life support and cardio pulmonary resuscitation**
- display a Cardiopulmonary Resuscitation (CPR) guide near any swimming pool, wading pool, or body of water

- ensure hot water is inaccessible to children.

EDUCATORS WILL:

- provide active supervision when children are participating in water activities including:
 - supervise children near water at all times
 - never leave children alone near any water
 - direct and constant monitoring of children
 - scanning and moving around the environment
 - observing play and anticipating behaviour
- ensure fish / frog ponds and water features that are not able to be adequately supervised at all times and/or pose an unacceptable risk to children are guarded or effective barriers are in place
- complete a daily Safety Inspection of premises to ensure that all hazards are known and minimised
When a hazard or potential hazard is detected, educators will complete a risk assessment to address any concerns and children will be excluded from the area until the hazard has been rectified.
- utilise water activities in appropriate weather as part of the planned program
- allow the children the opportunity to experiment with water, sand, and mixing materials
- incorporate water safety awareness into the educational program
- monitor all taps on the premises that children have access to and ensure they are turned off securely when not in use
- safely cover or make inaccessible to children all water containers
- empty wading pools immediately after every use store to prevent the collection of water, e.g., upright
- check for and empty any water that has collected in holes or containers after rainfall or watering gardens
- ensure water troughs are not used without a stand to keep it off the ground
- ensure children remain standing on the ground whilst using the water trough
- ensure buckets of water for soaking toys or clothing are inaccessible to children
- ensure water troughs or containers for water play are filled to a safe level and emptied into the garden areas after **each** use
- discouraged children from drinking from these water activities
- ensure laundry, storerooms and Educator areas have **Staff only** signs on doors to remind adults to close doors behind them
- they teach children about staying safe in and around water
- ensure wading pools are hygienically cleaned, disinfected and chlorinated appropriately:

- on a daily basis remove leaves and debris, hose away surface dirt and scrub inside with disinfectant.
- wash away disinfectant before filling pool
- add Chlorine to pool before children use the pool
- check chlorine levels frequently
- children with diarrhoea, upset stomach, open sores or nasal infections should not use the pool
- all children should wear appropriate swimwear / bathers, go to the toilet before entering the pool, and follow correct toilet hygiene practices while in the pool
- remove all children immediately, empty and disinfect the pool should a child pass a bowel motion whilst in the pool.

OPERATIONAL SAFETY

- Water tanks will be labelled with “Do Not Drink” signage and the children will be supervised in this area to make sure they are not accessing this water for drinking
- Educators will discuss with the children the use of water tank water and how it differs from drinking water
- Hot water accessible to children will be maintained at the temperature of 45.C° which will be tested annually. [Australian standard AS 3498]
- Hot drinks are not to be consumed near children by educators, students or visitors
- Water for pets at the Service must be changed daily and only be accessible to children when educators are present.

Important: Parents will be notified as soon as practicable but within 24 hours if their child is involved in an incident/accident at the OSHC Service or while under Service care. Also, details of the incident/accident will be recorded on an Incident, Injury, Trauma and Illness Record.

Regulation 176: If the incident/accident, situation or event presents imminent or severe risk to the health, safety and wellbeing of the child or if an ambulance was called in response to the emergency (not as a precaution) the regulatory authority will be notified within 24 hours. Educators will follow emergency procedures and contact emergency services if a child appears to be missing or unaccounted for or is involved in a serious incident or accident.

CONTINUOUS IMPROVEMENT

Our *Water Safety Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Water Safety Procedure

SOURCE

Australian Children’s Education & Care Quality Authority. (2014).
 ACECQA. (2023). [Policy and procedure guidelines- Water Safety Guidelines](#)
 Early Childhood Australia Code of Ethics. (2016).
 Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023)
 Guide to the National Quality Framework. (Amended 2023).
 KidSafe (2021). Water Safety. <https://kidsafe.com.au/water-safety/>
 National Health and Medical Research Council (NHMRC): www.nhmrc.gov.au
 Revised National Quality Standard. (2018).
 Victoria Government. [Better Health Channel. Water safety for children.](#)
[Western Australian Education and Care Services National Regulations](#)

REVIEW

| | | | |
|--------------------|---|------------------|----------------|
| POLICY REVIEWED BY | [NAME] | [POSITION] | [DATE] |
| POLICY REVIEWED | SEPTEMBER 2023 | NEXT REVIEW DATE | SEPTEMBER 2024 |
| VERSION NUMBER | V7.9.23 | | |
| MODIFICATIONS | <ul style="list-style-type: none"> regular policy maintenance to ensure compliance and contains up to date ‘best practice’ sources updated CCD related resources added | | |
| POLICY REVIEWED | PREVIOUS MODIFICATIONS | NEXT REVIEW DATE | |
| SEPTEMBER 2022 | <ul style="list-style-type: none"> regular policy maintenance link to Western Australian Education and Care Services National Regulations added in ‘Sources’ minor formatting edits within text hyperlinks checked and repaired as required | SEPTEMBER 2023 | |
| SEPTEMBER 2021 | <ul style="list-style-type: none"> Policy reviewed and included suggested guidelines from ACECQA Water Safety Policy Guidelines (June 2021) Additional legislative requirements added Additional related policies | SEPTEMBER 2022 | |

| | | |
|----------------|--|----------------|
| | <ul style="list-style-type: none"> • Additional information from KidSafe re: water safety included • information related to risk assessments for excursions considering water hazards added | |
| SEPTEMBER 2020 | <ul style="list-style-type: none"> • additional section re: 'water hazards' • risk assessment measures • additional supervision added • hot water edits re: Australian Standards • minor edits • additional sources • sources checked for currency | SEPTEMBER 2021 |
| SEPTEMBER 2019 | <ul style="list-style-type: none"> • Points unrelated to 'water safety' deleted. • Grammar, punctuation and spelling edited. • Additional information added. • Duplicated information deleted or combined with other point. • Points added. • Sources checked for currency and correct URLs. • Sources/references corrected, updated, and alphabetised. • Related policies alphabetised. | SEPTEMBER 2020 |
| SEPTEMBER 2018 | <p>Latest updates include terminology and grammar improvements. Added the section displaying related policies on page 1.</p> | SEPTEMBER 2019 |
| NOVEMBER 2017 | <p>Updated references to comply with the revised National Quality Standard</p> | SEPTEMBER 2018 |

Item 4.12 Animal and Pet Policy

EXECUTIVE SUMMARY

Having a relationship with a pet and/or animal can help children develop a caring disposition and skills such as nurturing, responsibility, empathy and improved communication. Having a pet in an Out of School Hours Care (OSHC) environment enables children who are not otherwise exposed to animals learn these skills. The pet will become part of the daily educational program and lead to activities and learning about other animals. The safety of children, however, is always our first priority. Our OSHC Service will ensure that no animal poses a health or safety risk to children, staff or visitors of the service.

The Animal and Pet Policy is due to be reviewed.

OFFICER'S RECOMMENDATION

That Council: adopt the Animal and Pet Policy with changes.

Budget & Resource Implications

N/A

Background

The changes made in the Policy are highlighted yellow for Councils information.

Consultation (Internal/External)

Nil

Attachments

Attachment M – Policy

Report prepared by **Teena Chappell (Outside School Hours Care Coordinator)**

ANIMAL AND PET POLICY

Having a relationship with a pet and/or animal can help children develop a caring disposition and skills such as nurturing, responsibility, empathy and improved communication. Having a pet in an Out of School Hours Care (OSHC) environment enables children who are not otherwise exposed to animals learn these skills. The pet will become part of the daily educational program and lead to activities and learning about other animals. The safety of children, however, is always our first priority. Our OSHC Service will ensure that no animal poses a health or safety risk to children, staff or visitors of the service.

NATIONAL QUALITY STANDARD (NQS)

| QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY | | |
|--|-------------|---|
| 2.1 | Health | Each child's health and physical activity is supported and promoted. |
| 2.2 | Safety | Each child is protected. |
| 2.2.1 | Supervision | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |

| QUALITY AREA 3: PHYSICAL ENVIRONMENT | | |
|--------------------------------------|-----------------------------|--|
| 3.1.2 | Upkeep | Premises, furniture and equipment are safe, clean and well maintained. |
| 3.2.3 | Environmentally responsible | The service cares for the environment and supports children to become environmentally responsible. |

| EDUCATION AND CARE SERVICES NATIONAL REGULATIONS | |
|--|---|
| 168 | Policies and procedures are required in relation to health and safety |
| 170 | Policies and procedures to be followed |

RELATED POLICY

| | |
|--|--|
| Educational Program Policy Environmentally Responsible Policy Hand Washing Policy Managing Unidentified Dogs Policy | Physical Environment Policy Sandpit Policy Snake Awareness Policy Supervision Policy Work Health and Safety Policy |
|--|--|

PURPOSE

Having a pet at our OSHC Service can be a valuable part of children's education enriching their learning about nature, ecology and relationships. Our OSHC Service aims to provide a safe, hygienic and humane environment for all animals and pets that visit or reside at the Service, educating children in the proper care of animals.

SCOPE

This policy applies to children, families, staff, management, approved provider, nominated supervisor and visitors (including contractors) of the Out of School Hours Care Service.

IMPLEMENTATION

The National Quality Standard encourages educators to understand and appreciate the natural environment and the interdependence between people, plants, animals and the land. Pets help children from a young age learn to care for other living things. They can teach a sense of responsibility, caring and tolerance. They can offer many opportunities for developing observational skills and provide basic natural science experiences. If the educators wish to have a pet in the OSHC Service, they must make all the decisions in consultation with management and families.

Whilst there are several benefits to keeping animals within the service, there are also a range of concerns which educators need to consider maintaining the safety and wellbeing of both the children and the animals. Encouraging direct contact and developing bonds with animals can help children to develop empathy. Providing children with access to animals within our OSHC Service will help them learn about life cycles and relationships and improve communication skills. We feel role modelling of appropriate behaviours with animals and guidance in caring for the needs of animals are beneficial for children.

QUESTIONS TO CONSIDER PRIOR TO HAVING A PET AT OUR SERVICE:

- Who will pay for the care and upkeep of the animal, including feeding, health care and cleaning?
- How will the animal be cared for on weekends and during OSHC Service closure periods?
- What physical space is available in our OSHC Service? Is it adequate for the animal you are considering?
- **What regulations do we need to consider for having a pet on Department of Education premises?**
- Are all educators and families happy with the decision to keep an animal at our OSHC Service?
- What time will be available to care for the animal or will educators be asked to give up some personal time for this?

- Out of School Hours Care services may be mobile services, and therefore pets may not be appropriate
- Are there any children or educators at our OSHC Service who are allergic to, or have phobias of, animals?
- What changes to our service's policies and procedures need to be considered? For example, Hand-washing Policy will need to be updated to include washing hands after having contact with the animal.
- What are the health and safety risks?

OTHER THINGS TO CONSIDER INCLUDE:

- Some animals, such as lizards, turtles, snakes, spiders and tropical fish may not be an appropriate choice. Check with a veterinarian if you are unsure whether an animal is suitable for children, and check with the local health department for regulations and advice regarding animals in an OSHC Service. Some states and territories require a license for keeping certain animals.
- Animals that may be more likely to be suitable for an OSHC Service may include goldfish, hermit crabs, stick insects, mice or rats. All of these animals are relatively low maintenance and can be left safely over a weekend if they are provided with sufficient food and water. However, arrangements would need to be made for these pets during school holidays.

ASSESSING AND MANAGING RISKS

Whilst there are many benefits to providing children with access to animals and keeping pets at the OSHC Service, there are issues that approved providers and educators need to consider for the safety and wellbeing of both the children and the animals concerned prior to choosing a pet or having an animal visit the Service.

A risk assessment should therefore be conducted when deciding the type of animal and the way the children engage with it.

Potential risks may include:

- diseases- from birds (Parrot fever -psittacosis) and other animals
- injury due to biting, kicking or pushing a child over (e.g. farm animals)
- scratching (e.g., chickens, rabbits, guinea pigs)
- pests and vermin (snakes, rats, mice)
- allergies (e.g., bees, wasps, ants)

DISEASE

As animals can spread disease, access to animals at the OSHC Service requires special consideration to prevent this. Health authorities identify that germs can be present on the skin, hair, feathers and scales, and in the faeces, urine and saliva of animals. While these germs may not cause disease in the animal, they may cause disease in humans.

EFFECTIVE HAND WASHING AND CLEANING

Children and adults should employ effective hand washing after touching or feeding animals, or cleaning their bedding, tanks, cages or enclosures. However, it is important to engage children with these tasks as they learn responsibility through 'hands on' learning experiences.

APPROPRIATE SUPERVISION AND CLOTHING

Children should also be appropriately supervised when they have contact with animals to avoid potential injury or harm to the child or the animal.

Ensure children wear appropriate clothing and footwear when handling animals and pets. Be aware of children who may have allergies to insects such as bees, wasps and ants that may be more apparent when animals are kept in an educational setting.

SERVICE PETS

- Management and educators should prepare children for the animal visit, gaining perception into how the children may react to the pet.
- Management, educators, children and families should consider the rationale for having a pet and long-term implications of such a decision prior to getting the pet.
- All pets and their enclosures are to be kept clean and hygienic with appropriate bedding and water.
- Food will be made available for all pets and animals but kept out of reach of children at all times.
- Any animal or pet kept at the OSHC Service will be regularly fed, cleaned, vaccinated, and wormed (as appropriate), and checked for fleas and diseases.
- **Animals including pets will not be allowed in the sand pit or any other play area. In event that this happens, educators will refer to and adhere to the *Sand Pit Policy*.**
- Animals including pets will never be taken into the food preparation area nor will they have access to the eating or rest areas, toys, eating surfaces and/or utensils.
- Anyone who has handled the animal or pet will immediately wash their hands.
- Children's animal or pets will only be allowed in the OSHC Service when the Nominated Supervisor has granted permission.

- The program will include how to properly care for animals and how to treat them appropriately.

UNINVITED ANIMAL VISIT

There are situations that may spontaneously occur, involving animals. For example, there may be a situation where an animal or bird has made its way into the OSHC Service. Depending upon the type of animal or bird educators may use this as a spontaneous learning experience for the children. At all times the highest priority will be to ensure the safety and wellbeing of the children.

If an animal or bird is potentially dangerous such as a snake or spider, educators will contact an appropriate authority for assistance.

Victoria: [Wildlife Victoria](#): Australian Wildlife Emergency Response 03 8400 7300

New South Wales: [NSW Wildlife Information, Rescue and Education Service](#) Inc. (WIRES) 13 000 WIRES - 13 00 094 737

National Parks and Wildlife Service - 1300 361 967 (8.30am – 5.00pm)

Queensland: Department of Environment and Heritage Protection 1300 130 372 or [RSPCA Queensland](#) 1300 264 625

Australian Capital Territory: [ACT Wildlife](#)- Hotline 043 230 0033

Tasmania: [Bonorong Wildlife Rescue](#) 0447 264 625 National Parks and Wildlife Advisory Council- 1300 827 727

South Australia: [Fauna Rescue](#) of SA (08) 8289 0896 or 1300 562 527

Western Australia: [WA Wildlife](#): [Wildcare Helpline](#): (08) 94177105

Northern Territory: Northern Territory Government: [Wildcare Northern Territory](#) Darwin: (08) 8988 6121

A professional should monitor the animal's movements to ensure a speedy and efficient capture, but priority is to be given to Educator, child and family safety. At no time is the potentially dangerous animal, insect or bird to be approached or touched by Educators, children or families.

PESTS AND VERMIN

- Pest control will occur at the OSHC Service on an annual basis as a minimum.
- Negotiation may be required with school management for organisation depending upon the location of the OSHC service
- Educators will monitor any occurrences in the Service to determine the success of control measures.

- If pests and/or vermin are seen, or evidence of pests and/or vermin such as droppings, Educators will advise the management.
- Management is responsible for arranging additional pest control visits as required.
- Where appropriate, educators will discuss safety issues relating to dangerous products, plants, vermin and objects with the children.
- Educators will thoroughly clean all areas that pests have accessed in the OSHC Service with disinfectant.
- If the remains of animal or animal faeces have been found, the remains will be disposed of according to the local Council guidelines and the area where the remains were found will be thoroughly disinfected.
- Educators are responsible for assessing any situation in the OSHC Service where animals are involved to ensure the health, safety and wellbeing of children, families and animals.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Animal and Pet Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

| |
|---|
| Risk Assessment Action Plan- Pets/Animals |
|---|

SOURCE

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

Bone, J. (2013). The animals as the fourth educator: A literature review of animals and young children in pedagogical relationships. *Australasian Journal of Early Childhood* 38(2). Deakin West, ACT: Early Childhood Australia.

Early Childhood Australia Code of Ethics. (2016).

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

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

Elliott, S., McCrea, N., Edwards, H., & University of New England. (2012). Sustainable outdoor play spaces in early childhood centres: Investigating perceptions, facilitating change and generating theory.

Guide to the National Quality Framework. (2017). (Amended 2023).

Kidsafe NSW Inc. <https://kidsafe.com.au/>

National Health and Medical Research Council. (2012) (updated June 2013). Staying healthy: Preventing infectious diseases in early childhood education and care services (5th Ed.).

NSW Government Department of Health. (2018). Petting zoos and personal hygiene fact sheet. Retrieved from <https://www.health.nsw.gov.au/Infectious/factsheets/Pages/petting-zoos-and-personal-hygiene.aspx>

Revised National Quality Standard. (2018).

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

REVIEW

| | | | |
|---------------------|---|------------------|----------------|
| POLICY REVIEWED BY: | [NAME] | [POSITION] | [DATE] |
| POLICY REVIEWED | SEPTEMBER 2023 | NEXT REVIEW DATE | SEPTEMBER 2024 |
| VERSION NUMBER | V7.9.23 | | |
| MODIFICATIONS | <ul style="list-style-type: none"> • policy maintenance - no major changes to policy • sources checked for currency • Continuous improvement/reflection section added • CCD related resource section added | | |
| POLICY REVIEWED | PREVIOUS MODIFICATIONS | NEXT REVIEW DATE | |
| SEPTEMBER 2022 | <ul style="list-style-type: none"> • policy maintenance - no major changes to policy • hyperlinks checked and repaired as required • link to Western Australian Education and Care Services National Regulations added in 'Sources' | SEPTEMBER 2023 | |
| SEPTEMBER 2021 | <ul style="list-style-type: none"> • minor formatting edits • addition of Educational Program Policy • sources checked for currency | SEPTEMBER 2022 | |
| SEPTEMBER 2020 | <ul style="list-style-type: none"> • modifications related to unique OSHC context • consideration for risk assessment added • Links added to state/territory contacts for wildlife assistance • Snake Awareness policy linked | SEPTEMBER 2021 | |
| SEPTEMBER 2019 | <ul style="list-style-type: none"> • Grammar, punctuation and spelling edited. • Additional information added. • Heading altered to better reflect content – 'Uninvited animal visit'. • Sources/references corrected, updated, and alphabetised. • Related policies alphabetised. | SEPTEMBER 2020 | |
| SEPTEMBER 2018 | <ul style="list-style-type: none"> • Latest updates include terminology and grammar improvements. • Added the section displaying related policies on page 1. | SEPTEMBER 2019 | |
| DECEMBER 2017 | <ul style="list-style-type: none"> • Updated the references to comply with the revised National Quality Standard | SEPTEMBER 2018 | |

Item 4.13 Bullying, Discrimination and Harassment Policy

EXECUTIVE SUMMARY

Our Out of School Hours Care (OSHC) Service is committed to creating a workplace with vision and meaningful direction, adhering to our code of conduct and practicing ethical behaviour to ensure a productive work environment free from bullying, discrimination, and/or harassment. Sexual harassment has no place in our Service.

The Bullying, Discrimination and Harassment Policy is due to be reviewed.

OFFICER'S RECOMMENDATION

That Council: adopt the Bullying, Discrimination and Harassment Policy with changes.

Budget & Resource Implications

N/A

Background

The changes made in the Policy are highlighted yellow for Councils information.

Consultation (Internal/External)

Nil

Attachments

Attachment N – Policy

Report prepared by **Teena Chappell (Outside School Hours Care Coordinator)**

BULLYING, DISCRIMINATION AND HARASSMENT POLICY

Our Out of School Hours Care (OSHC) Service is committed to creating a workplace with vision and meaningful direction, adhering to our code of conduct and practicing ethical behaviour to ensure a productive work environment free from bullying, discrimination, and/or harassment. **Sexual harassment has no place in our Service.**

NATIONAL QUALITY STANDARD (NQS)

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

| EDUCATION AND CARE SERVICES NATIONAL REGULATIONS | |
|--|---|
| 168 | Education and care services must have policies and procedures |

RELATED POLICIES

| | |
|--|---|
| Code of Conduct Policy Cyber Safety Policy Dealing with Complaints Policy Family Communication Policy Health and Safety Policy Interactions with Children, Family and Staff Policy | Multi-Cultural Policy Privacy and Confidentiality Policy Respect for Children Policy Staffing Arrangements Policy Student and Volunteer Workers Policy Work Health and Safety Policy |
|--|---|

PURPOSE

We are committed to providing a safe and equitable workplace for all staff and educators. Bullying, discrimination and harassment will not be tolerated under any circumstances. As part of this commitment, we aim to prevent workplace bullying by adhering to the National Quality Standard, Fair Work requirements, *My Time, Our Place*- Framework for school age care in Australia and our Service

statement of philosophy, ensuring a safe workplace and the wellbeing of all staff and educators employed at the Service. This policy has been developed to ensure all educators, staff, families and visitors to our Service are clear about the standards of behaviour that is expected.

SCOPE

This policy applies to management, the approved provider, nominated supervisor, students, staff, families and visitors (including contractors) of the OSHC Service.

IMPLEMENTATION

Everyone has a right not be bullied or harassed at work. Workplace bullying occurs when a person or group of people repeatedly behave unreasonably towards a worker or a group of workers, creating a risk to health, safety, and wellbeing.

Bullying may involve any of the following types of behaviour:

- aggressive or intimidating conduct
- making belittling or humiliating comments
- spreading malicious rumours
- teasing, practical jokes or initiation of, or participation in ‘initiation ceremonies’
- exclusion from work-related events
- unreasonable work expectations
- displaying offensive material, and/or
- pressure to behave in an inappropriate manner.

Bullying does not include management action carried out in a reasonable manner including:

- making decisions about poor performance
- taking disciplinary action
- directing and controlling the way work is to be carried out.

Discrimination occurs when someone is treated less favourably than others because of a particular characteristic (such as age, disability, or gender), or belong to a particular group within the population (due to, for example, religion, culture, or sexual orientation).

Harassment involves unwelcome behaviour that intimidates, offends or humiliates a person because of particular characteristics as listed above.

Psychosocial Hazards refer to aspects of work-related conditions or factors that could cause potential psychological or social harm to employees. Stress, fatigue, bullying, violence, aggression, harassment and burnout can be examples of potential psychosocial hazards, which can cause harm to employees physical and mental health, negatively impacting their overall wellbeing.

Sexual Harassment includes unwelcome sexual advance, unwelcome request for sexual favours and engaging in other unwelcome conducts of sexual nature. Our service implements a zero-tolerance approach to Sexual harassment.

There are a number of anti-discrimination, equal employment, workplace relations, and human rights laws which make it illegal to discriminate or harass a person in the workplace. Australia's federal anti-discrimination laws are contained in the following legislation:

[Age Discrimination Act 2004](#)

[Disability Discrimination Act 1992](#)

[Racial Discrimination Act 1975](#)

[Sex Discrimination Act 1984](#)

[Fair Work Legislation Amendment \(Secure Jobs Better Pay\) Act 2022](#)

Our OSHC Service philosophy, code of conduct and the [Early Childhood Australia \(ACA\) Code of Ethics](#) will guide educator behaviours and interactions and adhere to best practice by providing a vision and a purposeful and meaningful direction to ensure a safe working environment for all staff.

THE APPROVED PROVIDER, MANAGEMENT AND THE NOMINATED SUPERVISOR WILL ENSURE:

- a thorough induction process for new employees is conducted at the commencement of employment
- an understanding and compliance with discrimination law is communicated with all employees
- all staff have a comprehensive understanding of the OSHC Service's code of conduct, [Grievance Dealing with Complaints](#) Policy and Code of Ethics
- the *Bullying, Discrimination and Harassment Policy*, and all related policies are reviewed annually
- educators are informed that inappropriate behaviour, including bullying, [sexual harassment](#), discrimination, and harassment will not be tolerated and will be advised of potential consequences of this behaviour
- all staff are aware of the *Bullying, Discrimination, and Harassment Policy* and procedure
- inappropriate behaviour is addressed [immediately in a timely manner](#)
- [a clear process is in place regarding raising complaints and grievances related to bullying, discrimination and harassment](#)

- complaints or grievances are treated seriously and immediate action is taken in a timely manner
- all staff are aware of appropriate interactions through professional development and training
- all staff and educators are aware of their job roles and responsibilities which are clarified through job descriptions, team meetings, performance appraisals, and service expectations
- constructive feedback is provided to staff and educators
- communication practices are reviewed frequently to ensure best practice
- all staff and educators are treated equally
- all staff and educators are encouraged to embrace the uniqueness and diversity of their colleagues
- an understanding and compliance with discrimination law is communicated with all employees
- ensure the service implements a zero-tolerance approach towards racism
- that proactive measures are taken to identify and manage psychological and psychosocial hazards and risks within the work environment through risk assessments in line with WH&S legislation.

EDUCATORS WILL:

- be involved in decision making with a clear understanding of their roles and responsibilities, outlined in each individual job description
- respect the skills, strengths and opinions of all educators in order to create a professional, cohesive team
- comply with all discrimination laws
- be responsible for their own actions in the workplace
- raise matters of concern at an early stage to management
- provide management with specific information regarding the perceived bullying, discrimination, and/or harassment, and be prepared to have the complaint made known to the person to allow for fair management and rectification
- maintain confidentiality and not discuss or release information relating to a bullying, discrimination, or harassment allegations
- take bullying seriously
- follow the OHSC Service's *Bullying, Discrimination and Harassment procedure*
- evaluate the effectiveness of strategies implemented to discourage and eradicate bullying, discrimination, and/or harassment
- ensure compliance with a zero tolerance of racism within the Service
- assist in identifying and reducing psychological and psychosocial hazards and risks within the work environment.

RESOURCES

Fair Work [Bullying in the Workplace](#)
 Respect@Work <https://www.respectatwork.gov.au/>
 Safe Work Australia [Preventing workplace sexual harassment](#)

CONTINUOUS IMPROVEMENT/REFLECTION

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

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

| | |
|---|---------------------------------------|
| Bullying, Discrimination and Harassment Procedure | Code of Conduct Staff Acknowledgement |
|---|---------------------------------------|

SOURCE

Anti-Discrimination Act: See <https://raisingchildren.net.au/disability/disability-rights-the-law/law/anti-discrimination-laws> for Acts for specific Australian states and territories.
 Australasian Legal information institute: www.austlii.edu.au
 Australian Human Rights Commission: <https://www.humanrights.gov.au/employers/good-practice-good-business-factsheets/quick-guide-australian-discrimination-laws>
 Australian Human Rights Commission. (2019). Reform of discrimination law: <https://www.humanrights.gov.au/>
 Australian Children’s Education & Care Quality Authority. (2014).
 Early Childhood Australia Code of Ethics. (2016).
[Education and Care Services National Law Act 2010. \(Amended 2023\).](#)
[Education and Care Services National Regulations.](#) (Amended 2023).
 Fair Work Act 2009 (Cth).
 Fair Work Ombudsman. (2019). Managing performance & warnings: <https://www.fairwork.gov.au/employee-entitlements/managing-performance-and-warnings>
 Fair Work Ombudsman. Sexual harassment in the workplace. <https://www.fairwork.gov.au/employment-conditions/bullying-sexual-harassment-and-discrimination-at-work/sexual-harassment-in-the-workplace>
 Fair Work Ombudsman. Rights and obligations: <https://www.fairwork.gov.au/how-we-will-help/templates-and-guides/fact-sheets/rights-and-obligations/workplace-discrimination>
 Guide to the National Quality Framework. (Amended 2023).
 Safe Work Australia. (2019). Bullying: <https://www.safeworkaustralia.gov.au/safety-topic/hazards/bullying>
 Safe Work Australia. Workplace Sexual Harassment: <https://www.safeworkaustralia.gov.au/safety-topic/hazards/workplace-sexual-harassment>
[Western Australian Education and Care Services National Regulations](#)
 Work Health and Safety Act 2011 (Cth).

REVIEW

| | | | |
|---------------------|-------------------|------------------|-------------|
| POLICY REVIEWED BY: | [NAME] | [POSITION] | [DATE] |
| POLICY REVIEWED | MARCH/AUGUST 2023 | NEXT REVIEW DATE | AUGUST 2024 |

| | | |
|-----------------|---|------------------|
| VERSION | V8.03.23 | |
| MODIFICATIONS | <ul style="list-style-type: none"> AUGUST Psychosocial Hazards description added to policy Policy reviewed to include information around managing psychosocial hazards within the work environment Information included related to zero tolerance of racism <p>MARCH</p> <ul style="list-style-type: none"> Policy reviewed to include Sex Discrimination Act 1984 amendments that come into force from 6 March 2023 Hyperlinks checked and repaired as required Additional sources added continuous improvement/reflection section added Child Care Centre Desktop Resources section added | |
| POLICY REVIEWED | PREVIOUS MODIFICATIONS | NEXT REVIEW DATE |
| AUGUST 2022 | <ul style="list-style-type: none"> policy maintenance - no major changes to policy link to Western Australian Education and Care Services National Regulations added in 'Sources' minor formatting edits within text hyperlinks checked and repaired as required | AUGUST 2023 |
| AUGUST 2021 | <p>minor editing (typo)</p> <p>addition of related procedure</p> <p>sources checked for currency</p> <p>related policy name change- <i>Grievance (Complaints) Policy</i></p> | AUGUST 2021 |
| AUGUST 2020 | <p>related legislation acts linked for ease of reference</p> <p>minor editing</p> <p>sources checked for currency</p> | AUGUST 2021 |
| AUGUST 2019 | <p>Minor wording/grammatical modifications</p> <p>New sources added</p> | AUGUST 2020 |
| AUGUST 2018 | <p>Minor terminology amendments made plus some guidance on how to deal with a situation involving bullying</p> | AUGUST 2019 |
| DECEMBER 2018 | <p>Additional information added to points.</p> <p>Sources checked for currency.</p> <p>Sources/references corrected, updated, and alphabetised.</p> <p>Current sources added.</p> <p>Minor formatting (line spacing & paragraph spacing) for consistency throughout policy.</p> | DECEMBER 2019 |

| | | |
|---------------|---|----------|
| DECEMBER 2017 | Updated the references to comply with the revised National Quality Standard | MAY 2018 |
|---------------|---|----------|

Item 4.14 Dealing with Complaints Policy (Staff)

EXECUTIVE SUMMARY

Feedback from families, educators, staff, and the wider community is fundamental in creating an evolving Out of School Hours Care Service working towards the highest standard of care and education.

It is foreseeable that feedback will include divergent views, which may result in complaints. This Policy details our OSHC Service's procedures for receiving and managing informal and formal complaints from staff. Educators can lodge a grievance or complaint with management with the understanding that it will be managed conscientiously and confidentially.

The Dealing with Complaints Policy (Staff) is due to be reviewed.

OFFICER'S RECOMMENDATION

That Council: adopt the Dealing with Complaints Policy (Staff) with changes.

Budget & Resource Implications

N/A

Background

The changes made in the Policy are highlighted yellow for Councils information.

Consultation (Internal/External)

Nil

Attachments

Attachment O – Policy

Report prepared by **Teena Chappell (Outside School Hours Care Coordinator)**

DEALING WITH COMPLAINTS POLICY (Staff)

Feedback from families, educators, staff and the wider community is fundamental in creating an evolving Out of School Hours Care Service working towards the highest standard of care and education.

It is foreseeable that feedback will include divergent views, which may result in complaints. This Policy details our OSHC Service's procedures for receiving and managing informal and formal complaints from staff. Educators can lodge a grievance or complaint with management with the understanding that it will be managed conscientiously and confidentially.

NATIONAL QUALITY STANDARD (NQS)

| QUALITY AREA 4: STAFFING ARRANGEMENTS | | |
|---------------------------------------|----------------------------|---|
| 4.1.1 | Organisation of educators | The organisation of educators across the service supports children's learning and development. |
| 4.1.2 | Continuity of Staff | Every effort is made for children to experience continuity of educators at the service. |
| 4.2 | Professionalism | Management, educators and staff are collaborative, respectful and ethical. |
| 4.2.1 | Professional collaboration | Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills. |

| LEGISLATIVE REQUIREMENTS/EDUCATION AND CARE SERVICES NATIONAL REGULATIONS | |
|---|--|
| Sec. 172 | Offence to fail to display prescribed information |
| Sec.174 | Offence to fail to notify certain information to Regulatory Authority |
| 12 | Meaning of serious incident |
| 168(2)(o) | Education and care service must have policies and procedures... for dealing with complaints |
| 170 | Policies and procedures must be followed |
| 171 | Policies and procedures to be kept available |
| 173(2)(b) | Requires an approved provider to make the name and telephone number of the person to whom complaints may be addressed clearly visible at the service |
| 176 | Time to notify certain information to Regulatory Authority |
| 183 | Storage of records and other documents |

RELATED POLICIES

| | |
|---|---|
| Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy (Family) Dealing with Complaints Policy (General) Enrolment Policy Family Communication Policy Governance Policy | Incident, Injury, Trauma and Illness Policy Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Respect for Children Policy Responsible Person Policy Student and Volunteer Workers Policy |
|---|---|

PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for dealing with complaints (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170).

We aim to investigate all complaints and grievances with a high standard of equity and fairness. We believe in team collaboration to ensure a safe, healthy and harmonious work environment. We will ensure that all persons making a complaint are guided by the following policy values:

- procedural fairness and natural justice
- code of ethics and conduct
- culture free from discrimination and harassment
- transparent policies and procedures
- opportunities for further investigation
- Adhering to our OSHC service philosophy

Procedural fairness and natural justice

Our OSHC Service believes in procedural fairness and natural justice that govern the strategies and practices, which include:

- The right to be heard fairly
- The right to an unbiased decision made by an objective decision maker
- The right to have the decision based on relevant evidence

SCOPE

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

IMPLEMENTATION

Grievances and complaints can transpire in any workplace. Handling them appropriately is imperative for sustaining a safe, healthy, harmonious and productive work environment. *Our Dealing with Complaints Policy* ensures that all persons are presented with procedures that:

- value the opportunity to be heard
- promote conflict resolution
- encourage the development of harmonious partnerships
- ensure that conflicts and grievances are mediated fairly
- are transparent and equitable.

DEFINITIONS

Complaint: Expression of dissatisfaction made to or about an organisation related to its products, services, staff or the handling of a complaint where a response or resolution is explicitly or implicitly expected or legally required. [AS/NZS 10002:2014 Complaint Management Standard]

Complaints and Grievances Management Register: Records information about complaints and grievances received at the centre, along with the outcomes. This register includes documents that must be kept in a secure file, accessible only to management and the Regulatory Authority. The register can provide valuable information to the Approved Provider and Nominated Supervisor of the service to ensure children and family's needs are being met.

Grievance: A grievance is a formal statement of complaint that cannot be addressed immediately and involves matters of a more serious nature. A *workplace grievance* is a complaint raised towards an employer by an employee due to a violation of legalities (workplace policies, employment contract, national standards).

Mediator: A person who attempts to assist and support people involved in a conflict come to an agreement.

Mediation: An attempt to bring about a peaceful settlement or compromise between disputants through the objective intervention of a neutral party.

Notifiable complaint: A complaint that alleges a breach of the *Education and Care Services National Law and Regulations*, National Quality Standard or alleges that the health, safety or wellbeing of a child at the

service may have been compromised. Any complaint of this nature must be reported by the Approved Provider or Nominated Supervisor to the Department of Early Childhood Education and Care within 24 hours of the complaint being made (Section 174(2)(b), Regulation 176(2)(b)).

If the Approved Provider or Nominated Supervisor is unsure whether the matter is a notifiable complaint, it is good practice to contact [Regulatory Authority](#) for confirmation. Written reports must include:

- details of the event or incident
- the name of the person who initially made the complaint
- if appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant)
- contact details of a nominated member of the Grievances Subcommittee (or Nominated Supervisor)
- any other relevant information.

Written notification of complaints must be submitted using the appropriate forms, which can be found on the ACECQA website: www.acecqa.gov.au and logged using NQA ITS (National Quality Agenda IT System).

Serious incident: An incident resulting in the death of a child, or an injury, trauma or illness for which the attention of a registered medical practitioner, emergency services or hospital is sought or should have been sought. This also includes an incident in which a child appears to be missing, cannot be accounted for, is removed from the centre in contravention of the Regulations or is mistakenly locked in/out of the centre premises (Regulation 12).

A serious incident should be documented in an *Incident, Injury, Trauma and Illness Record* as soon as possible and within 24 hours of the incident. The Regulatory Authority must be notified within 24 hours of a serious incident occurring at the centre (Regulation 176(2)(a)). These records are required to be retained for the periods specified in Regulation 183.

The Approved Provider will notify the regulatory authority of any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the service, or any allegation that sexual or physical abuse of a child has occurred or is occurring at the service.

We acknowledge that conflict is a natural part of the work environment. It is important that all conflict is resolved as unresolved conflict can lead to tension; stress; low productivity; bitter relationships; excess

time off; ill health; anxiety and many other destructive emotions. When conflict is addressed and handled constructively the outcomes are feelings of relaxation; openness; high productivity; vitality; good health, empowerment; a sense of achievement etc.

Positive communication between educators is vital to the smooth running of the Service and to ensure a positive environment for children. Educators are expected to treat other educators with respect, accept differences and share ideas. It is every staff member's responsibility to contribute to the development of an open, healthy and constructive work environment. All grievances or complaints, whether considered minor or not, are to be dealt with promptly, professionally and thoroughly.

The Service's employees are expected to look at conflict in a positive way, ready to learn something new, reflect on good quality practice, improve work relationships and ultimately provide better care and education for children.

Employees are also to be aware of their responsibility to be a good role model for children, and appropriately and professionally handle conflict with work colleagues, children, parents, and other associates. Employees should regularly reflect on *Early Childhood Australia's Code of Ethics* for guidance of appropriate behaviour when dealing with conflict. The Code of Ethics states that all team members should "make every effort to use constructive methods to resolve differences of opinion in the spirit of collegiality."

Privacy and Confidentiality

Management and Educators will adhere to our *Privacy and Confidentiality Policy* when dealing with grievances. However, if a grievance or complaint involves a staff member or child protection issues, a relevant government agency will need to be informed. (See: Reportable Conduct Scheme in *Child Protection Policy*)

Conflict of Interest

It is important for the complainant to feel confident in

- being heard fairly
- an unbiased decision-making process

Should a conflict of interest arise during a grievance or complaint that involves the Approved Provider or Nominated Supervisor, other Management will be nominated as an alternative mediator.

Our OSHC Service may also engage the resources of an Independent Conflict Resolution Service to assist with the mediation of a dispute. We will ensure that throughout the conflict resolution process the Services Code of Conduct is be adhered to.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/RESPONSIBLE PERSON WILL:

- ensure staff and educators are aware of the person to whom complaints can be made and the processes required
- treat all grievances and complaints seriously and as a priority
- ensure grievances and complaints remain confidential
- ensure people feel safe or comfortable when making a complaint, including children
- ensure grievances and complaints reflect procedural fairness and natural justice
- discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint
- investigate and document the grievance or complaint fairly and impartially
- comply with legislation for any allegations or convictions of child abuse or child related misconduct of any staff member, volunteer or contractor and notify the Office of the Children's Guardian (OCG) as part of the Reportable Conduct Scheme in NSW [or reporting authority within your state/territory] with 7 business days. [7-day notification form](#)

The investigation will consist of:

- reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent.
- discussing the nature of the complaint (or breach) and giving the accused educator, staff member, volunteer or visitor an opportunity to respond.
- permitting the accused person to have a support person present during the consultation (for example: Union Representative or family member; however, this does not include a lawyer acting in a professional capacity).
- providing the employee with a clear written statement outlining the outcome of the investigation.
- Advise the complainant and all affected parties of the outcome within 7 working days of receiving the verbal or written complaint.
 - management will provide a written response outlining the outcome and provide a copy to all parties involved.
 - if a written agreement about the resolution of the complaint is prepared, all parties will ensure the outcomes accurately reflects the resolution and sign in agreeance.

- should management decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning will be provided to the complainant.
- keep appropriate records of the investigation and outcome and store these records in accordance with our *Privacy and Confidentiality Policy* and *Record Keeping and Retention Policy*.
- monitor ongoing behaviour and provide support as required
- ensure the parties are protected from victimisation and bullying
- request feedback on the grievance or complaint process using a feedback form
- track complaints to identify recurring issues within the Service
- notify the Regulatory Authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Notification must include any allegation that sexual or physical abuse of a child has occurred or is occurring at the service. **[insert details of your state/territory contact]**

EDUCATORS, STAFF, VOLUNTEERS AND VISITORS WILL:

- be aware of the possible ramifications of their actions when dealing with staff issues
- raise the grievance or complaint directly with the person they have grievance with, in a professional manner and at an appropriate time. Both parties should try to resolve the issue and develop solutions to ensure the problem does not happen again. Discussions should be based on the principles of privacy, confidentiality, respect and open-mindedness, will not involve other educators, staff, volunteers or visitors (e.g., parents) and will take place away from children
- if the person is unable to resolve the issue or feels uncomfortable raising the matter directly with the person concerned, the grievance or complaint must be raised with the Approved Provider/Management or Nominated Supervisor. The Approved Provider or Nominated Supervisor (or other manager) may ask for the complaint/grievance to be put in writing
- provide all relevant information, outlining the issue, identifying any other person involved in the problem, and any suggested solution
- communicate openly about the issue with the relevant parties
- raise any grievance involving suspected or actual unlawful activity (including bullying) with the Approved Provider or Nominated Supervisor immediately and privately
- maintain confidentiality at all times
- maintain professionalism at all times.

When the persons involved cannot resolve the grievance between them in a constructive and professional way the following steps will be taken:

The aggrieved person is to contact their immediate supervisor (Room Leader, Nominated Supervisor or Licensee) who will act as Mediator.

The Mediator will have an interview with the persons involved and clarify the facts, work out whether advice is needed from other sources, discuss options available, and help to formulate a plan of action. If an employee does not feel comfortable in approaching their supervisor, or the conflict is with their immediate supervisor, they can contact the next level of management to act as Mediator.

If an amicable resolution does not occur at this meeting the Mediator is to present a report to the next level of management outlining:

- the nature of the grievance or complaint
- the procedures followed to date
- the solution(s) sought
- the recommended plan of action or resolution.

If an agreement is reached the mediator is to present a report to the next level of management outlining:

- the nature of the grievance
- the procedures followed to date
- the solution(s) agreed upon
- the plan of action to reach this solution and review time if warranted.
- a copy of this report is to be provided to all persons involved in the grievance, and a copy is to be retained at the workplace.

GRIEVANCE/COMPLAINT PROCEDURES

Harmonious staff relations within the OSHC Service largely depend on staff feeling satisfied that their professionalism is being acknowledged by their involvement in appropriate decision-making processes. The quality of industrial relations is likely to be substantially better in a workplace if the decision-making processes adopted permit staff to have input into decisions that affect the nature and quality of their professional work.

Management and staff within the organisation will work together to develop and implement appropriate strategies to facilitate consultative and collaborative decision-making processes within the workplace. Where staff feel these processes have failed and are in conflict with decisions made by Management, including the Board, the following procedure is to be followed:

- the aggrieved person(s) will discuss the grievance with their immediate supervisor.
- the supervisor is to report the grievance to the Nominated Supervisor/ Director
- the Mediator will seek advice as necessary from other sources, (e.g.: unions, Work Cover and funding bodies).
- the Mediator will then advise Management of the possible solutions.

Meetings are to be arranged with the aggrieved person(s) as necessary throughout the process. The outcome of the grievance must be reported to the aggrieved person within a week of the decision.

RESOLUTION OF GRIEVANCES

Grievances are considered resolved when all persons involved agree to a solution, when the cause of the grievance has been removed or resolved, and when arrangements have been made, if appropriate, to repair any damage and distress suffered by the persons involved. Strategies agreed upon by both parties are to be put in place to help avoid further conflict.

UNRESOLVED CONFLICT

If resolution of the conflict is unsuccessful after all procedures in the *Dealing with Complaints Policy* have been followed it may then be necessary to take disciplinary action.

CONFIDENTIALITY

Mediators are to use discretion and do their utmost to maintain confidentiality. Any breach of this confidentiality could result in a charge of misconduct. However, confidentiality cannot be guaranteed in the following situations: if it is considered that someone is in danger, if disciplinary action or criminal investigation might be necessary; or if employer liability might be involved.

No action will be taken against the person about whom a formal complaint is lodged until they are made aware of any allegations so that they may respond.

SUPPORT PERSON

A Staff member is able to nominate a support person to attend any meetings with them. This person may be a union representative, impartial friend, or family member.

EDUCATORS, STAFF, VOLUNTEERS AND VISITORS WILL NOT:

- become involved in complaints or grievances that do not concern them.

- raise complaints with an external complaints body, such as a court or Tribunal, without exhausting the OSHC Services’ grievance procedures.

CONTINUOUS IMPROVEMENT/EVALUATION

Complaints provide our OSHC Service with opportunities for learning and improvement. We encourage regular and ongoing feedback from staff, children and families and the community.

TO ENSURE COMPLAINTS AND GRIEVANCES ARE HANDLED APPROPRIATELY, THE NOMINATED SUPERVISOR WILL:

- evaluate each individual complaint and grievance as recorded in the *Complaints and Grievance Management Register* to assess that a satisfactory resolution that has been achieved
- review the Dealing with Complaints Policy (Staff) and other related policies annually
- consider feedback from staff, educators and families regarding the policy and procedure.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

| | |
|---|---|
| Complaints / Grievance Procedure Compliant / Grievance Investigation Guide and Form Complaints Grievance Form | Complaints / Grievance Management Form Complaints / Grievance Register |
|---|---|

SOURCE

Australian Children’s Education & Care Quality Authority. (2014).
 ACECQA-[Using Complaints to support continuous improvement](#). (2023).
 Australian Human Rights Commission: <https://www.humanrights.gov.au/education-and-care-services-national-regulations>. (Amended 2023).
 Fair Work Australia: <https://www.fairwork.gov.au/>
 Guide to the National Quality Framework. (2017). (Amended 2023)
 Queensland Government- Guide for effective complaints management
<https://earlychildhood.qld.gov.au/legislationAndGuidelines/Documents/effective-complaints-management-guide.pdf>
 Revised National Quality Standard. (2018).
[Western Australian Education and Care Services National Regulations](#)

REVIEW

| | | | |
|---------------------|--------|------------|--------|
| POLICY REVIEWED BY: | [NAME] | [POSITION] | [DATE] |
|---------------------|--------|------------|--------|

| | | | |
|-----------------|--|------------------|-------------|
| POLICY REVIEWED | AUGUST 2023 | NEXT REVIEW DATE | AUGUST 2024 |
| VERSION NUMBER | V7.08.23 | | |
| MODIFICATIONS | <ul style="list-style-type: none"> • annual policy review • sources checked for currency and links repaired where required • Childcare Centre Desktop resources added | | |
| POLICY REVIEWED | PREVIOUS MODIFICATIONS | NEXT REVIEW DATE | |
| AUGUST 2022 | <ul style="list-style-type: none"> • policy maintenance - no major changes to policy • link to Western Australian Education and Care Services National Regulations added in 'Sources' • minor formatting edits within text • hyperlinks checked and repaired as required | AUGUST 2023 | |
| FEBRUARY 2022 | <ul style="list-style-type: none"> • additional information regarding allegations against a staff member, volunteer or contactor included- Reportable Conduct Scheme. | AUGUST 2022 | |
| AUGUST 2021 | <ul style="list-style-type: none"> • Policy name changed to meet ACECQA guidelines- <i>Dealing with Complaints Policy (Staff)</i> • additional related legislation added • related policies added • definition of 'complaint' amended to align with ACECQA's definition guidelines • notification requirement for physical or sexual abuse added • inclusion of terminology- complaint added where required • sources checked for currency and updated where required | AUGUST 2022 | |
| AUGUST 2020 | <ul style="list-style-type: none"> • Minor editing changes • reference to Reportable Conduct Scheme added • related policies added • Links to Regulatory Authority added | AUGUST 2021 | |
| AUGUST 2019 | New policy created for Out of School Hours Care | AUGUST 2020 | |

Item 4.15 Respect for Children Policy

EXECUTIVE SUMMARY

Within an Out of School Hours Care community, many different relationships are negotiated with and between children, educators and families. The way in which these relationships are established and maintained, and the way in which they remain visible, impacts on how the early childhood community functions. Relationships directly affect how children form their own identity, whether they feel safe and supported, and ultimately, their sense of belonging.

The Respect for Children Policy is due to be reviewed.

OFFICER'S RECOMMENDATION

That Council: adopt the Respect for Children Policy with changes.

Budget & Resource Implications

N/A

Background

The changes made in the Policy are highlighted yellow for Councils information.

Consultation (Internal/External)

Nil

Attachments

Attachment P – Policy

Report prepared by **Teena Chappell (Outside School Hours Care Coordinator)**

RESPECT FOR CHILDREN POLICY

Within an Out of School Hours Care community, many different relationships are negotiated with and between children, educators and families. The way in which these relationships are established and maintained, and the way in which they remain visible, impacts on how the early childhood community functions. Relationships directly affect how children form their own identity, whether they feel safe and supported, and ultimately, their sense of belonging.

NATIONAL QUALITY STANDARD (NQS)

| QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN | | |
|---|--|---|
| 5.1 | Relationships between educators and children | Respectful and equitable relationships are maintained with each child. |
| 5.1.1 | Positive educator to child interactions | Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. |
| 5.1.2 | Dignity and rights of the child | The dignity and rights of every child are maintained. |
| 5.2 | Relationships between children | Each child is supported to build and maintain sensitive and responsive relationships. |
| 5.2.1 | Collaborative learning | Children are supported to collaborate, learn from and help each other. |
| 5.2.2 | Self-Regulation | Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. |

| EDUCATION AND CARE SERVICES NATIONAL REGULATIONS | |
|--|--|
| 73 | Educational program |
| 84 | Awareness of child protection law |
| 115 | Premises designed to facilitate supervision |
| 117A | Placing a person in day-to-day charge |
| 118 | Educational leader |
| 123 | Educator to child ratios |
| 126 | Centre-based services- general educator qualifications |

| | |
|-----|---|
| 145 | Staff record |
| 155 | Interactions with children |
| 156 | Relationships in groups |
| 157 | Access for parents |
| 168 | Education and care services must have policies and procedures |
| 170 | Policies and procedures to be followed |

RELATED POLICIES

| | |
|---|--|
| Additional Needs Policy Anti-Bias & Inclusion Policy Celebrations Policy Child Protection Policy Child Safe Environment Policy Children’s Belongings Policy Clothing Policy Dealing with Complaints Policy | Educational Program Policy Family Communication Policy Gender Equity Policy Interactions with Children, Family and Staff Policy Medical Conditions Policy Photograph Policy Privacy and Confidentiality Policy |
|---|--|

PURPOSE

The 8 Principles that underpin practice within the My Time Our Place Framework (MTOF) (V2.0). are focussed on assisting children to make progress in relation to Learning Outcomes. One key principle is Secure, respectful and reciprocal relationships. Our Service Philosophy guides our interactions and relationships with children. We aim to ensure all educators develop positive relationships with children based on respect and fostering children’s self-esteem, self-reliance, self-expression and development.

SCOPE

This policy applies to children, families, staff, management approved provider, nominated supervisor, and visitors (including contractors) of the OSHC Service.

IMPLEMENTATION

All children have a right to feel accepted and respected. This is a principle set out in the United Nations Convention on the Rights of the Child. The Convention emphasises the importance of children developing connections to culture and community as a means of fostering a strong sense of personal identity and belonging. Our OSHC Service is committed to ensuring all educators and staff are aware of the UNCROC

and to educate children on their rights while encouraging children to participate in decisions which affect them within our Service.

Our OSHC Service is dedicated to protecting children from abuse and neglect and promotes a child safe environment, maintaining children and young people's safety and wellbeing. We promote cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability. We aim for children to feel safe and secure and we believe in forming strong attachments and connections with educators, children and families at the OSHC Service.

Educators employed at the OSHC Service will use implement use teaching techniques and strategies to establish secure, respectful and reciprocal relationships positive with children and their families.

Educators and staff are respectful of diversity and are culturally responsive, respecting multiple cultural ways of knowing, doing and being and celebrate the benefits of diversity. (MTO, V2.0.)

By respecting diversity, educators value and reflect the practices, values and beliefs of families within the curriculum. Educators value children's unique and diverse capacities and capabilities and respect families' home lives. (MTO. (2022). p. 15)

THE APPROVED PROVIDER WILL:

- ensure obligations under the Education and Care Services National Law and Regulations are met
- provide a child safe environment at all times
- ensure minimum staff requirements are met including educator to child ratios and staff qualifications
- ensure all staff, educators and volunteers have completed child protection training including mandatory reporting requirements
- ensure no child is subjected to any form of corporal punishment or inappropriate discipline

NOMINATED SUPERVISOR, MANAGEMENT AND EDUCATORS WILL:

- provide a welcoming, child safe, inclusive and happy environment where children's concerns are always responded to
- embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum
- create an environment that is flexible and responsive to the strengths, culture, languages, interests and capabilities of each child

- promote children’s bodily integrity (respecting their physical space and only using touch when necessary and appropriate)
- support children’s consent by acknowledging and respecting a child’s right to refuse or say no
- respect each child’s uniqueness, displaying appreciation and respect for children as individuals
- use a positive and non-threatening tone when interacting with children in all situations
- ensure mealtimes / snack times are relaxed and unhurried
- sit with children during mealtimes / snack times, engaging in respectful conversations
- never force a child to do something against their requests: This includes rest, eat, participation in group experiences and activities.
- role model respect to children in everyday dealings with both adults and children
- endeavour to be aware of each individual child’s values, culture and feelings, and respond appropriately
- **respect and** value diversity and not tolerate any discriminatory practices
- encourage children to initiate conversations about their experiences at home encouraging them to express their ideas and feelings
- encourage children to request assistance when taking on new challenges, inspiring children’s independence and confidence
- regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child
- inspire, encourage and accept each child and encourage them to do the same with their peers by actively:
 - fostering each child’s construction of a knowledgeable, confident self-identity.
 - fostering each child’s comfortable, empathetic interactions with a diverse range of people.
 - fostering each child’s critical thinking about bias, and to question and enquire.
 - fostering each child’s ability to stand up for herself/himself and others in the face of bias
- respond respectfully and appropriately to children’s attempts as they participate and converse in sustained conversation about their interests
- implement a predictable routine for children with interest-based activities and experiences
- provide a range of planned and spontaneous experiences for children to challenge and maximise learning opportunities.
- use a variety of communication strategies inclusive of verbal and non-verbal cues to support the development of relationships with children
- empower children to speak up and raise any concerns

- support children’s home language when communicating and interacting to build trust and positive relationships
- respect children and families’ diversity and the development of cultural **responsiveness** **competency** within the OSHC Service including LGBTIQ+ and gender diverse young people
- support children and build secure attachments through a collaborative partnership with families
- encourage children to develop confidence in their ability to express themselves
- encourage children to work through differences appropriately and with guidance where necessary
- respect each child’s uniqueness and communicate that respect to the child
- ensure children are aware of how to raise concerns or provide feedback
- respond or report to children about how their feedback has been acted upon.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Respect for Children Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

SOURCE

Australian Children’s Education & Care Quality Authority. (2023). **Policy and Procedure Guidelines- Interactions with Children**

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

Australian Government Department of Education. **My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022**

Dau, E. (Ed.) (2016). *The multi-bias approach in early childhood* (2nd Ed.). Frenchs Forest, Australia: Pearson Education.

Education and Care Services National Law Act 2010. (Amended 2023). [Education and Care Services National Regulations](#). (Amended 2023)

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

Revised National Quality Framework. (2017). (Amended 2023).

Stonehouse, A. (2012). Relationships with children:

UN General Assembly. (1989). Convention on the Rights of the Child. Simplified version available at <https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf>

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

REVIEW

| | | | |
|---------------------|----------------|-------------------|----------------|
| POLICY REVIEWED BY: | [NAME] | [POSITION] | [DATE] |
| POLICY REVIEWED | SEPTEMBER 2023 | NEXT REVIEW DATE | SEPTEMBER 2024 |
| VERSION NUMBER | V6.923 | | |

| MODIFICATIONS | <ul style="list-style-type: none"> • annual policy maintenance • separated responsibilities for AP • updated Purpose and Implementation sections to reflect change in terminology within MTOP (V2.0) • continuous improvement/reflection added | |
|-----------------|--|------------------|
| POLICY REVIEWED | PREVIOUS MODIFICATIONS | NEXT REVIEW DATE |
| SEPTEMBER 2022 | <ul style="list-style-type: none"> • regular policy maintenance • link to Western Australian Education and Care Services National Regulations added in 'Sources' • minor formatting edits within text • hyperlinks checked and repaired as required • Inclusion of commitment of awareness regarding UNCROC | SEPTEMBER 2023 |
| SEPTEMBER 2021 | <ul style="list-style-type: none"> • inclusion of additional regulations- reflecting ACECQA guidelines to policies and procedures • inclusion of commitment to Child Safe Standards to ensure a child safe culture within the service | SEPTEMBER 2022 |
| SEPTEMBER 2020 | Policy checked for currency- regulations, referencing. inserted page numbers | SEPTEMBER 2021 |
| SEPTEMBER 2019 | Grammar, punctuation and spelling edited. Sources checked for currency and correct URLs. Sources/references corrected, updated, and alphabetised. Related policies alphabetised. Reference/source added (United Nations) | SEPTEMBER 2020 |
| SEPTEMBER 2018 | New Policy created to ensure respectful relationships are being incorporated into the Out of School Hours Community | SEPTEMBER 2019 |

Item 4.16 Enrolment Policy

EXECUTIVE SUMMARY

Out of School Hours Care (OSHC) Services provide high quality care for children before and after school, on pupil free days and during school holidays as Vacation Care programs. Enrolment and orientation can be both an exciting and an emotional time for children and families whether they attend only occasionally or on a regular basis. It is important to manage this time with sensitivity and support, building partnerships between families and the Out of School Hours Service. Such partnerships enable the Out of School Hours Care Service and families to work toward the common goal of promoting consistent quality outcomes for individual children and the Out of School Hours Service.

The Enrolment Policy is due to be reviewed.

OFFICER'S RECOMMENDATION

That Council: adopt the Enrolment Policy with changes.

Budget & Resource Implications

N/A

Background

The changes made in the Policy are highlighted yellow for Councils information.

Consultation (Internal/External)

Nil

Attachments

Attachment Q – Policy

Report prepared by **Teena Chappell (Outside School Hours Care Coordinator)**

ENROLMENT POLICY

Out of School Hours Care (OSHC) Services provide high quality care for children before and after school, on pupil free days and during school holidays as Vacation Care programs. Enrolment and orientation can be both an exciting and an emotional time for children and families whether they attend only occasionally or on a regular basis. It is important to manage this time with sensitivity and support, building partnerships between families and the Out of School Hours Service. Such partnerships enable the Out of School Hours Care Service and families to work toward the common goal of promoting consistent quality outcomes for individual children and the Out of School Hours Service.

NATIONAL QUALITY STANDARD (NQS)

| QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS | | |
|--|--|---|
| 6.1 | Supportive relationships with families | Respectful relationships with families are developed and maintained and families are supported in their parenting role. |
| 6.1.1 | Engagement with the service | Families are supported from enrolment to be involved in their service and contribute to service decisions. |
| 6.1.2 | Parent views are respected | The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing. |
| 6.1.3 | Families are supported | Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. |
| 6.2 | Collaborative partnerships | Collaborative partnerships enhance children's inclusion, learning and wellbeing. |
| 6.2.3 | Community and engagement | The service builds relationships and engages with its community. |

| LEGISLATIVE REQUIREMENTS/EDUCATION AND CARE SERVICES NATIONAL REGULATIONS | |
|---|---|
| S175 | Offence relating to requirement to keep enrolment and other documents |
| 77 | Health, hygiene and safe food practices |
| 78 | Food and beverages |
| 85 | Incident, injury, trauma and illness policies and procedures |
| 86 | Notification to parents of incident, injury, trauma and illness |
| 88 | Infectious diseases |
| 90 | Medical conditions policy |

| | |
|------|--|
| 91 | Medical conditions policy to be provided to parents |
| 92 | Medication record |
| 93 | Administration of medication |
| 96 | Self-administration of medication |
| 97 | Emergency and evacuation procedures |
| 99 | Children leaving the education and care service premises |
| 100 | Risk assessment must be conducted before excursion |
| 101 | Conduct of risk assessment for excursion |
| 102 | Authorisation for excursions |
| 102D | Authorisation for service to transport children |
| 157 | Access for parents |
| 160 | Child enrolment records to be kept by approved provider and family day care educator |
| 161 | Authorisations to be kept in enrolment record |
| 162 | Health information to be kept in enrolment record |
| 168 | Education and care service must have policies and procedures |
| 173 | Prescribed information is to be displayed |
| 177 | Prescribed enrolment and other documents to be kept by approved provider |
| 181 | Confidentiality of records kept by approved provider |
| 183 | Storage of records and other documents |

RELATED LEGISLATION

| | |
|--|---|
| Child Care Subsidy Secretary's Rules 2017 | Family Law Act 1975 |
| Disability Discrimination Act 1992 | A New Tax System (Family Assistance) Act 1999 |
| Child Care Subsidy Minister's Rules 2017 | |
| Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook | |

RELATED POLICIES

| | |
|---|--|
| Acceptance and Refusal Authorisation Policy | Incident, Injury, Trauma and Illness Policy |
| Additional Needs Policy | Interactions with Children, Families and Staff |
| Arrival and Departure Policy | Policy |
| CCS Governance Policy | Medical Conditions Policy |
| Children's Belongings Policy | Orientation of New Families Policy |
| Control of Dealing with Infectious Disease Policy | Payment of Fees Policy |
| Dealing with Complaints Policy | Privacy and Confidentiality Policy |

| | |
|---|---|
| <p>Delivery of children to and collection from a ECE Premises Policy</p> <p>Excursions/Incursion Policy</p> <p>Family Communication Policy</p> <p>Immunisation Policy</p> | <p>Record Keeping and Retention Policy</p> <p>Safe Transportation Policy</p> <p>Sun Safe Policy</p> <p>Withdrawal of a Child Policy</p> |
|---|---|

PURPOSE

We aim to ensure children and families receive a positive and informative enrolment and orientation process that meets their individual needs. We strive to establish respectful and supportive relationships between families and the Out of School Hours Care (OSHC) Service to promote positive outcomes for children whilst adhering to legislative requirements.

SCOPE

This policy applies to children, families, staff, management, approved providers, nominated supervisor, coordinators, and visitors of the Out of School Hours Care Service.

ENROLMENT

According to the Child Care Provider Handbook (May 2023) *'enrolling children is a requirement under Family Assistance Law for all children who attend child care (or have an arrangement for care) regardless of their parent's or guardian's eligibility for Child Care Subsidy...An enrolment links the child, the individual claiming the subsidy and the child care service.'* An enrolment notice is required for each child attending the service. This reflects the type of arrangement that is in place between the provider and the family/individual or organisation.

IMPLEMENTATION

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for enrolment and orientation (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170).

Our OSHC Service accepts enrolments of children who are formally enrolled in primary school.

Enrolments will be accepted providing:

- a) the maximum daily attendance does not exceed the licensed capacity of the Out of School Hours Care Service
- b) a vacancy is available for the booking required
- c) the adult to child ratio is maintained at the Out of School Hours Care Service

PRIORITY OF ACCESS GUIDELINES

Our Service aims to assist families who are most in need and may prioritise filling vacancies with children who are:

- at risk of serious abuse or neglect
- a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.

Providers are asked to (but are not legally obliged to prioritise children). [CCS Handbook p.53.]

ENROLMENT

When a family has indicated their interest in enrolling their child, we will organise an enrolment meeting to share information and build relationships.

- Families will be provided with a range of information about our OSHC Service which will include:
 - collection/drop off procedures -ensuring children are signed in and out of the service
 - the service philosophy, inclusion, programming methods, menu, incursions, excursions, inclusion, fees, Child Care Subsidy, policies, procedures, SunSmart requirements, regulations and the licensing and assessment process for **our State**, My Time, Our Place: Framework for School Age Care in Australia, the National Quality Framework, Out of School Hours Care routines, educator qualifications, introduction to the service and learning environment, parent communication strategies and signing in and out processes.
- Families are invited to ask questions and seek any further information they require
- Families will be provided with vacancies, a start date and a suitable time for the child to be orientated to the OSHC Service
- Families will need to complete the enrolment form informing management of their child's interests, strengths and individual needs
- Any matters that are of a sensitive nature, such as discussing a child's medical needs, Court Orders, parenting plans or parenting orders, will be discussed privately with management. Families will be required to bring any documents required in relation to court orders, medical needs or plans
- Families will complete the enrolment form informing management of their child's interests, strengths and individual needs
- If a family or child uses English as a second language or speak another language at home, we request that families provide us with some key words in the language/s the child speaks so that educators can learn these words.
- Families who wish to receive CCS as reduced fees must apply for CCS through the myGov website/app, this includes completing the Child Care Subsidy activity test.

- Information about gap fees and absences will be discussed.
- It is a legal requirement that prior to the child starting at the Service we have all required documents including
 - the completed enrolment form
 - medical management plans (if relevant) completed by the child's general practitioner
 - ~~birth certificate or passport~~
 - a current Immunisation History Statement from the Australian Immunisation Register (AIR)
 - details of any court orders, parenting orders or parenting plans
- It is the family's responsibility to keep the Service informed of any changes to the information recorded on the application form.

FAMILIES WILL BE ASKED TO PROVIDE THE FOLLOWING INFORMATION:

1. Full name/s of parent/s (or the person legally responsible for the care of the child) residential address, place of employment and contact telephone number
2. Each parent's occupation, work hours and educational qualifications [delete if not required in your state/territory]
3. The full name, residential address, and contact telephone number of a person or persons authorised by the parent who may be contacted in case of an emergency concerning the child if a parent is unable to be contacted (authorised nominee)
4. The full name, residential address and contact telephone number of any person authorised by the parent to collect the child from the OSHC Service (authorised nominee)
5. Full name of the child
6. Child's date of birth
7. Child's birth certificate or passport [to be sighted to verify child's enrolment details]
8. Child's residency status
9. The child's address
10. Gender of the child
11. Cultural background of the child
12. Provision of care – if care will be a routine and/or casual etc.
13. Session start and end times
14. Complying Written Agreement including fee information
15. Relevant details regarding of child's school and class if being dropped off or collected from a school
16. Any court orders or parenting agreements regarding the child

17. The primary language spoken by the child; if the child has not learnt to speak, the child's family's language
18. Any special requirements of the family, including for example cultural or religious requirements.
19. The needs of a child with a disability or with other additional needs
20. A statement/authorisation indicating the name and address and contact details of any person who is authorised to consent to the administration of medication to the child
~~parental permission for any medications to be administered. [Only a parent on the enrolment form can authorise the administration of medication.]~~
21. Authorisation and signature by parent/authorised person for the approved provider, nominated supervisor or educator to seek:
 - o medical treatment for the child from a registered practitioner, hospital or ambulance service
 - o transportation of the child by an ambulance service
22. Child's Medicare number
23. Specific healthcare needs of the child, including allergies and intolerances
24. Any medical management plan for a specific severe healthcare need, medical condition, or allergy, such as an Anaphylaxis Emergency Management Plan or Risk Minimisation Plan.
25. Details of any dietary restrictions for the child
26. The name, address and telephone number of the child's doctor
27. Authorisation for regular occurring transportation and regular outings/excursions
28. Immunisation status of the child (Immunisation History Statement)
29. CRN for child and claimant
- ~~30. Child Care Subsidy Assessment confirmation.~~

Although Out of School Hours Care services are regulated under the Education and Care Services National Law Act, children attending Out of School Hours Care are exempt from the immunisation/enrolment requirements that apply to other early childhood education and care services (long day care, family day care & preschools). The *immunisation status* of the child is however required to be kept in the enrolment record for each child enrolled at the education and care service- Regulation 162 Education and Care Services National Regulations.

ORIENTATION OF THE SERVICE

During the orientation of the Out of School Hours Care Service, families will:

- be provided with the enrolment form to be completed or shown how to complete this through an online platform

- have Child Care Subsidy is explained to families and assistance may be offered to assist with the application process
- provided with an outline of the Service policies which will include key policies such as: *Payment of Fees, Sun Safe, Incident, Injury, Trauma and Illness, Control of Infectious diseases, Sick Child Policy and Administration of Medication*
- shown the signing in/out process [insert information about Kiosk if used]
- advised of appropriate clothing for children to wear to the Service for multi days or vacation care, including shoes
- informed about policies regarding children bringing in toys from home
- introduced to their child's educators
- taken on a tour around the Service and environment
- asked to share information on any medical management plan or specific healthcare needs of their child (if applicable)
- informed of the daily report and how parents can view this or informed about the online platform/App the Service may use
- introduced to the routines and Service program, including the observations to aid programming
- informed about Service communication strategies including meetings, interviews, newsletters, emails, etc.
- given the opportunity to set goals for their child
- confirm preferred method of communication.

ENROLMENT PACK

Once the enrolment fee and bond has been paid, families will be provided with an enrolment pack which consists of:

- Family Handbook, which outlines the Service's operation and philosophy
- current fee structure and payment details
- Child Care Subsidy information
- information on the National Quality Framework and *My Time Our Place* learning framework
- ECA Code of Ethics brochure
- Lunchbox and Snack ideas (if applicable- Vacation Care)
- Munch and Move Fact Sheets

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

- the enrolment form is completed accurately and, in its entirety

- document evidence such as birth certificate or passport is sighted to verify that the child's enrolment details are true and correct
- authorisations are signed by both parents/guardians
- our OSHC Service complies with the *Disability Discrimination Act* and our enrolment policy and practices do not discriminate against children or others with disability
- barriers to access and participation for children with disability are identified and reasonable adjustments to the program and environment is made to allow access and participation in the Service [See: *Additional Needs Policy*]
- a child with medical needs does not begin at the OSHC Service unless a medical management plan is received and medication is brought to the service each day
- the child's medical management plan is recorded, and this information is shared/distributed to Educators
- Action Plans are completed in full (if relevant)
- Administration of Medication forms are completed (if relevant)
- the Medical Conditions Policy is provided to families for children with a specific health care need, allergy or other relevant medical condition before the child begins education and care at the Service
- Risk Minimisation Plans and Communication Plans are requested/completed with parents/guardians for children with medical needs before the child begins at the OSHC Service
- Educators are informed of the new child including any medical conditions, interests, developmental needs, and strengths
- Immunisation certificate and birth certificate or passport/identity papers has been sighted and photocopied
- the enrolment is lodged through [enter childcare software provider] or PEP with Department of Education
- a file for the Child's information is created
- families are provided with an orientation survey to complete within the first 6 weeks of starting to gain feedback about the orientation and enrolment process
- the enrolment notice is lodged within 7 days
 - from the end of the week in which the provider and family made an arrangement
 - the provider or service being approved or
 - the end of a suspension
- enrolment notices must include details as outlined with the Childcare Providers Handbook, p. 30
- enrolment notices and arrangements are updated if details have changed or if the enrolment ends

FAMILIES WILL:

- complete all documentation required by the Service for enrolment
- provide required authorisations as indicated on enrolment form
- **confirm enrolment notices and sign CWAs**
- notify the service of any specific health care needs of the child, including medical conditions and allergies and provide a medical management plan for child if applicable
- ensure all information about the child and family is kept up to date.

CHILD CARE SUBSIDY

[Child Care Subsidy](#) (CCS) offers assistance to families to help with the cost of childcare for children aged 0-13 years. There are three factors that determine a family's level of CCS. These are:

- [Combined annual family income](#)
- [Activity test](#) – the activity level of both parents
- [Service type](#) – type of child care service and whether the child attends school

Documentation may be required such as Australian driver licence, Australian passport, foreign passport, Australian birth certificate, Australian Marriage certificate, Australian citizenship certificate

- Families are provided with a Customer Reference Number (CRN)
- Child Care Subsidy is paid directly to providers to be passed on to families as a fee reduction
- Families will contribute to their childcare fees and pay the Service the difference between the fee charged and the subsidy amount- generally called the 'gap fee'
- Families may also be eligible for [Additional Child Care Subsidy](#) depending upon their circumstance

COMPLYING WRITTEN ARRANGEMENT AND ADDITIONAL CHILD CARE SUBSIDY (ACCS) (CHILD WELLBEING) PROCEDURES

- The Provider and Parent must enter into an agreement regarding the planned arrangements for care of a child, this is called a *Complying Written Arrangement* (CWA) and is an agreement to provide care in return for fees.
- The CWA must be recorded, and the parent must confirm the terms of the agreement either electronic or hard copy and this must be kept by the provider.
- The CWA must include the following information:
 - the names and contact details of the provider and the individual(s)
 - the date the arrangement starts
 - the name and date of birth of the child (or children)

- if care will be provided on a routine basis and if so, details about the days on which sessions of care will usually occur
 - the usual start and end times for these sessions of care
 - whether care will be on a casual or flexible basis (in addition to, or instead of, a routine basis)
 - details of fees charged under the arrangement (providers can reference a fee schedule or information available on their website), which the parties understand may vary from time to time.
- Where there are certain changes (fees or booked days) to the individual Complying Written Arrangements (CWA) for care between the provider and an individual, the provider must update the arrangement in writing, and the families are required to confirm the changes by signing the updated CWA.
 - An enrolment notice must be submitted within 7 days following the signed CWA and enrolment acceptance.
 - Once the provider submits an enrolment notice the family will be asked to confirm the enrolment through their myGov account.
 - Parents can apply for ACCS (grandparent), ACCS (temporary financial hardship) or ACCS (transition to work) through Centrelink directly
 - The provider can apply for ACCS (child wellbeing) through the CCS software or PEP for children identified at risk of serious abuse or neglect
 - Our OSHC Service will ensure all ACCS applications are managed in line with the [Guide to Additional Child Care Subsidy \(child wellbeing\)](#) and [CCS Handbook](#)
 - Once a child has been identified as 'at risk' the Service will check the ACCS eligibility requirements from the Guide to the ACCS (Child Wellbeing)
 - If the Service deems the child is eligible for ACCS the service will submit an initial ACCS Certificate for a 6-week period
 - The Service needs to provide a referral to an appropriate support agency in conjunction with the submission of an ACCS certificate
 - If further ACCS (Child Wellbeing) is required following the initial 6-week certificate the service may apply for a Determination for a period of up to 13 weeks
 - Following an application for an ACCS 6-week certificate the provider will abide by the requirement to make an ACCS (child wellbeing) referral to an appropriate support agency
 - Following an application for an ACCS 12-week determination the provider will abide by the requirement that the application must be accompanied by evidence, dated less than 6 months old, or a statutory declaration that supports the provider's view that the child continues to be 'at risk'

- If the child continues to be 'at risk; after the initial 13-week determination, then the provider needs to lodge a subsequent determination application.

ENROLMENT RECORD KEEPING

Our *Record Keeping Policy* outlines the information and authorisations that we will include in all child enrolment records.

ON THE CHILD'S FIRST DAY

Consideration will be made to each family regarding the initial settling in period and strategies may be offered to assist in this transition- for example, organising a buddy in the same class to remind the child to attend OSHC on that particular day; notifying the child's classroom teacher that the child will be beginning OSHC on certain days.

- The child and their family will be welcomed to the Service upon drop off
- They will be greeted by one of the educators who will show them where to sign in and out, discuss what is happening within the Service, and show where children can store their personal belongings whilst attending Out of School Hours Care.
- Information about collecting their child at the end of the day will be discussed
- Management will ensure the orientation checklist has been completed and all required documents and information has been received from families.

CONTINUOUS IMPROVEMENT/REFLECTION

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

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

| | |
|--------------------------------------|-----------------------------------|
| Enrolment letter to parents | Enrolment Information Update Form |
| Enrolment form | Enrolment Procedure |
| Enrolment checklist | Enrolment Waitlist Letter |
| Notification of changes to enrolment | Termination of Enrolment Policy |

SOURCE

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

ACECQA. (2021). Policy and procedure guidelines. Enrolment and Orientation.

ACECQA. (2022). The Disability Discrimination Act: [What do Children's Education and Care Services Need to Know?](#)

Australian Government Department of Education (2022). Child Care Provider handbook
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Government Department of Education (2021). Guide to Additional Child Care Subsidy (child wellbeing)
<https://www.education.gov.au/child-care-package/resources/guide-accs-child-wellbeing>

Australian Government Services Australia
<https://www.servicesaustralia.gov.au/individuals/services/medicare/australian-immunisation-register/how-get-immunisation-history-statement>

Australian Government Guide to Social Policy Law. Family Assistance Guide Immunisation- approved exemptions (FTB). <https://guides.dss.gov.au/family-assistance-guide/2/1/3/40>

Department of Human Services (Centrelink):
<https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy>

Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations. \(Amended 2023\).](#)

Government of Western Australia. Department of Health. (2021). Western Australian Immunisation Requirements. Guidelines for persons in charge of child care services, community kindergartens and schools.

National Centre for Immunisation Research and Surveillance. (2021). No Jab No Play, No Jab No Pay
<https://www.ncirs.org.au/public/no-jab-no-play-no-jab-no-pay>

NSW Government Health. (2019). Questions and answers about vaccination requirements for child care:
https://www.health.nsw.gov.au/immunisation/Pages/childcare_qa.aspx

Revised National Quality Standard. (2018).
<https://www.education.vic.gov.au/childhood/providers/regulation/Pages/reqallservices.aspx>
[Western Australian Education and Care Services National Regulations](#)

REVIEW

| | | | |
|--------------------|--|------------------|----------------|
| POLICY REVIEWED BY | [NAME] | [POSITION] | [DATE] |
| POLICY REVIEWED | SEP/MARCH 2023 | NEXT REVIEW DATE | SEPTEMBER 2024 |
| VERSION NUMBER | V12.09.23 | | |
| MODIFICATIONS | SEPTEMBER <ul style="list-style-type: none"> Annual policy review Update of related legislation MARCH <ul style="list-style-type: none"> Additional statement added to role of AP and Management re: children with disability and compliance with Disability Discrimination Act 1992 Legal requirement for families to provide birth certificate/passport deleted Child Care Centre Desktop related resources added | | |
| POLICY REVIEWED | PREVIOUS MODIFICATIONS | NEXT REVIEW DATE | |
| SEPTEMBER 2022 | <ul style="list-style-type: none"> regular policy maintenance | SEPTEMBER 2023 | |

| | | |
|----------------|--|----------------|
| | <ul style="list-style-type: none"> link to Western Australian Education and Care Services National Regulations added in 'Sources' minor formatting edits within text hyperlinks checked and repaired as required update of name from DESE to Department of Education links within policy updated from DESE.gov.au to education.gov.au | |
| SEPTEMBER 2021 | <ul style="list-style-type: none"> Additional law/regulations added- ACECQA Guidelines to Policy and Procedures document-(August 2021) Updated Related Policies Checked and updated links used within policy Additional section for Families Additional information added re: ACCS requirements | SEPTEMBER 2022 |
| OCTOBER 2020 | <ul style="list-style-type: none"> Family Law inclusion Additional section related to CWA and ACCS | SEPTEMBER 2021 |
| SEPTEMBER 2020 | <ul style="list-style-type: none"> Activity test requirements valid until 4 October 2020 minor editing change | SEPTEMBER 2021 |
| JULY 2020 | <ul style="list-style-type: none"> resumption of CCS and ACCS from 13 July 2020 additional information included about enrolment, CCS application process, Activity Test, Complying Written Arrangement (CWA), and immunisation requirements rewording of some content deleted sections that were repetitive order changed for some items required for the enrolment of the child | SEPTEMBER 2020 |
| SEPTEMBER 2019 | <ul style="list-style-type: none"> Added regulations Priority Access Guidelines removed- new information added Deleted immunisation requirements for OSHC services Grammar, punctuation and spelling edited. Additional information added. Points re-ordered for better flow. Sources/references corrected, updated, and alphabetised. New reference/source added. Related policies alphabetised. | SEPTEMBER 2020 |

| | | |
|----------------|--|----------------|
| SEPTEMBER 2018 | <ul style="list-style-type: none"> Included a statement referring to CCS Written Arrangement updates/changes on page 4. | SEPTEMBER 2019 |
| MAY 2018 | <ul style="list-style-type: none"> New policy created | MAY 2019 |

Item 4.17 Dealing with Complaints Policy

EXECUTIVE SUMMARY

Feedback from families, educators, staff and the wider community is fundamental in creating an evolving Out of School Hours (OSHC) Service working towards the highest standard of care and education.

It is foreseeable that feedback will include divergent views, which may result in complaints. This Policy details our OSHC Service's procedures for receiving and managing informal and formal complaints. Families, parents, visitors, students, and members of the community can lodge a grievance or complaint with management in the understanding that it will be managed conscientiously and confidentially.

The Dealing with Complaints Policy is due to be reviewed.

OFFICER'S RECOMMENDATION

That Council: adopt the Dealing with Complaints Policy with changes.

Budget & Resource Implications

N/A

Background

The changes made in the Policy are highlighted yellow for Councils information.

Consultation (Internal/External)

Nil

Attachments

Attachment R – Policy

Report prepared by **Teena Chappell (Outside School Hours Care Coordinator)**

DEALING WITH COMPLAINTS POLICY

Feedback from families, educators, staff and the wider community is fundamental in creating an evolving Out of School Hours (OSHC) Service working towards the highest standard of care and education.

It is foreseeable that feedback will include divergent views, which may result in complaints. This Policy details our OSHC Service's procedures for receiving and managing informal and formal complaints.

Families, parents, visitors, students and members of the community can lodge a grievance or complaint with management in the understanding that it will be managed conscientiously and confidentially.

NATIONAL QUALITY STANDARD (NQS)

| QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS | | |
|--|--|--|
| 6.1 | Supportive relationships with families | Respectful relationships with families are developed and maintained and families are supported in their parenting role. |
| 6.1.2 | Parent views are respected | The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing. |
| 6.2 | Collaborative partnerships | Collaborative partnerships enhance children's inclusion, learning and wellbeing. |

| QUALITY AREA 7: GOVERNANCE AND LEADERSHIP | | |
|---|------------------------|--|
| 7.1.2 | Management Systems | Systems are in place to manage risk and enable the effective management and operation of a quality service |
| 7.2.1 | Continuous Improvement | There is an effective self-assessment and quality improvement process in place. |

| LEGISLATIVE REQUIREMENTS/EDUCATION AND CARE SERVICES NATIONAL REGULATIONS | |
|---|---|
| Sec. 172 | Offence to fail to display prescribed information |
| Sec.174 | Offence to fail to notify certain information to Regulatory Authority |
| 12 | Meaning of serious incident |
| 168(2)(o) | Education and care service must have policies and procedures... for dealing with complaints |
| 170 | Policies and procedures must be followed |

| | |
|-----------|--|
| 171 | Policies and procedures to be kept available |
| 173(2)(b) | Requires an approved provider to make the name and telephone number of the person to whom complaints may be addressed clearly visible at the service |
| 176 | Time to notify certain information to Regulatory Authority |
| 183 | Storage of records and other documents |

RELATED LEGISLATION

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

RELATED POLICIES

| | |
|--|---|
| CCS Governance Policy | Governance Policy |
| Child Protection Policy | Interactions with Children, Family and Staff Policy |
| Child Safe Environment Policy | Payment of Fees Policy |
| Code of Conduct Policy | Privacy and Confidentiality Policy |
| Dealing with Complaints Policy (Staff) | Record Keeping and Retention Policy |
| Dealing with Complaints Policy (General) | Respect for Children Policy |
| Enrolment Policy | Responsible Person Policy |
| Family Communication Policy | Student and Volunteer Workers Policy |

PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for dealing with complaints (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170).

We aim to investigate all complaints and grievances with a high standard of equity and fairness. We will ensure that all persons making a complaint are guided by the following policy values:

- procedural fairness and natural justice
- code of ethics and conduct
- culture free from discrimination and harassment
- transparent policies and procedures
- opportunities for further investigation
- adhering to our Service philosophy

PROCEDURAL FAIRNESS AND NATURAL JUSTICE

Our OSHC Service believes in procedural fairness and natural justice that govern the strategies and practices, which include:

- The right to be heard fairly
- The right to an unbiased decision made by an objective decision maker
- The right to have the decision based on relevant evidence.

SCOPE

This policy applies to management, the approved provider, nominated supervisor, students, staff, families, visitors (including contractors) and children of the OSHC Service.

IMPLEMENTATION

Grievances and complaints can transpire in any workplace. Handling them appropriately is imperative for sustaining a safe, healthy, harmonious and productive work environment. *Our Dealing with Complaints Policy* ensures that all persons are presented with procedures that:

- value the opportunity to be heard
- promote conflict resolution
- encourage the development of harmonious partnerships
- ensure that conflicts and grievances are mediated fairly
- are transparent and equitable.

DEFINITIONS

Complaint: Expression of dissatisfaction made to or about an organisation related to its products, services, staff or the handling of a complaint where a response or resolution is explicitly or implicitly expected or legally required. [AS/NZS 10002:2014 Complaint Management Standard]

Complaints and Grievances Management Register: Records information about complaints and grievances received at the OSHC Service, along with the outcomes. This register includes documents that must be securely stored, accessible only to educators and Regulatory Authority. They can provide valuable information to the Approved Provider and Nominated Supervisor of the Service to ensure children and family's needs are being met.

Grievance: A grievance is a formal statement of complaint that cannot be addressed immediately and involves matters of a more serious nature. A *workplace grievance* is a complaint raised towards an

employer by an employee due to a violation of legalities (workplace policies, employment contract, national standards).

Mediator: A person who attempts to assist and support people involved in a conflict come to an agreement.

Mediation: An attempt to bring about a peaceful settlement or compromise between disputants through the objective intervention of a neutral party.

Notifiable complaint: A complaint that alleges a breach of the *Education and Care Services National Law and Regulations*, National Quality Standard or alleges that the health, safety or wellbeing of a child at the Service may have been compromised. Any complaint of this nature must be reported by the Approved Provider or Nominated Supervisor to the Department of Early Childhood Education and Care within 24 hours of the complaint being made – (Section 174[2] [b], Regulation 176[2][b]).

If the Approved Provider/Nominated Supervisor is unsure whether the matter is a notifiable complaint, it is good practice to contact the Regulatory Authority for confirmation. Written reports must include:

- details of the event or incident
- the name of the person who initially made the complaint
- if appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant)
- contact details of a nominated member of the *Grievances Subcommittee* (or Nominated Supervisor)
- any other relevant information.

Written notification of complaints must be submitted using the appropriate forms, which can be found on the ACECQA website: www.acecqa.gov.au and logged using NQA ITS (National Quality Agenda IT System).

Serious Incident: An incident resulting in the death of a child, or an injury, trauma or illness for which the attention of a registered medical practitioner, emergency services or hospital is sought or should have been sought. This also includes an incident in which a child appears to be missing, cannot be accounted for, is removed from the Service in contravention of the Regulations or is mistakenly locked in/out of the Service premises (Regulation 12).

A serious incident should be documented in an *Incident, Injury, Trauma and Illness Record* as soon as possible and within 24 hours of the incident. The Regulatory Authority must be notified within 24 hours of a serious incident occurring at the Service (Regulation 176(2)(a)). These records are required to be retained for the periods specified in Regulation 183. The Approved Provider will notify the regulatory authority of any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the service, or any allegation that sexual or physical abuse of a child has occurred or is occurring at the service.

PRIVACY AND CONFIDENTIALITY

Management and educators will adhere to our *Privacy and Confidentiality Policy* when dealing with grievances. However, if a grievance involves a staff member or child protection issues, a relevant government agency will need to be informed. (See: Reportable Conduct Scheme in our *Child Protection Policy*).

CONFLICT OF INTEREST

It is important for the complainant to feel confident in:

- being heard fairly
- an unbiased decision-making process

Should a conflict of interest arise during a grievance or complaint that involves the Approved Provider or Nominated Supervisor, other Management will be nominated as an alternative mediator.

Our OSHC Service may also engage the resources of an Independent Conflict Resolution Service to assist with the mediation of a dispute. We will ensure that throughout the conflict resolution process the Services Code of Conduct is adhered to.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/RESPONSIBLE PERSON WILL:

- ensure that obligations under the *Education and Care Services National Law and Regulations* are met
- ensure the name and telephone number of the person to whom complaints can be made is clearly visible at the service
- ensure information about our *Dealing with Complaints Policy* is easily accessible to all families, visitors and volunteers
- ensure people feel safe or comfortable when making a complaint, including children
- ensure educators, staff, volunteers and students are well informed about the different ways children may express concerns, distress and disclose harm as well as the process for responding to disclosures

from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child. (ACECQA 2023)

- treat all grievances and complaints seriously and as a priority
- ensure grievances and complaints remain confidential
- ensure grievances and complaints reflect procedural fairness and natural justice
- discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint
- investigate and document the grievance or complaint fairly and impartially
- provide details of an outcome following an investigation if required.

The investigation will consist of:

- reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent.
- discussing the nature of the complaint (or breach) and giving the accused educator, staff member, volunteer or visitor an opportunity to respond.
- permitting the accused person to have a support person present during the consultation (for example: Union Representative or family member; however, this does not include a lawyer acting in a professional capacity).
- providing the employee with a clear written statement outlining the outcome of the investigation.
- advise the complainant and all affected parties of the outcome within 7 working days of receiving the verbal or written complaint.
 - management will provide a written response outlining the outcome and provide a copy to all parties involved
 - if a written agreement about the resolution of the complaint is prepared, all parties will ensure the outcomes accurately reflect the resolution.
- should management decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning will be provided to the complainant
- keep appropriate records of the investigation and outcome and store these records in accordance with our *Privacy and Confidentiality Policy* and *Record Keeping and Retention Policy*
- monitor ongoing behaviour and provide support as required
- ensure the parties are protected from victimisation and bullying
- request feedback on the grievance or complaint process using a feedback form
- track complaints to identify recurring issues within the Service
- notify the Regulatory Authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Notification must include any incident where there is a reasonable

belief that physical and/or sexual abuse of a child has occurred or is occurring at the service or any allegation that sexual or physical abuse of a child has occurred or is occurring at the service.

EDUCATORS WILL:

- listen to the family's view of what has happened
- clarify and confirm the grievance or complaint, documenting all the facts prior to the investigation
- encourage and support the family to seek a balanced understanding of the issue
- discuss possible resolutions available to the family. These would include external support options.
- encourage and assist the family to determine a preferred way of solving the issue
- record the meeting, confirming the details with the family at the end of the meeting
- maintain confidentiality at all times
- refer families (as necessary) to Service policies that may assist in resolving the grievance or complaint.

If the grievance cannot be resolved, it is to be referred to the Nominated Supervisor who will investigate further:

- if appropriate, collect relevant written evidence. This evidence will be treated in strict confidence and will be held in a secure place
- involve the Approved Provider or Nominated Supervisor in the conflict resolution as required
- should it be necessary to interview relevant people concerning the grievance, their involvement should be kept to the minimum necessary to establish the facts
- third parties providing evidence must also be made aware that the matter is to be kept confidential.

Should the grievance or complaint be lodged against another person(s), these persons will be interviewed separately and impartially. Individuals must be given the opportunity to respond fully to the allegations and may have another person present, as a support person, if they wish. If after investigation, it is concluded that the grievance is substantiated:

- both parties will be told of the decision and the reason for it
- immediate and appropriate steps will be taken to prevent the grievance from recurring
- if after investigation, it is concluded that the grievance is not substantiated both parties will be notified of the decision and the reason
- the family will be informed that if they are not satisfied with any decision relating to the grievance procedure that they should consult with an external body for further advice such as the Regulatory Authority

- if the grievance or complaint is of a serious nature, or there is a reasonable belief the complaint is any allegation of sexual or physical abuse the Nominated Supervisor is responsible to inform the Regulatory Authority.

FAMILIES WILL:

- be informed of our duty of care to ensure that all persons are provided with a high level of equity and fairness in relation to the management of complaints. The complaints procedure for families ensures a fair opportunity for all stakeholders to be heard and promotes effective conflict resolution within our Service
- attempt to discuss their grievances/complaints with the relevant educator associated with a particular child and/or family as the first step to resolving the issue
- communicate any concerns they may have in writing addressed to the Approved Provider or Nominated Supervisor [see: Complaints/Grievance Form]
- raise any unresolved concerns with the Approved Provider or Nominated Supervisor
- maintain confidentiality at all times
- be provided with details of external agencies to contact should they feel our Service has not resolved their concerns (e.g., regulatory authority)

COMPLAINTS RELATING TO THE ADMINISTRATION OF CHILD CARE SUBSIDY

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

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

Phone: 1800 664 231

Email: tipoffline@education.gov.au

CONTINUOUS IMPROVEMENT/EVALUATION

Complaints provide our OSHC Service with opportunities for learning and improvement. We encourage regular and ongoing feedback from staff, children and families and the community. Our Service is committed to resolving complaints through prompt investigation, open communication, and transparent processes. **Our *Dealing with Complaints Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.**

To ensure complaints and grievances are handled appropriately, the **Approved Provider/** Nominated Supervisor will:

- evaluate each individual complaint and grievance as recorded in the *Complaints and Grievance Management Register* to assess that a satisfactory resolution that has been achieved
- review complaints and grievances as recorded in the *Complaints and Grievance Management Register* to ensure a pattern of similar grievances is not occurring
- review the effectiveness of the OSHC Service policy and procedures to ensure all complaints and grievances have been handled fairly and professionally
- consider feedback from staff, educators and families regarding the policy and procedure.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

| | |
|---|---|
| Complaints / Grievance Procedure Compliant / Grievance Investigation Guide and Form Complaints Grievance Form | Complaints / Grievance Management Form Complaints / Grievance Register |
|---|---|

SOURCE

Australian Children’s Education & Care Quality Authority. (2014).
 ACECQA-[Using Complaints to support continuous improvement](#). (2023).
 Australian Government Department of Education. *Child Care Provider Handbook (2022)*
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>
 Australian Human Rights Commission: <https://www.humanrights.gov.au>
 Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023).
 Fair Work Australia: <https://www.fairwork.gov.au/>
 Guide to the National Quality Framework. (2017). (Amended 2023).
 Queensland Government- Guide for effective complaints management
<https://earlychildhood.qld.gov.au/legislationAndGuidelines/Documents/effective-complaints-management-guide.pdf>
 Revised National Quality Standard. (2018).
[Western Australian Education and Care Services National Regulations](#)

REVIEW

| | | | |
|--------------------|-------------------|------------------|-------------|
| POLICY REVIEWED BY | Tina Chappell | Coordinator | August 2023 |
| POLICY REVIEWED | APRIL/AUGUST 2023 | NEXT REVIEW DATE | AUGUST 2024 |
| VERSION | V9.08.23 | | |

| MODIFICATIONS | <p>AUGUST 2023</p> <ul style="list-style-type: none"> updated related legislation NQF changes effective 1 Oct 2023 <p>APRIL 2023</p> <ul style="list-style-type: none"> merged Dealing with Complaints Policy (General) with Dealing with Complaints Policy (Family) for ease of management of policies sources checked | |
|-----------------------|---|------------------|
| POLICY REVIEWED | PREVIOUS MODIFICATIONS | NEXT REVIEW DATE |
| AUGUST/SEPTEMBER 2022 | <ul style="list-style-type: none"> policy maintenance additional information added to 'Continuous Improvement/Evaluation' section link to Western Australian Education and Care Services National Regulations added in 'Sources' minor formatting edits within text hyperlinks checked and repaired as required links to DESE changed to Department of Education | AUGUST 2023 |
| AUGUST 2021 | <ul style="list-style-type: none"> Policy name changed to meet ACECQA guidelines- <i>Dealing with Complaints Policy (Families)</i> additional related legislation added definition of 'complaint' amended to align with ACECQA's definition guidelines notification requirement for physical or sexual abuse added sources checked for currency and updated where required | AUGUST 2022 |
| OCTOBER 2020 | <ul style="list-style-type: none"> minor editing additional related policies reference to Reportable Conduct Scheme added link to Regulatory Authority added additional information regarding CCS tip-off line included | AUGUST 2021 |
| AUGUST 2019 | New policy created for Out of School Hours Care | AUGUST 2020 |

Item 6. General Business

DATE OF NEXT MEETING

05 December 2023

CONCLUSION

Peter Bennett
Chief Executive Officer