

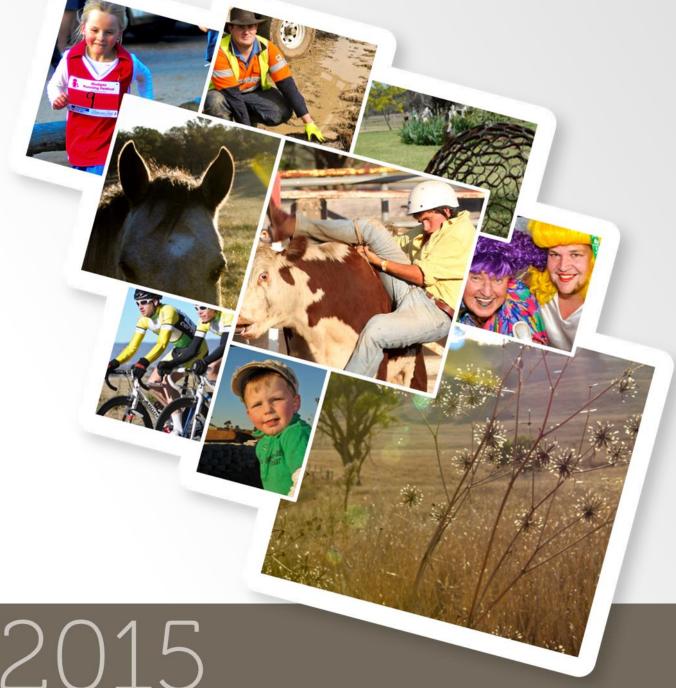
COUNCIL BUSINESS PAPERS

Ordinary Meeting wednesday 15 July 2015

ATTACHMENTS TO COUNCIL BUSINESS PAPER







COUNCIL BUSINESS PAPERS

Ordinary Meeting wednesday 15 July 2015

ATTACHMENT 6.2.3

► Planning Proposal — 148 Wyoming Road, Stubbo



\$ 3285 -28 APR 2015 Planning Proposal R/N: 33805%

Lot 1 DP 841458, Wyoming Road, Stubbo

David Newall

structural engineering project management residential design civil engineering registered surveyors commercial design geotechnical engineering town planning graphic representations environmental drilling construction management mechanical engineering industrial design environmental consulting nata accredited testing laboratory electrical engineering interior design



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Mar-15
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EXECUTIVE SUMMARY

This submission is made by Barnson Pty Ltd to Mid-Western Regional Council on behalf of Mr. David Newall, seeking support in principle for the rezoning of a 12ha portion of rural land under the Mid-Western Regional Local Environmental Plan 2012 ("the LEP").

The subject site identified as Lot 1 DP841458 and known as 148 Wyoming Rd, Stubbo. The subject land is located on the south-eastern edge of Stubbo, which is a large rural-residential settlement approximately 7km north-east of the town of Gulgong. Existing development on the site comprises two detached dwellings approved as a dual occupancy by the Council circa 2012.

The site has an area of 111.3ha and in accordance with the LEP is zoned RU1 – Primary Production, with a corresponding minimum lot size of 100ha. The 12ha portion of the site proposed for rezoning adjoins the south-eastern edge of the Stubbo area zoned R5 Large Lot Residential with a corresponding minimum lot size of 12ha. Approximately 380ha of rural land on the south side of Stubbo (including the subject site) is identified in the Mid-Western Region Comprehensive Land Use Strategy as being suitable for supporting large lot residential subdivision with a minimum lot size of 12ha, which the proposal is consistent with.

Stubbo is characterised by large lot residential subdivision over an area of approximately 15km² (1,500ha), bound by Governor Road to the north, Wyoming Road to the east, Raydon Lane to the south and Stubbo Road to the west.

The proposal also seeks an amendment to the minimum lot size applying to the 12ha portion of the site proposed for rezoning. The proposed minimum lot size of 12ha is consistent with the adjoining area of land zoned R5 Large Lot Residential with a corresponding minimum lot size of 12ha. The residual RU1 zoned portion of the site will have an area of 99.3ha, which is deemed to comply with the minimum lot size of 100ha that currently applies.

No new development is expected as an outcome of the Planning Proposal, rather it will simply enable the land to be subdivided into two lots of 12ha and 99.3ha respectively, with an existing dwelling on each lot. Both dwellings exist independently insofar that they benefit from independent water supply, effluent disposal, electricity and telephone services. Separate access to the western side dwelling may be provided without requiring any clearing, with no constraints in this regard.

Based on a preliminary assessment, the subject site is predominantly cleared and limited in productivity to low intensity grazing. The subject land has all weather road access with frontage to Wyoming Road. The potential for the area to support further rezoning and large lot residential subdivision is recognised by the Mid-Western Region Comprehensive Land Use Strategy, identifying land south of Stubbo towards Gulgong for its suitability for large lot rural residential subdivision with a minimum lot size of 12ha. Favourably the site adjoining the existing large lot rural-residential subdivision pattern, and shares its physical characteristics.

The submission consists of two copies of this report, including Maps and Plans by Mid-Western Regional Council and Barnson; and an Aboriginal Heritage - AHIMS database check.



1.0 OVERVIEW OF SITE CHARACTERISTICS

1.1 Site Location

The subject land is located at the south-eastern corner of Stubbo on the southern side of Wyoming Road, approximately 7km north-east of Gulgong. Refer to **Figure 1** - location plan and **Figure 2** – aerial cadastre.



Figure 1 - aerial view location plan of site, located approximately 7km north-east of Gulgong

1.2 Property Description & Zonings

The subject land consists of one lot identified as Lot 1 DP841458. The land has an area of 111.3ha.

Existing development comprises a detached dual occupancy with the principal dwelling having a detached garage and studio. Both dwellings are located towards the western boundary of the site, approximately 400m south of the gate entry from Wyoming Road.

The subject land is currently zoned RU1 - Primary Production pursuant to the Mid-Western Regional Local Environmental Plan 2012 (the LEP). A riparian corridor traversing through the north-eastern corner of the site is mapped by the LEP as Biodiversity Sensitivity, approximately 1km east of the dwellings. Refer to LEP map, in **Appendix A**.

The proposed rezoning is to R5 - Large Lot Residential, with a minimum lot size of 12ha pursuant to the LEP, which applies this lot size to the neighbouring land to the north and west in Stubbo. Refer to proposed plan of subdivision at **Appendix B.**





dual occupancy located towards western boundary, riparian corridor towards eastern side

1.3 Landform and Topography

Soils of the site are included in the group 'Home Rule', these soils generally occur north of Gulgong and are characterised by low lying flat to undulating land comprising sediment soils derived from granite, plus yellow Podzolic and yellow Solodic soils. (Lawrie, B.W. and Murphy, J.W. (1998), Soil Landscapes of the Dubbo 1:250 000 Sheet, Department of Land and Water Conservation of NSW, Sydney). A description on salinity is not available.

The subject land is generally flat with a slight cross fall to the north-west. Some surface runoff is captured by five dams (three 'off line' and two 'on line' dams) which are located within the western half of the site. The near level form of the land has enabled its development to be carried out with minimal earthworks thereby preserving the natural drainage regime across the site.

1.4 Land-uses

The subject land is occupied by its owners with cattle grazing being carried out on the land. Improvements comprise a residential dual occupancy (detached), detached garage, and studio. The two dwellings are separated approximately 55m apart with the owners residence being the eastern side dwelling and the second dwelling being the western side dwelling within a fenced area of approximately 2,300m², adjacent to the western boundary of the site. Access to both dwellings is via a common driveway from Wyoming Road.





Photo 1: View south of site and dual occupancy from Wyoming Road gate access



Photo 2: principle dwelling, looking south

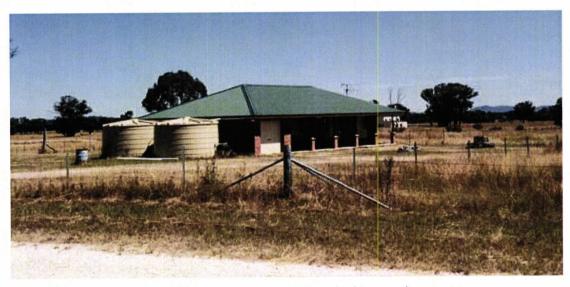


Photo 3: dual occupancy dwelling, looking south-west



1.5 Surrounding Development

The surrounding development is characterised by rural subdivision and rural-residential (large lot residential subdivision) generally with a minimum lot size of 12ha, as follows:

- To the north is an 11 lot rural-residential subdivision with each lot featuring a dwelling:
- To the east along the south-eastern boundary is the Sandy Hollow Gulgong Railway line, with land further east and south characterised by large lot rural subdivision, generally with a minimum area of 100ha/lot;
- To the west is a dwelling on land zoned R5 large lot residential with an area of 18ha.
 Further west on either side of Cope Road is rural-residential lots, ranging in area from a minimum of 12ha/lot.

Refer to Aerial Map in Appendix A.

Noting the predominance of rural residential subdivision in the surrounds, estimated at 1,500ha total, the proposed rezoning of 12ha of the subject site to R5 - Large Lot Residential provides a minor extension to this zone. By virtue of maintaining its existing land use it is unlikely to result in any significant conflicts with adjoining farmland uses, nor adversely impact on sustainable agricultural practices in the locality.

1.6 Flora and Fauna

The subject land is predominantly cleared having a long established use as low intensity grazing land. Isolated stands of established eucalypt trees are noted on the subject land in close proximity to the original dwelling, and approximately 1km east of the dwelling along a creekline corridor towards the eastern side of the site, with this corridor mapped in the LEP as Biodiversity Sensitive. Refer to **Figure 2** for location of the riparian corridor.

No fauna was observed onsite, however it is acknowledged that the site may be inhabited on occasion by roaming kangaroos and certain avian species. Based upon this it is unlikely that any flora shall be disturbed as part of any future development relating to the possible rezoning of the site, and no core habitat for local fauna will be threatened.

1.7 Heritage

There are no heritage items listed for the subject site in the New South Wales Heritage Register (NSW Heritage Council, 2010) or the Mid-Western Local Environmental Plan 2012. Refer to **Appendix C** for searches conducted utilising the Aboriginal Heritage Information Management System (AHIMS).

The National Parks and Wildlife Act 1974 provides for the protection of Aboriginal relics/sites across New South Wales regardless of significance, land tenure and whether or not they are recorded in the NPWS Sites Register. It is an offence to knowingly damage, deface, cause or permit the destruction of an Aboriginal relic or place without the prior written consent of the director general of NPWS.



1.8 Flooding

Three first order streams cross through the eastern part of the site, falling to the northern boundary. Being first order they were observed as dry during a dry weather period, and are not considered to form significant watercourses. A check of Council's Flood Map does not identify the land as flood prone.

1.9 Groundwater

The land is identified as groundwater vulnerable on Council's "Groundwater Vulnerability Map", therefore effluent disposal requires consideration. Noting the two existing dwellings both have separate on-site effluent disposal systems installed, this matter has been addressed in Council's previous approvals for the development of the site.

1.10 **Noise**

Noise measurements of background levels have not been undertaken onsite. The main contributor to noise in the vicinity is considered to be created by background machinery noise from farming activities to the east and south, plus occasional passing freight trains.

1.11 Services

Water & sewer - The proposed rezoning of 12ha of the site to R5 Large Lot Residential with a minimum lot size of 12ha is premised upon maintaining existing on-site rainwater harvesting and on-site effluent disposal, which service both dwellings on site, independently of each other. This is consistent with neighbouring development in the R5 Large Lot Residential zone.

Stormwater - Noting on-site rainwater harvesting is provided for each dwelling, no stormwater measures are necessary for the proposed rezoning and subdivision.

Power / communications - Both electricity and telecommunications services are provided to both dwellings on the subject land.

1.12 Access

The subject land has all weather road access with frontage to Wyoming Road, which connects with Cope Road to the west for close access to Gulgong. As part of any future subdivision of the site, a new driveway may form part of the land subdivision which will require provision of a intersections with Spring Flat Road as indicated in the Concept Plan attached at **Appendix B**. Additional detail can be provided as required by Council.

1.13 Bushfire

A review of Mid-Western Regional Council's Bushfire Prone Land Map confirms that both portions of the subject site are substantially clear from the boundaries of bushfire prone land. Notwithstanding, with a predominant vegetation classification of **Grasslands** some level of bushfire risk is acknowledged. Future development of the land as large lot residential would result in a transformation of the site to **Managed land** thereby reducing the risk of grassfires.



2.0 PROPOSED DEVELOPMENT

2.1 General

This proposal seeks Mid-Western Regional Council's support to rezoning a 12ha portion of the subject land from the RU1 - Primary Production Lot zone to the R5 - Large Lot Residential zone, with a minimum lot size of 12ha pursuant to the Mid-Western Regional Local Environmental Plan 2012. The residual land will remain zoned RU1 – Primary Production with a minimum lot size of 100ha. No new development will result and no new services are required to each of the two existing dwellings on the site.

The intention of rezoning the land in this manner is to permit the future subdivision of the land, so that the two existing dwellings on the site may be subdivided into two separate titles. The western proposed lot at 12ha and its occupation for rural residential purposes is consistent with the objectives of the R5 - Large Lot Residential zone, and the minimum lot size of 12ha. Noting its location and cleared state with frontage to Wyoming Road, and adjoining a rural-residential subdivision zoned RU5 Large Lot Residential, the proposed part rezoning of the site to RU5 is consistent with its surrounds, representing a minor extension to this zone.

2.2 Lot Yield

The subject land comprises a single lot with an area of 111.3ha. Under the current RU1 - Primary Production zone, the minimum lot size is 100ha whereby the land cannot be subdivided irrespective of containing a detached dual occupancy with both dwellings benefiting from independent services.

The minimum lot size for land in Stubbo that is zoned R5 - Large Lot Residential is 12ha (being lots not connected to water and sewer mains), as confirmed from the LEP lot size maps. Accordingly the minimum lot size to accompany this proposal is 12ha. Based on this minimum lot size, the potential lot yield is indicated in **Table 2**, as follows.

Table 2: potential lot yield

Lot	DP	Owner	Lot Size	Existing RU1 zone
14	841458	David Newall	111.3ha*	1 lot @ 100ha+/lot
				Proposed zone
1		David Newall	99.3ha	RU1 // 100ha/lot
2		David Newall or other	12ha	RU5 // 12ha/lot
NET A	REA	Individual owners	111.3ha	
Propo	osed lot yield	Individual owners	111.3ha	2 lots @ 99.3ha RU1 zone
				+ 12ha R5 zone

^{*} approximate measurement, to be confirmed by survey



3.0 SITE OPPORTUNITIES – SUBSTANTIAL PUBLIC BENEFIT

3.1 Existing constraints and opportunities to development

The land subject to the proposed rezoning is zoned RU1 - Primary Production under the provisions of the Mid-Western Regional Local Environmental Plan 2012, with a minimum lot size of 100ha. The land is located on the edge of approximately 1,500ha of land developed and zoned R5 Large Lot Residential in the area of Stubbo, approximately 7km north-east of Gulgong.

The current zoning as RU1 - Primary Production effectively limits the land to its current use as low intensity grazing land with a farmers dwelling. The current zone and corresponding minimum lot size of 100ha prevents its further subdivision noting its area of 111.3ha. In contrast the neighbouring land to the north and west zoned R5 – Large Lot Residential has a minimum lot size of 12ha, while having similar physical characteristics as flat and cleared farmland. Further, given the site has frontage to Wyoming Road it is consistent in accessibility with the neighbouring land zoned R5.

It is also noted that the two dwellings on the site are within view of neighbouring houses in the R5 zoned surrounds, and are on similarly cleared flat land such that it is consistent with the housing density and environmental character of its surrounds. Consequently the subject site is recognised for its suitability for subdivision, creating a 12ha lot (and a residual 99.3ha lot) that enables the two existing dwellings to be subdivided.

Whilst most agriculture zoned land surrounding Gulgong and Mudgee has been retained from the previous Mid-Western Interim LEP 2008 in terms of zoning and minimum lot size, over the past 5 years the Region has experienced significant growth in housing with limited supply of large lot residential / rural-residential land to accommodate future demands for this. In considering this, the proposal will enable one additional R5 zoned lot to be provided containing an existing dwelling on the edge of the existing R5 zone, whilst retaining a residual RU1 zoned lot of 99.3ha which effectively complies with the minimum lot size of 100ha and continues largely unaffected to serve its principal zoning objective as extensive agricultural land.

3.2 Consideration of proposed zoning

The proposed rezoning of 12ha of the site to R5 - Large Lot Residential permits a wide range of rural, residential and non-residential related development as indicated in the 'Permitted with consent' land use table for the zone:

Aquaculture; Bed and breakfast accommodation; Cellar door premises; Dual occupancies; Dwelling houses; Garden centres; Home industries; Intensive plant agriculture; Landscaping material supplies; Markets; Neighbourhood shops; Plant nurseries; Roadside stalls; Secondary dwellings; Serviced apartments; Waste or resource transfer stations; Water recycling facilities; (plus any used not specified as prohibited)



In considering the range of permissible uses, the two existing dwelling remains permissible with consent. By way of the proposal, the two dwellings may be subdivided so that a dwelling is located on each lot.

Consideration of the rezoning proposal against the zone objectives is provided as follows:

Objectives of zone

 To provide residential housing in a rural setting while preserving, and minimising impacts on, environmentally sensitive locations and scenic quality.

Comment - The proposal enables two lots to be created from the existing 111.3ha lot; with a 12ha lot to be zoned R5 – Large Lot Residential neighbouring the existing R5 zone, and a 99.3ha farm lot which will maintain a natural corridor identified of biodiversity sensitivity towards its eastern boundary. The proposal will not result in any new development therefore no impacts on the existing rural scenery and natural features are envisaged. Access to the western side dwelling as part of the proposed R5 zoned land may be provided from Wyoming Road across a cleared and flat portion of the site, with no vegetation requiring removal and no adverse visual impacts envisaged.

 To ensure that large residential lots do not hinder the proper and orderly development of urban areas in the future.

Comment – The site is located on the south-eastern edge of approximately 1,500ha of developed land in Stubbo zoned R5 – Large Lot Residential, approximately 7km north-east of the town of Gulgong. By virtue of this separation to Gulgong, the proposal is not considered to affect potential urban growth on the north side of the town, noting that Council's Urban Release Strategy 2014 identifies land approximately 1km north-west of the Gulgong Town Centre for residential subdivision.

 To ensure that development in the area does not unreasonably increase the demand for public services or public facilities

Comment - The site has all weather road access from Wyoming Road to the same standard as all of the R5 zoned land in the surrounds. Both existing dwellings benefit from independent services in terms of water supply, effluent disposal, power and telephone. The proposal will not create opportunities for further development noting that both proposed lots will have an existing dwelling.

In terms of demands on community services, rates and developer contributions collected from future subdivision would assist towards funding such services. Furthermore with no increase in housing noting the two existing dwellings which will be subdivided, the proposal will not result in any increase in demand for community services.



The creation of one additional lot on the edge of the R5 zone and containing an existing dwelling will not affect supply or demand for housing in Gulgong and Stubbo, however will beneficially enable separate ownership of the two existing dwellings.

To minimise conflict between land uses within this zone and land uses within adjoining zones.

Comment - The proposal will result in 12ha of land zoned R5 enabling its creation through subdivision and the residual rural lot of 99.3ha containing the original farm dwelling. Given it's area this is deemed to comply with the minimum lot size of 100ha for land zoned RU1 Primary Production.

The proposal will retain the two existing dwellings except it will enable their future subdivision, with the existing low intensity grazing able to continue unaffected. Land use in the surrounds is predominantly characterised by low intensity livestock grazing within both the RU1 and R5 zoned areas neighbouring the site. Accordingly the proposal will not give rise to land use conflict with the neighbouring RU1 Primary Production zone to the south and east.

Other LEP provisions for consideration

Clause 6.4 - Groundwater vulnerability requires Council's consideration in the determination of a Development Application (DA) for development on land that is groundwater vulnerable. Whilst the Planning Proposal does not seek development consent for the accompanying concept subdivision plan, it is acknowledged that a future DA for subdivision would require consideration of this matter. Noting on-site effluent disposal is provided independently to both dwellings on this site, this matter has been addressed under the Council's approvals for these.

3.3 Land use conflict

As discussed in Sections 4.1 and 4.2 above, the proposed 12ha R5 zoned lot is considered a minor extension to the existing R5 zoned land to the north and west.

With regard to existing agriculture to the south and east, the proposed R5 zoned 12ha large lot will contain an existing dwelling as will the residual 99.3ha lot. Both dwellings are substantially setback from the southern and eastern boundaries of the site such that they are not affected by any impacts from farming activity on neighbouring land. On this basis grazing on the larger farm lot and neighbouring land is unlikely to be affected, with the rezoning and subdivision not considered to cause any land use conflict.

3.4 Summary of opportunities and constraints

The main planning opportunities relating to the proposed rezoning of the subject land, include the following:

Location - The site is located on the south-eastern edge of the R5 Large Lot Residential area of Stubbo, identified by occupied lots ranging in area generally from 12ha – 20ha. The location of the land in this regard adjoining the edge of the R5 zone makes it suitable for large lot residential development. The creation of one additional R5 lot is considered unlikely to impact on grazing activity on larger RU1 Primary Production zoned land to the south and east.



Environment - The site is predominantly cleared in its current state as grazing land, with no likely presence of any threatened or endangered flora and fauna within the 12ha portion of the site identified for rezoning. The biodiversity sensitive riparian corridor towards the north-eastern corner of the site is separated approximately 1km from the land identified for rezoning and will not be affected.

Land use compatibility with surrounds - The surrounding land uses comprise a mix of land uses including grazing land and rail line to the south and east, and large lot residential to the north and west. Based upon this mix of land uses, the proposed rezoning of 12ha of the site to enable its subdivision is considered compatible with the surrounding land uses, representing a minor extension to the existing R5 Large Lot Residential zone.

Potential land supply – The proposed rezoning of 12ha to R5 Large Lot Residential will enable a two lot subdivision of the site, creating one additional R5 zoned lot which will be occupied by an existing dwelling approved by Council, complementing Gulgong's supply of rural-residential land.

Access - The proposed subdivision will have frontage for both lots to Wyoming Road. The proposed Concept Plan enabled separate access to be provided to the 12ha lot from Wyoming Road through cleared flat land with no constraints in this regard.

Services - The proposed minimum lot size of 12ha does not require connection to water and sewer in accordance with Council's subdivision controls, noting both existing dwellings on the site benefit from independent services.

Land use suitability – The land's suitability for Large Lot Residential subdivision is recognised by the Mid-Western Region Comprehensive Land Use Strategy, which is discussed further in Section 4.2 of this report.

The subject site is located on the south-eastern edge of the R5 Large Lot Residential area of Stubbo. The site is similar in physical characteristics to the R5 zone being relatively flat and cleared with frontage to Wyoming Road. The proposed two lot subdivision that will result from rezoning 12ha of the site to R5 large lot residential will enable the existing use of livestock grazing to continue unaffected on the land and in the surrounds. No physical constraints are identified to the proposed rezoning and subsequent two lot subdivision.

No physical constraints are identified that would hinder the future subdivision and development of the land for rural - residential purposes, noting:

- a) There are no obvious signs of salinity over the subject land;
- b) The subject land does not appear to be flood prone land;
- c) The site is located outside the boundaries of Bushfire Prone Lands;



- d) The site does not contain any known items of heritage significance, nor will its two lot subdivision give rise to clearing and disturbance;
- e) The biodiversity sensitive tree corridor associated with the riparian zone near the north-eastern corner of the site will be retained in one lot, and is located approximately 1km from the proposed area of rezoning such that it will not be affected.
- f) The subject land is not identified as prime agricultural land that will reduce in agricultural viability as a result of rezoning 12ha to R5 Large Lot Residential, noting that the residual lot of 99.3ha zoned RU1 Primary Production effectively complies with its minimum lot size of 100ha;
- g) It is also unlikely that additional land can be acquired to make the subject land worthwhile for sustainable agricultural use;
- h) The proposed rezoning of 12ha of the site to R5 Large Lot Residential represents a minor extension to the existing R5 zoned area of Stubbo.



4.0 STRATEGIC CONTEXT

4.1 Contribution to Land Supply

Due to its location and few constraints the subject land can be readily incorporated into Council's plans for future large lot residential subdivision in Stubbo and Gulgong.

From review of large lot residential type subdivision in the Mid-Western Region it is apparent the Region has experienced significant residential growth over the past 5 - 10 years including the development of large lot rural residential land in both Mudgee and Gulgong, with few vacant lots. The result is that there appears to be scope for supporting further large lot rural - residential subdivision and development consistent with the principles of Council's Comprehensive Land Use Strategy.

The Strategy identifies a take up rate of 5-10 rural residential ('rural lifestyle') lots per year for the Gulgong area, whereby the proposal will provide one additional developed lot zoned R5 Large Lot Residential without significantly affecting rural land productivity. In this regard, the balance of the site at 99.3ha will retain its zoning as RU1 Primary Production and use as low intensity livestock grazing with a farm dwelling.

4.2 Key Council Strategies

The rationale for supporting the rezoning can be found in Council's key planning strategies and instruments. The following is a brief summary of Council's planning strategies and instruments which are relevant to future planning of the site:

4.2.1 Mid-Western Regional Comprehensive Land Use Strategy

The Mid-Western Regional Comprehensive Land Use Strategy ("the Strategy") dated October 2009 provides "a basis for identifying options...to meet long term urban and rural growth needs... and provide direction for targeted growth in specific areas. The Strategy commenced preparation in 2007 by Parsons Brinkerhoff consultants for Council, and was adopted in 2009.

In relation to the proposed development, the Strategy specifically identifies the site as "Opportunity Land". Figure 4-4 of the Strategy identifies some 379.4ha of rural land on the south side of Stubbo including the subject site as 'Area B'. Under *Section 4.8 Rural Lifestyle Landuse*, Area B is identified as a long term release area with a minimum recommended lot size of 12ha/lot.

Whilst the Strategy identifies Area B as a long term release area, the proposal is limited to rezoning a relatively small area of land at 12ha and represents a logical extension to the existing RU5 zone to the north and west where a minimum lot size of 12ha applies. As the proposal does not require any new road or road extension, it would not otherwise affect the timing for rezoning Area B. Based upon this, the proposal is broadly consistent with the Strategy insofar that the site is recognised as suitable to support large lot residential (formerly 'rural-residential') subdivision, as proposed.



4.2.2 Mid-Western Regional Local Environmental Plan 2012

The general objectives of the plan support the rezoning of the land to R5 - Large Lot Residential for rural-residential type development, as the land is appropriately located having regard to environmental constraints, accessibility and existing land-use patterns. The general objectives also support the rezoning of the site for large lot rural residential as it achieves orderly and efficient development of the site. Consideration of the zone objectives as provided in Section 4.2 of this report indicate that future subdivision and rural - residential development of the land may be carried out in an orderly manner without adversely impacting on the surrounds.

4.3 Section 117 Directions

Pursuant to Section 117(2) of the *Environmental Planning and Assessment Act, 1979,* any relevant planning direction issued by the Minister must be followed by Council upon determining to prepare a new Local Environmental Plan (LEP) or an amendment to its LEP as initiated by a Planning Proposal.

The directions that are relevant to the proposal are identified as follows:

- Direction 1.2 Rural Zones
- Direction 1.5 Rural Lands

4.3.1 Direction 1.2 - Rural Zones

Consideration is given to this direction whereby the proposal seeks rezoning of rural land to permit large lot residential subdivision. As stated, the objective of this direction is to protect the agricultural production value of rural land.

In circumstances where a Planning Proposal is not consistent with this Direction and not identified for potential rezoning under the Council's Strategy, a study in support of the proposal is required which gives justification to the objectives of this direction.

As discussed in this report, the land in its current state has a relatively low level of agricultural production noting its use for low intensity grazing. Given the land's relatively low productivity and that it is recognised in the Comprehensive Land Use Strategy as suitable for large lot residential subdivision at 12ha/lot, it is submitted that the current zoning as RU1 Primary Production does not reflect its highest and best use.

Based on this, the rezoning of 12ha of the site to R5 - Large lot residential would not result in a significant loss of productive agricultural land in the region, noting the residual lot at 99.3ha will remain zoned RU1 – Primary Production so that it may be retained in its use as grazing land.



4.3.2 Direction 1.5 - Rural Lands

Consideration is given to this direction which applies where a planning proposal affects land within an existing rural zone, and where the proposal changes the existing minimum lot size on land within a rural zone.

The direction requires the proposal to be consistent with the rural planning and subdivision principles listed in *State Environmental Planning Policy (Rural Lands)* 2008. Notwithstanding, a planning proposal may be inconsistent with the Direction (and the SEPP) if the proposal is justified by a strategy that identifies the land for future rezoning (that the proposal is consistent with), and the strategy has been endorsed by the Department of Planning.

In the circumstances of this Planning Proposal for rezoning the site to R5 - Large lot residential, the site is identified as part of land for such rezoning and development under the Council's Strategy, as discussed in Section 4.2.1.



5.0 CONCLUSION

Rezoning of the land is generally consistent with the objectives set out in Council's planning instruments, and planning strategies including the Mid-Western Regional Comprehensive Land Use Strategy and the Mid-Western Regional Local Environmental Plan 2012. Part rezoning of the land to R5 - Large Lot Residential under the LEP would facilitate a future large lot residential parcel of land containing an existing dwelling, being a minor extension to the existing R5 zone whilst not requiring connection to water and sewer services. The site presents few physical constraints to development.

The proposed rezoning would result in:

- Subdivision that is suitable in the locality;
- Development that is compatible with adjoining and adjacent land uses, including neighbouring large lot residential development to the north and west along Wyoming Road;
- Subdivision that supports demand for low density rural residential housing that provide for rural lifestyle;
- Subdivision that is consistent with the opportunity areas identified in the Mid-Western Region Comprehensive Land Use Strategy.

Council is encouraged to support this Planning Proposal and take all necessary steps to amend the Mid-Western Regional Local Environmental Plan 2012 to rezone the subject land to R5 - Large Lot Residential with a minimum lot size of 12ha, thereby enabling subdivision of the land and the two existing dwellings.

We would be happy to meet with Council representatives to discuss this matter further. Should Council require any further information please contact the undersigned at our Mudgee office.

Yours faithfully

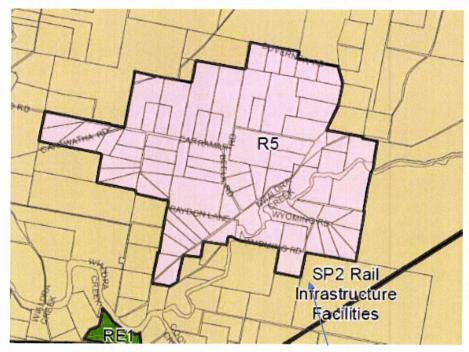
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Ben Rourke - BTP, MEnvLaw

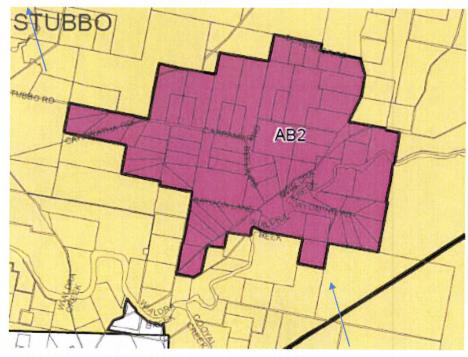
SENIOR TOWN PLANNER



Appendix A

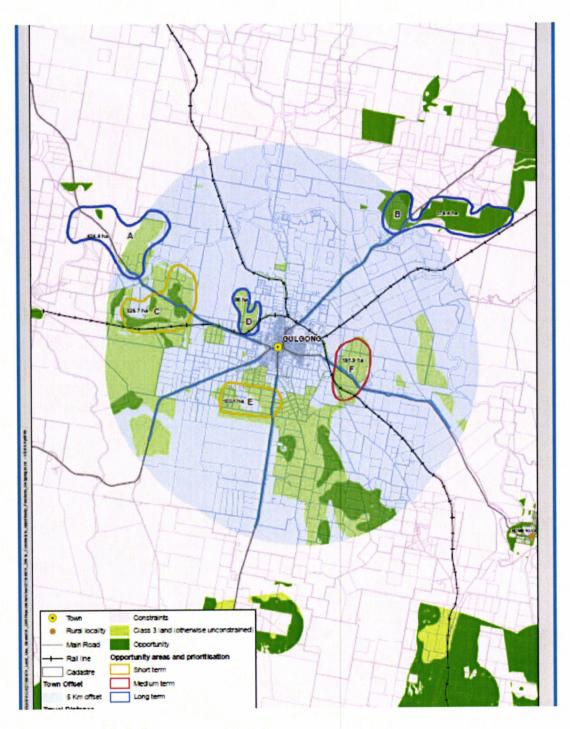


LEP 2012 – zoning map extract (site)



LEP 2012 – minimum lot size map extract (site)





Mid-Western Region Comprehensive Land Use Strategy (Figure 4-4) Site located within Opportunity Area B located north-east of Gulgong (site located at eastern side of Area B)



Appendix B

Proposed Concept Plan of land subdivision





Appendix C

Archaeological Assessment and AHIMS search results



AHIMS Web Services (AWS) Search Result

Purchase Order/Reference : 148 Wyoming Rd, Stubbo

Date: 13 March 2015

Ben Rourke

4 / 108-110 Market St MUDGEE New South Wales 2850

Attention: Ben Rourke

Email: brourke@barnson.com.au

Dear Str or Madam:

AHIMS Web Service search for the following area at Lot: 1, DP:DP841458 with a Buffer of 200 meters, conducted by Ben Rourke on 13 March 2015.

The context area of your search is shown in the map below. Please note that the map does not accurately display the exact boundaries of the search as defined in the paragraph above. The map is to be used for general reference purposes only.



A search of the Office of the Environment and Heritage AHIMS Web Services (Aboriginal Heritage Information Management System) has shown that:

- 0 Aboriginal sites are recorded in or near the above location.
- 8 Aboriginal places have been declared in or near the above location.*







COUNCIL BUSINESS PAPERS

Ordinary Meeting wednesday 15 July 2015

ATTACHMENT 6.2.7

► Financial Assistance applications

David Halpin

redelstone@gmail.com

#8



COMPLETE

Collector: Web Link 1 (Web Link)

Started: Tuesday, March 17, 2015 3:46:03 PM **Last Modified:** Tuesday, March 17, 2015 4:42:37 PM

Time Spent: 00:56:34 IP Address: 59.154.42.131

PAGE 2: CONTACT DETAILS

Q1: Please enter your contact details below:

Name:

Organisation: Mudgee Lions Club

Address 1: PO Box 165

Address 2: Mudgee

Suburb: Mudgee

State: NSW

Post Code: 2850

Phone Number: 63733374

PAGE 3: EVENT INFORMATION

Email Address:

Q2: Name of event: Lions Twilight Market

Q3: Event Date/s: Friday 18 December 2015 (subject to

confirmation)

Q4: Number of days event is held:

Q5: Event location: Lawson Park

Q6: Year the event was established: 2014

Q7: How often is the event held?

Annual

Q8: Event description (including aims, objectives and desired outcomes):

The 2014 market was designed to fill at least some of the gap left by the former Mudgee Street Festival around Christmas as well as providing a market at a different time than usual. The involvement of as many community groups as possible was a primary focus as was the objective of keeping costs to families to an absolute minimum. The combination of market and festival was very successful in 2014 with gift bags for infants/primary school age children, games and competitions for all ages (including Jumping Castles, Bungee Runs, Relay Race to the North Pole), "selfies" competitions at "themed" photo booths around the park, busking, food and drink stalls

and over 60 market stalls.

The event was organised by the Lions Club for the enjoyment of the whole community and adding to the Christmas spirit of Mudgee.

Q9: Expected attendance:

Locals

Estimates in 2014 were 900-1000

Visitors

Stallholders reported a fair number of visitors but numbers not known

Total

Estimated 1100 plus

Q10: Target audience:

The whole community but especially families to be able to enjoy a very low-cost pre-Christmas event with games, activities and entertainment for all ages and a variety of choices for foods and drinks.

Q11: Local community involvement (including local businesses and volunteers):

Apart from the Lions Club, other community organisations involved were the Scouts, the Venturers, the Junior Rugby League and Union. Other not-for-profits who assisted included the Relay for Life Committee, NALAG, Parkinsons Support group, several church groups and the Freemasons.

It is estimated that over 75 local volunteers assisted on the day as well as some who operated their own information stalls.

Businesses who were generous with "in-kind" support were Coates Hire (portable lighting), Peters Refrigeration (mobile cool rooms) and First National Real Estate (printing and stationery etc). Every group and business who participated have indicated that they will be involved again in the 2015 event.

Q12: Other sponsorship or income received for this event:

Apart from the businesses mentioned above with "in-kind" support, the Mudgee Lions Club met all of the costs of the event in 2014. These included hiring equipment, jumping castles etc, building sleds for the relay races, providing prizes for all the games and competitions and leaflets and publicity etc.

Market stallholders were charged the usual (Saturday morning) Lawson Park Market fee of \$15 for each site.

Q13: Economic benefits of the event:

As the event is primarily a community fun event there is not claimed to be any significant economic benefits for the area. There will be some positive effects from drawing a large crowd into town particularly on an evening where no other events are expected to be held.

Q14: Community and social benefits of the event:

A good and inexpensive fun event around Christmas will undoubtedly have benefits for the community. The Twilight Market as proposed should itself bolster the seasonal spirit and, based on last year's popularity of the expanded market/festival will bring a lot of fun and enjoyment to a lot of people.

All Lions Club activities whether locally, nationally or internationally) bring significant benefits to the community at large. The Mudgee Lions Club has adopted a policy of donating at least 85% of its income back to the local community. Council receives an annual report from Mudgee Lions which outlines haow the income from the regular monthly Lawson Park Markets is distributed in the area.

With some sponsorship support the Lions will be able to provide more forms of fun, rides, games, competitions and activities for local families as well as better promote the event.

Q15: How will Council's support of the event be recognised?

Council's support (as the only sponsor being sought for 2015) will be well advertised in all of our leaflets, banners, press articles, press and radio advertising and signage at the event itself. Around 1,000 leaflets were letterboxed for the 2014 event and many retail and like establishments had posters displayed promoting the event. We will do at least as much this year.

Q16: How do you plan to market and promote the event?

As noted above, we did a letter box delivery (Lions labour is cheap) to a majority of dwellings in Mudgee and had posters in shops etc and banners in a few prominent places as well as press articles and press and radio advertising. We are confident that "word of mouth" advertising from those who attended last year will be a great asset for promoting the event.

Q17: How do you plan to ensure the event continues and develops in the future?

We had an excellent "first up" event last year but identified a few areas where improvements can be made around site allocations and starting times in particular. With some funding from Council we are confident that we can better promote the event and provide different attractions. In particular, there will be more concentration on the types and variety of food and drinks available in 2015.

Q18: Have you received funding from Council for this event previously?

Q19: Does the event have current Public Liability Insurance? Events MUST have insurance to be eligible to receive funding. A copy of your Certificate of Currency must be provided.

Yes

Nil

No

PAGE 4: FUNDING REQUESTED

2.

Q20: Please provide details of in-kind support requeshire fee - \$200)	sted AND dollar amounts:(e.g. Council venue
1.	Nil

3. Nil

Event Assistance Funding Application - July 2015 to December 2015

#17

COMPLETE



Collector: Web Link 1 (Web Link)

Started: Saturday, March 28, 2015 4:40:46 PM Last Modified: Saturday, March 28, 2015 5:36:52 PM

Time Spent: 00:56:05 IP Address: 110.147.193.158

I raded to 14/15 spread sheet.

PAGE 2: CONTACT DETAILS

Q1: Please enter your contact details below:

Name: Birgit Smith

Organisation: Rotary Club of Mudgee Sunrise

Address 1: 10 Redbank Rd

Suburb: Mudgee
State: NSW

Post Code: 2850

Email Address: mudgeesmiths@bigpond.com

Phone Number: 63726491

PAGE 3: EVENT INFORMATION

Q2: Name of event: Mudgee Showground Carols

Q3: Event Date/s: Saturday 19th December

Q4: Number of days event is held:

Q5: Event location: Mudgee Showground

Q6: Year the event was established: 2011

Q7: How often is the event held?

Annual

Q8: Event description (including aims, objectives and desired outcomes):

This is a free family/community evening including the arrival of Santa, photo opportunities for children, carol singing with a choir and orchestra and 10 minutes of fireworks to conclude. The Carols aims to provide a safe, entertaining event for all families in the spirit of Christmas. It is alcohol free.

Q9: Expected attendance:

Locals 2500

Visitors 150

Total 2650

Q10: Target audience:

Mainly residents of the Midwestern Council area, through media feedback shows that an increasing number of visitors from outside this area are attending.

Q11: Local community involvement (including local businesses and volunteers):

Organised by Rotary Clubs of Mudgee and Mudgee Sunrise in association with Combined Churches. Mudgee Scouts provide assistance with setting up and run activities for children. Local community groups sell food/drinks on site. Commercial Helicopters provide transport for Santa. VRA assists with crowd control. Brothers 3 appeared for no cost.

Q12: Other sponsorship or income received for this event:

Sponsorship provided by mines, local businesses. Commercial food/drink vendors pay a site fee.

Q13: Economic benefits of the event:

Local service groups gain income from food/drink sales. Any profit from the event goes back to areas of need in the community.

Q14: Community and social benefits of the event:

This is one of the biggest free community events in Midwestern Region & has grown each year. It is designed for families to gather and celebrate the spirit of Christmas.

Q15: How will Council's support of the event be recognised?

Recognition through: visual display on the night, advertising in local and social media, promotional DVD with Council logo.

Q16: How do you plan to market and promote the event?

Advertising through street banners, in local and social media, Town Hall Cinema advertising.

Q17: How do you plan to ensure the event continues and develops in the future?

The organising committee consists of members of the 2 Rotary Clubs, Combined Churches. They meet regularly to develop and organise a work plan, set the budget, seek sponsorship. Following each event there has been a de-briefing to evaluate the event.

Q18: Have you received funding from Council for this event previously?

9300 . 14/15 .

Yes.

If yes, please provide details: \$5000 prior to 2014 event, and assistance of an additional \$4000 to meet a shortfall in cost of the event.

Q19: Does the event have current Public Liability Insurance? Events MUST have insurance to be eligible to receive funding. A copy of your Certificate of Currency must be provided.

Yes

PAGE 4: FUNDING REQUESTED

Event Assistance Funding Application - July 2015 to December 2015

Q20: Please provide details of in-kind support requested AND dollar amounts:(e.g. Council venue hire fee - \$200)

1.

AV screens and staging \$10,000

Q21: Please provide details of cash support requested AND dollar amounts:(e.g. TV advertising - \$500)

1.

\$0000

Q22: Total support requested:(must not exceed \$2,500)

In-kind support:

Advertising through Council media

sources

Cash support:

\$2,500.00 + additional as requested

Q23: Any other information you wish to add?

In 2014, Council supported the event for a final sum of \$9000.00 On recommendation, we are requesting support to the value of \$10,000.00 for the 2015 event. We are able to supply details of income/expenditure for the 2014 event.



Founded 9th February, 1949

ROTARY CLUB OF RYLSTONE-KANDOS INC.

No. 17991, District 9670 ABN 17 970 027 357 Registered No: CFN 13644

President: Klaus Keck

Address all correspondence to: The Secretary,

PO Box 22.

Secretary: Graham Jose

RYLSTONE NSW 2849

Mid-Western Regional Council PO Box 156 MUDGEE

NSW 2850

Attention:

Mr Brad Cam

General Manager

Re; Events Assistance Program

Dear Sir,

We write in response to the note in the latest Community News brochure, in which was stated that not for profit events must apply for a grant for the second half of this year 2015.

The Rotary Club of Rylstone Kandos has for many years run both a Community Christmas Carnival and a Community Carols by Candlelight event in December of each year.

Mid-Western Regional Council has in all previous years supported these events with an annual grant of \$3000 paid directly to the Rotary Club of Rylstone Kandos to meet major upfront expenses and other significant recurring operating expenses for these events.

By this letter, we hereby apply to Council for this grant of \$3000 to continue for the upcoming Christmas 2015, at which time we intend to again co-ordinate and run these major and well supported community events in December 2015.

We look forward to the continuing support of Mid-Western Regional Council of the efforts of this club in the running these important annual community events.

Should the Council require any further information from the Rotary Club of Rylstone Kandos, please contact the President on the numbers/email below.

Yours Faithfully,

Klaus Keck

President, 2014-15

Rotary Club of Rylstone Kandos

Klas Per

Phone;

02 6379 7722

Mobile:

0429 352 520

Email:

klaus.keck@coastncountrylogistics.com

MID-WESTERN REGIONAL COUNCIL RECORDS RECEIVED

2.7 MAR 2015

☐ SCANNED

REGISTERED

PARENTS IIth June 2015 RE PLAYGROUND SUBMISSION

MID-WESTERN REGIONAL COUNCIL REGORDS RECEIVED 1 1 JUN 2015 I SCANNED ☐ REGISTERED

Sheryn Slavin

Phone: 0263735050, 0427998639

Dear Mr Camm,

My name is Sheryn Slavin and I am the chairperson of the Cooyal Parents Association established in January 2013. We decided to start the group as we recognised that there was a growing population of small children in our local area. We now regularly have over 10 children at playgroup each Thursday. Our population continues to expand.

Our group is very important to our local area as we are also a support network for the parents. We are supported by The Barnardo's Foundation through the purchase of toys.

At our first meeting it was decided that we as a group of parents would love to see an enclosed playground at the Cooyal Hall. This would not only provide a safe place for the children to play when there was a function on at the Cooyal Hall, but it would hopefully encourage other younger people with children to start using the hall and tennis courts and join the Rural Fire Service.

The Cooyal Park Reserve is an integral part of our community. The hall committee and Parks Trust are looking for longevity and sustainability for the community. The Parents' Association believes a playground will provide the attraction to the facilities that is needed for a succession plan for our community.

I have been put in charge of heading the project of building a playground. We as a group have managed to so far raise \$18,000 through various fundraising events and local community grants. We have however slowed our efforts down as I am now uncertain in which direction to head.

I am writing to you today to ask for assistance in organising what needs to happen, if we need council approval, and the specifications for the soft fall area and shade sails.

All of our work will be carried out by a volunteer workforce. Can you please point me in the right direction so we can commence the project?

I would also like to ask if the council could assist in anyway financially with our project. As we are such a small community it can be difficult when we are asking the same people to support our cause.

I have enclosed a copy of the type of playground equipment we are looking to purchase. We are hoping to be able to provide a community garden, a bike track around the parameter and an area of learning for the children.

So far we have been given;

\$4000 from Peabody Energy - Wilpinjong Coal Project

\$400 from Family First Credit Union

\$3500 from Rotary Club Mudgee Sunrise division.

We have raised the other \$10,100 through various fundraising events such as the Cooyal Cowpat Lotto, The Easter Egg Hunt held at Lawson Park and various BBQ catering events.

Yours sincerely Sheryn Slavin

Sheryn Slavin

Chairperson
The Cooyal Parents' Association
1/13/2015



Letter to Applicant (consent granted)

File Ref: Account No: 15/01059 548983 Jo Kleinig Phone: 1300 886 235 dubbo.crownlands@crownland.nsw.gov.au

Sheryn Slavin 1263 Wollar Rd COOYAL NSW 2850

18 March 2015

Dear Mrs Slavin

Landowner's Consent for Lodgement of Applications relating to a development comprising of: The erection of a fence and playground equipment on Crown land: Lot 415 DP 755414 Parish Bayly County Phillip

Consent is granted by the Minister for Lands to the lodging a development application under the *Environmental Planning and Assessment Act 1979*, and other associated applications required under other legislation, for the development proposal described above.

This consent is subject to the following:

- (1) This consent is given without prejudice so that consideration of the proposed development may proceed under the Environmental Planning and Assessment Act 1979 and any other relevant legislation.
- (2) This consent does not imply the concurrence of the Minister for Natural Resources, Lands and Water for the proposed development, or the issue of any necessary lease, licence or other required approval under the *Crown Lands Act 1989*; and does not prevent the NSW Trade & Investment (NSW Trade & Investment) from making any submission commenting on.
- (3) This consent will expire after a period of 12 months from the date of this letter if not acted on within that time. Extensions of this consent can be sought.
- (4) The Minister reserves the right to issue landowner's consent for the lodgement of applications for any other development proposals on the subject land concurrent with this landowner's consent.
- (5) Irrespective of any development consent or any approval given by other public authorities, any work or occupation of Crown land cannot commence without a current tenure from the NSW Trade & Investment authorising such work or occupation.

This letter should be submitted to the relevant consent or approval authority in conjunction with the development application and/or any other application.

It is advised that the NSW Trade & Investment will inform Mid-Western Regional Council of the issue of this landowner's consent and will request that Mid-Western Regional Council notify the NSW Trade & Investment of the subsequent development application, for potential comment, as part of any public notification procedure.

You are required to forward to NSW Trade & Investment a copy of any development consent or other approval as soon as practical after that consent or approval is received.

If any modifications are made to the application (whether in the course of assessment, by conditions of consent, or otherwise), it is your responsibility to ensure the modified development remains consistent with this landowner's consent.

For further information, please contact Jo Kleinig via the details given in the letter head.

Yours faithfully

6 Kleinig

NSW Trade & Investment, Crown Lands, Dubbo

Date: 17.12.2014 Prepared by: SG/JEQ



Play Area Solution - JMC 1412-11C

A design based on all the points described in the brief...

- C-8113 Capital Combination Play System
 - o Rung Ladder
 - Shop Front
 - o Abacus Panel
 - o Arch Panel w/Wheel Mount
 - o Burmese Bridge

- o Turbo Slide
- o Monkey Bar
- o Cottage Roof
- o Fire Pole
- Solid Steering Wheel

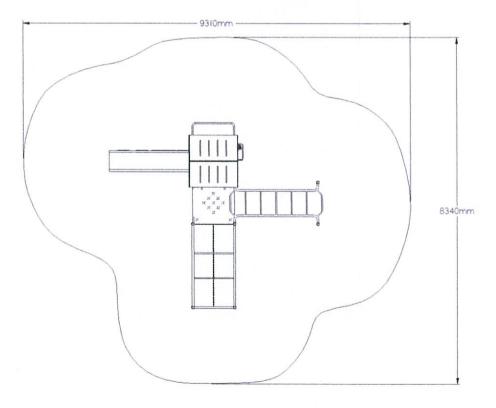
Critical details for JMC 1412-11C		
Target age group	5-12 year olds	
Activity #	10	
Project Delivery Time	Approx. 8 Weeks from date of order	
Payment Terms	30% deposit with order balance on completion	
Note	Proposal is valid for 60 days.	

Costing details for JMC 1412-11C	
Supply & Deliver play equipment as per drawing C-8113	\$9,205.00
10% GST	\$920.50
Total including GST	\$10,125.50



Plans for C-8113





Date: 17.12.2014 Prepared by: SG/JEQ



Play Area Solution - JMC 1412-11D

A design based on all the points described in the brief...

- C-8107 Capital Combination Play System
 - o Manta Ladder
 - o Manta Panel
 - Wiggly Bridge
 - o Rockwall Challenge

Snake Climber

......

- o Turbo Slide
- o Turbo Slide Double
- Manta Roof

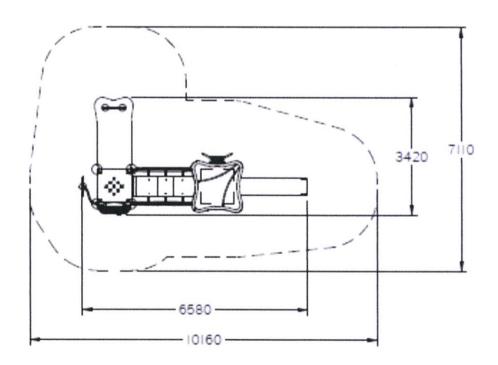
Critical details for JMC 1412-11D		
Target age group	5-12 year olds	
Activity #	8	
Project Delivery Time	Approx. 8 Weeks from date of order	
Payment Terms	30% deposit with order balance on completion	
Note Proposal is valid for 60 days.		

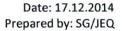
Costing details for JMC 1412-11D	
Supply & Deliver play equipment as per drawing C-8107	\$10,780.00
10% GST	\$1,078.00
Total including GST	\$11,858.00



Plans for C-8107









Play Area Solution - JMC 1412-11E

A design based on all the points described in the brief...

- C-8128 Capital Combination Play System
 - Safety Step Ladder
 - Shop Front
 - o Entry Panel
 - o 2 x Arch Panels
 - o Spider Web
 - o Boulder Challenge

- o Turbo Slide Curved
- o Monkey Bar
- Loud Hailer
- Telescope
- Turret Roof
- o Flag

.....,

Critical details for JMC 1	.412-11E
Target age group	5-12 year olds
Activity #	13
Project Delivery Time	Approx. 8 Weeks from date of order
Payment Terms 30% deposit with order balance on completion	
Note Proposal is valid for 60 days.	

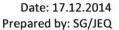
Costing details for JMC 1412-11E	
Supply & Deliver play equipment as per drawing C-8128	\$12,060.00
10% GST	\$1,206.00
Total including GST	\$13,266.00

Date: 17.12.2014 Prepared by: SG/JEQ



Plans for C-8128







Inclusions, Exclusions & Assumptions

Inclusions

Delivery

Provision of installation & maintenance manual

Exclusions

Crane truck delivery (client responsible for unloading)

Installation & travel

Assumptions

Clear access to site for construction workers and vehicles onto the work site

Normal sub-soil conditions (rocky or sandy conditions may incur extra charges)

Any access requirements such as safety inductions, escorts or registrations will not cause a delay of more than 10 minutes

The client will advise Moduplay of any known services or utilities in the vicinity of the work site

Unless otherwise stated, Moduplay expects to install all equipment simultaneously.

Important Notes

Moduplay does not accept any retention money or security payment clauses in contracts entered into except under extraordinary circumstances. Please contact our team for clarification.

This proposal does not include any development approvals from local council that may be required. Please check with your local council to see what is required.



All prices below exclude GST, freight and installation PRICES ARE INDICATIVE ONLY AND ARE SUBJECT TO CHANGE. PLEASE REFER TO WEBSITE FOR LATEST PRICING

4611915

Name: Design Category: St Lawrence Pre-school

Outdoor Play

Age Group:

2-12

Theme: Product Line: School Playgrounds

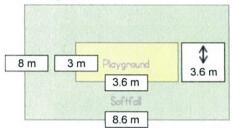
Softfall Area:

Classic System

68.8 m2

Price Range:

AU\$11,500





[magination |

Phone (03) 9738 1767

Creative Playground Equipment

Fax (03) 9720 2490

4611821

Design Category:

Rock Wall With Slide Rc-24802 Swings Springs & Freestanding

Age Group:

All Age Groups

Theme:

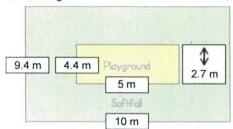
Traditional Classic System

Product Line: Softfall Area:

94 m2

Price Range:

AU\$6,890





4611659

Name: Design Category: St Josephs Quirindi

Age Group:

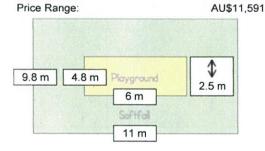
Outdoor Play 5-12

Theme:

Traditional

Product Line: Softfall Area:

Classic System 107.8 m2







All prices below exclude GST, freight and installation PRICES ARE INDICATIVE ONLY AND ARE SUBJECT TO CHANGE. PLEASE REFER TO WEBSITE FOR LATEST PRICING

Creative Playground Equipment

[®] Imagination p

Phone (03) 9738 1767

Fax (03) 9720 2490

4611593

Name: Design Category: Boree Creek Pre School Outdoor Play

Age Group:

2-12

Theme:

School Playgrounds

Product Line:

Classic System

Softfall Area:

90.28 m2

Price Range:

AU\$11,030





4611368

Design Category:

Condamine Primary

Outdoor Play

Age Group:

5-12

Theme:

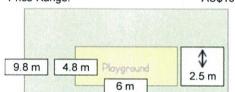
Traditional Classic System

Product Line: Softfall Area:

107.8 m2

Price Range:

AU\$10,914



11 m



4611232

Name:

Alphabet Long Day

Design Category:

Outdoor Play 2-5

Age Group: Theme:

Rain Forest

Product Line:

Classic System

Softfall Area: Price Range:

119.56 m2 AU\$10,920







All prices below exclude GST, freight and installation PRICES ARE INDICATIVE ONLY AND ARE SUBJECT TO CHANGE. PLEASE REFER TO WEBSITE FOR LATEST PRICING

4611185

Name: Design Category:

Bentley Outdoor Play

Age Group:

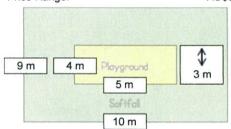
5-12

Theme: Product Line:

Traditional Classic System

Softfall Area: Price Range:

90 m2 AU\$8,910





Phone (03) 9738 1767 Fax (03) 9720 2490







Home > Predesigned Playground Range > Playground Number 4691579



Call Us Todayl (03) 9738 1767

Up to \$5,000

4691579

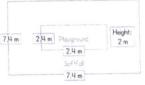
Code Design Category Age Group

Theme Product Line

Fitness Freestanding 0 Children 54.76 POST, WALL

Capacity Softfal Size

Swings Springs & Freestanding 12-adult



Add to My Toybox

Includes these 2 x 3.1m Post (gal 114)

1 x Army Climber

e Group:	~
ice Range:	
i	~
pecific Design Code	
	Advanced.,
	Advar

Find more designs

Additional Notes

PDF Plans

CAD Plans

Drawing Creation

22 February 2012

Date Price Displayed

AU\$2.547 Proces exclude GST

Display Using Retail Price

Price Type

Calculated on Components

Retail Price

AU\$2.547 Shipping Volume

Softfall Costs

AU\$0.08 (rubber)

Softfall Costs

AU\$0.05 (timber chips)

Softfall Costs

Order Lead Time

Current or Obsolete?

Installation Instructions

http://www.imaginationplay.com.au/playground.php?code=4691579

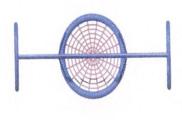




Home > Predesigned Playground Range > Playground Number 4631043

Call Us Todayl (03) 9738 1767









PLAYGROUND BUDGET FOR COOYAL

PLAYGROUND EQUIPMENT \$23,207 \$5000 CONCRETE **SHED** \$3500 \$5000 SHADE SAILS SOFT FALL \$3000 **BIKE TRACK** \$1000 **FENCE** \$7000 **ELECTRICAL & PLUMBING** \$1000 \$48,207 \$18000 CURRENT FUNDS

FUNDS TO RAISE

\$30,207

COOYAL PARK TRUST

87 Baker's Lane Linburn Via MUDGEE NSW 2850

24th October, 2013

Mrs. S. Slavin Chairman Cooyal Parents' Association 1263 Wollar Road COOYAL NSW 2850

Dear Sheryn,

At the Cooyal Park Trust Annual General Meeting held on Tuesday last, 22^{nd} October, 2013 it was resolved that the Park Trust support the aims and objectives of the newly formed Parents' group in Cooyal and the Trust pledges financial assistance in the future.

The Trust members wish you every success in your endeavours.

y a Dxle

Yours faithfully,

COOYAL PARK TRUST

(Mrs) Joyce Purtle Secretary/Treasurer.



Colonial Inn Museum 126 Market Street, Mudgee

MUDGEE HISTORICAL SOCIETY

Inc

Conserving Mudgee's history and cultural heritage

ABN 41 578 585 088

PO Box 217, Mudgee, NSW, 2850 02.6372 7395

Website: http://www.mudgeemuseum.com

Email: enquiries@mudgee museum.com

MID-WESTERN REGIONAL COUNCIL RECORDS RECEIVED 0 3 FEB 2015 □ SCANNED □ REGISTERED

Mr Ian Roberts,

Manager of Governance, Mid Western Regional Council MUDGEE.

FINANCIAL ASSISTANCE GRANTS PROGRAM

On behalf of the Mudgee Historical Society Inc I wish to make application for Financial Assistance for the coming financial year.

<u>Name of Organisation:</u> Mudgee Historical Society Inc. The Society is the owner of the Colonial Inn Museum at 126 Market Street Mudgee, and is composed entirely of **Volunteers**.

<u>Legal Status:</u> The Mudgee Historical Society is an incorporated body with ABN 41 578 088, Public Risk Insurance, Building Insurance and Volunteer Workers Insurance. The extensive grounds comprise 4100 sq metres in area with valuation 2011 of \$202,000, and are maintained in excellent order. The Society is a registered tax exempt charity.

<u>The Colonial Inn Museum</u> which is managed and run by volunteers on a roster basis, comprises the main 2 storey Building, an amenities room & toilets, a large Shed, open sheds, an old Church and a room reserved for early telephone & radio equipment etc. A new storage shed is now in place, and this is used for storage of vintage clothing and domestic articles. Another recent addition is an old-time Blacksmiths' Shop, complete with bellows and forge. The main building was formerly the West End Hotel, constructed in about 1857.

<u>Opening Hours:</u> The Museum is open to the Public every day – 10am until 3pm weekdays, 2pm until 5pm Saturdays and 10am until 5pm Sundays. Admission fees are \$6.00 Adults, \$5.00 concession holders and \$2.00 children.

The Mudgee Historical Society Inc has Website, address: www.mudgeemuseum.com which gives information on Opening Hours, Family History – costs vary according to details required – guide to exhibits, which cover domestic, agricultural, industrial, and many additional items which can only be fully appreciated when viewed. We have some very interesting and unique items on display. Our Photographic Archive covers images of a great number of Houses and other old Mudgee buildings together with wonderful Photos of many of our older individuals and Pioneers.

<u>Community Involvement:</u> The Museum is open to <u>Schools</u> in and around Mudgee, an important educational resource for students of both Primary & High Schools. Some of our Members are also available on request to supply extra information on selected items of town or district interest.

<u>Seniors Citizens</u> of town and district are welcomed for a free Morning Tea during SENIORS WEEK in March, and members are very happy to entertain visitors from the local Nursing Homes. Wheelchair access is available to all sections of the Museum except the upper storey.

The Museum is always available to <u>local Groups</u> for Meetings and social gatherings, and on request a date and time can be organised.

Wedding venues or Photo locations can be arranged within the Museum grounds.

<u>Family Reunions</u> are welcomed at the Museum, as are Book Launches. Volunteers are ready to assist with morning or afternoon tea on such occasions. We hosted launch of a family history book in 2011. At present our Museum stocks volumes of John Broadley's "Historic Houses of Mudgee" for sale. Various Coach companies have the Museum on their agendas, and we welcome large numbers of people touring the area by coach at various times.

The Museum maintains an ever-growing Archive of <u>Family Histories</u> and Photos which are used by our volunteer Researchers when requested by individuals searching for information on ancestors. (This valuable resource is not available to the general public due to privacy concerns.)

Family Research is a fast-growing hobby for many people and our Society provides a facility for many visitors to town to ask questions, search documents and often request detailed information on their forebears who were pioneers in our area. It is often only possible to find interesting details of an ancestor's life in and around Mudgee by use of the Museum's large Family History Archive, and visitors who wish to add "flesh on the bones" of a Great Grandparent/Grandparent find this resource invaluable. These people usually spend some time in Mudgee and thus contribute to Tourism.

The Historical Society is always willing to extend information to the <u>Mid Western Regional Council</u> on occasion, and in the past we have assisted with Photos of old Business houses in town, Shopfronts, hotels, footpaths, roads.

Our Members believe the Historical Society & Museum comprise an important <u>Tourist facility</u> in Mudgee, and we are always willing to give directions to particular spots when requested by visitors.

Our Members support the Annual Mudgee Field Days with an interesting historic display.

Exhibits: The main Museum Building contains numerous domestic displays, including a Kitchen set up as in about 1900, a sitting room – or "Parlour" – with piano and gramophone and decorations as used in that era, a Silver Room with many silver cups won by various Mudgee sporting teams man y years ago, a display of Gentlemens' accessories, a Bridal display and many old toys.

One of the outside exhibits is the old Lue Roman Catholic Church which is home to many beautiful Photos of Mudgee pioneers, together with a magnificent display of hand-dressed Dolls. A recent addition is a wonderful old Harmonium.

The Communications Room contains the old Home Rule Telephone Exchange, Loneragans "Bundy Clock" and the first 2MG transmitter as well as many old telephones and typewriters and record players.

The large Shed contains many pieces of old agricultural equipment, several antique motor vehicles and a unique Hay Press used to bale Mudgee lucerne in the WW1 era and 1920s – 1930s. Several sulkies and buggies and a very large horse-drawn wagon are also on display. There are displays of honey processing equipment, some aboriginal artefacts, plumbers' & carpenters' tools.

<u>General Management:</u> The Mudgee Historical Society is managed capably in a business-like manner with financial records audited yearly. We are members of the Central Tablelands Chapter of Museums Australia and in 2011 hosted the Annual General Meeting of that body. Administration is carried out by a Committee which meets each month, with President, Vice President, Secretary and Treasurer, Inside Curators, Outside Curators plus extra members. The usual business expenses of Telstra/Electrical/Rates/Insurance etc are met as required, as well as that of a Security System.

The Outside Curators and helpers maintain the lawns, undertake painting/repairs/fencing and other maintenance as needed as well as general cleaning of sheds, equipment and exhibits. Inside Curators maintain indoor exhibits, changing items regularly. Office staff maintain Photographic and Family History archives.

<u>Sources of Funding:</u> Membership fees remain at \$10.00 per annum but this fee will increase to \$15.00 per annum after 30th June 2015, (well over 100 members at present), "Garage" Sales in March & October most years of donated goods. The Sale is scheduled for March 2014. Donations, Commission on local book sales, Family Research together with Admission Fees make up the bulk of funding. <u>Annual Council Grants and refund of the General Rates are essential components of the Society's finances.</u>

"Friends of the Museum" & "Supporters of the Museum" have been valuable sources of support over the past years. Interest from investments adds to our funds.

<u>Funding Required:</u> The executives of the Mudgee Historical Society Inc request the Mid Western Regional Council to consider the figure of \$3,000.00 (as in past years), together with **refund of** the **General Rate** for the next financial year.

<u>Purpose of Funding:</u> To assist the Mudgee Historical Society Inc to maintain the usual excellent standard of presentation at the Colonial Inn Museum, to endeavour to satisfy all requests for Family Information, to maintain the present involvement in the annual Mudgee Field Days and any additional Council or community functions throughout the year.

Benefits to Community Arising from Funding: The Mudgee Historical Society Inc would wish to continue as at present, being open to visitors and the public every day, being on the local "tourist trail", presenting our wonderful collection of domestic, agricultural, industrial and written/printed & photographic information to all who wish to take advantage of it. We hope to continue to impart local history to all who ask. We hope to keep our Museum and grounds available to local groups/families, and to be an important part of Mudgee's attractions.

The **Mudgee Historical Society Inc** is willing to fully acknowledge the Mid Western Regional Council's contribution in accordance with its sponsorship policy and would sincerely appreciate any Financial Assistance. No particular project is envisaged from Council funding, but this funding is important to assist with on-going maintenance and some essential up-grade of Museum & grounds as required.

DECLARATION: On behalf of the MUDGEE HISTORICAL SOCIETY Inc I declare that the information provided herewith is complete and correct.

Pauline Bassingthwaighte	
SIGNED: ABaski chaaphre	
DATE: 3-2-2015	

<u>Position in Organisation</u>: **Honorary Secretary** as of Annual General meeting held 19th August 2014.

Barry Wells	
SIGNED: 1/2 dy Wells	
DATE: 3-2-2015	

<u>Position in Organisation:</u> **President** as of Annual General Meeting held 19th August 2014.

Mid-Western Regional Council t 02 6378 2850 f 02 6378 2815 | e neil.bungate@midwestern.nsw.gov.au a 86 Market Street | PO Box 156 Mudgee NSW 2850

From: Christine Milton [mailto:MiltonC@missionaustralia.com.au]

Sent: Tuesday, 9 December 2014 8:16 AM

To: Council

Subject: Request for Support to Mission Australia HASI Clients

Attention: Mr Andrew Drummond

Dear Andrew

I am writing to request support for clients of Mission Australia HASI Program (Housing and Accommodation Support Initiative) based in Mudgee. For over 5 years Mission Australia HASI has been supporting local families to maintain viable long term tenancies, maintain their professional mental health interactions and plans and also support the client and their families with social inclusion, activities of daily living and to achieve their general all round wellness goals.

To this end I write to ask if Mid-Western Regional Council would give consideration to providing support for these families by providing complimentary season tickets to the our local swimming pools. There are four families who would benefit enormously from this generous donation from Mid-Western Regional Council and the children in particular would be enthusiastic and delighted users of this facility. Mission Australia HASI program maintains very strict client confidentiality protocols. To this end please advise (if this request is successful) what details you may require for your records in relation to clients names and addresses, or if the four season tickets could be issued to Mission Australia as a generic name?

I appreciate there is always a long and well deserving list of charities that request, and are supported by our local Council through various donations and events, and I hope that Mission Australia HASI Program clients may benefit on this occasion.

I am more than happy to answer any questions, or provide additional information, if it is required to better support this application.

Thank you for the time and consideration given to this request.

Best wishes

Christine Milton

Community Service Worker

Housing and Accommodation Support Initiative/Mudgee

- e <u>MiltonC@missionaustralia.com.au</u>
- a 154 Church Street, Mudgee, NSW, 2850
- t 02 6372 7414



Rylstone Public School P & C Association

25-27 Mudgee St, Rylstone NSW 2849

Ph: 02 6379 1404

Fax: 02 6379 1532

Dear Alison Cameron

My name is Rebecca Guilfoyle and I'm on the committee for the Rylstone Public School P&C.

This year we are looking to undertake some major fundraising in order to purchase new equipment and programs for our School. We would like to ask if you are able to contribute to our cause by donation of a season family swimming pass for 2015/16 at the local Kandos swimming pool. We would like to offer this as a prize in a raffle that will be run to raise our much needed funds.

It would be greatly appreciated if you could consider doing this for our little school.

Thank you for your time and I look forward to hearing from you soon.

Kind Regards,

Rebecca Guilfoyle

<u>Guilfoyle2011@hotmail.com</u>

"Rawdon"

"Rylstone"

N.S.W 2849

From: Cudgegong Valley Physical Culture [mailto:info@physicalculture.net.au]

Sent: Wednesday, 20 May 2015 9:27 AM To:

Customer Service

Subject: ATT GENERAL MANAGER

RE: Waive Security Deposit Fee for Gulgong Memorial Hall

We are a non profit group and would like to hire the Gulgong Memorial Hall on Sun 13th Sep 2015

We do fundraising drives each year to help keep us running and we are just about to start this for 2015. So having not fundraised this year yet and as a non profit group it is hard to find suitable and affordable venues for our group to perform or compete in.

We will possibly also be looking to rehire this same venue for a bigger interclub (similar to an eisteddfod) next year should we find it suitable.

So I ask if the security fee is able to be waived in order for us to secure this venue please

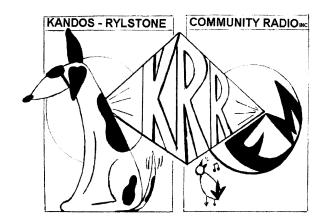
Many thanks

Kellie !

FIND US ON FACEBOOK: https://www.facebook.com/cvphysi

WEBPAGE: http://physicalculture.weebly.com/ EP Offical Website: http://physicalculture.weebly.com/

0417 225 948



Kandos Rylstone Community Radio Inc. PO Box 99 KANDOS NSW 2848

23 February 2015

Brad Cam General Manager Mid-Western Regional Council

Dear Mr Cam,

Council grant funding which covers part of our costs of publishing the Rylstone-Kandos district community newsletter, Community Capers finishes in June this year.

Kandos-Rylstone Community Radio Inc (KRR 98.7 FM) has been publishing this newsletter since 2008 with ongoing funding from Council of \$10,000 a year for three years to give us continuity. Before that it was published with council funding by the Cudgegong Business Group and prior to that it was published by the former Rylstone Shire Council.

We therefore ask Council to consider our request for funding of \$11,000 a year for another three year period so that we can continue to publish this monthly newsletter. You will note that we are asking for \$1000 more to cover increased mailing and publishing costs. Total publishing costs for Capers per year is \$15,267.20 with advertising, sponsorship and inserts covering the remainder of costs. As you will understand, KRR is self-funded and is managed and operated entirely by volunteers. If we do not receive funding for Community Capers we will have to cease publication at the end of June.

The local newsletter is delivered to every household in Rylstone, Kandos, Charbon, Clandulla and outlying farming properties. Copies are also located in MWRC offices in Rylstone and Mudgee, the Mudgee Information Centre, newsagents and shops and it is sent to businesses and absentee property owners across NSW by First National Real Estate. It is also available on the rylstone.com website and KRR's website with links from other sites as well.

Yours sincerely

Brent Barlow

President Kandos-Rylstone Community Radio Inc.



Sponsors

ABN 71 734 318 096



Mr Brad Cam Mid Western Regional Council PO Box 156 MUDGEE NSW 2850





Dear Mr Cam



Centennial Coal

I am writing to you regarding Mid Western Regional Council's 2015/16 possible contribution to the Western Region Academy of Sport's (WRAS) operations. Councils are requested to contribute 5.238 cents per capita to WRAS this year, which represents an increase of 2.4% in line with the local government rate peg for 2015/16.



We are very appreciative of this contribution as it allows us to ensure quality sports development for the region's many talented athletes and coaches. I have taken the liberty of enclosing a tax invoice for the amount of \$1249.00.



Please find enclosed a copy of our '2014 Year Book' highlighting the achievements of WRAS.



riedse find enclosed a copy of our 2014 rear book flighting the achievements of wivas.



Scott Ferguson, Mayor of Blayney, is the local government representative on our Board and is available to answer any questions you may have about WRAS. In mid 2015, we are planning to visit all 19 Councils in the WRAS catchment and one of our employees or a Board member will be in touch with you during the next couple of months to arrange a suitable time. We will also visit schools, sporting organisations and service clubs in most LGAs.



Additionally, an invitation is extended to you and your councillors to attend any of our events, training days or workshops. A calendar of these is on our website at www.wras.org.au.



On behalf of the Board and athletes of WRAS, I thank you for your past contributions and look forward to your ongoing support.



Yours sincerely



Nancy Haslop



Executive Officer 27 March 2015



LOCAL GOVERNMENT SUPPORTERS

Bathurst Regional Council
Bland Shire Council
Blayney Shire Council
Dubbo City Council
Forbes Shire Council
Council
Sorrowine Shire Council
Blayney Shire Council
Blayney Shire Council
Council
Sorrowine Shire Council
Sorro





The General Manager Mid-Western Regional Council PO Box 156 MUDGEE NSW 2850 WRAS
C/- CSU
Panorama Ave
BATHURST NSW 2795
Ph:02 6338 4821
www.wras.org.au

27 March 2015

TAX INVOICE

DESCRIPTION	AMOUNT
2015/16 contribution to Western Region Academy of Sport	\$1,249.00
19.	
western region	
academy of sport	
*No GST – unconditional donation	
TOTAL	\$1,249.00

Payment Methods

EFT to Reliance Credit Union, BSB 802-884 - Account 9033425
Please include your details in the description and forward advice of payment to WRAS
Cheques made payment to WRAS can be mailed to WRAS, C/- CSU, Panorama Avenue, Bathurst NSW 2795





SPONSORSHIP OPPORTUNITIES

The Station An original screenplay

Set in western NSW Australia the 1940's, we at Paroo Productions are excited to be producing *The Station*, an important story for our communities, made in our region about our real people.

We invite you to be part of our project; part of our history; of the telling of our local stories.

Please consider these ways in which you may be involved.

- 1. Audition for a main role. Auditions will be held in Dubbo on the weekend of 9 10 May.
- 2. Support our film through: funding or supplying: any of these:
 - a. Be part of the Film Crew look after the lights, microphone, clapper, wardrobe
 - b. Be an Extra in the film and take part in this historical film
 - c. Catering: we will need to feed the crew and actors
 - d. Locations: we will be looking for filming and auditioning locations
 - e. Wardrobe and items that will add authenticity to the 1940's theme
- 3. Make a financial donation and be acknowledged as a Sponsor
 - a. Become a sponsor and be acknowledged on our film credits; and publicity
- 4. Spread the word and be a champion for our region, our history and our communities.

Please complete and return to Sally@ParooProductions.com

Yes, I'd like to be involved!

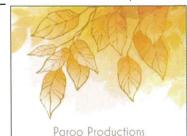
You	r Name		
Con	tact	E:	
		M:	
√	Involve	ment	Notes / Details / Comments
	Auditio	n	Held Saturday 9 May at Cultural Centre, Dubbo from 2pm
	Be an e	xtra	
	Wardrobe		1940's Australia:
	Locations		Eg train siding; farm; venue for auditions
	Catering		
	Wardro	obe	
	Sponsor		Financial: Amount: \$
			Acc Name: Paroo Productions BSB 012 615 Acc No. 25121 2534
	Other		

We appreciate your time and consideration of our invitation for you to join us and be part of this exciting event.

Regards

Paroo Productions.

M: 0458 004 213





We all have a story to tell. For many of us, we may find the chance to be heard only in our life time; others are able to pass their story on from generation to generation; and most of us share a yearning to hear more tales about ourselves and our history.

Imagine if we could capture, record and preserve stories from our community; passing them onto our children and children's children. What would that mean for us; as individuals; as families; as a society? It is in the telling and retelling of our stories that we can diminish the loss of our histories; we can maintain our sense of identity and culture and we can increase our sense of belonging and community.

At Paroo Productions, we believe that all our stories are important; whether, for historical reasons, to trace our genealogy or to tell the painful stories that may allow us to heal – each has its relevance, each has its personality and each is vital to us as a community.

Paroo Productions is a local, independent production group, working with film, poetry, artists and local families as we gather their tales — we see our role as custodians of our stories, recording them and creating lasting records for people to share and treasure.

And our work is being recognised. Each year, the Dubbo Filmmakers Group invites applications for the right to partner in their single Collaborative Effort for that year. To be considered, an original screenplay must be submitted to the Group for consideration. We are delighted and honoured to announce that the screenplay of Sally Hopkins, Artistic Director of Paroo Productions, has been chosen as the 2015 recipient, with production to commence soon!

This means that we must be ready to commence filming as of 1 June 2015. We will be filming locally within the Orana Region, using authentic locations, local people, businesses and services. Our vision is to present our stories through the eyes of those who best understand the region and therefore, the story we are sharing.

Our winning and original screenplay, titled *The Station*, is about family that started out at the turn of the 20th Century in Wanaaring in western NSW. From here, the family travels to Dubbo and surrounds, with the final scenes showing early 21st Century Dubbo.

The screenplay of *The Station* is based on a true story about a local family and follows it through

the war years facing hardships, separation, survival, loss of identity, loss of belonging; and yet, through all that, has managed to find a way to heal past losses and regrets.

It is a film about healing.





Once completed, our film will be screened across the Orana Region – in film festivals, such as TropFest; in local cinemas and at special events. And it will be eligible for screening in National Competitions, showcasing our region to the rest of Australia.

From there, unique, boutique films such as this this one, may be picked up across the globe, through social media, film sites, web site or Youtube – and of course, sites that are dedicated to screening newcomers and human interest stories.

As you can imagine, making a film of this significance not only requires commitment, integrity and sensitivity, it needs the right support to become a reality.

We invite you to be part of our project; part of our history; of the telling of our local stories. You can become a sponsor and so be acknowledged on our film credits; or you can be part of the film as an extra; or audition for a major role; you may contribute through props or costumes; and you can be our champion for our region, our history and our communities.

Of course, this film will be of commercial benefit to our region too. By using local talent and crews, local products and locations, we will not only reduce our overheads, but we will be injecting funds into our local suppliers.

Join with us so we can all promote Dubbo as a film destination, both affordable and with authentic locations, encouraging another industry to see Dubbo as the location of choice and increase the profile of Dubbo and the area in general.

We look forward to both hearing from you and to sharing more details on how you can become involved in this historic event.

Warmest regards
Paroo Productions

Sally M Hopkins

7 Forrest Crescent Dubbo NSW 2830

Please read on - Sponsorship opportunities are on the following page





Paroo Productions

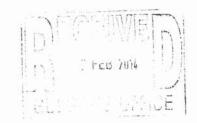
Sally Hopkins Artistic Director

0458 004 115

02 6882 1215

sally@paraoproduction.com

https://www.facebook.com/ oareoproductions



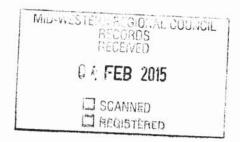
Request for Financial Assistance - Community Grants

Bungaba Progress Association Inc. (Neville Williams Hall) 1637 Blue Springs Road Bungaba NSW 2852

Contact:

Treasurer/Project Co-ordinator Trevor Byfield 1772 Blue Springs Road Bungaba NSW 2852

Phone: (02) 6375-9240 Email: byf@outlook.com.au



Brief History:

Bungaba Progress Association Inc. (Neville Williams Hall) is the result of a Community/Mid Western Regional Council partnership originating in 2002. Over the years, the community, with funding provided by Mid Western Regional Council, Stronger Community and Families Federal Funding, FRRR funding and community involvement (i.e. street stalls and in – kind support, labor, etc) have built up our community place to its current stage. Each year we have improved our Community Hall and we are now nearing completion to have a fully functioning venue. We are hoping Mid Western Regional Council continues to assist us as a partner for what we strongly believe to be a very reasonable request. We fully understand the value of the project is more than our normal funding requests, however, our in – kind contributions as stated should come very close to 25% in addition of the total requested funding.

Purpose of Funding:

Provide 12 and 240 Volt lighting and power, wiring and accessories to Bungaba Progress Association Inc. Hall (Neville Williams Hall).

Amount of Funding Required:

\$13,340.14 including GST

Bungaba Progress Association Inc. is not GST exempt. We do not have an ABN.

Scope of Work/Request for funding assistance:

- 1. Install electrical wiring to Neville Williams Hall as per Australian Standards and Stand alone power requirements. Quote provided by Gordon Burke, Licensed Electrician.
- 2. Purchase generator with remote start to run 240 Volt power to Neville Williams Hall to provide 5,500 Watts.
- 3. Purchase minimum 1,000 Watt full sine wave power inverter to run 240 Volt lights, computers, etc, or when generator additional wattage is not required.
- 4. Purchase 6 x Deep Cycle Batteries to run inverter and 12 Volt power lights, such as entrances and toilet. The existing batteries are 7 years old, thus requiring replacement.

Please note: A stand alone power source has a different power usage than a normal grid connection where power is available on the 'flick of a switch' at all times. With a stand alone power system you don't want to and it is not economical to have to run a 5,500 Watt generator to provide for the usage of one light. Computers and other sensitive digital instruments should not run straight off a generator.

Access to the grid was previously quoted some years ago to cost a minimum of approximately \$66,000.00. As at least 50% of dwellings in Bungaba use stand alone power systems, our community members are happy to have an adequate capacity stand alone power system provided to Neville Williams Hall being more cost effective.

Note: Closest Grid Power from Neville Williams Hall, North is approximately 2 km and South is approximately 2.5 km. The power has to cross at least six properties in either direction with substantial land corridor clearing requirements.

This request for funding does not include actual light fittings, globes, etc. We would also provide at our cost, a suitable generator shed/secured cover for generator. Although the generator is silenced, we will also provide an additional sand bag wall or other methods to reduce any noise to our neighbor. In addition Bungaba Progress Association Inc. will be happy to provide an adequate battery charger to charge batteries when the generator is being used. It is acknowledged there will also be a requirement to provide a new battery regulator and other necessary accessories for battery connection and battery to inverter connections. Adequate heavy duty stands/shelving for batteries and inverter will also be provided by Bungaba Progress Association Inc.

At this stage, Bungaba Progress Association Inc. does not envisage having to increase the existing Solar Array to provide adequate amperage to the system, but if so, we will provide additional solar panels. I believe with these additional items that are required to complete basic installation and any additional electrical contractor requirement costs being borne by Bungaba Progress Association Inc, this could be well considered by Mid Western Regional Council to meet our in - kind contribution to the overall project cost. Our in – kind contribution would need to be accounted for at Project finalization to meet Mid Western Regional Councils funding requirements.

Benefits to the Community:

It is Bungaba Progress Association Inc. intention to be able to provide Neville Williams Hall for community hire (ref; Mid Western Regional Council website Hire of Halls), and to provide an adequate meeting place not only for community events but also for emergency services if/when the need arises. An adequate power supply will enhance a near to completed community hall project which our members consider in this day and age to be a very basic human necessity. This power/utility addition will make our community hall comparable to other Mid Western Regional Council Rural Halls.

Requirement to Report Funding Outcomes:

Bungaba Progress Association Inc agrees to provide any necessary receipts/proof of purchase/installation or other necessary information as requested by Mid Western Regional Council.

Acknowledgement of Council's contribution in accordance with the Sponsorship Acknowledgement Policy:

Bungaba Progress Association Inc is happy to acknowledge Mid Western Regional Council's contribution to provide financial assistance to our project outcomes. As we are already in partnership with Mid Western Regional Council, normal local media reporting on our overall Hall Project will occur. We are happy to promote a media release acknowledging Mid Western Regional Council's assistance.

Bungaba Progress Association Inc. acknowledges this request for funding meets the Towards 2030 Community Plan.

Declaration:

On behalf of Bungaba Progress Association Inc., I Trevor Byfield in my capacity as Treasurer of the Bungaba Progress Association Inc., declare that the information provided above is complete and correct.

Signed: T. Byhuld

Print Name: TREVOR BYFIELD

Date: Ist FEBRUARY 2015.

Attachments:

- 1. Electrical Wiring Quote (\$8,315.14) Gordon Burke.
- 2. Quote for purchase of Remote Start Generator (\$2,199.00) Genquip.
- 3. Quote for purchase of Inverter (\$1,518.00) Rainbow Power.
- 4. Quote for Deep Cycle Batteries (\$1,308.00) Go Batteries.

QUOTATION

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40 1772	BLUE	SPRING	S RD
Bun	GABA.	NSU	۷
A.B.N. (Of Recipient)—		28	52

FROM GORDON BURKE Electrical Contractor P.O. BOX 271 Gulgong 2852 Phone 02 6374 1691 A.B.N/G.S.T No. ABN 94 149 021 455 (Of Supolier)-

THANK YOU FOR THE OPPORTUNITY OF SUBMITTING THIS QUOTATION, AS LISTED BELOW

OTY/REF	DESCRIPTION	G.S.T.	TOTAL
	BITIMATES QUOTATION TO WINE		
	2400 55, 124 LIGHTS, POLVER ROINT		
	AND CONNECTION TO GENERATOR +	INVENTEL	
	Dower Supplies.		
1	SUB-BOAMS 240 VOLT, 3 CIRCUIT	\$	
	CHANGE OVER SWITCH INVENTER		n.470.
j	SUB-BOARD 12V SUPPLY.		
	DOUBLE POWER POINTS (2401)		
	LIGHT POINTS, COMPITET FLURO		
	12 VOLT LIGHT POINTS - 1 BEIN		HZ Prworz
6	7w LED BULBS	<u> </u>	
	Power Supply From GENERATE	1 SHED	2401
	SM UNDERGIND CABLING		
	POWEL SUPPLY FROM INVENTE	1 SHEW	240 V
	of 12 VOLT. 4 IN UNDERGROUN	10 CABC	ruc,
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CAMBRIDA WILLIAM			
QUOTATI	ON WILL REMAIN VALID UNTIL SUB TOTAL		7559 22
1/5	15.	G.S.T.	75592
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4 MIN THE IN LONDUIT GENERATOR UNDERCIRND CABLE SHED P.O. BOX 271 Gulgong 2852 Phone 02 5374 1691 GORDON BURKE ABN 94 149 021 455 Electrical Contractor 会 JUHANGE OVER SWITCH. SUB-BOARD 4 4MM CABLES 8 INVERTER 2400 & 会 121 36 ₹ FLUOD >> & BUNGARA HALL. 8

((com 4.)

tusing the All

ALL CABLING WILL BE INSTALLED IN CONDUIT & ASSOCIATED PITINGS

6 12 VOLT LED LTS
0 240V COMPACT
FLUROS.

A DOLBLE POWER

ATTACHMENT 2.

PRICE -\$2199.00



(http://www.genquip.com.au/shop/images/33/generatordiesel-5500.jpg)

Diesel Silenced Generator 5500W Remote Control

The GENQUIP Silenced Diesel Generator comes standard with wireless remote start (wireless remote range: over 30 metres). The acoustic cabinet reduces noise emissions to a decibel rating of 70 (10 metre distance).

\$2199.00

1 Add to Cart

A 10hp engine powers the silenced diesel generator and with a fuel tank capacity of 12 litres it is capable of a continuos running time of 12 hours (at 50% load capacity)making it suitable for stand-by or back-up power applications. Dual power outlets and low oil warning system are standard.

Model Type	DG6LN
Decibal Rating	70
Frequency	50 Hz
Generator type	Single phase A.C.
Rated power	5 kW
Voltage (A.C.)	230 V
Voltage (D.C.)	12 V
Current (D.C.)	8.3 A
Speed	3000 rpm
Power factor (COSø)	1
Phase type	Single phase

PRICE -\$1518.00

ATTACHMENT 3

Latronics Inverter - 12 Volt 1000W/3000W - Sine Wave



LS Series 12V 1000W 'Sinewave Inverter'

The Latronics® LS Series Inverter utilises advanced microprocessor algorithms which guarantees your power conversion is pure and stable. The Latronics LS Series Inverter is the one of the most powerful and reliable inverter on the market - please refer to the Latronics LS Serices features and specifications or download more information (downloads tab).

An LS Series inverter can also be customised to suit your application. See 'Related Products' tab for options.

Inclusions:

Battery Leads: 1.5m long with 10mm mounting lugs AC Output Wiring: Single Power Outlet & Junction Box

Weight: 13.5 Kilograms

Warranty: 2yrs Code: INV-LS1012 Price: \$1518.00 T105 Set x 6 (8ea) Trojan 6V Deep Cycle - 225Ah/20Hr (ID12586 | Renewable Energ... Page 2 of 2

PRICE -\$1308.00







PROFILE TERMINAL







WINGNUT TERMINAL

AUTOMOTIVE POST TERMINAL

UNIVERSAL

Price: \$1 308.00

Enquire Now

Quantity: 1









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Balteries T105 SET X 6 (\$218EA) TROJAN 6V DEEP CYCLE - 225AH/20HR (ID1

Don't need a set of 6? You can also buy a Trojan T105 Battery in any quantity.

Trojan Battery - Golf, RV and Marine



The Most Trusted Golf Batteries in the World.

Trojans Golf/Utility/NEV products deliver superior performance and is why;

- All electric vehicles built by the worlds top golf car manufacturers roll off the assembly line with Trojan batteries under the seat.
- More than 98% of Americas top golf courses use Trojan batteries in their fleets

Trojan Batterys durability, longevity and proven technology means you can depend on our batteries for consistent performance day in and whether you are playing golf all day or driving around town.

Trojan's flooded/wet deep cycle and dual purpose AGM batteries yield ideal performance and power for your boat. Our dual purpose AGM the convenience of maintenance free with no watering required. Trojan's Marine products deliver superior reliability and is why

- Pro anglers and boaters trust Trojan's deep cycle batteries to keep them trolling and fishing long after the other boats have come
- Seasoned power boaters know they can confidently head out to sea with Trojan batteries on-board to provide dependable house p peace of mind

Trojan Battery - Power Up Your RV With Confidence

Trojan's broad portfolio of 6-volt and 12-volt flooded/wet, Deep-Cycle Geltrade and AGM batteries yield ideal performance for RV power. Cycle Geltrade and AGM batteries are maintenance free, require no watering and offer a convenient alternative to flooded batteries. Troj products deliver superior reliability and is why seasoned RV owners know they can confidently hit the road with Trojan batteries on-board

You can enjoy uninterrupted, long-lasting power and peace of mind Trojan Battery's durability, longevity and proven technology means you on our batteries for consistent performance no matter where the road may take you from your neighborhood to across the country.

BCI GROUP SIZE	турв	CAPACITY* Minutes		CAPACITY * Amp-Hours (AH)		TERMINAL	DIMENSIONS 9 Inches (mm)			
		@25 Amps	@56 Amps	@75 Amps	5 Hr Rete	20 Hr Rate	(See Below)	L	w	HP
CONT.	DISTRICT.	CO WAR		-	6 VOL	DEEP	CYCLE BAT	TERIES		
GC2	T-605	383		105	175	210	13,4,5	10 38 (264)	7 1.8 (181)	1078 (276)
GC2	T-105	447		115	185	225	1,3,4,5	10 3/8 (264)	7 18 (181)	1078 (276)
602	T-105 Plus	447		115	185	225	1,2,4	10 3/8 (284)	7 18 (181)	10 11/16 (272)
602	T-125	488		132	195	240	1,3,4,5	10 3.6 (264)	7 1.8 (181)	107.6 (276)
602	T-125 Plus	488		132	195	240	12,4	10 3.6 (264)	7 1/8 (181)	10 11/16 (272)
GC2H	T-146	530		146	215	260	1,3,4,5	10 3.6 (264)	7 1/8 (181)	11 5/8 (295)
вс 2Н	T-146 Plus	530		145	215	260	12,4	10 3/8 (264)	7 1/8 (181)	11 1/2 (292)
TOWNS !	W/ WIND	100 100	A COL	A STATE OF	8 VOL	T DEEP	CYCLE BAT	TERIES		
6 C8	T-860		90		125	150	1	10 38 (264)	7 1.8 (181)	107.6 (276)
6 C8	T-875	295	117		145	170	1,3,4	10 3.6 (264)	7 1.6 (181)	107,8 (276)
6 C8	T-890	340	132	-	155	190	1,3,4	10 3/8 (264)	7 1.6 (191)	1078 (276)
		22 197	BU W	100	12 VOL	T DEEP	CYCLE BA	TTERIES		
N/A	T-1260 Plus	260	90	60	113	148	1,2,4	12 7/8 (327	7 1.8 (181)	10 11/16 (272)
N/A	T-1275	280	102		120	150	1.	12 7/8 (327)	7 1.6 (181)	107.8 (276)
N/A	T-1275 Plus	280	102	-	120	160	1,2,4	12 7 <i>B</i> (327)	7 1.6 (181)	10 11/16 (272)
WEST .		William.	16	6	VOLT I	DEEP-C	YCLE GEL E	BATTERIES		
602	6¥6EL	394			154	189	5	10 1/4 (260)	7 18 (181)	187.8 (276)

A. The number of minutes a battery can deliver when discharged at a constant rate at 80°F (27°C) and maintain a voltage above 1.75 V/cc are based on peak performance.

- C. Dimensions are based on maximum size. Dimensions may vary depending on type of handle or terminal.
- D. Dimensions taken from bottom of the battery to the highest point on the battery. Heights may vary depending on type of terminal.

B. The amount of amp-hours (AH) a battery can deliver when discharged at a constant rate at 80°F (27°C) for the 20 Hr rate and 86°F (30°C). rate and maintain a voltage above 1.75 V/cell. Capacities are based on peak performance.



Mudgee Council Chambers

86 Market St Mudgee 2850 NSW, Australia

> Riley Murphy 36 Cox St Rylstone 2849 NSW, Australia

Phone: 0477 922 852

Email: rileymurphy9@gmail.com

Re: Proposal for installing Professional Audio Sound System in Rylstone Hall



Please Note; this same proposal has also been sent to Rylstone Kandos Youth Council & Rylstone Council Chambers.

Contents

- 1 Main Proposal Letter
- 2 References
 - 2.1 Debutante Ball Committee
 - 2.2 Cudgegong Country Ball Society
 - 2.3 Rylstone Public School
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 - 3.1 Main Component intro
 - 3.1.1 Mixer
 - 3.1.2 Equalizer
 - 3.1.3 Amplifier
 - 3.2 Speakers
 - 3.3 Cables
 - 3.3.1 Cables in Main Component
 - 3.3.2 Speaker Cables
 - 3.3.3 Extra Cables
 - 3.3.4 Cables along Walls
 - 3.4 Security
- 4 Pricing

1 Main Proposal Letter

My name is Riley Murphy. I am the son of Simon and Dayna Murphy and I have lived in Rylstone for a majority of my life. Ever since I was in year 5 I have absolutely loved working with sound and professional audio systems. Currently I am in charge of all audio work at both Rylstone Primary School and Kandos Primary School and I'm on the audio team at Kandos High School. Every year all three of these schools in our two towns, do an end of year performance, which I am always a big part of. When I'm working with the two Kandos schools it goes off without any problems and it's always a pleasure to do as these two schools have received a Multi-purpose hall with a state of the art PA system. It is always a pleasure and a dream to work with this PA system.

However, Rylstone Primary School do their end of year performance at the Rylstone Community Hall, where there is no sound system. Consequently they have to source their own, which is a hassle every year. So my proposal is to install a state of the art Professional audio sound system in the Rylstone Hall, so that Rylstone School and many other community organisations and groups that also use the hall can benefit from having the best that they can right at their fingertips!

Many groups use the Rylstone Hall, including; Twin Town Players, Rylstone/Kandos Debutante Ball Association, The Cudgegong Ball Association, The Monthly Saturday Markets, Rylstone Primary School and private functions. All these groups are part of community and they all deserve to be able to benefit from a PA system in the hall.

With this Sound system community members will be able to do things they have never been able to do before. They will be able to use microphones to project their voice and allow it to be heard everywhere in the hall. This could easily benefit any group using the hall - especially the ANZAC Association and the Debutante ball association. Even better, people will be able to play music over the audio system, which will definitely be beneficial to every user of the hall.

I myself think that this is an affordable and extremely beneficial plan/proposal, and should definitely be put under extreme consideration. If it is decided to be carried, I feel as if it can be fully accomplished within the year 2015.

I have spent many hours writing out this proposal. Because of this I, along with the help of someone to do the installation, would like to setup the system, and also be right beside the council when anything happens or progresses that has to do with this. I would also like to propose to write an instruction booklet, which any everyday user can read and follow. I would also be available to teach them to use the installed system should they require further assistance. I am happy to offer to put my phone number in the hall to be an on-call helper with any problems with the system.

Attached is a detailed plan, product list and total cost. I urge the council to read this *before* making any decisions on the proposal.

2 References

I have received 3 References from 3 of the main users of the hall; Cudgegong Country Ball Society,
Debutante Ball Committee and the Rylstone Public School. Whilst I do not have a reference from the
Twin Town Players, Roger Heap, who is in charge of all audio work for these productions, has seen a
copy of this proposal, and has put his opinions in.

Ms Theresa Therese who is the music teacher at Kandos High School has also seen a copy of this proposal and she has given me her professional opinion and has said that it will all work perfectly fine and is a great Professional Audio System proposal.

2.1 - Debutante Ball Committee

Rylstone Kandos Debutante Ball Committee

C/- Leanne Neilsen

9 Donoghue Street

KANDOS NSW 2848

6 February 2014

RE – PROPOSED PROFESSIONAL AUDIO SYSTEM IN RYLSTONE KANDOS COMMUNITY HALL

I forward this letter of support for the proposal been submitted to you by Mr Riley Murphy in reference to the installation of a Professional Audio System in the Rylstone Community Hall.

We hold our annual debutante ball in May and would truly benefit from the proposed audio system as a microphone is sourced each year to enable the Master of Ceremony and official guests to complete the formal task of the evening.

The hall is a huge area and when any formal or informal function is held, a microphone is essential for all guests to be able to hear what is being said.

As one of many organisations that use this community hall we support Riley and his efforts to improve this facility. As community members we attend many other events in the hall and all events/functions would use this audio system.

I would also like to take this opportunity to congratulate Riley on his initiative to undertake this proposal with Council. Riley is a very respected young citizen of the Rylstone and Kandos communities and I hope council staff and councillors give their time and respect to consider this proposal being put forward.

If you require any further information please do not hesitate to contact myself.

Yours faithfully

Leanne Neilsen

President

Rylstone Kandos Debutante Ball Committee

Ph 0419 028 498

Email slneilsen1@bigpond.com

Geanne of Nechon

2.2 - Cudgegong Country Ball Society

Mid-Western Regional Council Rylstone 2849 NSW, Australia

(President, CCB)

11 Tongbong Rd

Rylstone 2849

NSW, Australia

Phone: 0427790778

Re: Proposal for installing Professional Audio Sound System in Rylstone Hall

As President of the Cudgegong Country Ball Committee, I would like to support the proposal for installing professional audio sound system into the Rylstone Hall.

Cudgegong Country Ball holds a ball at the Rylstone hall once a year. The proceeds from the ball supports local children's services in the Rylstone Region. In the past three years we have raised and donated nearly \$30,000.

The majority of the money raised at the ball is from a charity auction held during the evening. This is conducted by a local auctioneer. To hold the auction the auctioneer needs to use an audio system. In the past we have borrowed equipment, which is not always reliable. As committee members we like to speak to the guests informing them of the evening procedures and thanking them for coming. Again we must borrow equipment to speak to the guests.

Rylstone hall should have its own audio system, to be used and shared by all the community groups.

I would like to thank Riley Murphy for speaking on behalf of all the associations and I hope that his request is approved. This will benefit many local organisations for years to come.

Yours Sincerely

Kerry Reynolds

(President Cudgegong Country Ball)

2.3 - Rylstone Public School

Rylstone Public School Mudgee St RYLSTONE NSW 2849

To whom it may concern,

I was recently approached by Riley Murphy about a proposal he was putting together about getting a sound system installed in the Rylstone Community Hall.

This would be of great benefit to Rylstone Public School. Riley has understood the workings of public address systems for a great number of years. He was our onsite guru whist he attended Rylstone Public School and has continued to be called on at various times throughout each year to assist with a wide variety of events on school grounds. Riley is one of the first people I contact each and every year when the date for the Rylstone Public School Annual Presentation Night / School Performance is set. Riley is an integral part of our Presentation / School Play Night and has been for many years.

Each year, as the school performance approaches, Rylstone Public School has had to source a public address system. This system is required to project the voices of the presenters at the school presentation / awards section of the night. It is then required to project the voices of individual performers within the school play during that performance on the same night.

In the previous few years we have been able to borrow a karaoke sound system owned by one of the families from school. However, this particular family have now sold this system and it is no longer available to us. It has also

proved to be a bit tricky over the past few years as we have had to set the PA system up for rehearsal, then pack it away and remove it to a secure location overnight. The following day we then retrace Riley's steps in setting the PA up for rehearsal once again, before having to remove it from sight once again.

I feel Riley's proposal is an outstanding one as we are not the only community group to utilise the Rylstone Community Hall. It would be wonderful if the hall came equipped with a sound system we could utilise, which was stored within a secure location within the hall itself. We are currently contemplating quite a costly presentation night as we will have to hire a sound system. This would have a number of implications. Such as charging families and community members an entry fee to an event which has always be free in the past. It would also mean that the children would not have the opportunity to practise their performance with a microphone prior to their 'big night' as the cost of hiring an outside PA system and its' operator, for more than the actual presentation night, would be prohibitive, to say the least.

I urge you to consider Riley's proposal very carefully as large numbers of the community would benefit from it being approved.

Thank you for your time and consideration.

Sincerely,

CHEYNE D'ILIO

3

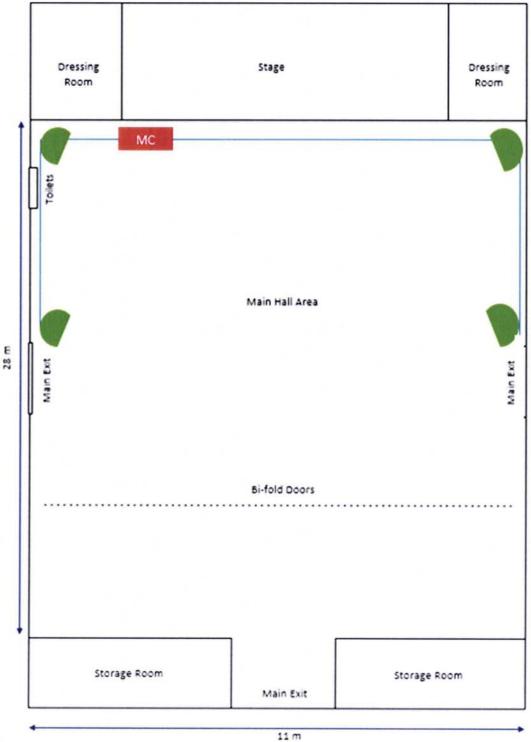
Equipment Plan for Rylstone Hall

3.0 - Overall Floor Plan

Main Component (see 1.1)

Speaker (see 1.3)

Speaker Cable (see 1.3)



3.1 Main Component Introduction

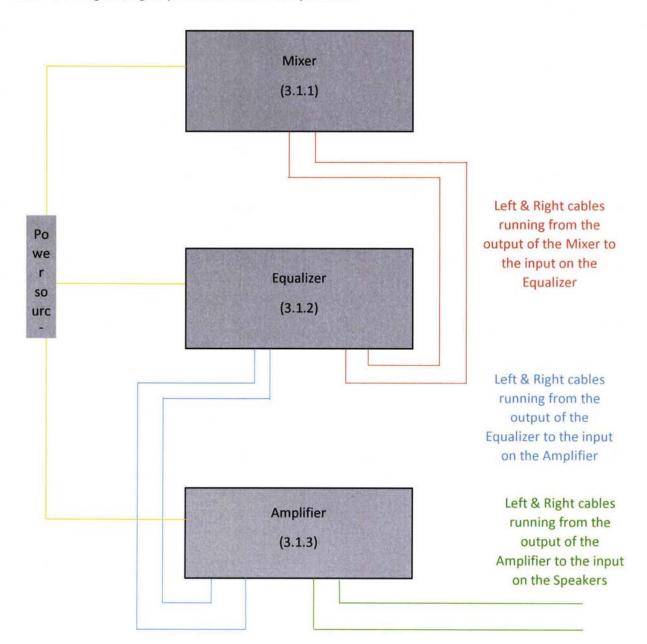
The Main Component is where everything happens, it is where the Mixer, the Equalizer and the Amplifier will be located.

The Main Component will be located underneath the Main stage, inside a security box which will be locked at all times, this security box will then be securely bolted to underneath the stage and accessed by a doorway that will have to be cut out of the front of the stage.

In order to get power to the Main Component I suggest that we piggy back of the power-point that is located on stage and make another power-point underneath the stage, then have a power-board running into the security box. However this is only my suggestion, the council may think differently.

All the 3 parts of the Main Component, the Equalizer, the Mixer and the Amplifier will be able to be removed from the security box and placed nearby, however the amplifier and the equalizer will only be able to reach about 2 metres away, but the Mixer will be able to reach anywhere up to 30 metres away in order to accommodate for where the 'Twin Town Players' put the audio setup.

Below is a Diagram/signal path for the main component....



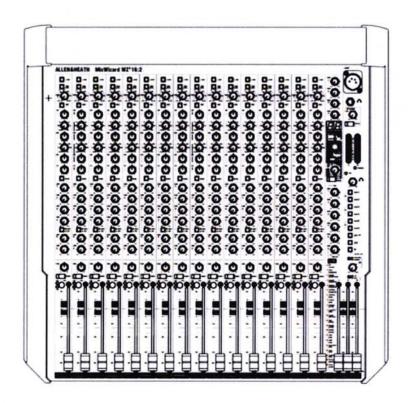
3.1.1 The Mixer

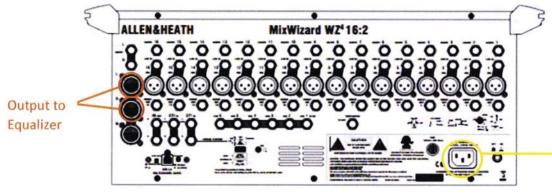
The Mixer is where the volume and everything gets adjusted and where all the Microphones and Music gets plugged into.

The Mixer that I have chosen is a top of the range 16 channel unpowered mixer created by Allen & Heath, it is the MIXWIZARD WZ4 16:2 - http://www.allen-heath.com/ahproducts/wz4-16-2/. This mixer is the same one used in the Multi-Purpose Hall at Kandos High School and Primary School, which I have personally used and have realised that this mixer is the one needed for the hall.

This can be purchased from 'Sweetwater' for \$1323.13 (including P&H) - http://www.sweetwater.com/store/detail/MixWizard416

Diagram/Signal Path for Mixer....





Input for Power Chord

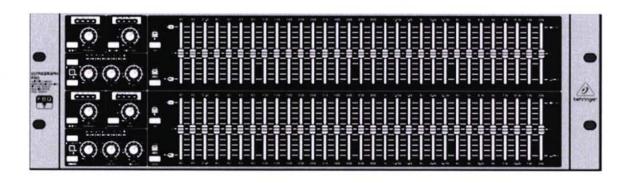
3.1.2 The equalizer

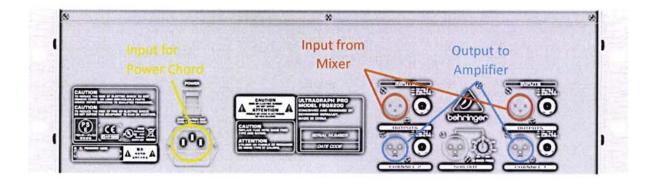
The Equalizer is one of the most important components in a professional audio setup, its job is to be able to change the frequency response allowing things such as the bass and treble to be adjusted.

The Equalizer that I have chosen is a 31-band Graphic Equalizer made by Behringer; FBQ6200 Dual 31 Graphic EQ - http://www.behringer.com/EN/Products/FBQ6200.aspx

This Equalizer can be purchased from 'Store DJ' for \$349.00 - https://www.storedj.com.au/products/BEH-FBQ6200

Diagram/Signal Path for Equalizer.....





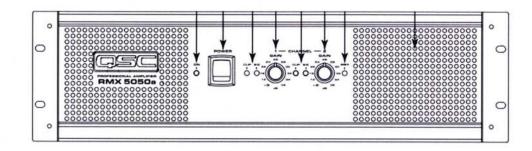
3.1.3 The Amplifier

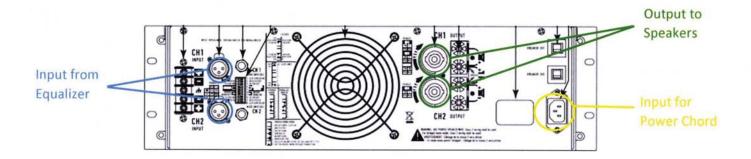
The Amplifier in a PA system is what makes the sound and what gives it volume.

The Amplifier that I have picked for our system is the QSC RMX5050A Amplifier - http://qsc.com/products/Power_Amplifiers/Rmxa_Series/RMX_5050a/, this is an extremely high quality product with a peak of 5000 watts.

This can be purchased from 'Store DJ' for \$2749.00 - https://www.storedj.com.au/products/QSC-RMX5050A

Diagram/Signal Path for Amplifier.....





3.2 Speakers

Anyone knows that the speakers play the biggest part in any audio system, so for this particular project I have spared no time in finding the best possible speakers to cover the job at hand. I have chosen a speaker with a peak of 1000 watts and has been strategically designed and created by Behringer, the Behringer B215XL Passive 15" Speaker – White -

http://www.behringer.com/EN/Products/B215XL.aspx

This speaker can be purchased from 'Store DJ' for \$399.00 - https://www.storedj.com.au/products/BEH-B215XL-WH

In order to get the full of effect of this audio system, I feel as if 6 speakers would be most ideal, however I have only put 4 on this prop. As I am unable to go into the hall and find out the correct places for the 4 speakers I can only suggest their positions at this point in time; 2 of them in each corner at the front of the hall facing diagonally outwards, another 2 opposite each other above the 2 exits on either side of the hall, these 2 will face directly out, and face each other, the last 2 speakers will go in the back corners of the hall facing diagonally outwards.

All 4 speakers will attached to a bracket and screwed in to the wall, with the bracket allowing them to swivel as we wish.

SPEAKER BRACKET

The bracket is quality insured and is assured to hold up our 4 speakers.

These brackets can be purchased from 'Store DJ' for \$95.00 –

https://www.storedj.com.au/products/BEH-WB215WH

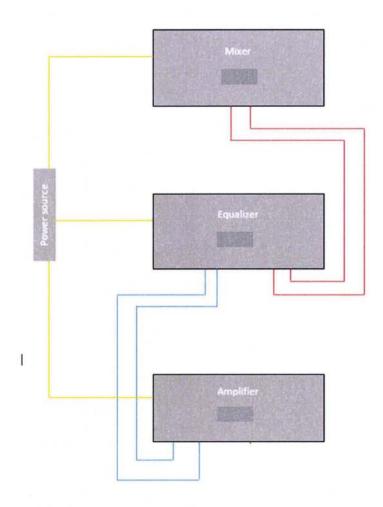
Diagram/Signal Path for Speakers...





3.3 Cables

3.3.1 Cables in the Main Component

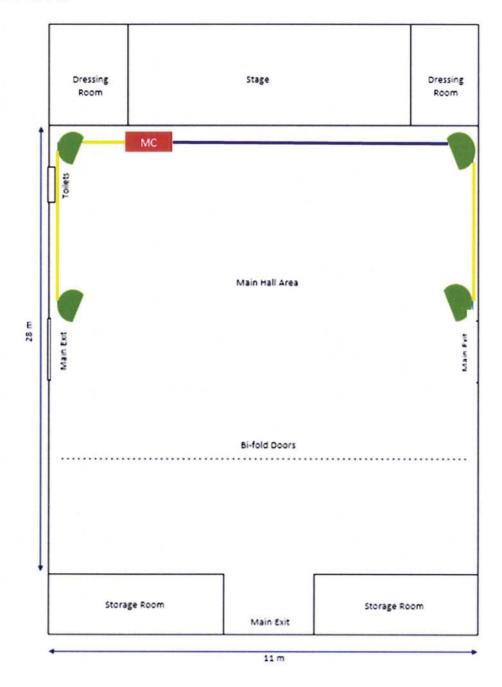


Power Chord Cable; comes with each device

These 2 cables are XLR to XLR, they are used to from the output of the mixer to the Equalizer. These cables are going to be the thing that allows the twin town players to move the mixer down to their audio station, and in order to do this they are going to need to be a 'Tourtek 100' XLR to XLR Cable TM-100', which can be purchased from 'Store DJ' for \$119.00 each making it \$238.00 for the 2 - https://www.storedj.com.au/products/TOU-TM100needed.

These 2 cables are also XLR to XLR cables, however they don't need to be anywhere near as long, so these 2 will be 'Hosa XLR-102 XLR3F (Female) to XLR3M (Male) (2ft) Balanced' these cables are only 60cm long which make sure that the Equalizer and the Amplifier don't get separated. These can be purchased from 'Store DJ' for \$12.95 each, making it \$25.90 for the 2 - https://www.storedj.com.au/products/HOS-XLR102

3.3.2 Speaker Cables



These cables are going to be proper 'SpeakON' speaker cables, in 9.1m lengths; these can be purchased from 'Store DJ' for \$59.00, making it \$177 for the 3 - https://www.storedj.com.au/products/HOS-SKN630

This cable will also be a proper 'SpeakON' speaker cable, however this one will have to be 15m due to the length it has to cover. This can be purchased from 'Store DJ' for \$75.00 -

https://www.storedj.com.au/products/HOS-SKN650

3.3.3 Extra Cables

When the mixer is at the back of the hall, which is where the Twin town players have it, we are unable to get microphones positioned at the stage to the mixer, so I feel as if it is necessary for us to purchase a multicore, in order to solve this problem. The Multicore will allow there to 6 microphones on the stage, and also have an extra speaker if needed. This can be purchased from Store DJ for \$275 - https://www.storedj.com.au/products/HOS-SH6X250

3.3.4 Cables along the walls

My plan is to put plastic Trunking up along the walls and run all the cable through that, however the council may have different ideas. I have estimated that we will need around 85 metres of it. This can be purchased at Bunnings, and for the length we will need will cost \$194.04 - http://www.bunnings.com.au/deta-16x16mm-trunking-p4330857

3.4 Security

My idea for the security side of things is to place the 'Main Component' inside of a box that is equipped with steel walls and a lock and put that underneath the stage, behind a cut out door, however because I am unsure of the best way to keep all of the equipment safe, I have not researched anything and I am leaving this to the council to decide.

If you do decide get a safe box then it has to be at least 70cm x 70cm, and needs to have a hole in it with a diameter of 5cm in order to fit chords in.

4

Pricing

Store Purchased From	Item	Quantity	Unit Price	Sub total
Store DJ	Behringer B215XL Passive 15" Speaker - White	4	\$399	\$1596
Store DJ	Behringer FBQ6200 Dual 31 Graphic EQ	1	\$349	\$349
Store DJ	QSC RMX5050A Amplifier	1	\$2749	\$2749
Store DJ	Hosa SKN650 Speaker Cable Neutrik speakON to Same, 50 ft	1	\$75	\$75
Store DJ	Behringer WB215-WH Speaker Wall Bracket (White)	4	\$95	\$380
Store DJ	Hosa SKN630 Speaker Cable Neutrik speakON to Same, 30 ft	3	\$59	\$177
Store DJ	Tourtek 100' XLR to XLR Cable TM- 100	2	\$119	\$595
Store DJ	Hosa SH6X250 Pro-Conex Little Bro' Sub Snake 50ft	1	\$275	\$275
Store DJ	Hosa XLR-102 XLR3F (Female) to XLR3M (Male) (2ft) Balanced	2	\$12.95	\$25.90
Bunnings	DETA 16x16mm Trunking	21	\$9.24	\$194.05

Allen & Heath WZ4:16:2	1	\$1323 Incl. P&H	\$1323.
			Total
			\$7738. 95*
	Allen & Heath WZ4:16:2	Allen & Heath WZ4:16:2 1	

^{*}Estimated price only.

Ms Theresa Therese has given me the opportunity to be able to give the product list to a certain person at JB Hi-Fi than he will be able to bring it all to one place perhaps even at a cheaper price than expected.

Mudgee Polo Club PO Box 224 Mudgee NSW 2850

9th March 2014

The General Manager Mid-Western Regional Council 86 Market Street Mudgee NSW 2850 MID-WESTERN REGIONAL COUNCIL
RECEIVED

1 9 MAR 233

CUSTOMER SERVICE CENTRE

Dear Sir,

After 50 years the Mudgee Polo Club has reformed with its Polo Field located at Parklands Resort.

On 2nd and 3rd May, with the approval of the NSW Polo Association we will be conducting our first tournament.

Already 12 teams from around the state have indicated their attendance.

The main tournament day will be held on Saturday 2nd May, the day before the Mudgee Races and on the Saturday night a large function will be held at Parklands.

We anticipate between 1500 and 2000 people to attend.

Being a new fledging club we are seeking some support for this year's tournament, the only one allocated to us by the NSW Polo Association at this time.

Is there some financial support we can obtain from Council or Councillor's discretionary allowances for the May tournament?

We also wish to apply for funding for next year for field boards and a scoreboard which we estimate will cost us in the vicinity of \$7000.

Could you please place us on your list for sports funding in the next round of funding.

Yours truly,

Hugh Bateman

President

Mudgee Polo Club

MID-WESTERN REGIONAL COUNCIL RECORDS RECEIVED

0 9 MAR 2015

☐ SCANNED

REGISTERED

From: To: Council Possum Boxes Request Subject: Date: Dear Mayor Des Kennedy, resort to residents' rooves.

Wednesday, 18 February 2015 11:02:30 AM

After reading the latest newsletter I would like to make a suggestion re: planning for the next financial year and a possible project to be undertaken.

I would like to see some money spent on possum boxes to be put up around the town, particularly along Denison Street, Lewis Street, Gladstone Street, Mortimer Street and Lawson Street. I am a registered wildlife rescuer and carer and have had to undertake a number of rescues of brush tail possums from people's houses in this area. There are a lack of old trees and hollows for them to nest in and consequently brushtail possums

There is also a need for replacement possum boxes in Lawson Park which have rotted or have broken up from age.

I have a wildlife collegue who makes excellent possum boxes for approximately \$40 each. If you wish for his details I am sure he would be very happy to build assist in such a project.

Please feel free to contact me regarding this project proposal.

Kind regards

Holly Manwaring

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COUNCIL BUSINESS PAPERS

Ordinary Meeting wednesday 15 July 2015

ATTACHMENT 6.2.13

► Draft Open Spaces Asset Management Plan



Looking After our Community

OPEN SPACE ASSET MANAGEMENT PLAN

1 MAY 2015

MID-WESTERN REGIONAL COUNCIL

COMMUNITY: OPEN SPACES





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THIS DOCUMENT HAS BEEN PREPARED BY TRACEY KANE, OPEN SPACE COORDINATOR FOR MID-WESTERN REGIONAL COUNCIL.

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DATE OF PUBLICATION: 1 MAY 2015

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1. Executive Summary

1.1 Context

Council provides open space and recreation infrastructure to enable recreational, leisure and sporting opportunities for Mid-Western Regional Council residents and visitors.

The Open Space Service

The Open Space network comprises:

- Regional Parks 31.4 HA
- Neighbourhood Parks 20.6 HA
- Local / Pocket parks 4.2 HA
- Reserves 60 HA
- Sporting Grounds 23.7 HA
- Showgrounds 2 facilities
- Swimming Pools 3 facilities
- Cemeteries 11 locations

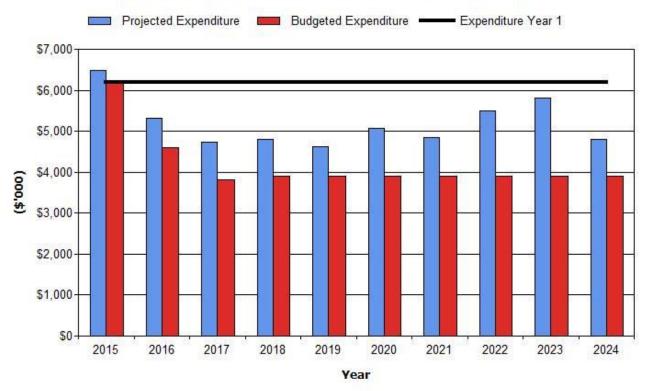
These infrastructure assets have a replacement value of \$17,188,000

1.2 What does it cost?

The projected outlays necessary to provide the services covered by this Asset Management Plan (AM Plan) includes operations, maintenance, renewal and upgrade of existing assets over the 10 year planning period is \$51,971,000 or \$5,197,000 on average per year.

Estimated available funding for this period is \$41,984,000 or \$4,198,000 on average per year which is 81% of the cost to provide the service. This is a funding shortfall of \$999,000 on average per year. Projected expenditure required to provide services in the AM Plan compared with planned expenditure currently included in the Long Term Financial Plan are shown in the graph below.

Mid-Western RC - Projected and Budget Expenditure for (Open Space and Recreation_S1_V6)



1.3 What we will do

We plan to provide Open Space services for the following:

- Operation, maintenance, renewal and upgrade of open space and exiting infrastructure to meet service levels set by Council in annual budgets.
- Ensure all Open Space assets are functional, meet requirements and standards within the 10 year planning period.

1.4 What we cannot do

We do **not** have enough funding to provide all services at the desired service levels or provide new services except those specifically funded by development contributions and grants. Works and services that cannot be provided under present funding levels are:

- Formally map each site and associated assets adequately
- Upgrade or replace all ageing and/or insufficient assets

1.5 Managing the risks

There are risks associated with providing the service and not being able to complete all identified activities and projects. We have identified major risks as:

- Insufficient funding for upgrades at end of useful life for all assets
- Low confidence surrounding existing data with our cemetery and irrigation/drainage assets
- Unknown locations of underground pipes and their materials
- Ageing assets that require replacement and/or removal
- High incidences of vandalism

We will endeavour to manage these risks within available funding by:

- Regular inspections to identify hazards before they occur
- Capturing and usage of data within our open space

1.6 Confidence Levels

This AM Plan is based on medium level of confidence information.

1.7 The Next Steps

The actions resulting from this asset management plan are:

- Develop and coordinate asset management systems that are meaningful and informative
- Link and capture financial, spatial and asset information so there is consistency between systems
- Ensure appropriate resources are allocated to maintain existing assets to the desired / expected standard

Questions you may have

WHAT IS THIS PLAN ABOUT?

This asset management plan covers the infrastructure assets that serve the Mid-Western Regional community's Open Space needs. These assets include parks, sporting grounds, reserves, streetscape, cemeteries and pools throughout the community area that provide people with recreational, leisure and sporting opportunities.

WHAT IS AN ASSET MANAGEMENT PLAN?

Asset management planning is a comprehensive process to ensure delivery of services from infrastructure is provided in a financially sustainable manner.

An asset management plan details information about infrastructure assets including actions required to provide an agreed level of service in the most cost effective manner. The plan defines the services to be provided, how the services are provided and what funds are required to provide the services.

WHY IS THERE A FUNDING SHORTFALL?

Many of these assets are approaching the later years of their life and require replacement and maintenance costs are increasing.

Our present funding levels are insufficient to continue to provide current services at existing levels.

WHAT OPTIONS DO WE HAVE?

Resolving the funding shortfall involves several steps:

- 1. Improving asset knowledge so that data accurately records the asset inventory, how assets are performing and when assets are not able to provide the required service levels,
- 2. Improving our efficiency in operating, maintaining, renewing and replacing existing assets to optimise life cycle costs,
- 3. Identifying and managing risks associated with providing services from infrastructure,
- 4. Making trade-offs between service levels and costs to ensure that the community receives the best return from infrastructure.
- 5. Identifying assets surplus to needs for disposal to make savings in future operations and maintenance costs,
- 6. Consulting with the community to ensure that open space services and costs meet community needs and are affordable,
- 7. Developing partnership with other bodies, where available to provide services,
- 8. Seeking additional funding from governments and other bodies to better reflect a 'whole of government' funding approach to infrastructure services.

WHAT HAPPENS IF WE DON'T MANAGE THE SHORTFALL?

It is likely that we will have to reduce service levels in some areas, unless new sources of revenue are found. For open space, the service level reduction may include ageing and unsafe infrastructure, unmaintained parks and reserves.

WHAT CAN WE DO?

We can develop options, costs and priorities for future open space services, consult with the community to plan future services to match the community service needs with ability to pay for services and maximise community benefits against costs.

WHAT CAN YOU DO?

We will be pleased to consider your thoughts on the issues raised in this asset management plan and suggestions on how we may change or reduce its open space mix of services to ensure that the appropriate level of service can be provided to the community within available funding.

2. Introduction

2.1 Background

This asset management plan is to demonstrate responsive management of assets (and services provided from assets), compliance with regulatory requirements, and to communicate funding needed to provide the required levels of service over a 20 year planning period.

The asset management plan follows the format for AM Plans recommended in Section 4.2.6 of the International Infrastructure Management Manual¹.

The asset management plan is to be read with the Council's Asset Management Policy, Asset Management Strategy and the following associated planning documents:

- Mid-Western Region Community Plan
- Mid-Western Regional Council Delivery Program

This infrastructure assets covered by this asset management plan are shown in Table 2.1. These assets are used to provide open space and recreational services to the community.

TABLE 2.1: ASSETS COVERED BY THIS PLAN

Asset category	Replacement Value
Aquatic Assets	4,906,856
Park and Playground	12,281,280
TOTAL	17,188,135

Key stakeholders in the preparation and implementation of this asset management plan are shown in Table 2.1.1.

TABLE 2.1.1: KEY STAKEHOLDERS IN THE AM PLAN

Key Stakeholder	Role in Asset Management Plan	
	Represent needs of community/shareholders,	
Council	Allocate resources to meet the Council's objectives in providing services while managing risks,	
	Ensure Council is financially sustainable.	
Community	Provide feedback on levels of service and requirements	

¹ IPWEA, 2011, Sec 4.2.6, Example of an Asset Management Plan Structure, pp 4|24 – 27.

2.2 Goals and Objectives of Asset Management

Council exists to provide services to its community. Some of these services are provided by infrastructure assets. We have acquired infrastructure assets by 'purchase', by contract, construction by our staff and by donation of assets constructed by developers and others to meet increased levels of service.

Our goal in managing infrastructure assets is to meet the defined level of service (as amended from time to time) in the most cost effective manner for present and future consumers. The key elements of infrastructure asset management are:

- Providing a defined level of service and monitoring performance,
- Managing the impact of growth through demand management and infrastructure investment,
- Taking a lifecycle approach to developing cost-effective management strategies for the long-term that meet the defined level of service,
- Identifying, assessing and appropriately controlling risks, and
- Having a long-term financial plan which identifies required, affordable expenditure and how it will be financed.²

2.3 Plan Framework

Key elements of the plan are

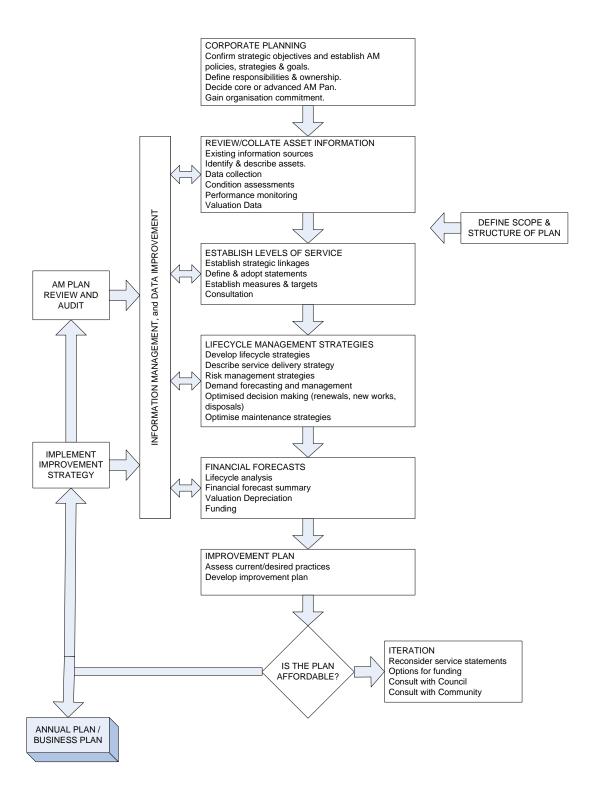
- Levels of service specifies the services and levels of service to be provided by the organisation,
- Future demand how this will impact on future service delivery and how this is to be met,
- Life cycle management how Council will manage its existing and future assets to provide defined levels of service,
- Financial summary what funds are required to provide the defined services,
- Asset management practices,
- Monitoring how the plan will be monitored to ensure it is meeting organisation's objectives,
- Asset management improvement plan.

A road map for preparing an asset management plan is shown below.

MID-WESTERN REGIONAL COUNCIL | PAGE 11 OF 71

² Based on IPWEA, 2011, IIMM, Sec 1.2 p 1|7.

ROAD MAP FOR PREPARING AN ASSET MANAGEMENT PLAN



Source: IPVVEA, ∠UUO, IIIVIIVI, FIG T.5.T, P T.TT.

2.4 Core and Advanced Asset Management

This asset management plan is prepared as a 'core' asset management plan over a 20 year planning period in accordance with the International Infrastructure Management Manual³. It is prepared to meet minimum legislative and organisational requirements for sustainable service delivery and long term financial planning and reporting. Core asset management is a 'top down' approach where analysis is applied at the 'system' or 'network' level.

Future revisions of this asset management plan will move towards 'advanced' asset management using a 'bottom up' approach for gathering asset information for individual assets to support the optimisation of activities and programs to meet agreed service levels in a financially sustainable manner.

2.5 Community Consultation

This 'core' asset management plan is prepared to facilitate community consultation initially through feedback on public display of draft asset management plans prior to adoption by the Council. Future revisions of the asset management plan will incorporate community consultation on service levels and costs of providing the service. This will assist the Council and the community in matching the level of service needed by the community, service risks and consequences with the community's ability and willingness to pay for the service.

³ IPWEA, 2011, IIMM.

3. Levels of Service

3.1 Customer Research and Expectations

Mid-Western Regional Council has carried out customer research through commissioning Micromex to conduct community consultation for the purpose of establishing the recreation strategy in 2013. Micromex carried out three surveys, targeting sporting clubs and groups, school and a randomised phone survey throughout the local government area. They surveyed the local user groups (sports groups, schools and individuals). During the study, the main concerns expressed by the user groups was for the need for improved condition, be it through maintenance or upgrades.

Council will continue to consult with the community for future open space assets and updates of the asset management plan. The community were consulted when preparing Mid-Western Regional Councils Towards 2030 Community Plan.

3.2 Strategic and Corporate Goals

This asset management plan is prepared under the direction of Council's vision, goals and objectives.

Our vision is:

A prosperous and progressive community that we are proud to call home

Relevant organisational goals and objectives and how these are addressed in this asset management plan are:

TABLE 3.2: ORGANISATIONAL GOALS AND HOW THESE ARE ADDRESSED IN THIS PLAN

Goal	Objective	How Goal and Objectives are addressed in AM Plan
Looking after our community	Safe and healthy community Vibrant towns and villages Effective and efficient delivery of infrastructure	Identifies a requirement for safe and healthy living in maintained and aesthetic townships
Protecting our natural environment	Protect and enhance our natural environment	Working towards combining natural environments and publically used parks and open space

Council will exercise its duty of care to ensure public safety is in accordance with the infrastructure risk management plan prepared in conjunction with this AM Plan. Management of infrastructure risks is covered in Section 5.2.

3.3 Legislative Requirements

The organisation has to meet many legislative requirements including Australian and State legislation and State regulations. These include:

TABLE 3.3: LEGISLATIVE REQUIREMENTS

	
Legislation	Requirement
Local Government Act 1993	Sets out role, purpose, responsibilities and powers of local governments including the preparation of a long term financial plan supported by asset management plans for sustainable service delivery.
Playground Australian Standard AS4685:2014	Sets out standards to ensure the fun yet safe activity of children using playground equipment
Cemeteries and Crematoria Act 2013	Aims to ensure that NSW cemetery and crematorium operators provide sustainable, innovative and culturally appropriate services in a consistent, transparent and accountable manner
Workplace Health & Safety Act 2011	Protects workers and other person against harm to their health and safety and welfare through elimination or minimisation of risks arising from work
OLG Integrated Planning and Reporting framework	Sets out standards for asset management plans and requires the plan to integrate with community plans an resourcing strategy
Environmental Planning and Assessment Act 1979	Sets out assessment and approval processes of community services and facilities
Protection of the Environment Operations Act 1997	Protect, restore and enhance the quality of the environment in NSW
National Guidelines for NSW Swimming and Spa Code of Practice	Pool Operation guidelines
NSW Department of Health	Water quality guidelines

Council will exercise its duty of care to ensure public safety in accordance with the infrastructure risk management plan linked to this AM Plan. Management of risks is discussed in Section 5.2.

3.4 Community Levels of Service

Service levels are defined service levels in two terms, customer levels of service and technical levels of service.

Community Levels of Service measure how the community receives the service and whether the organisation is providing community value.

Community levels of service measures used in the asset management plan are:

Quality How good is the service?

Function Does it meet users' needs?

Capacity/Utilisation Is the service over or under used?

Council's current and expected community service levels are detailed in Tables 3.4 and 3.5. Table 3.4 shows the agreed expected community levels of service based on resource levels in the current long-term financial plan and community consultation/engagement.

TABLE 3.4: COMMUNITY LEVEL OF SERVICE

Service Attribute	Service Objective	Performance Measure Process	Current Performance	Expected position in 10 years based on current LTFP
----------------------	-------------------	--------------------------------	------------------------	---

COMMUNITY OUTCOMES

A community that has access to a wide range of open space to use for a variety of activities

COMMUNITY LEVELS OF SERVICE

COMMONTT ELVELS OF SERVICE					
Quality	Use of Open Space by all members of the public for various activities	Customer requests relating to all open space	Not measured	<5/yr	
Function	All open Space utilised and maintained to high standard	Customer requests relating to all open space	Not measured	<5/yr	
Capacity/ Utilisation	Increased usage	Increased usage and fees paid	Fees paid	<5/yr	

3.5 Technical Levels of Service

Technical Levels of Service - Supporting the community service levels are operational or technical measures of performance. These technical measures relate to the allocation of resources to service activities that the organisation undertakes to best achieve the desired community outcomes and demonstrate effective organisational performance.

Technical service measures are linked to annual budgets covering:

- Operations the regular activities to provide services such as opening hours, cleansing, mowing grass, energy, inspections, etc.
- Maintenance the activities necessary to retain an asset as near as practicable to an appropriate service condition (e.g. streetscapes, playgrounds, irrigation),

- Renewal the activities that return the service capability of an asset up to that which
 it had originally (e.g. frequency and cost irrigation replacement or playground
 replacement),
- Upgrade the activities to provide a higher level of service (e.g. landscaping of parks and gardens) or a new service that did not exist previously (e.g. new playground).

Service and asset managers plan, implement and control technical service levels to influence the customer service levels.⁴

Table 3.5 shows the technical level of service expected to be provided under this AM Plan. The agreed sustainable position in the table documents the position agreed by the Council following community consultation and trade-off of service levels performance, costs and risk within resources available in the long-term financial plan.

⁴ IPWEA, 2011, IIMM, p 2.22

TABLE 3.5: TECHNICAL LEVELS OF SERVICE

Service Attribute	Service Objective	Activity Measure Process	Current Performance *	Desired for Optimum Lifecycle Cost **	Agreed Sustainable Position ***	
TECHNICAL L	TECHNICAL LEVELS OF SERVICE					
Operations	Inspection and servicing	Regular inspections	Reactive with systems, parts replaced when reported	Replacement at end of useful life	All aspects of open space inspected and mapped	
Maintenance	Maintenance is performed on a proactive rather than reactive approach	Regular inspections	Reactive with systems, parts replaced when reported	Complies	All aspects of open space inspected and mapped	
Renewal/ Upgrade	All standards are adhered to and all assets are replaced in timely manner	Upgrading and replacing assets as required to ensure safety and ability to function	Capital budget allocated	Replacement at end of useful life	All assets replaced and included in asset data	

Note:
* Current activities and costs (currently funded).

** Desired activities and costs to sustain current service levels and achieve minimum life cycle costs (not currently funded).

*** Activities and costs communicated and agreed with the community as being sustainable (funded position following trade-offs, managing risks and delivering agreed service levels).

4. Future Demand

4.1 Demand Drivers

Drivers affecting demand include population change, changes in demographics, seasonal factors, vehicle ownership rates, consumer preferences and expectations, technological changes, economic factors, agricultural practices, environmental awareness, etc.

4.2 Demand Forecast

The present position and projections for demand drivers that may impact future service delivery and utilisation of assets were identified and are documented in Table 4.3.

4.3 Demand Impact on Assets

The impact of demand drivers that may affect future service delivery and utilisation of assets are shown in Table 4.3.

TABLE 4.3: DEMAND DRIVERS, PROJECTIONS AND IMPACT ON SERVICES

Demand drivers	Present position	Projection	Impact on services
Population growth	23,000(2011)	25,050 (2031)	Increased housing and demand for open space usage
Release of future subdivisions to cater for growth	Council's Development Control Plan requires new subdivisions to provide a local park or playground within 400m	Increase in parks and reserves	Increase of areas to maintain, increase demand on usage

4.4 Demand Management Plan

Demand for new services will be managed through a combination of managing existing assets, upgrading of existing assets and providing new assets to meet demand and demand management. Demand management practices include non-asset solutions, insuring against risks and managing failures.

Non-asset solutions focus on providing the required service without the need for the organisation to own the assets and management actions including reducing demand for the service, reducing the level of service (allowing some assets to deteriorate beyond current service levels) or educating customers to accept appropriate asset failures⁵. Examples of

⁵ IPWEA, 2011, IIMM, Table 3.4.1, p 3|58.

non-asset solutions include providing services from existing infrastructure such as aquatic centres and libraries that may be in another community area or public toilets provided in commercial premises.

Opportunities identified to date for demand management are shown in Table 4.4. Further opportunities will be developed in future revisions of this asset management plan.

TABLE 4.4: DEMAND MANAGEMENT PLAN SUMMARY

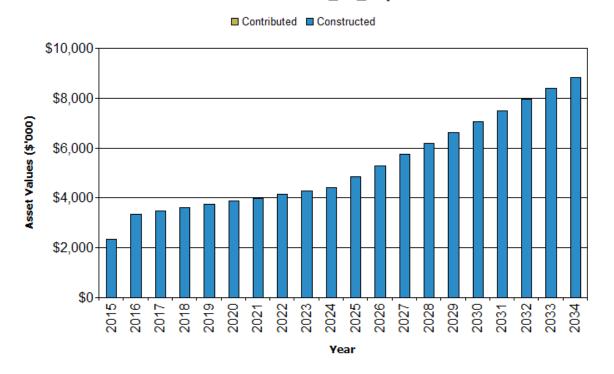
Demand Driver	Impact on Services	Demand Management Plan
Preventative action vs reactive actions	Increased maintenance budget for inspection and proactive works	Initiate regular inspection program
Demand vs Supply	Increase in population and expectations of standards	Ensure future developments not only provide sufficient open space to cater for demand but maintenance budgets reflect the increase in areas to maintain to the standard expected

4.5 Asset Programs to meet Demand

The new assets required to meet growth will be acquired free of cost from land developments and constructed/acquired by the organisation. New assets constructed/acquired by the organisation are discussed in Section 5.5. The cumulative value of new contributed and constructed asset values are summarised in Figure 1.

FIGURE 1: UPGRADE AND NEW ASSETS TO MEET DEMAND

Mid-Western RC - Upgrade & New Assets to meet Demand (Open Space and Recreation S1 V6)



Acquiring these new assets will commit the organisation to fund ongoing operations, maintenance and renewal costs for the period that the service provided from the assets is required. These future costs are identified and considered in developing forecasts of future operations, maintenance and renewal costs in Section 5.

5. Lifecycle Management Plan

The lifecycle management plan details how the organisation plans to manage and operate the assets at the agreed levels of service (defined in Section 3) while optimising life cycle costs.

5.1 Background Data

5.1.1 Physical parameters

The assets covered by this asset management plan are shown in Table 2.1.

Council's assets are provided to the community at a level which ensures Australian design standards are met and that they are fit for purpose

Council maintains 57 parks, gardens and playing field areas, 64 separate sections of road reserves and other reserves, 3 swimming pool facilities and 11 cemeteries (eight rural cemeteries and three town cemeteries). These recreational and open spaces are spread across Mudgee, Gulgong, Rylstone and Kandos, and also the villages of Windeyer, Hargraves, Ilford, Goolma, Wollar, Ulan and Lue. Street trees are a significant natural asset in the Mid-Western region, and a tree-planting scheme includes appropriate varieties for consistency throughout the region.

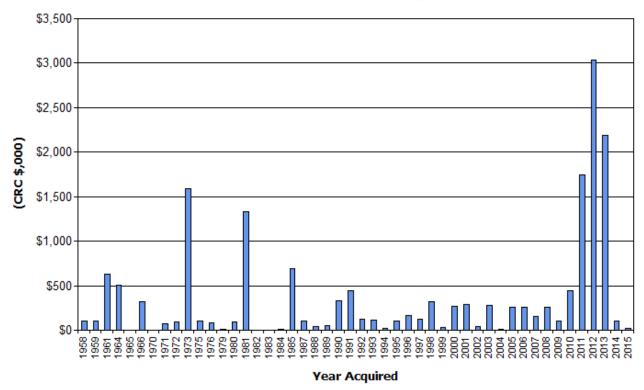
MWRC manages many recreational facilities, such as the regional sporting facility at Glen Willow, which was opened in 2012. The facility caters for a range of sports including soccer, netball, cricket and rugby league. Despite the improvements undertaken to date, the complex cannot cater for all sporting groups and further stages of the facility are planned.

MWRC manages 3 pool facilities across the region with upgrades completed in the 2012/13 financial year but with each pool 50+ years old these facilities will require additional works to continue to provide adequate facilities compliant to Australian and NSW health standards.

The age profile of the assets include in this AM Plan is shown in Figure 2.

FIGURE 2: ASSET AGE PROFILE

Mid-Western RC - Age Profile (Open Space and Recreation_S1_V6)



Plans showing the Open Space assets are:

- MWRC GIS System
- GIS Irrigation Layer

5.1.2 Asset capacity and performance

Council's services are generally provided to meet design standards where these are available. Parks and pool usage fees are captured to provide a base level of capacity to assist with future asset planning.

5.1.3 Asset condition

Condition is monitored by routine maintenance and inspections and reactive works are carried out after receiving customer complaints.

Condition is measured using a 1 – 5 grading system⁶ as detailed in Table 5.1.3.

⁶ IPWEA, 2011, IIMM, Sec 2.5.4, p 2 | 79.

TABLE 5.1.3: SIMPLE CONDITION GRADING MODEL

Condition Grading	Description of Condition
1	Very Good: only planned maintenance required
2	Good: minor maintenance required plus planned maintenance
3	Fair: significant maintenance required
4	Poor: significant renewal/rehabilitation required
5	Very Poor: physically unsound and/or beyond rehabilitation

5.1.4 Asset valuations

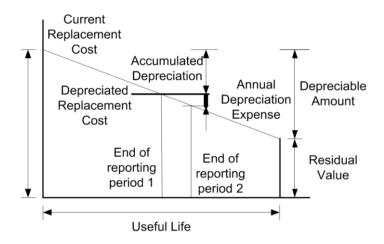
The value of assets recorded in the asset register as at 30 June 2014 covered by this asset management plan is shown below. Assets were last revalued at 30 June 2011. Assets are valued at fair value replacement cost

Current Replacement Cost \$17,188,000

Depreciable Amount \$17,188,000

Depreciated Replacement Cost \$10,502,000

Annual Depreciation Expense \$498,000



Key assumptions made in preparing the valuations were:

- Useful life are not stated and are dependent on usage and/or vandalism
- Depreciation and wear will need to be considered

There are no major changes from previous valuations

Various ratios of asset consumption and expenditure have been prepared to help guide and gauge asset management performance and trends over time.

Rate of Annual Asset Consumption 2.9% (Depreciation/Depreciable Amount)

7

⁷ Also reported as Written Down Current Replacement Cost (WDCRC).

Rate of Annual Asset Renewal 2.5% (Capital renewal exp/Depreciable amount)

In 2015 the organisation plans to renew assets at 87.1% of the rate they are being consumed and will be increasing its asset stock by 13.7% in the year.

5.1.5 Historical Data

Over the past 5 years Council have built and replaced playgrounds, upgraded pool plant and amenities, and increased open space requiring maintenance.

Further works are required to develop a more accurate maintenance schedule which will assist in future asset planning.

5.2 Infrastructure Risk Management Plan

An assessment of risks⁸ associated with service delivery from infrastructure assets has identified critical risks that will result in loss or reduction in service from infrastructure assets or a 'financial shock' to the organisation. The risk assessment process identifies credible risks, the likelihood of the risk event occurring, the consequences should the event occur, develops a risk rating, evaluates the risk and develops a risk treatment plan for non-acceptable risks.

Critical risks, being those assessed as 'Very High' - requiring immediate corrective action and 'High' – requiring prioritised corrective action identified in the Infrastructure Risk Management Plan, together with the estimated residual risk after the selected treatment plan is operational are summarised in Table 5.2. These risks are reported to management and Council.

TABLE 5.2: CRITICAL RISKS AND TREATMENT PLANS

Service or Asset at Risk	What can Happen	Risk Rating (VH, H)	Risk Treatment Plan	Residual Risk *	Treatment Costs
Parks and playgrounds	Personal Injury	Н	Regular inspections and replacement of infrastructure	Low	Minimal
Pools	Personal Injury through water contamination, trips, falls or drownings	VH	Regular testing, inspections, chemical handling and storage	Medium	Minimal
Streetscape	Tree or tree limb falls	Н	Regular inspections and replacement	Medium	Miminal

Note * The residual risk is the risk remaining after the selected risk treatment plan is operational.

⁸ MWRC Infrastructure Risk Management Plan as footnote

5.3 Routine Operations and Maintenance Plan

Operations include regular activities to provide services such as public health, safety and amenity, e.g. grass mowing and water testing.

Routine maintenance is the regular on-going work that is necessary to keep assets operating, including instances where portions of the asset fail and need immediate repair to make the asset operational again.

5.3.1 Operations and Maintenance Plan

Operations activities affect service levels including quality and function through street sweeping and grass mowing frequency, intensity and spacing of street lights and cleaning frequency and opening hours of building and other facilities.

Maintenance includes all actions necessary for retaining an asset as near as practicable to an appropriate service condition including regular ongoing day-to-day work necessary to keep assets operating, eg road patching but excluding rehabilitation or renewal. Maintenance may be classified into reactive, planned and specific maintenance work activities.

Reactive maintenance is unplanned repair work carried out in response to service requests and management/supervisory directions.

Planned maintenance is repair work that is identified and managed through a maintenance management system (MMS). MMS activities include inspection, assessing the condition against failure/breakdown experience, prioritising, scheduling, actioning the work and reporting what was done to develop a maintenance history and improve maintenance and service delivery performance.

Specific maintenance is replacement of higher value components/subcomponents of assets that is undertaken on a regular cycle including repainting, replacing air conditioning units, etc. This work falls below the capital/maintenance threshold but may require a specific budget allocation.

Planned and unplanned maintenance works are not separated in current budgets. Unplanned works are reactive and are resulted from customer complaints and requests.

Maintenance expenditure levels are considered to be adequate to meet projected service levels, which may be less than or equal to current service levels. Where maintenance expenditure levels are such that will result in a lesser level of service, the service consequences and service risks have been identified and service consequences highlighted in this AM Plan and service risks considered in the Infrastructure Risk Management Plan.

Assessment and prioritisation of reactive maintenance is undertaken by Council staff using experience and judgement.

5.3.2 Operations and Maintenance Strategies

The organisation will operate and maintain assets to provide the defined level of service to approved budgets in the most cost-efficient manner. The operation and maintenance activities include:

- Scheduling operations activities to deliver the defined level of service in the most efficient manner,
- Undertaking maintenance activities through a planned maintenance system to reduce maintenance costs and improve maintenance outcomes.

 Undertake cost-benefit analysis to determine the most cost-effective split between planned and unplanned maintenance activities (50 70% planned desirable as measured by cost),
- Maintain a current infrastructure risk register for assets and present service risks associated with providing services from infrastructure assets and reporting Very High and High risks and residual risks after treatment to management and Council,
- Review current and required skills base and implement workforce training and development to meet required operations and maintenance needs,
- Review asset utilisation to identify underutilised assets and appropriate remedies, and over utilised assets and customer demand management options,
- Maintain a current hierarchy of critical assets and required operations and maintenance activities,
- Develop and regularly review appropriate emergency response capability,
- Review management of operations and maintenance activities to ensure Council is obtaining best value for resources used.

ASSET HIERARCHY

An asset hierarchy provides a framework for structuring data in an information system to assist in collection of data, reporting information and making decisions. The hierarchy includes the asset class and component used for asset planning and financial reporting and service level hierarchy used for service planning and delivery.

Council's service hierarchy is shown is Table 5.3.2.

TABLE 5.3.2: ASSET SERVICE HIERARCHY

Service Hierarchy	Service Level Objective
Level 1 (Critical, high priority) Streetscape	CBD streetscapes need to be inspected with estimate life spans of trees recorded to draft maintenance schedules, removal / replacement programs and associated costs to ensure the public safety

Level 2 (critical)

Playgrounds

Level 3 (Non critical, high priority)

Pool infrastructure

Level 3 (Non critical, low priority)

Passive and Active Parks

To adhere to playground standards, all older playgrounds will need to be replaced and regular checks undertaken to ensure safety and replacement requirements

The pools are all over 50 years old and whilst we can upgrade surrounding infrastructure the concrete pool will require replacement to ensure continued life

Regular inspections with replacement of infrastructure to ensure public safety and eliminate risk of injury by park users.

CRITICAL ASSETS

Critical assets are those assets which have a high consequence of failure but not necessarily a high likelihood of failure. By identifying critical assets and critical failure modes, organisations can target and refine investigative activities, maintenance plans and capital expenditure plans at the appropriate time.

Operations and maintenances activities may be targeted to mitigate critical assets failure and maintain service levels. These activities may include increased inspection frequency, higher maintenance intervention levels, etc.

STANDARDS AND SPECIFICATIONS

Maintenance work is carried out in accordance with the following Standards and Specifications.

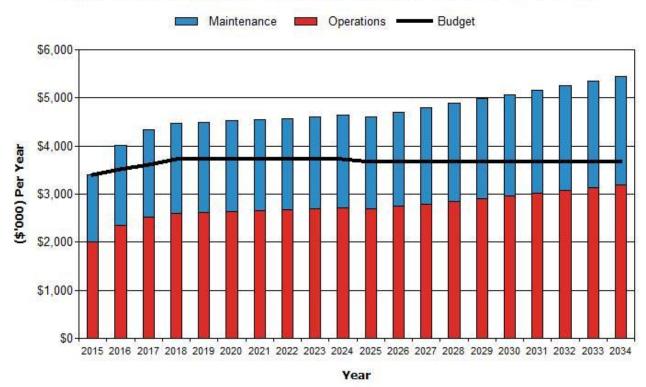
- Playground Australian Standard AS4685:2014
- Cemeteries and Crematoria Act 2013
- National Guidelines for NSW Swimming and Spa Code of Practice

5.3.3 Summary of future operations and maintenance expenditures

Future operations and maintenance expenditure is forecast to trend in line with the value of the asset stock as shown in Figure 4. Note that all costs are shown in current 2015 dollar values (i.e. real values).

FIGURE 4: PROJECTED OPERATIONS AND MAINTENANCE EXPENDITURE

Mid-Western RC - Projected Operations & Maintenance Expenditure (Open Space and Recreation_S1_V6)



Deferred maintenance, ie works that are identified for maintenance and unable to be funded are to be included in the risk assessment and analysis in the infrastructure risk management plan.

Maintenance is funded from the operating budget where available. This is further discussed in Section 6.2.

5.4 Renewal/Replacement Plan

Renewal and replacement expenditure is major work which does not increase the asset's design capacity but restores, rehabilitates, replaces or renews an existing asset to its original or lesser required service potential. Work over and above restoring an asset to original service potential is upgrade/expansion or new works expenditure.

5.4.1 Renewal plan

Assets requiring renewal/replacement are identified from one of three methods provided in the 'Expenditure Template'.

- Method 1 uses Asset Register data to project the renewal costs using acquisition year and useful life to determine the renewal year, or
- Method 2 uses capital renewal expenditure projections from external condition modelling systems (such as Pavement Management Systems), or
- Method 3 uses a combination of average network renewals plus defect repairs in the Renewal Plan and Defect Repair Plan worksheets on the 'Expenditure template'.

Method 1 was used for this asset management plan.

The useful lives of assets used to develop projected asset renewal expenditures are shown in Table 5.4.1. Asset useful lives were last reviewed on 30 June 2011.

TABLE 5.4.1: USEFUL LIVES OF ASSETS

Asset (Sub)Category	Useful life
Pools	Between 10 and 130 depending on asset
Playgrounds	20 years
Irrigation	50 years
Furniture	20 years

5.4.2 Renewal and Replacement Strategies

Council will plan capital renewal and replacement projects to meet level of service objectives and minimise infrastructure service risks by:

- Planning and scheduling renewal projects to deliver the defined level of service in the most efficient manner,
- Undertaking project scoping for all capital renewal and replacement projects to identify:
 - the service delivery 'deficiency', present risk and optimum time for renewal/replacement,
 - the project objectives to rectify the deficiency,
 - the range of options, estimated capital and life cycle costs for each options that could address the service deficiency,
 - and evaluate the options against evaluation criteria adopted by the organisation, and
 - select the best option to be included in capital renewal programs,
- Using 'low cost' renewal methods (cost of renewal is less than replacement) wherever possible,
- Maintain a current infrastructure risk register for assets and service risks associated with providing services from infrastructure assets and reporting Very High and High risks and residual risks after treatment to management and Council/Board,

- Review current and required skills base and implement workforce training and development to meet required construction and renewal needs,
- Maintain a current hierarchy of critical assets and capital renewal treatments and timings required ,
- Review management of capital renewal and replacement activities to ensure Council is obtaining best value for resources used.

RENEWAL RANKING CRITERIA

Asset renewal and replacement is typically undertaken to either:

- Ensure the reliability of the existing infrastructure to deliver the service it was constructed to facilitate (e.g. irrigation watering the ground), or
- Ensure the infrastructure is of sufficient quality to meet the service requirements (e.g. quality of turf at sporting fields).⁹

It is possible to get some indication of capital renewal and replacement priorities by identifying assets or asset groups that:

- Have a high consequence of failure,
- Have a high utilisation and subsequent impact on users would be greatest,
- The total value represents the greatest net value to the organisation,
- Have the highest average age relative to their expected lives,
- Are identified in the AM Plan as key cost factors,
- Have high operational or maintenance costs, and
- Where replacement with modern equivalent assets would yield material savings.¹⁰

The ranking criteria used to determine priority of identified renewal and replacement proposals is detailed in Table 5.4.2.

TABLE 5.4.2: RENEWAL AND REPLACEMENT PRIORITY RANKING CRITERIA

Criteria	Weighting
Utilisation	30%
Condition	30%
Quality	15%
Maintenance	15%
Age	10%
Total	100%

⁹ IPWEA, 2011, IIMM, Sec 3.4.4, p 3|60.

¹⁰ Based on IPWEA, 2011, IIMM, Sec 3.4.5, p 3|66.

RENEWAL AND REPLACEMENT STANDARDS

Renewal work is carried out in accordance with the following Standards and Specifications.

- Playground Australian Standard AS4685:2014
- the Cemeteries and Crematoria Act 2013.
- National Guidelines for NSW Swimming and Spa Code of Practice

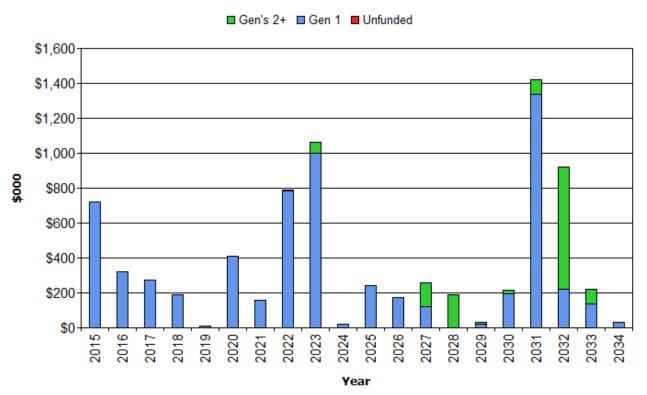
5.4.3 Summary of future renewal and replacement expenditure

Projected future renewal and replacement expenditures are forecast to increase over time as the asset stock increases from growth. The expenditure is summarised in Fig 5. Note that all amounts are shown in real values.

The projected capital renewal and replacement program is shown in Appendix B.

FIG 5: PROJECTED CAPITAL RENEWAL AND REPLACEMENT EXPENDITURE

Mid-Western RC - Projected Capital Renewal Expenditure (Open Space and Recreation_S1_V6)



Deferred renewal and replacement, i.e. those assets identified for renewal and/or replacement and not scheduled in capital works programs are to be included in the risk analysis process in the risk management plan.

Renewals and replacement expenditure in Council's capital works program will be accommodated in the long term financial plan. This is further discussed in Section 6.2.

5.5 Creation/Acquisition/Upgrade Plan

New works are those works that create a new asset that did not previously exist, or works which upgrade or improve an existing asset beyond its existing capacity. They may result from growth, social or environmental needs. Assets may also be acquired at no cost to the Council from land development. These assets from growth are considered in Section 4.4.

5.5.1 Selection criteria

New assets and upgrade/expansion of existing assets are identified from various sources such as councillor/director or community requests, proposals identified by strategic plans or partnerships with other organisations. Candidate proposals are inspected to verify need and to develop a preliminary renewal estimate. Verified proposals are ranked by priority and available funds and scheduled in future works programmes. The priority ranking criteria is detailed below.

TABLE 5.5.1: NEW ASSETS PRIORITY RANKING CRITERIA

Criteria	Weighting
Upgrade/new assets as identified in the Delivery Program/Operational Plan	100%
Total	100%

5.5.2 Capital Investment Strategies

Council will plan capital upgrade and new projects to meet level of service objectives by:

- Planning and scheduling capital upgrade and new projects to deliver the defined level of service in the most efficient manner,
- Undertake project scoping for all capital upgrade/new projects to identify:
 - the service delivery 'deficiency', present risk and required timeline for delivery of the upgrade/new asset,
 - the project objectives to rectify the deficiency including value management for major projects,

- the range of options, estimated capital and life cycle costs for each options that could address the service deficiency,
- management of risks associated with alternative options,
- and evaluate the options against evaluation criteria adopted by Council, and
- select the best option to be included in capital upgrade/new programs,
- Review current and required skills base and implement training and development to meet required construction and project management needs,
- Review management of capital project management activities to ensure Council is obtaining best value for resources used.

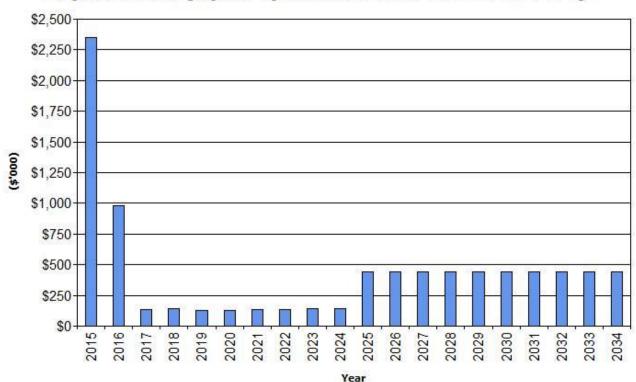
Standards and specifications for new assets and for upgrade/expansion of existing assets are the same as those for renewal shown in Section 5.4.2.

5.5.3 Summary of future upgrade/new assets expenditure

Projected upgrade/new asset expenditures are summarised in Fig 6. The projected upgrade/new capital works program is shown in Appendix C. All amounts are shown in real values.

FIG 6: PROJECTED CAPITAL UPGRADE/NEW ASSET EXPENDITURE

Mid-Western RC - Projected Capital Upgrade/New Expenditure (Open Space and Recreation_S1_V6)



Expenditure on new assets and services in Council's capital works program will be accommodated in the long term financial plan. Specific mention is made of future proposed works at the Glen Willow Sporting Complex. This is further discussed in Section 6.2.

5.6 Disposal Plan

Disposal includes any activity associated with disposal of a decommissioned asset including sale, demolition or relocation. Assets identified for possible decommissioning and disposal are shown in Table 5.6, together with estimated annual savings from not having to fund operations and maintenance of the assets. These assets will be further reinvestigated to determine the required levels of service and see what options are available for alternate service delivery, if any. Any revenue gained from asset disposals is accommodated in Council's long term financial plan.

Where cashflow projections from asset disposals are not available, these will be developed in future revisions of this asset management plan.

TABLE 5.6: ASSETS IDENTIFIED FOR DISPOSAL

Asset	Reason for Disposal	Timing	Disposal Expenditure	Operations & Maintenance Annual Savings
NIL	N/A	N/A	N/A	N/A

5.7 Service Consequences and Risks

The organisation has prioritised decisions made in adopting this AM Plan to obtain the optimum benefits from its available resources. Decisions were made based on the development of 3 scenarios of AM Plans.

Scenario 1 – What we would like to do based on asset register data

Scenario 2 – What we should do with existing budgets and identifying level of service and risk consequences (ie what are the operations and maintenance and capital projects we are unable to do, what is the service and risk consequences associated with this position). This may require several versions of the AM Plan.

Scenario 3 – What we can do and be financially sustainable with AM Plans matching long-term financial plans.

The development of scenario 1 and scenario 2 AM Plans provides the tools for discussion with the Council and community on trade-offs between what we would like to do (scenario 1) and what we should be doing with existing budgets (scenario 2) by balancing changes in services and service levels with affordability and acceptance of the service and risk consequences of the trade-off position (scenario 3).

5.7.1 What we cannot do

There are some operations and maintenance activities and capital projects that are unable to be undertaken within the next 10 years. These include:

- replacement of aged items that are performing adequately
- increase the volume of open space and associated assets and maintain service levels

5.7.2 Service consequences

Operations and maintenance activities and capital projects that cannot be undertaken will maintain or create service consequences for users. These include:

- Reduced levels of service
- Reduced number of inspections
- Increased damaged / worn open space assets

5.7.3 Risk consequences

The operations and maintenance activities and capital projects that cannot be undertaken may maintain or create risk consequences for Council. These include:

- Exposure to claims against Council
- Political pressure for improved service and maintenance levels
- Less usage therefore decreased income

These risks have been included with the Infrastructure Risk Management Plan summarised in Section 5.2 and risk management plans actions and expenditures included within projected expenditures.

6. Financial Summary

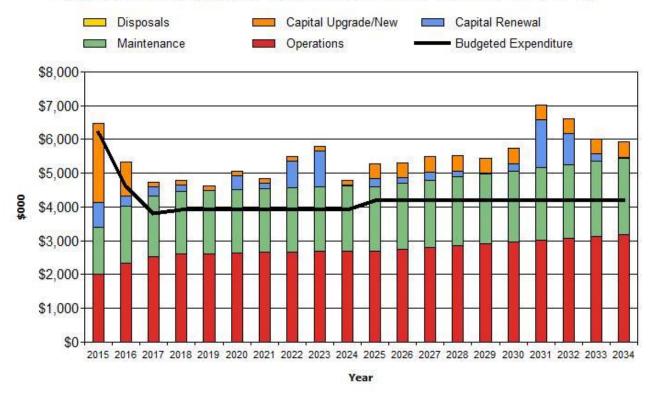
This section contains the financial requirements resulting from all the information presented in the previous sections of this asset management plan. The financial projections will be improved as further information becomes available on desired levels of service and current and projected future asset performance.

6.1 Financial Statements and Projections

The financial projections are shown in Figure 7 for projected operating (operations and maintenance) and capital expenditure (renewal and upgrade/expansion/new assets). Note that all costs are shown in real values.

FIG 7: PROJECTED OPERATING AND CAPITAL EXPENDITURE

Mid-Western RC - Projected Operating and Capital Expenditure (Open Space and Recreation_S1_V6)



6.1.1 Sustainability of service delivery

There are four key indicators for service delivery sustainability that have been considered in the analysis of the services provided by this asset category, these

being the asset renewal funding ratio, long term life cycle costs/expenditures and medium term projected/budgeted expenditures over 5 and 10 years of the planning period.

ASSET RENEWAL FUNDING RATIO

Asset Renewal Funding Ratio¹¹ 25%

The Asset Renewal Funding Ratio is the most important indicator and reveals that over the next 10 years, Council is forecasting that it will have 25% of the funds required for the optimal renewal and replacement of its assets.

LONG TERM - LIFE CYCLE COST

Life cycle costs (or whole of life costs) are the average costs that are required to sustain the service levels over the asset life cycle. Life cycle costs include operations and maintenance expenditure and asset consumption (depreciation expense). The life cycle cost for the services covered in this asset management plan is \$4,858,000 per year (average operations and maintenance expenditure plus depreciation expense projected over 10 years).

Life cycle costs can be compared to life cycle expenditure to give an initial indicator of affordability of projected service levels when considered with age profiles. Life cycle expenditure includes operations, maintenance and capital renewal expenditure. Life cycle expenditure will vary depending on the timing of asset renewals. The life cycle expenditure over the 10 year planning period is \$3,754,000 per year (average operations and maintenance plus capital renewal budgeted expenditure in LTFP over 10 years).

A shortfall between life cycle cost and life cycle expenditure is the life cycle gap. The life cycle gap for services covered by this asset management plan is \$1,104,000 per year (-ve = gap, +ve = surplus).

Life cycle expenditure is 77% of life cycle costs.

The life cycle costs and life cycle expenditure comparison highlights any difference between present outlays and the average cost of providing the service over the long term. If the life cycle expenditure is less than that life cycle cost, it is most likely that outlays will need to be increased or cuts in services made in the future.

Knowing the extent and timing of any required increase in outlays and the service consequences if funding is not available will assist organisations in providing services to their communities in a financially sustainable manner. This is the purpose of the asset management plans and long term financial plan.

MEDIUM TERM - 10 YEAR FINANCIAL PLANNING PERIOD

This asset management plan identifies the projected operations, maintenance and capital renewal expenditures required to provide an agreed level of service to the community over a 10 year period. This provides input into 10 year

¹¹ AIFMG, 2012, Version 1.3, Financial Sustainability Indicator 4, Sec 2.6, p 2.16

financial and funding plans aimed at providing the required services in a sustainable manner.

These projected expenditures may be compared to budgeted expenditures in the 10 year period to identify any funding shortfall. In a core asset management plan, a gap is generally due to increasing asset renewals for ageing assets.

The projected operations, maintenance and capital renewal expenditure required over the 10 year planning period is \$4,756,000 on average per year.

Estimated (budget) operations, maintenance and capital renewal funding is \$3,754,000 on average per year giving a 10 year funding shortfall of \$-1,002,000 per year. This indicates that Council expects to have 79% of the projected expenditures needed to provide the services documented in the asset management plan.

MEDIUM TERM - 5 YEAR FINANCIAL PLANNING PERIOD

The projected operations, maintenance and capital renewal expenditure required over the first 5 years of the planning period is \$4,447,000 on average per year.

Estimated (budget) operations, maintenance and capital renewal funding is \$3,734,000 on average per year giving a 5 year funding shortfall of \$-712,000. This indicates that Council expects to have 84% of projected expenditures required to provide the services shown in this asset management plan.

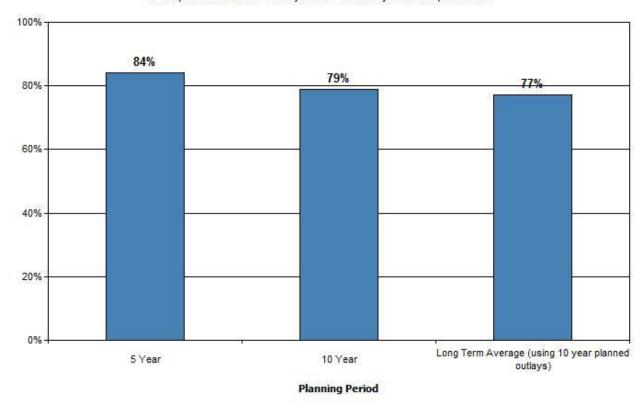
ASSET MANAGEMENT FINANCIAL INDICATORS

Figure 7A shows the asset management financial indicators over the 10 year planning period and for the long term life cycle.

FIGURE 7A: ASSET MANAGEMENT FINANCIAL INDICATORS

Mid-Western RC - AM Financial Indicators (Open Space and Recreation_S1_V6)

■ Comparison of LTFP Outlays as a % of Projected Requirements



Providing services from infrastructure in a sustainable manner requires the matching and managing of service levels, risks, projected expenditures and financing to achieve a financial indicator of approximately 1.0 for the first years of the asset management plan and ideally over the 10 year life of the Long Term Financial Plan.

Figure 8 shows the projected asset renewal and replacement expenditure over the 20 years of the AM Plan. The projected asset renewal and replacement expenditure is compared to renewal and replacement expenditure in the capital works program, which is accommodated in the long term financial plan

FIGURE 8: PROJECTED AND LTFP BUDGETED RENEWAL EXPENDITURE

Mid-Western RC - Projected & LTFP Budgeted Renewal Expenditure (Open Space and Recreation_S1_V6)

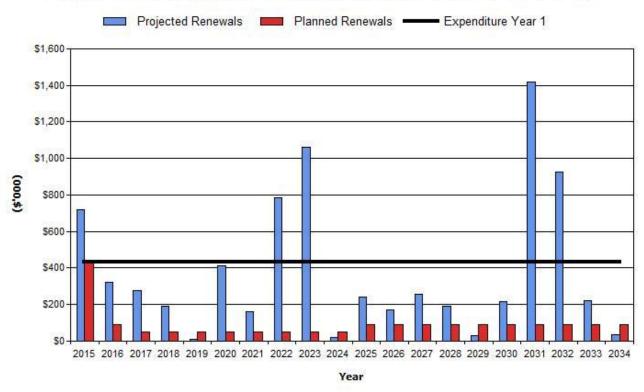


Table 6.1.1 shows the shortfall between projected renewal and replacement expenditures and expenditure accommodated in long term financial plan. Budget expenditures accommodated in the long term financial plan or extrapolated from current budgets are shown in Appendix D.

TABLE 6.1.1: PROJECTED AND LTFP BUDGETED RENEWALS AND FINANCING SHORTFALL

Year	Projected Renewals (\$000)	LTFP Renewal Budget (\$000)	Renewal Financing Shortfall (\$000) (-ve Gap, +ve Surplus)	Cumulative Shortfall (\$000) (- ve Gap, +ve Surplus)
2015	\$721	\$434	\$-287	\$-287
2016	\$320	\$90	\$-230	\$-517
2017	\$275	\$50	\$-225	\$-742
2018	\$190	\$50	\$-140	\$-883
2019	\$10	\$50	\$40	\$-842
2020	\$412	\$50	\$-362	\$-1,205
2021	\$159	\$50	\$-109	\$-1,314
2022	\$787	\$50	\$-737	\$-2,051
2023	\$1,064	\$50	\$-1,014	\$-3,065
2024	\$21	\$50	\$29	\$-3,036
2025	\$241	\$92	\$-149	\$-3,185
2026	\$171	\$92	\$-79	\$-3,264
2027	\$256	\$92	\$-163	\$-3,427
2028	\$190	\$92	\$-98	\$-3,525
2029	\$32	\$92	\$60	\$-3,465
2030	\$218	\$92	\$-125	\$-3,590
2031	\$1,421	\$92	\$-1,329	\$-4,919
2032	\$923	\$92	\$-831	\$-5,750
2033	\$221	\$92	\$-129	\$-5,878
2034	\$34	\$92	\$59	\$-5,819

Note: A negative shortfall indicates a financing gap, a positive shortfall indicates a surplus for that year.

Providing services in a sustainable manner will require matching of projected asset renewal and replacement expenditure to meet agreed service levels with **the corresponding** capital works program accommodated in the long term financial plan.

A gap between projected asset renewal/replacement expenditure and amounts accommodated in the LTFP indicates that further work is required on reviewing service levels in the AM Plan (including possibly revising the LTFP) before finalising the asset management plan to manage required service levels and funding to eliminate any funding gap.

We will manage the 'gap' by developing this asset management plan to provide guidance on future service levels and resources required to provide these services, and review future services, service levels and costs with the community.

6.1.2 Projected expenditures for long term financial plan

Table 6.1.2 shows the projected expenditures for the 10 year long term financial plan.

Expenditure projections are in 2015 real values.

TABLE 6.1.2: PROJECTED EXPENDITURES FOR LONG TERM FINANCIAL PLAN (\$000)

Year	Operations (\$000)	Maintenance (\$000)	Projected Capital Renewal (\$000)	Capital Upgrade/ New (\$000)	Disposals (\$000)
2015	\$2,010	\$1,399	\$721	\$2,351	\$0
2016	\$2,342	\$1,677	\$320	\$984	\$0
2017	\$2,526	\$1,806	\$275	\$136	\$0
2018	\$2,605	\$1,859	\$190	\$139	\$0
2019	\$2,622	\$1,871	\$10	\$125	\$0
2020	\$2,638	\$1,882	\$412	\$128	\$0
2021	\$2,654	\$1,893	\$159	\$132	\$0
2022	\$2,670	\$1,905	\$787	\$136	\$0
2023	\$2,687	\$1,917	\$1,064	\$140	\$0
2024	\$2,704	\$1,930	\$21	\$144	\$0
2025	\$2,687	\$1,915	\$241	\$442	\$0
2026	\$2,742	\$1,954	\$171	\$442	\$0
2027	\$2,797	\$1,993	\$256	\$442	\$0
2028	\$2,852	\$2,032	\$190	\$442	\$0
2029	\$2,907	\$2,071	\$32	\$442	\$0
2030	\$2,962	\$2,111	\$218	\$442	\$0
2031	\$3,017	\$2,150	\$1,421	\$442	\$0
2032	\$3,072	\$2,189	\$923	\$442	\$0
2033	\$3,127	\$2,228	\$221	\$442	\$0
2034	\$3,182	\$2,267	\$34	\$442	\$0

6.2 Funding Strategy

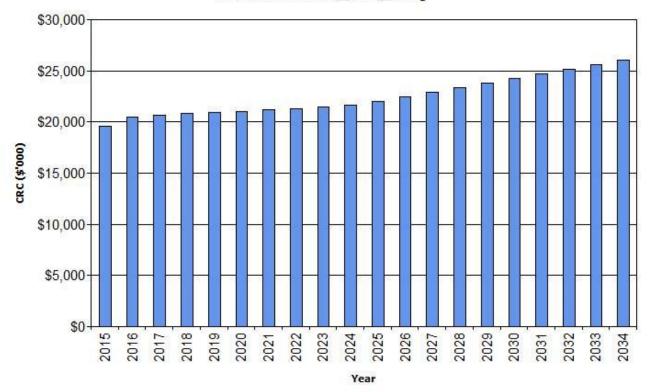
After reviewing service levels, as appropriate to ensure ongoing financial sustainability projected expenditures identified in Section 6.1.2 will be accommodated in the Council's 10 year long term financial plan.

6.3 Valuation Forecasts

Asset values are forecast to increase as additional assets are added to the asset stock from construction and acquisition by Council and from assets constructed by land developers and others and donated to Council. Figure 9 shows the projected replacement cost asset values over the planning period in real values.

FIGURE 9: PROJECTED ASSET VALUES

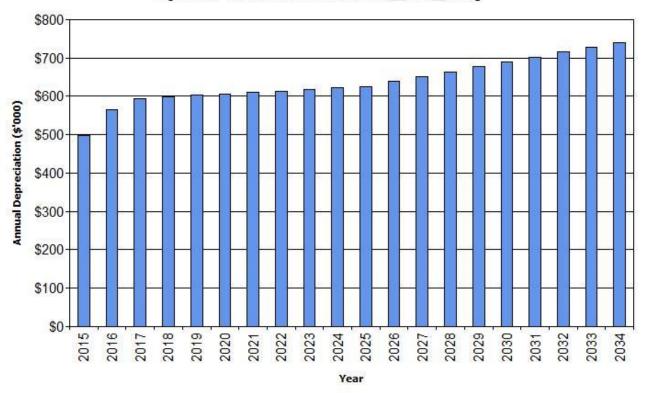
Mid-Western RC - Projected Asset Values (Open Space and Recreation_S1_V6)



Depreciation expense values are forecast in line with asset values as shown in Figure 10.

FIGURE 10: PROJECTED DEPRECIATION EXPENSE

Mid-Western RC - Projected Depreciation Expense (Open Space and Recreation_S1_V6)



The depreciated replacement cost will vary over the forecast period depending on the rates of addition of new assets, disposal of old assets and consumption and renewal of existing assets. Forecast of the assets' depreciated replacement cost is shown in Figure 11. The depreciated replacement cost of contributed and new assets is shown in the darker colour and in the lighter colour for existing assets.

FIGURE 11: PROJECTED DEPRECIATED REPLACEMENT COST

Mid-Western RC - Projected Depreciated Replacement Cost (Open Space and Recreation_S1_V6)



6.4 Key Assumptions made in Financial Forecasts

This section details the key assumptions made in presenting the information contained in this asset management plan and in preparing forecasts of required operating and capital expenditure and asset values, depreciation expense and carrying amount estimates. It is presented to enable readers to gain an understanding of the levels of confidence in the data behind the financial forecasts.

Key assumptions made in this asset management plan and risks that these may change are shown in Table 6.4.

TABLE 6.4: KEY ASSUMPTIONS MADE IN AM PLAN AND RISKS OF CHANGE

Key Assumptions	Risks of Change to Assumptions
Forecasts based on maintaining present levels of service	Current levels of service cannot be maintained
Data in asset register accurate	Change in asset data may affect financial forecasts
Expenditure projections very preliminary	Actual replacement costs may increase due to the increase in supplier / material costs

6.5 Forecast Reliability and Confidence

The expenditure and valuations projections in this AM Plan are based on best available data. Currency and accuracy of data is critical to effective asset and financial management. Data confidence is classified on a 5 level scale¹² in accordance with Table 6.5.

TABLE 6.5: DATA CONFIDENCE GRADING SYSTEM

Confidence Grade	Description
A Highly reliable	Data based on sound records, procedures, investigations and analysis, documented properly and recognised as the best method of assessment. Dataset is complete and estimated to be accurate ± 2%
B Reliable	Data based on sound records, procedures, investigations and analysis, documented properly but has minor shortcomings, for example some of the data is old, some documentation is missing and/or reliance is placed on unconfirmed reports or some extrapolation. Dataset is complete and estimated to be accurate ± 10%
C Uncertain	Data based on sound records, procedures, investigations and analysis which is incomplete or unsupported, or extrapolated from a limited sample for which grade A or B data are available. Dataset is substantially complete but up to 50% is extrapolated data and accuracy estimated ± 25%
D Very Uncertain	Data is based on unconfirmed verbal reports and/or cursory inspections and analysis. Dataset may not be fully complete and most data is estimated or extrapolated. Accuracy ± 40%
E Unknown	None or very little data held.

The estimated confidence level for and reliability of data used in this AM Plan is shown in Table 6.5.1.

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¹² IPWEA, 2011, IIMM, Table 2.4.6, p 2 | 59.

TABLE 6.5.1: DATA CONFIDENCE ASSESSMENT FOR DATA USED IN AM PLAN

Data	Confidence Assessment	Comment
Demand drivers	В	Rise in population will require accessibility of more Open Space
Growth projections	С	Fluctuates
Operations expenditures	С	Individual asset data not captured
Maintenance expenditures	С	Individual asset data not captured
Projected Renewal		
exps.	С	Low confidence in reliability of data
- Asset values		
- Asset residual values	С	Low confidence in reliability of data
- Asset useful lives	С	Little information on some of the assets other information unreliable
- Network renewals	С	Only limited data available
- Defect repairs	С	Inspections carried out but not on a regular basis
Upgrade/New expenditures	С	Limited annual Budget
Disposal expenditures	В	Old systems requiring replacement

Over all data sources the data confidence is assessed as medium confidence level for data used in the preparation of this AM Plan.

7. Plan Improvement and Monitoring

7.1 Status of Asset Management Practices

7.1.1 Accounting and financial systems

Mid-Western Regional Council uses Technology One for financials and asset management. Council's Open Space and Recreation infrastructure was revalued 30th June 2011 in accordance with the Fair Value accounting standards and Office of Local Government requirements and compiled into a single asset register

ACCOUNTABILITIES FOR FINANCIAL SYSTEMS

The Finance Department is responsible for the financial systems operating at Mid-Western regional Council

ACCOUNTING STANDARDS AND REGULATIONS

- Australian Accounting Standards
- NSW Office of Local Government Accounting Code

CAPITAL/MAINTENANCE THRESHOLD

Presently capital budget is defined but maintenance for Open Space is defined within a budget for overall parks i.e. Passive Parks, Active Parks with assets included in these budgets

REQUIRED CHANGES TO ACCOUNTING FINANCIAL SYSTEMS ARISING FROM THIS AM PLAN

Required assets data captured within each overall budget

7.1.2 Asset management system

Technology One

ASSET REGISTERS

MWRC Asset Register

LINKAGE FROM ASSET MANAGEMENT TO FINANCIAL SYSTEM

The depreciation and asset capitalisation are linked to the finance system. Operation and maintenance are not presently linked to the asset system

ACCOUNTABILITIES FOR ASSET MANAGEMENT SYSTEM AND DATA MAINTENANCE

Primary accountability for asset management lies with the Plant and Facilities Department within the Operations Directorate. This is supported by the Finance Department within the Corporate Directorate which is responsible for the management of the asset management systems.

REQUIRED CHANGES TO ASSET MANAGEMENT SYSTEM ARISING FROM THIS AM PLAN

- Restructure of hierarchy and asset attributes
- Utilisation of works orders for scheduling maintenance activities and recording reactive maintenance
- Improved accuracy if asset data necessary ,

7.2 Improvement Plan

The asset management improvement plan generated from this asset management plan is shown in Table 7.2.

TABLE 7.2: IMPROVEMENT PLAN

Task No	Task	Responsibility	Resources Required	Timeline
1	Separation of operations and maintenance expenditure in general ledger	Finance	Staff resources	June 2016
2	Separation of reactive and planned maintenance	Finance	Staff resources	June 2016
3	Condition assessments and inspections	Open space coordinator	Staff resources	Prior to AMP review
4	Capture all asset data	Open Space Coordinator	Staff resources	Prior to AMP review
5	Ensure all assets are functional and within current standards	Open Space Coordinator	Budget	Prior to AMP review
6	Consult with community to ascertain acceptable levels of service	Open Space Coordinator	Staff Resources	Prior to AMP review
7	Complete required Plans of Management for Council managed land	Open Space Coordinator	Staff Resources	Prior to AMP review

7.3 Monitoring and Review Procedures

This asset management plan will be reviewed during annual budget planning processes and amended to recognise any material changes in service levels and/or resources available to provide those services as a result of budget decisions.

The AM Plan will be updated annually to ensure it represents the current service level, asset values, projected operations, maintenance, capital renewal and replacement, capital

upgrade/new and asset disposal expenditures and projected expenditure values incorporated into the organisation's long term financial plan.

The AM Plan has a life of 4 years (Council election cycle) and is due for complete revision and updating within 6 months each Council election.

7.4 Performance Measures

The effectiveness of the asset management plan can be measured in the following ways:

- The degree to which the required projected expenditures identified in this asset management plan are incorporated into Council's long term financial plan,
- The degree to which 1-5 year detailed works programs, budgets, business plans and organisational structures take into account the 'global' works program trends provided by the asset management plan,
- The degree to which the existing and projected service levels and service consequences (what we cannot do), risks and residual risks are incorporated into the Council's Strategic Plan and associated plans,
- The Asset Renewal Funding Ratio achieving the target of 1.0.

8. References

IPWEA, 2006, 'International Infrastructure Management Manual', Institute of Public Works Engineering Australasia, Sydney, www.ipwea.org/IIMM

IPWEA, 2008, 'NAMS.PLUS Asset Management', Institute of Public Works Engineering Australasia, Sydney, www.ipwea.org/namsplus.

IPWEA, 2009, 'Australian Infrastructure Financial Management Guidelines', Institute of Public Works Engineering Australasia, Sydney, www.ipwea.org/AIFMG.

IPWEA, 2011, 'International Infrastructure Management Manual', Institute of Public Works Engineering Australasia, Sydney, www.ipwea.org/IIMM

Mid-Western Regional Council, Community Plan, Towards 2030.

Mid-Western Regional Council, Development Control Plan, 2013.

Mid-Western Regional Council, Operational and Delivery Plan, 2015/16 to 208/19.

9. Appendices

Appendix A Maintenance Response Levels of Service

Appendix B Projected 10 year Capital Renewal and Replacement Works Program

Appendix C Projected 10 year Capital Upgrade/New Works Program

Appendix D LTFP Budgeted Expenditures Accommodated in AM Plan

Appendix E Abbreviations

Appendix F Glossary

Appendix A Maintenance Response Levels of Service

Appendix B Projected 10 year Capital Renewal and Replacement Works Program

Asset ID	Sub Category	Asset Name	From	To	Rem Life (Years)	Planned Renewal Year	Renewal Cost (\$)	Useful Life (Years
140717		Irrigation, Cahill Park, Lewis St			0	2015	\$92,100	30
140733		Irrigation, Charbon Park, Charbon			0	2015	\$1,100	30
140751		Irrigation, Clandulla Park, Clandulla Park			0	2015	\$1,100	15
140718		Irrigation, Combined Sports Ground, Mudgee Racecourse Internal Original field			0	2015	\$105,700	30
140710		Irrigation, Coomber Park, White Cres			0	2015	\$1,100	30
140731		Irrigation, Darton Park Kandos, George St			0	2015	\$1,100	30
140732		Irrigation, Darton Park Kandos, George St			0	2015	\$1,100	30
140694		Irrigation, Depot Irrigation, Depot Rd			0	2015	\$3,900	30
140691		Irrigation, Entrance Park, North side of car bridge			0	2015	\$1,000	15
140693		Irrigation, Entrance Park, Oposite Police station			0	2015	\$1,000	15
140730		Irrigation, Kandos Sports ground, Amenities Block Cooper Drive			0	2015	\$1,500	30
140728		Irrigation, Kandos Sports ground, Main sprinkler line Cooper Drive			0	2015	\$136,700	30
140729		Irrigation, Kandos Sports ground, Next to ropeway Cooper Drive			0	2015	\$2,500	30
140698		Irrigation, Lawson Park, RHS of Lawson St entrance			0	2015	\$1,400	30
140704		Irrigation, Rotary Park (JH Stahl), Nandoura			0	2015	\$1,100	30
140707		Irrigation, Rotunda Park, White Cres			0	2015	\$1,100	30
140708		Irrigation, Rotunda Park, White Cres			0	2015	\$1,100	30
140709		Irrigation, Rotunda Park, White Cres			0	2015	\$1,100	30
140738		Irrigation, Rylstone Showground, Cudgegong St			0	2015	\$6,000	30
140734		Irrigation, Simpkins Park, Cooper Dr			0	2015	\$2,500	30
140727		Irrigation, Victoria Oval, Cnr Bunderra & Guntawang			0	2015	\$170,700	30
140725		Irrigation, Westend Complex, Cnr Menchin & Lang			0	2015	\$162,050	30
139596		Mudgee Pool - Boundary Fencing			0	2015	\$16,000	15
139604		Mudgee Pool - Shade sail			0	2015	\$1,360	10
139602		Mudgee Pool - Storage shed			0	2015	\$1,820	20
139592		Mudgee Pool - Toddlers Pool Sun Protection			0	2015	\$4,550	7
139851		Unnamed Park Robinson St, GulgongOutdoor Furniture - Bench			0	2015	\$500	50
						Subtotal	\$721,180	
140084		Rylstone ShowgroundLighting			1	2016	\$320,000	50
					,	Subtotal	\$320,000	
139618		Gulgong Pool - Disable Chair lift			2	2017	\$11,820	10
139619		Gulgong Pool - Hot water unit			2	2017	\$3,180	10
139615		Gulgong Pool - Pool & Safety fencing			2	2017	\$7,890	10
140680		Irrigation, Blackman Park, Cnr Park &			2	2017	\$98,940	30

	Gladstone				
139622	Kandos Pool - Heat Pump	2	2017	\$87,430	10
139624	Kandos Pool - Pool blankets	2	2017	\$40,595	15
139590	Mudgee Pool - Learners Pool Sun Protection	2	2017	\$5,910	10
139593	Mudgee Pool - Playground sun protection	2	2017	\$10,910	10
139601	Mudgee Pool - Ride on mower	2	2017	\$2,900	10
139670	Mudgeee Skate Park - Seating	2	2017	\$4,790	10
139669	Mudgeee Skate Park - Shelter	2	2017	\$860	10
			Subtotal	\$275,225	
141288	DARTON PARK PLAYGROUND EQUIPMENT	3	2018	\$65,036	5
139612	Gulgong Pool - Heat Pump	3	2018	\$86,000	10
139616	Gulgong Pool - Picnic Tables	3	2018	\$9,615	10
139613	Gulgong Pool - Pool blankets	3	2018	\$22,730	10
139600	Mudgee Pool - Picnic tables	3	2018	\$6,820	10
			Subtotal	\$190,201	
140674	Irrigation, Weemaran Reserve, Adams St Island	4	2019	\$3,780	30
139608	Mudgee Pool - Bench seats	4	2019	\$2,730	10
139606	Mudgee Pool - Garbage bins	4	2019	\$3,180	10
			Subtotal	\$9,690	
140114	Clandulla Rec Park/ Mead St Fence	5	2020	\$4,730	50
140726	Irrigation, Billy Dunn Oval, Cnr Nandoura &	5	2020	\$329,900	30
	Station				
139626	Kandos Pool - Bench seats	5	2020	\$7,500	20
139623	Kandos Pool - Main Concrete	5	2020	\$61,170	20
139627	Kandos Pool - Pool shade	5	2020	\$3,500	10
139671	Kandos Skate Park - Seating	5	2020	\$2,060	10
139597	Mudgee Pool - Pool fencing	5	2020	\$3,460	15
			Subtotal	\$412,320	
	Apex Park, MudgeePlay Equipment - Integrated				
139760	Structure Structure	6	2021	\$10,000	50
139915	Coomber Park, KandosBarbeque	6	2021	\$9,500	50
139727	Interact Park, MudgeePlay Equipment -	6	2021	\$10,000	50
139787	Integrated Structure Lions Park, MudgeeSwingset - 2 Swings	6	2021	\$2,800	50
	Memorial Park, GulgongOutdoor Furniture -				
140027	Bench	6	2021	\$500	50
139675	MUDGEE SHOWGROUNDS - REDEVELOPMENT Underground Electrical connection (to arenas, pavillions etc)	6	2021	\$82,606	10
139905	Noyce Park, KandosPlay Equipment - Integrated Structure	6	2021	\$24,000	50
139781	Redbank Park, MudgeePlay Equipment - Integrated Structure	6	2021	\$10,000	50
139883	Tennis Court/Golf Club verges, RylstonePlay Equipment - Other	6	2021	\$7,200	50
139882	Tennis Court/Golf Club verges, RylstoneSwingset - 2 Swings	6	2021	\$2,800	50
			Subtotal	\$159,406	
4.440.50		_	2000	#00 c : 2 0	10
141060	Glen Willow Main field Growing medium layer	7	2022	\$326,128	10
141061	Glen Willow Main field Turf layer	7	2022	\$335,016	10
140719	Irrigation, Combined Sports Ground, Mudgee Racecourse Internal New field	7	2022	\$119,700	30

COMMUNITY: OPEN SPACES | OPEN SPACE ASSET MANAGEMENT PLAN

140670	Irrigation, Memorial Park, Cnr Douro & Mortimer	7	2022	\$1,914	30
139592	Mudgee Pool - Toddlers Pool Sun Protection	7	2022	\$4,550	7
			Subtotal	\$787,308	
141288	DARTON PARK PLAYGROUND EQUIPMENT	8	2023	\$65,036	5
140702	Irrigation, Robertson Park, Cnr Market & Douro	8	2023	\$77,280	30
139586	Mudgee Pool - Blanketsx3	8	2023	\$22,730	15
139603	Mudgee Pool - Pump shed toddlers&learners pool	8	2023	\$910	15
141401	MUDGEE POOL SECURITY CCTV	8	2023	\$10,903	10
141290	ROBERTSON PARK SHADE SAIL FOR THE PLAYGROUND EQUIPMENT	8	2023	\$6,711	10
140082	Victoria ParkLighting	8	2023	\$880,000	50
			Subtotal	\$1,063,571	
140695	Irrigation, Administration Centre (MWRC), Market St	9	2024	\$17,082	30
141600	Shadesail at Mudgee Playground;;6.3m x 5.84m x 6.65m of triangle shade structure.	9	2024	\$3,859	10
			Subtotal	\$20,941	
		Progr	am Total	\$3,959,842	

Appendix C Projected Upgrade/Exp/New 10 year Capital Works Program

Year	Item	Capital Upgrade and New Projects	Estimate	Running
	No.		(\$000)	total (\$000)
2015	1	Sportsground Upgrades	\$717	\$717
2015	2	Passive Parks Upgrades	\$765	\$1,482
2015	3	Sculptures	\$30	\$1,512
2015	4	Swimming Pools	\$107	\$1,619
2015	5	Showgrounds	\$233	\$1,852
2015	6	Red Hill Reserve	\$499	\$2,351
2015	7			
2015	8			
2015	9			
2015	10			
2015	Total Pr	rojected Capital Upgrade/New Plan	\$2,351	

Projected Capital Upgrade/New Plan Open Space and Recreation_S1_V6 2016 2016 \$800 Sportsground Upgrades \$800 2016 \$954 2016 2016 2016 7 2016 2016 8 2016 2016 \$984 2016 Total Projected Capital Upgrade/New Plan

	Oper	Space and Recreation_S1_V6 Projected Capital Upgrade/	New Plan	2017
Year	Item	Capital Upgrade and New Projects	Estimate	Running
	No.		(\$000)	total (\$000)
2017	1	Passive Parks Upgrades	\$106	\$106
2017	2	Sculptures	\$30	\$136
2017	3			
2017	4			
2017	5			
2017	6			
2017	7			
2017	8			
2017	9			
2017	10			
2017	Total Pr	ojected Capital Upgrade/New Plan	\$136	
	Oper	n Space and Recreation_S1_V6 Projected Capital Upgrade/	New Plan	2018
2018	1	Passive Parks Upgrades	\$109	\$109
2018	2	Sculptures	\$30	\$139
2018	3			
2018	4			
2018	5			
2018	6			
2018	7			
2018	8			
2018	9			
2018	10			
2018	1	ojected Capital Upgrade/New Plan	\$139	1

Year	Item	Capital Upgrade and New Projects	Estimate	Running
	No.		(\$000)	total (\$000)
2019	1	Sculptures	\$32	\$32
2019	2	Playground Equipment	\$93	\$125
2019	3			
2019	4			
2019	5			
2019	6			
2019	7			
2019	8			
2019	9			
2019	10			
2019	Total P	rojected Capital Upgrade/New Plan	\$125	
		ojecea capital opgicaci i teli i tali	3123	
		n Space and Recreation_S1_V6 Projected Capital Upgrade/Ne		2020
2020				2020
2020 2020	Opei	n Space and Recreation_S1_V6 Projected Capital Upgrade/Ne	w Plan	\$33
	Opei	n Space and Recreation_S1_V6 Projected Capital Upgrade/Ne	w Plan	\$33
2020	Oper	n Space and Recreation_S1_V6 Projected Capital Upgrade/Ne	w Plan	\$33
2020 2020	1 2 3	n Space and Recreation_S1_V6 Projected Capital Upgrade/Ne	w Plan	\$33
2020 2020 2020	1 2 3 4	n Space and Recreation_S1_V6 Projected Capital Upgrade/Ne	w Plan	\$33
2020 2020 2020 2020	1 2 3 4 5	n Space and Recreation_S1_V6 Projected Capital Upgrade/Ne	w Plan	\$33
2020 2020 2020 2020 2020	1 2 3 4 5 6	n Space and Recreation_S1_V6 Projected Capital Upgrade/Ne	w Plan	\$33
2020 2020 2020 2020 2020 2020	1 2 3 4 5 6 7	n Space and Recreation_S1_V6 Projected Capital Upgrade/Ne	w Plan	

Year	Item	Capital Upgrade and New Projects	Estimate	Running
	No.	capital oppitale and thew riojects	(\$000)	total (\$000)
2021	1	Sculptures	\$34	\$34
2021	2	Playground Equipment	\$98	\$132
2021	3			
2021	4			
2021	5			
2021	6			
2021	7			
2021	8			
2021	9			
2021	10			
2021	Total Pr	ojected Capital Upgrade/New Plan	\$132	
				4
2022				
2022	1	Sculptures	\$35	
2022	2	Sculptures Playground Equipment	\$35 \$101	
2022 2022	3	·		
2022 2022 2022	2 3 4	·		
2022 2022 2022 2022	2 3 4 5	·		
2022 2022 2022 2022 2022	2 3 4 5 6	·		
2022 2022 2022 2022 2022 2022 2022	2 3 4 5 6 7	·		
2022 2022 2022 2022 2022 2022 2022 202	2 3 4 5 6 7 8	·		
2022 2022 2022 2022 2022 2022 2022 202	2 3 4 5 6 7 8	·		
2022 2022 2022 2022 2022 2022 2022	2 3 4 5 6 7 8 9	·		
2022 2022 2022 2022 2022 2022 2022 202	2 3 4 5 6 7 8 9 10	Playground Equipment	\$101	
2022 2022 2022 2022 2022 2022 2022 202	2 3 4 5 6 7 8 9 10	Playground Equipment Comparison of the Comparis	\$101	\$136
2022 2022 2022 2022 2022 2022 2022 202	2 3 4 5 6 7 8 9 10 Total Pr	Playground Equipment Projected Capital Upgrade/New Plan Projected Capital Upgrade/New Plan Projected Capital Upgrade/New Plan Projected Capital Upgrade/New Plan	\$101 \$136 \$136	\$136
2022 2022 2022 2022 2022 2022 2022 202	2 3 4 5 6 7 8 9 10 Total Pr	Playground Equipment Projected Capital Upgrade/New Plan Projected Capital Upgrade/New Plan Projected Capital Upgrade/New Plan Projected Capital Upgrade/New Plan	\$101 \$136 New Plan Estimate	\$136 2023 Running total (\$000)
2022 2022 2022 2022 2022 2022 2022 202	2 3 4 5 6 7 8 9 10 Total Pr	Playground Equipment	\$101 \$136 New Plan Estimate (\$000)	Running
2022 2022 2022 2022 2022 2022 2022 202	2 3 4 5 6 7 8 9 10 Total Pr	Playground Equipment	\$101 \$136 New Plan Estimate (\$000) \$36	\$136 2023 Running total (\$000)

		n Space and Recreation_S1_V6 Projected Capital Upgrade/N		
Year	Item	Capital Upgrade and New Projects	Estimate	Running
	No.		(\$000)	total (\$000
2023	1	Sculptures	\$36	\$
2023	2	Playground Equipment	\$104	\$1
2023	3			
2023	4			
2023	5			
2023	6			
2023	7			
2023	8			
2023	9			
2023	10			
2023	Total P	rojected Capital Upgrade/New Plan	\$140	
	Opei	n Space and Recreation S1 V6 Projected Capital Upgrade/N		2024
		n Space and Recreation_S1_V6 Projected Capital Upgrade/N	lew Plan	
2024	1	Sculptures	lew Plan	\$:
2024	1 2		lew Plan	
2024 2024	1 2 3	Sculptures	lew Plan	\$
2024 2024 2024	1 2 3 4	Sculptures	lew Plan	\$
2024 2024 2024 2024	1 2 3 4 5	Sculptures	lew Plan	\$
2024 2024 2024 2024 2024	1 2 3 4 5 6	Sculptures	lew Plan	\$
2024 2024 2024 2024 2024 2024 2024	1 2 3 4 5 6	Sculptures	lew Plan	\$
2024 2024 2024 2024 2024 2024 2024 2024	1 2 3 4 5 6 7 8	Sculptures	lew Plan	\$
2024 2024 2024 2024 2024 2024 2024 2024	1 2 3 4 5 6 7 8	Sculptures	lew Plan	\$
2024 2024 2024 2024 2024 2024 2024 2024	1 2 3 4 5 6 7 8 9	Sculptures Playground Equipment	\$37 \$107	\$
2024 2024 2024 2024 2024 2024 2024 2024	1 2 3 4 5 6 7 8 9	Sculptures	lew Plan	\$

Appendix D Budgeted Expenditures Accommodated in LTFP

Open Space and	First year of expenditure projections	2015	financial yr e	ending)			Operations :	and Mainten	ance Costs		
	values at start of planning period	•	C	alc CRC from	Asset Register		for New Ass				
Current replacement cost			(000)	\$17,188					% of	asset value	
	eciable amount	\$17,188	000)	This is a check			Additional ope	erations costs	. [12.44%	•
	eciated replacement cost		(000)		,		Additional ma			8.86%	•
	al depreciation expense		(000)				Additional der			2.90%	•
		4	/				Planned rener		nformation or		
Plan	nned Expenditures from LTI	FP						Y	ou may use t	hese values	
20 Year Expenditure Projections Not		: Enter all value	s in current	2015	values					ite the links.	
Financial year e	ending	2015 \$000	2016 \$000	2017 \$000	2018 \$000	2019 \$000	2020 \$000	2021 \$000	2022 \$000	2023 \$000	2024 \$000
		Expenditure	Outlays i	included in	Long Term	Financia	l Plan (in c	urrent \$ va	alues)		
Operations											
Opera	ations budget	\$2,010	\$2,050	\$2,111	\$2,173	\$2,173	\$2,173	\$2,173	\$2,173	\$2,173	\$2,173
Manag	gement budget	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
AM sy	stems budget	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	operations	\$2,010	\$2,050	\$2,111	\$2,173	\$2,173	\$2,173	\$2,173	\$2,173	\$2,173	\$2,173
Maintenance											
	ive maintenance budget	\$1,399	\$1,469	\$1,510	\$1,551	\$1,551	\$1,551	\$1,551	\$1,551	\$1,551	\$1,551
	ed maintenance budget	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Specif	fic maintenance items budget	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	maintenance	\$1,399	\$1,469	\$1,510	\$1,551	\$1,551	\$1,551	\$1,551	\$1,551	\$1,551	\$1,551
Capital											
Planne	ed renewal budget	\$434	\$90	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50
Planne	ed upgrade/new budget	\$2,351	\$983	\$136	\$139	\$139	\$139	\$139	\$139	\$139	\$139
Non-g	growth contributed asset value	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Asset Disposals											
	ost to dispose of assets	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Carry	ying value (DRC) of disposed assets	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
				•							
		Additional E	•								•
	ional Expenditure Outlays required	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
	not included above	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
Onera	ations	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	enance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
											-
Mainte	Capital Renewal	to be incorpora	ted into Forn	ns 2 & 2.1 (wh	ere Method 1	is used) OR	Form 2B Defe	ct Repairs (w	here Method	2 or 3 is used	d)
Mainte Capita											-
Mainte Capita	Capital Renewal al Upgrade	to be incorpora	ted into Forn	ns 2 & 2.1 (wh	ere Method 1	is used) OR \$0	Form 2B Defe	ect Repairs (w. \$0	here Method	2 or 3 is used	i) \$0
Mainte Capita	Capital Renewal al Upgrade	to be incorpora	ted into Forn	ns 2 & 2.1 (wh	ere Method 1	is used) OR \$0	Form 2B Defe	ect Repairs (w. \$0	here Method	2 or 3 is used	i) \$0
Mainte Capita User (Capital Renewal al Upgrade	to be incorpora \$0 Forecasts for	ted into Forn \$0 or Capital	ns 2 & 2.1 (wh \$0 Renewal us	ere Method 1 \$0 sing Metho	is used) OR \$0 ds 2 & 3 (Form 2B Defe \$0 Form 2A &	ct Repairs (w \$0 2B) & Cap	here Method \$0 pital Upgra	2 or 3 is used	\$0 2C)
Capita User (Foreca from	Capital Renewal al Upgrade Comments #2	to be incorpora	ted into Form \$0 or Capital	\$0 Renewal us	sing Method	is used) OR \$0 ds 2 & 3 (Form 2B Defe \$0 (Form 2A & 2020	2B) & Cap	here Method \$0 pital Upgra	2 or 3 is user \$0 ade (Form 2023	\$0 2C) 2024

Appendix E Abbreviations

AAAC A	
	Average annual asset consumption
AM A	Asset management
AM Plan	Asset management plan
ARI A	Average recurrence interval
ASC A	Annual service cost
BOD E	Biochemical (biological) oxygen demand
CRC (Current replacement cost
CWMS (Community wastewater management systems
DA [Depreciable amount
DRC [Depreciated replacement cost
EF E	Earthworks/formation
IRMP I	Infrastructure risk management plan
LCC I	Life Cycle cost
LCE I	Life cycle expenditure
LTFP L	Long term financial plan
MMS I	Maintenance management system
PCI F	Pavement condition index
RV F	Residual value
SoA S	State of the Assets
SS S	Suspended solids
vph \	Vehicles per hour
WDCRC \	Written down current replacement cost

Appendix F Glossary

ANNUAL SERVICE COST (ASC)

1. Reporting actual cost

The annual (accrual) cost of providing a service including operations, maintenance, depreciation, finance/opportunity and disposal costs less revenue.

2. For investment analysis and budgeting

An estimate of the cost that would be tendered, per annum, if tenders were called for the supply of a service to a performance specification for a fixed term. The Annual Service Cost includes operations, maintenance, depreciation, finance/ opportunity and disposal costs, less revenue.

ASSET

A resource controlled by an entity as a result of past events and from which future economic benefits are expected to flow to the entity. Infrastructure assets are a sub-class of property, plant and equipment which are non-current assets with a life greater than 12 months and enable services to be provided.

ASSET CATEGORY

Sub-group of assets within a class hierarchy for financial reporting and management purposes.

ASSET CLASS

A group of assets having a similar nature or function in the operations of an entity, and which, for purposes of disclosure, is shown as a single item without supplementary disclosure.

ASSET CONDITION ASSESSMENT

The process of continuous or periodic inspection, assessment, measurement and interpretation of the resultant data to indicate the condition of a specific asset so as to determine the need for some preventative or remedial action.

ASSET HIERARCHY

A framework for segmenting an asset base into appropriate classifications. The asset hierarchy can be based on asset function or asset type or a combination of the two.

ASSET MANAGEMENT (AM)

The combination of management, financial, economic, engineering and other practices applied to physical assets with the objective of providing the required level of service in the most cost effective manner.

ASSET RENEWAL FUNDING RATIO

The ratio of the net present value of asset renewal funding accommodated over a 10 year period in a long term financial plan relative to the net present value of projected capital renewal expenditures identified in an asset management plan for the same period [AIFMG Financial Sustainability Indicator No 8].

AVERAGE ANNUAL ASSET CONSUMPTION (AAAC)*

The amount of an organisation's asset base consumed during a reporting period (generally a year). This may be calculated by dividing the depreciable amount by the useful life (or total future economic benefits/service potential) and totalled for each and every asset OR by dividing the carrying amount (depreciated replacement cost) by the remaining useful life (or remaining future economic benefits/service potential) and totalled for each and every asset in an asset category or class.

BORROWINGS

A borrowing or loan is a contractual obligation of the borrowing entity to deliver cash or another financial asset to the lending entity over a specified period of time or at a specified point in time, to cover both the initial capital provided and the cost of the interest incurred for providing this capital. A borrowing or loan provides the means for the borrowing entity to finance outlays (typically physical assets) when it has insufficient funds of its own to do so, and for the lending entity to make a financial return, normally in the form of interest revenue, on the funding provided.

CAPITAL EXPENDITURE

Relatively large (material) expenditure, which has benefits, expected to last for more than 12 months. Capital expenditure includes renewal, expansion and upgrade. Where capital projects involve a combination of renewal, expansion and/or upgrade expenditures, the total project cost needs to be allocated accordingly.

CAPITAL EXPENDITURE - EXPANSION

Expenditure that extends the capacity of an existing asset to provide benefits, at the same standard as is currently enjoyed by existing beneficiaries, to a new group of users. It is discretionary expenditure, which increases future operations and maintenance costs, because it increases the organisation's asset base, but may be associated with additional revenue from the new user group, eg. extending a drainage or road network, the provision of an oval or park in a new suburb for new residents.

CAPITAL EXPENDITURE - NEW

Expenditure which creates a new asset providing a new service/output that did not exist beforehand. As it increases service potential it may impact revenue and will increase future operations and maintenance expenditure.

CAPITAL EXPENDITURE - RENEWAL

Expenditure on an existing asset or on replacing an existing asset, which returns the service capability of the asset up to that which it had originally. It is periodically required expenditure, relatively large (material) in value compared with the value of the components or sub-components of the asset being renewed. As it reinstates existing service potential, it generally has no impact on revenue, but may reduce future operations and maintenance expenditure if completed at the optimum time, eg. resurfacing or resheeting a material part of a road network, replacing a material section of a drainage network with pipes of the same capacity, resurfacing an oval.

CAPITAL EXPENDITURE - UPGRADE

Expenditure, which enhances an existing asset to provide a higher level of service or expenditure that will increase the life of the asset beyond that which it had originally. Upgrade expenditure is discretionary and often does not result in additional revenue unless direct user charges apply. It will increase operations and maintenance expenditure in the future because of the increase in the organisation's asset base, eg. widening the sealed area of an existing road, replacing drainage pipes with pipes of a greater capacity, enlarging a grandstand at a sporting facility.

CAPITAL FUNDING

Funding to pay for capital expenditure.

CAPITAL GRANTS

Monies received generally tied to the specific projects for which they are granted, which are often upgrade and/or expansion or new investment proposals.

CAPITAL INVESTMENT EXPENDITURE

See capital expenditure definition

CAPITALISATION THRESHOLD

The value of expenditure on non-current assets above which the expenditure is recognised as capital expenditure and below which the expenditure is charged as an expense in the year of acquisition.

CARRYING AMOUNT

The amount at which an asset is recognised after deducting any accumulated depreciation / amortisation and accumulated impairment losses thereon.

CLASS OF ASSETS

See asset class definition

COMPONENT

Specific parts of an asset having independent physical or functional identity and having specific attributes such as different life expectancy, maintenance regimes, risk or criticality.

CORE ASSET MANAGEMENT

Asset management which relies primarily on the use of an asset register, maintenance management systems, job resource management, inventory control, condition assessment, simple risk assessment and defined levels of service, in order to establish alternative treatment options and long-term cashflow predictions. Priorities are usually established on the basis of financial return gained by carrying out the work (rather than detailed risk analysis and optimised decision-making).

COST OF AN ASSET

The amount of cash or cash equivalents paid or the fair value of the consideration given to acquire an asset at the time of its acquisition or construction, including any costs necessary to place the asset into service. This includes one-off design and project management costs.

CRITICAL ASSETS

Assets for which the financial, business or service level consequences of failure are sufficiently severe to justify proactive inspection and rehabilitation. Critical assets have a lower threshold for action than noncritical assets.

CURRENT REPLACEMENT COST (CRC)

The cost the entity would incur to acquire the asset on the reporting date. The cost is measured by reference to the lowest cost at which the gross future economic benefits could be obtained in the normal course of business or the minimum it would cost, to replace the existing asset with a technologically modern equivalent new asset (not a second hand one) with the same economic benefits (gross service potential) allowing for any differences in the quantity and quality of output and in operating costs.

DEFERRED MAINTENANCE

The shortfall in rehabilitation work undertaken relative to that required to maintain the service potential of an asset.

DEPRECIABLE AMOUNT

The cost of an asset, or other amount substituted for its cost, less its residual value.

DEPRECIATED REPLACEMENT COST (DRC)

The current replacement cost (CRC) of an asset less, where applicable, accumulated depreciation calculated on the basis of such cost to reflect the already consumed or expired future economic benefits of the asset.

DEPRECIATION / AMORTISATION

The systematic allocation of the depreciable amount (service potential) of an asset over its useful life.

ECONOMIC LIFE

See useful life definition.

EXPENDITURE

The spending of money on goods and services. Expenditure includes recurrent and capital outlays.

EXPENSES

Decreases in economic benefits during the accounting period in the form of outflows or depletions of assets or increases in liabilities that result in decreases in equity, other than those relating to distributions to equity participants.

FAIR VALUE

The amount for which an asset could be exchanged, or a liability settled, between knowledgeable, willing parties, in an arms length transaction.

FINANCING GAP

A financing gap exists whenever an entity has insufficient capacity to finance asset renewal and other expenditure necessary to be able to appropriately maintain the range and level of services its existing asset stock was originally designed and intended to deliver. The service capability of the existing asset stock should be determined assuming no additional operating revenue, productivity improvements, or net financial liabilities above levels currently planned or projected. A current financing gap means service levels have already or are currently falling. A projected financing gap if not addressed will result in a future diminution of existing service levels.

HERITAGE ASSET

An asset with historic, artistic, scientific, technological, geographical or environmental qualities that is held and maintained principally for its contribution to knowledge and culture and this purpose is central to the objectives of the entity holding it.

IMPAIRMENT LOSS

The amount by which the carrying amount of an asset exceeds its recoverable amount.

INFRASTRUCTURE ASSETS

Physical assets that contribute to meeting the needs of organisations or the need for access to major economic and social facilities and services, eg. roads, drainage, footpaths and cycleways. These are typically large, interconnected networks or portfolios of composite assets. The components of these assets may be separately maintained, renewed or replaced individually so that the required level and standard of service from the network of assets is continuously sustained. Generally the components and hence the assets have long lives. They are fixed in place and are often have no separate market value.

INVESTMENT PROPERTY

Property held to earn rentals or for capital appreciation or both, rather than for:

- use in the production or supply of goods or services or for administrative purposes; or
- sale in the ordinary course of business.

KEY PERFORMANCE INDICATOR

A qualitative or quantitative measure of a service or activity used to compare actual performance against a standard or other target. Performance indicators commonly relate to statutory limits, safety, responsiveness, cost, comfort, asset performance, reliability, efficiency, environmental protection and customer satisfaction.

LEVEL OF SERVICE

The defined service quality for a particular service/activity against which service performance may be measured. Service levels usually relate to quality, quantity, reliability, responsiveness, environmental impact, acceptability and cost.

LIFE CYCLE COST *

- 1. **Total LCC** The total cost of an asset throughout its life including planning, design, construction, acquisition, operation, maintenance, rehabilitation and disposal costs.
- 2. Average LCC The life cycle cost (LCC) is average cost to provide the service over the longest asset life cycle. It comprises average operations, maintenance expenditure plus asset consumption expense, represented by depreciation expense projected over 10 years. The Life Cycle Cost does not indicate the funds required to provide the service in a particular year.

LIFE CYCLE EXPENDITURE

The Life Cycle Expenditure (LCE) is the average operations, maintenance and capital renewal expenditure accommodated in the long term financial plan over 10 years. Life Cycle Expenditure may be compared to average Life Cycle Cost to give an initial indicator of affordability of projected service levels when considered with asset age profiles.

LOANS / BORROWINGS

See borrowings.

MAINTENANCE

All actions necessary for retaining an asset as near as practicable to an appropriate service condition, including regular ongoing day-to-day work necessary to keep assets operating, eg road patching but excluding rehabilitation or renewal. It is operating expenditure required to ensure that the asset reaches its expected useful life.

Planned maintenance

Repair work that is identified and managed through a maintenance management system (MMS). MMS activities include inspection, assessing the condition against failure/breakdown criteria/experience, prioritising scheduling, actioning the work and reporting what was done to develop a maintenance history and improve maintenance and service delivery performance.

Reactive maintenance

Unplanned repair work that is carried out in response to service requests and management/ supervisory directions.

Specific maintenance

Maintenance work to repair components or replace sub-components that needs to be identified as a specific maintenance item in the maintenance budget.

Unplanned maintenance

Corrective work required in the short-term to restore an asset to working condition so it can continue to deliver the required service or to maintain its level of security and integrity.

MAINTENANCE EXPENDITURE *

Recurrent expenditure, which is periodically or regularly required as part of the anticipated schedule of works required to ensure that the asset achieves its useful life and provides the

required level of service. It is expenditure, which was anticipated in determining the asset's useful life.

MATERIALITY

The notion of materiality guides the margin of error acceptable, the degree of precision required and the extent of the disclosure required when preparing general purpose financial reports. Information is material if its omission, misstatement or non-disclosure has the potential, individually or collectively, to influence the economic decisions of users taken on the basis of the financial report or affect the discharge of accountability by the management or governing body of the entity.

MODERN EQUIVALENT ASSET

Assets that replicate what is in existence with the most cost-effective asset performing the same level of service. It is the most cost efficient, currently available asset which will provide the same stream of services as the existing asset is capable of producing. It allows for technology changes and, improvements and efficiencies in production and installation techniques

NET PRESENT VALUE (NPV)

The value to the organisation of the cash flows associated with an asset, liability, activity or event calculated using a discount rate to reflect the time value of money. It is the net amount of discounted total cash inflows after deducting the value of the discounted total cash outflows arising from eg the continued use and subsequent disposal of the asset after deducting the value of the discounted total cash outflows.

NON-REVENUE GENERATING INVESTMENTS

Investments for the provision of goods and services to sustain or improve services to the community that are not expected to generate any savings or revenue to the Council, eg. parks and playgrounds, footpaths, roads and bridges, libraries, etc.

OPERATIONS

Regular activities to provide services such as public health, safety and amenity, eg street sweeping, grass mowing and street lighting.

OPERATING EXPENDITURE

Recurrent expenditure, which is continuously required to provide a service. In common use the term typically includes, eg power, fuel, staff, plant equipment, on-costs and overheads but excludes maintenance and depreciation. Maintenance and depreciation is on the other hand included in operating expenses.

OPERATING EXPENSE

The gross outflow of economic benefits, being cash and non cash items, during the period arising in the course of ordinary activities of an entity when those outflows result in decreases in equity, other than decreases relating to distributions to equity participants.

OPERATING EXPENSES

Recurrent expenses continuously required to provide a service, including power, fuel, staff, plant equipment, maintenance, depreciation, on-costs and overheads.

OPERATIONS, MAINTENANCE AND RENEWAL FINANCING RATIO

Ratio of estimated budget to projected expenditure for operations, maintenance and renewal of assets over a defined time (eg 5, 10 and 15 years).

OPERATIONS, MAINTENANCE AND RENEWAL GAP

Difference between budgeted expenditures in a long term financial plan (or estimated future budgets in absence of a long term financial plan) and projected expenditures for operations, maintenance and renewal of assets to achieve/maintain specified service levels, totalled over a defined time (e.g. 5, 10 and 15 years).

PAVEMENT MANAGEMENT SYSTEM (PMS)

A systematic process for measuring and predicting the condition of road pavements and wearing surfaces over time and recommending corrective actions.

PMS SCORE

A measure of condition of a road segment determined from a Pavement Management System.

RATE OF ANNUAL ASSET CONSUMPTION *

The ratio of annual asset consumption relative to the depreciable amount of the assets. It measures the amount of the consumable parts of assets that are consumed in a period (depreciation) expressed as a percentage of the depreciable amount.

RATE OF ANNUAL ASSET RENEWAL *

The ratio of asset renewal and replacement expenditure relative to depreciable amount for a period. It measures whether assets are being replaced at the rate they are wearing out with capital renewal expenditure expressed as a percentage of depreciable amount (capital renewal expenditure/DA).

RATE OF ANNUAL ASSET UPGRADE/NEW *

A measure of the rate at which assets are being upgraded and expanded per annum with capital upgrade/new expenditure expressed as a percentage of depreciable amount (capital upgrade/expansion expenditure/DA).

RECOVERABLE AMOUNT

The higher of an asset's fair value, less costs to sell and its value in use.

RECURRENT EXPENDITURE

Relatively small (immaterial) expenditure or that which has benefits expected to last less than 12 months. Recurrent expenditure includes operations and maintenance expenditure.

RECURRENT FUNDING

Funding to pay for recurrent expenditure.

REHABILITATION

See capital renewal expenditure definition above.

REMAINING USEFUL LIFE

The time remaining until an asset ceases to provide the required service level or economic usefulness. Age plus remaining useful life is useful life.

RENEWAL

See capital renewal expenditure definition above.

RESIDUAL VALUE

The estimated amount that an entity would currently obtain from disposal of the asset, after deducting the estimated costs of disposal, if the asset were already of the age and in the condition expected at the end of its useful life.

REVENUE GENERATING INVESTMENTS

Investments for the provision of goods and services to sustain or improve services to the community that are expected to generate some savings or revenue to offset operating costs, eg public halls and theatres, childcare centres, sporting and recreation facilities, tourist information centres, etc.

RISK MANAGEMENT

The application of a formal process to the range of possible values relating to key factors associated with a risk in order to determine the resultant ranges of outcomes and their probability of occurrence.

SECTION OR SEGMENT

A self-contained part or piece of an infrastructure asset.

SERVICE POTENTIAL

The total future service capacity of an asset. It is normally determined by reference to the operating capacity and economic life of an asset. A measure of service potential is used in the not-for-profit sector/public sector to value assets, particularly those not producing a cash flow.

SERVICE POTENTIAL REMAINING

A measure of the future economic benefits remaining in assets. It may be expressed in dollar values (Fair Value) or as a percentage of total anticipated future economic benefits. It is also a measure of the percentage of the asset's potential to provide services that is still available for use in providing services (Depreciated Replacement Cost/Depreciable Amount).

SPECIFIC MAINTENANCE

Replacement of higher value components/sub-components of assets that is undertaken on a regular cycle including repainting, replacement of air conditioning equipment, etc. This work generally falls below the capital/ maintenance threshold and needs to be identified in a specific maintenance budget allocation.

STRATEGIC LONGER-TERM PLAN

A plan covering the term of office of councillors (4 years minimum) reflecting the needs of the community for the foreseeable future. It brings together the detailed requirements in the Council's longer-term plans such as the asset management plan and the long-term financial plan. The plan is prepared in consultation with the community and details where the Council is at that point in

time, where it wants to go, how it is going to get there, mechanisms for monitoring the achievement of the outcomes and how the plan will be resourced.

SUB-COMPONENT

Smaller individual parts that make up a component part.

USEFUL LIFE

Either:

- the period over which an asset is expected to be available for use by an entity, or
- the number of production or similar units expected to be obtained from the asset by the entity.

It is estimated or expected time between placing the asset into service and removing it from service, or the estimated period of time over which the future economic benefits embodied in a depreciable asset, are expected to be consumed by the Council.

VALUE IN USE

The present value of future cash flows expected to be derived from an asset or cash generating unit. It is deemed to be depreciated replacement cost (DRC) for those assets whose future economic benefits are not primarily dependent on the asset's ability to generate net cash inflows, where the entity would, if deprived of the asset, replace its remaining future economic benefits.

Source: IPWEA, 2009, Glossary

Additional and modified glossary items shown *

ATTACHMENT





COUNCIL BUSINESS PAPERS

Ordinary Meeting wednesday 15 July 2015

ATTACHMENT 6.2.21

Code of Meeting Practice

MID-WESTERN REGIONAL COUNCIL

CODE OF MEETING PRACTICE

As amended by Minute No. 209, C/M 9/8/99

As amended by Local Government (Meetings) Regulation, 1999 (Gov.Gaz. No. 98, 27/8/99)

As amended by Minute No. 384, C/M 13/12/99 As amended by Minute No. 166 E/M 19/6/00 As amended by Minute No. 394, C/M 11/12/00

As amended by Local Government (Meetings) Regulation, 1999 (Gov. Gaz. No. 60, 30/3/01)

As amended by Minute No. 208, C/M 12/6/01 As amended by Minute No. G.84/02, 1/7/02

As amended by Local Government (General) Regulation, 2005 (Gov. Gaz. No. 107, 26/8/05) and Minute 18/06 C/M 15/2/06

As amended by Minute No. 204/06 Council Meeting 17/10/06 As amended by Minute No. 217/08 Council Meeting 15/10/08 As amended by Minute No. 6/09 Council Meeting 18/2/09 As amended by Minute No. 88/10 Council Meeting 21/4/10 As amended by Minute No. 276/12 Council Meeting 20/6/12 As amended by Minute No. 128/14 Council Meeting 2/4/14 As amended by Minute No. 257/14 Council Meeting 18/6/14

MID-WESTERN REGIONAL COUNCIL - CODE OF MEETING PRACTICE

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PART 1 - PRELIMINARY

CITATION

1. This Code may be cited as the Mid-Western Regional Council Code of Meeting Practice.

DEFINITIONS

2. (1) In this Code:

amendment, in relation to an original motion, means a motion moving an amendment to that motion;

chairperson,

- (a) in relation to a meeting of the Council means the person presiding at the meeting as provided by Clause 15 of this Code; and
- (b) in relation to a meeting of a committee means the person presiding at the meeting as provided by Clause 51 of this Code;

committee means a committee appointed or elected by the Council in accordance with Clause 44(1) of this Code or the Council when it has resolved itself into a committee of the whole:

record means a document (including any written or printed material) or object (including a sound recording, coded storage device, magnetic tape or disc, microfilm, photograph, film, map, plan or model or a painting or other pictorial graphic work) that is or has been made or received in the course of official duties by a Councillor or an employee of the Council and, in particular, includes the minutes of meetings of the Council or of a committee of the Council;

relative, in relation to a person, means any of the following:

- (a) the parent, grandparent, brother, sister, uncle, aunt, nephew, niece, lineal descendant or adopted child of the person or of the person's spouse;
- (b) the spouse or the de facto partner of the person or of a person referred to in paragraph (a).

the Act means the Local Government Act, 1993;

the Code means the Mid-Western Regional Council Code of Meeting Practice; and **the Regulation** means the Local Government (General) Regulation 2005.

(2) Except as otherwise provided, expressions used in this Code which are defined in the dictionary at the end of the Act have the meanings set out in the dictionary.

ACT AND REGULATION

- 3. (1) This Code is made pursuant to Section 360(2) of the Act.
 - (2) It incorporates relevant provisions of the Regulation and the Act.
 - (3) In the event of any inconsistency between the Code and the Act or the Regulation, the Act or the Regulation (as the case may be) prevails to the extent of the inconsistency.

NOTES TO TEXT

- 4. (1) Notes in the text of this Code are explanatory notes and do not form part of this code. They are provided to assist understanding.
 - (2) Italic comments contained within the Clauses in the Code references the Section of the Act or the Clause of the Regulation to which that Clause or Sub-Clause of the Code relies. Those Clauses or Sub-clauses of the Code with no reference to either the Act or Regulation comprise either Council policies or procedures or have been included to amplify the provisions of the Code.

PART 2 - CONVENING OF COUNCIL MEETINGS

WHEN DOES THE COUNCIL MEET?

Ordinary Meetings

- 5. (1) The Council is required to meet at least 10 times each year, each time in a different month. (see Section 365 LGA)
 - (2) The Council has resolved that meetings will generally be held on the 3rd Wednesdays of each month, with no meetings during January.
 - (3) Meetings will generally commence at the conclusion of Open Day.
 - (4) Meetings will conclude at 11.00pm but may continue upon a resolution of Council which shall include a time limit for this extension provided that:
 - (a) there shall be no debate on any motion to adjourn a meeting of the Council;
 - (b) if a motion for adjournment is negatived, the business of the meeting shall proceed and it shall not be in order for any Councillor to again move for a motion of adjournment within half an hour of the previous motion for adjournment being negatived.
 - (c) a motion for adjournment may specify the time, date and place of the adjourned meeting, however, if a motion for adjournment is carried but does not specify the time, date and place of the adjourned meeting, the Chairperson shall make a determination with respect to whichever of these has not been specified.

Extraordinary Meetings

- (5) Extraordinary meetings of the Council may be convened at other times to deal with matters which cannot wait for the scheduled ordinary meeting or which need to be dealt with urgently.
- (6) Extraordinary meetings may be convened either:
 - (a) by the Council, by resolution; or
 - (b) by the Mayor; or
 - (c) at the request of at least 2 Councillors. In this case, if the Mayor receives a request in writing signed by at least two (2) Councillors, the Mayor must call an extraordinary meeting of the Council to be held as soon as practicable but in any event within 14 days after the receipt of the request. (see Section 366 LGA)

NOTICE OF MEETINGS TO COUNCILLORS

Ordinary Meetings

6. (1) The General Manager of the Council must send to each Councillor, at least three (3) days before each meeting of the Council, a notice specifying the time and place at which and the date on which the meeting is to be held and the business proposed to be transacted at the meeting. (see Section 367(1) LGA)

Extraordinary Meetings

(2) Notice of less than three (3) days may be given of an extraordinary meeting called in an emergency (see Section 367(2) LGA), however, notice shall be provided at least on the day prior to the date the meeting is scheduled.

General

(3) Notice of meetings, and the agenda and business papers relating to those meetings may be given to a Councillor in electronic form but only if all Councillors have facilities to access the notice, agenda and business papers in that form. (see Section 367(3) LGA)

NOTE: Notice of meetings and the agenda and business papers for those meetings will generally be delivered to the address nominated by Councillors. In certain circumstances this material may be conveyed by facsimile transmission.

PUBLIC NOTICE OF MEETINGS

7. (1) The Council must give notice to the press and public of the times, dates and places of its meetings and meetings of those of its Committees of which all the members are Councillors. (see Section 9(1) LGA)

NOTE: Notice is given by placing an advertisement in the local media during the week prior to the meeting.

- (2) The Council and each such Committee must have available for the press and public at its offices and at each meeting copies (for inspection and taking away by persons) of the agenda and associated business papers (such as correspondence and reports) for the meeting. (see Section 9(2) LGA)
- (3) In the case of a meeting whose agenda includes the receipt of information or discussion of other matters that, in the opinion of the General Manager, is likely to take place when the meeting is closed to the public:
 - (a) the agenda for the meeting must indicate that the relevant item of business is of such a nature (but must not give details of that item), and
 - (b) the requirements of subclause (2) with respect to the availability of business papers do not apply to the business papers for that item of business. (see Section 9(2A) LGA)
- (4) The copies are to be available to the press and public as nearly as possible to the time they are available to Councillors. (see Section 9(3) LGA)
- (5) The copies are to be available free of charge. (see Section 9(4) LGA)
- (6) A notice given under this Clause or a copy of an agenda or of a business paper made available under this Clause may in addition be given or made available in electronic form. (see Section 9(5) LGA)
- (7) A notice of a meeting of the Council or of a Committee must be published in a newspaper circulating in the area before the meeting takes place. (see Clause 232(2) LGGR)
- (8) The notice must specify the time and place of the meeting. (see Clause 232(3) LGGR)

- (9) Notice of more than one meeting may be given in the same notice. (see Clause 232(4) LGGR)
- (10) This clause does not apply to an extraordinary meeting of the Council or Committee. (see Clause 232(5) LGGR)

PART 3 – QUORUMS AND ATTENDANCE OF COUNCILLORS AND STAFF

WHO IS ENTITLED TO ATTEND MEETINGS?

- 8. Except as provided by this Code:
 - (a) everyone is entitled to attend a meeting of the council and those of its committees of which all the members are councillors, and
 - (b) a council must ensure that all meetings of the council and of such committees are open to the public. (see Section 10(1) LGA)

WHAT IS A QUORUM FOR A MEETING?

9. The quorum for a meeting of the Council is a majority of the Councillors of the Council who hold office for the time being and are not suspended from office. (see Section 368 LGA)

WHAT HAPPENS WHEN A QUORUM IS NOT PRESENT?

- 10. (1) A meeting of the Council must be adjourned if a quorum is not present:
 - (a) within half an hour after the time designated for the holding of the meeting; or
 - (b) at any time during the meeting. (see Clause 233(1) LGGR)
 - (2) In either case, the meeting must be adjourned to a time, date and place fixed:
 - (a) by the Chairperson; or
 - (b) in his or her absence by the majority of the Councillors present; or
 - (c) failing that, by the General Manager. (see Clause 233(2) LGGR)
 - (3) The General Manager must record in the Council's minutes the circumstances relating to the absence of a quorum (including the reasons for the absence of a quorum) at or arising during a meeting of the Council, together with the names of the Councillors present. (see Clause 233(3) LGGR)

MINISTER TO CONVENE MEETINGS IN CERTAIN CASES

- 11. (1) Whenever an area is constituted or reconstituted, the Minister is required:
 - (a) to convene the first meeting of the Council of the area; and
 - (b) to nominate the business to be transacted at the meeting; and
 - (c) to give the Councillors notice of the meeting. (see Clause 234(1) LGGR)
 - (2) If there is no quorum at that meeting, the Minister may convene meetings in the same manner until a quorum is present. (see Clause 234(2) LGGR)

(3) The Council must transact the business nominated by the Minister for a meeting convened under this clause. (see Clause 234(3) LGGR)

CAN A COUNCILLOR PARTICIPATE IN A MEETING WHILE NOT IN ATTENDANCE?

12. A Councillor cannot participate in a meeting of the Council unless personally present at the meeting. (see Clause 235 LGGR)

CONTINUED ABSENCE OF COUNCILLOR FROM MEETINGS

- 13. In the case of a Councillor who is absent from 3 consecutive meetings of the Council (unless the Councillor is absent because he or she has been suspended from civic office under Section 482 or 482A) without:
 - (a) prior leave of the Council; or
 - (b) leave granted by Council at any of the meetings concerned; the civic office of that Councillor is automatically vacant. (see Section 234 (1) LGA).

LEAVE OF ABSENCE

- 14. (1) For the purposes of Clause 13, a Councillor applying for a leave of absence from a meeting of a Council does not need to make the application in person and the Council may grant such leave in the absence of that Councillor. (see Section 234 (2) LGA).
 - (2) If the holder of a civic office attends a Council meeting (whether or not an ordinary meeting) despite having been granted leave of absence, the leave of absence is taken to have bee rescinded as regards any future Council meeting. (see Section 234 (3) LGA).
 - (3) Subsection (2) does not prevent the Council from granting further leave of absence in respect of any future Council meeting. (see Section 234 (4) LGA).
 - (4) A Councillor's application for leave of absence from Council meetings should, if practicable, identify (by date) the meetings from which the Councillor intends to be absent. (see Clause 235A (1) LGGR).
 - (5) A Councillor who intends to attend a Council meeting despite having been granted leave of absence should, if practicable, give the General Manager at least 2 days' notice of his or her intention to attend. (see Clause 235A (2) LGGR).

CAN A PERSON BE EXPELLED FROM A MEETING?

- 15. (1) A person (whether a Councillor or another person) is not entitled to be present at a meeting of the Council or such a committee if expelled from the meeting:
 - (a) by a resolution of the meeting; or
 - (b) by the person presiding at the meeting, if the Council has, by resolution, authorised the person presiding to exercise the power of expulsion. (see Section 10(2) LGA)
 - (2) A person may be expelled from a meeting only on the grounds specified in, or in the circumstances prescribed by, the regulations. (see Section 10(3) LGA)

ATTENDANCE OF GENERAL MANAGER AT MEETINGS

- 16. (1) The General Manager is entitled to attend, but not to vote at a meeting of the Council or a meeting of a Committee of the Council of which all the members are Councillors. (see Section 376(1) LGA)
 - (2) The General Manager is entitled to attend a meeting of any other Committee of the Council and may, if a member of the Committee, exercise a vote. (see Section 376(2) I GA)
 - (3) However, the General Manager may be excluded from a meeting of the Council or a Committee while the Council or Committee deals with a matter relating to the standard of performance of the General Manager or the terms of the employment of the General Manager. (see Section 376(3) LGA)

WHICH COUNCIL STAFF ATTEND MEETINGS?

17. The General Manager shall determine which Council staff shall attend meetings in an official capacity.

PART 4 - PROCEDURE FOR THE CONDUCT OF COUNCIL MEETINGS

WHO PRESIDES AT MEETINGS OF THE COUNCIL?

- 18. (1) The Mayor, or at the request of or in the absence of the Mayor, the Deputy Mayor, presides at meetings of the Council. (see Section 369(1) LGA)
 - (2) If the Mayor and the Deputy Mayor are absent, a Councillor elected to chair the meeting by the Councillors present presides at a meeting of Council. (see Section 369(2) LGA)

COUNCILLOR TO PRESIDE AT CERTAIN MEETINGS

- 19. (1) If no Chairperson is present at a meeting of the Council at the time designated for the holding of the meeting, the first business of the meeting must be the election of a Chairperson to preside at the meeting. (see Clause 236(1) LGGR)
 - (2) The election must be conducted:
 - (a) by the General Manager or, in his absence, an employee of the Council designated by the General Manager to conduct the election; or
 - (b) if neither of them is present at the meeting or there is no General Manager or designated employee by the person who called the meeting or a person acting on his or her behalf. (see Clause 236(2) LGGR)
 - (3) If, at an election of a chairperson, 2 or more candidates receive the same number of votes and no other candidate receives a greater number of votes, the chairperson is to be the candidate whose name is chosen by lot. (see Clause 236(3) LGGR)
 - (4) For the purposes of subclause (3), the person conducting the election must:
 - (a) arrange for the names of the candidates who have equal numbers of votes to be written on similar slips; and
 - (b) then fold the slips so as to prevent the names from being seen, mix the slips and draw one of the slips at random. (see Clause 236(4) LGGR)
 - (5) The candidate whose name is on the drawn slip is the candidate who is to be the chairperson. (see Clause 236(5) LGGR)

CHAIRPERSON TO HAVE PRECEDENCE

- 20. When the Chairperson rises or speaks during a meeting of Council;
 - (a) any Councillor then speaking or seeking to speak must, if standing, immediately resume his or her seat; and
 - (b) every Councillor present must be silent to enable the Chairperson to be heard without interruption. (see Clause 237 LGGR)

CHAIRPERSON'S DUTY WITH RESPECT TO MOTIONS

- 21. (1) It is the duty of the Chairperson at a meeting of the Council to receive and put to the meeting any lawful motion that is brought before the meeting. (see Clause 238(1) LGGR)
 - (2) The Chairperson must rule out of order any motion that is unlawful or the implementation of which would be unlawful. (see Clause 238(2) LGGR)
 - (3) Any motion, amendment or other matter that the Chairperson has ruled out of order is taken to have been rejected. (see Clause 238(3) LGGR)

ORDER OF BUSINESS

- 22. (1) At a meeting of the Council (other than an extraordinary meeting), the general order of business shall be:
 - 1. Apologies
 - 2. Disclosure of Interest
 - 3. Confirmation of Minutes
 - 4. Matters in Progress
 - 5. Mayoral Minutes
 - 6. General Business
 - a) Notices of Motion
 - b) Reports to Council
 - 7. Urgent Business Without Notice
 - 8. Confidential Session
 - a) Mayoral Minutes
 - c) General Business
 - i) Notices of Motion
 - ii) Reports to Council
 - iii) Urgent Business Without Notice
 - 9. Open Council

unless varied by Council from time to time. (see Clause 239(1) LGGR)

- (2) The Mayor may bring forward an item of business from the business paper where it is established that a member of the public with an interest in that item is present in the public gallery, but only as provided by Subclause (3) below.
- (3) The order of business fixed under subclause (1) may be altered if a motion to that effect is carried. Such a motion can be moved without notice. (see Clause 239(2) LGGR)
- (4) Despite Clause 36 of this Code, only the mover of a motion referred to in subclause (3) may speak to the motion before it is put. (see Clause 239(3) LGGR)

AGENDA AND BUSINESS PAPERS FOR COUNCIL MEETINGS

- 23. (1) The General Manager must ensure the agenda for a meeting of the Council states:
 - (a) all matters to be dealt with arising out of the proceedings of former meetings of the Council; and

- (b) if the Mayor is the Chairperson any matter or topic that the chairperson proposes, at the time when the business paper is prepared, to put to the meeting or the Deputy Mayor if acting for the Mayor; and
- (c) subject to Subclause (3), any business of which due notice has been given. (see Clause 240(1) LGGR)
- (2) (a) The General Manager must not include in the agenda for a meeting of the Council any business of which due notice has been given if, in the opinion of the General Manager, the business is (or the implementation of the business would be) unlawful. The General Manager must report (without giving details of the item of business) any such exclusion to the next meeting of the Council. (see Clause 240(2) LGGR)
 - (b) (i) If a notice of motion (and/or accompanying background) is presented that prima facie would, if stated in the meeting, be an act of disorder under Clause 256 (1) of the Local Government (General) Regulation, the General Manager will bring this to the attention of the Mayor or the (Deputy Mayor if it concerns or originates from the Mayor);
 - (ii) Should, if after further consideration, they feel that this notice of motion (and/or accompanying background) would, if read at the meeting, breach Clause 256 (1) of the Local Government (General) Regulation it will be referred to Council's solicitor for advice;
 - (iii) Should Council's solicitor concur that the notice of motion (and/or accompanying background) would, if read at the meeting, breach Clause 256 (1) of the Local Government (General) Regulation, the notice of motion would not be included in the business paper.
 - (iv) If this occurs, the General Manager shall inform the Councillor from whom the notice of motion originated, providing the reasons for this decision.
 - (v) The General Manager must report (without giving details of the items of business) any such exclusion. The report would include the name of the Councillor proposing the motion and the reason for its exclusion.
- (3) The General Manager must cause the agenda for a meeting of the Council to be prepared as soon as practicable before the meeting. (see Clause 240(3) LGGR)

For Council Meetings, the business paper is ordinarily delivered to Councillors one week prior to the meeting. The business papers are available to the public the day after the papers are delivered to Councillors.

- (4) The General Manager must ensure that, in respect of matters, which will be considered in the absence of the press and public, the agenda for the meeting must indicate that the relevant item of business is of such a nature (but must not give details of those items). (see Section 9(2A) LGA & Clause 240(4) LGGR)
- (5) Nothing in this clause limits the powers of the chairperson under Clause 27 of this Code. (see Clause 240(5) LGGR)

AGENDA FOR EXTRAORDINARY MEETING

- 24. (1) The General Manager must ensure that the agenda for an extraordinary meeting of the Council deals only with the matters stated in the notice of the meeting. (see Clause 242(1) LGGR)
 - (2) Despite subclause (1), business may be transacted at an Extraordinary Meeting of Council even though due notice of the business has not been given to the Councillors. However, this can happen only if:
 - a motion is passed to have the business transacted at the meeting; and
 - the business proposed to be brought forward is ruled by the chairperson to (b) be of great urgency.

Such a motion can be moved without notice but only after the business notified in the agenda for the meeting has been disposed of. (see Clause 242(2) LGGR)

(3)Despite Clause 33 of this Code, only the mover of a motion referred to in subclause (2) can speak to the motion before it is put. (see Clause 242(3) LGGR)

NOTE: Some guidelines as to what constitutes "great urgency" are:

- The business is such that a Council decision is required before Council next meets; or
 The business is of such importance that it requires the immediate attention of Council.

GIVING NOTICE OF BUSINESS

- 25. The Council must not transact business at a meeting of the Council: (1)
 - unless a Councillor, by way of a Notice of Motion, has given notice of the business in writing at least two (2) working days prior to the day on which the agenda and business paper is prepared and delivered to Councillors; and

NOTE: For Council Meetings, this is ordinarily 10.00 am two working days prior to the day the business papers are delivered to

- 2. Councillors should give such notice, in writing on the form attached as Annexure 1.
 - (b) unless notice of the business has been sent to the Councillors in accordance with Clause 6 of this Code. (see Section 367 LGA & Clause 241(1) LGGR)
- (2) Subclause (1) does not apply to the consideration of business at a meeting if the business:
 - (a) is already before, or directly relates to a matter that is already before the Council (see Clause 241(2)(a) LGGR); or
 - (b) is the election of a chairperson to preside at the meeting as provided by Clause 19(1) (see Clause 241(2)(b) LGGR); or
 - is a matter or topic put to the meeting by the chairperson in accordance with (c) Clause 27 (see Clause 241(2)(c) LGGR); or
 - is a motion for the adoption of recommendations of a committee of the (d) Council; (see Clause 241(2)(d) LGGR); or
 - relates to reports from officers, which in the opinion of the Chairperson or the (e) General Manager are urgent;

- (f) relates to reports from officers placed on the business paper pursuant to a decision of a committee that additional information be provided to the Council in relation to a matter before the Committee; and
- (g) relates to urgent administrative or procedural matters that are raised by the Mayor or General Manager.

BUSINESS WITHOUT NOTICE

- 26. (1) Despite Clause 25 of this Code, business may be transacted at a meeting of the Council even though due notice of the business has not been given to the Councillors. However, this can happen only if:
 - (a) a motion is passed to have the business transacted at the meeting; and
 - (b) the business proposed to be brought forward is ruled by the Chairperson to be of great urgency.

Such a motion can be moved without notice. (see Clause 241(3) LGGR)

(2) Despite Clause 36 of this Code, only the mover of a motion referred to in subclause (1) can speak to the motion before it is put. (see Clause 241(4) LGGR)

NOTE: Some guidelines as to what constitutes "great urgency" are:

- 1. The business is such that a Council decision is required before Council next meets; or
- 2. The business is of such importance that it requires the immediate attention of Council.

MAYORAL MINUTES

- 27. (1) If the Mayor (or the Deputy Mayor, if acting for the Mayor) is the Chairperson at a meeting of the Council, the Chairperson is, by minute signed by the Chairperson, entitled to put to the meeting without notice any matter or topic that is within the jurisdiction of the Council or of which the Council has official knowledge. (see Clause 243(1) LGGR)
 - (2) Such a minute, when put to the meeting, takes precedence over all business on the Council's agenda for the meeting. The Chairperson (but only if the Chairperson is the Mayor, or the Deputy Mayor, if acting for the Mayor) may move the adoption of the minute without the motion being seconded. (see Clause 243(2) LGGR)
 - (3) A recommendation made in a minute of the Chairperson (being the Mayor, or Deputy Mayor, if acting for the Mayor) or in a report made by a Council employee is, so far as adopted by the Council, a resolution of the Council. (see Clause 243(3) LGGR)

REPORT OF A DEPARTMENT OF LOCAL GOVERNMENT REPRESENTATIVE TO BE TABLED AT COUNCIL MEETING

- 28. When a report of a Departmental representative has been presented to a meeting of a Council in accordance with Section 433 of the Act, the Council must ensure that the report:
 - (a) is laid on the table at that meeting; and
 - (b) is subsequently available for the information of Councillors and members of the public at all reasonable times. (see Clause 244 LGGR)

NOTICE OF MOTION - ABSENCE OF MOVER

- 29. In the absence of a Councillor who has placed a Notice of Motion on the agenda for a meeting of the Council:
 - (a) any other Councillor may move the motion at the meeting; or
 - (b) the Chairperson may defer the motion until the next meeting of the Council at which the motion can be considered. (see Clause 245 LGGR)

MOTIONS AND AMENDMENTS TO BE SECONDED

- 30. (1) A motion or an amendment cannot be debated unless or until it has been seconded. This clause is subject to clauses 27(2) and 36(5) of this Code. (see Clause 246 LGGR)
 - (2) The seconder of a motion or of an amendment may reserve the right to speak later in the debate.
 - (3) An amendment must not be a direct negative of a motion.

HOW SUBSEQUENT AMENDMENTS MAY BE MOVED

- 31. (1) If an amendment has been accepted or rejected, a further amendment can be moved to the motion in its original or amended form (as the case may be), and so on, but not more than one motion and one proposed amendment can be before the Council at any one time. (see Clause 247 LGGR)
 - (2) It is permissible to debate the motion and an amendment concurrently.
 - (3) It is permissible during the debate on an amendment for a further amendment to be foreshadowed. However, any such foreshadowed amendment shall not be moved and debated until the amendment before the Chair is dealt with.

MOTIONS OF DISSENT

- 32. (1) A Councillor can, without notice, move to dissent from the ruling of the Chairperson on a point of order. If that happens, the Chairperson must suspend the business before the meeting until a decision is made on the motion of dissent. (see Clause 248(1) LGGR)
 - (2) If a motion of dissent is passed, the Chairperson must proceed with the suspended business as though the ruling dissented from had not been given. If, as a result of the ruling, any motion or business has been discharged as out of order, the Chairperson must restore the motion or business to the agenda and proceed with it in due course. (see Clause 248(2) LGGR)
 - (3) Despite Clause 36 of this Code, only the mover of a motion of dissent and the Chairperson can speak to the motion before it is put. The mover of the motion does not have a right of general reply. (see Clause 248(3) LGGR)

PETITIONS MAY BE PRESENTED TO THE COUNCIL

33. (1) A Councillor or a member of the public may present a petition to the Council.

(2) The Chairperson must not permit discussion on the petition, unless it relates to an item on the agenda. Petitions shall be referred to the General Manager for report, reply or other appropriate action.

QUESTIONS MAY BE PUT TO COUNCILLORS AND COUNCIL EMPLOYEES

- 34. (1) A Councillor:
 - (a) may, through the Chairperson, put a question to another Councillor; and
 - (b) may, through the Chairperson and the General Manager, put a question to a Council employee. (see Clause 249(1) LGGR)
 - (2) However, a Councillor or Council employee to whom a question is put is entitled to be given reasonable notice of the question and, in particular, sufficient notice to enable reference to be made to other persons or to documents. (see Clause 249(2) LGGR)
 - (3) Any such question must be put directly, succinctly and without argument. (see Clause 249(3) LGGR)
 - (4) The Chairperson must not permit discussion on any reply or refusal to reply to a question put to a Councillor or Council employee under this clause. (see Clause 249(4) LGGR)

MODE OF ADDRESS

- 35. (1) All Councillors and staff, other than the Chairperson, who are invited to speak at a Council meeting must stand to address Council, unless prevented from doing so by disability or injury;
 - (2) When Councillors wish to address the Council, they shall indicate by raising their hand and await the invitation by the Chairperson to speak;
 - (3) A Councillor will not be required to stand when moving or seconding a motion only;
 - (4) When the Chairperson stands any Councillor and/or staff who are speaking shall cease speaking and resume their seats immediately;
 - (5) Where the Chairperson, a Councillor or staff member is speaking, all others present in the Chamber shall remain silent unless raising a point of order;
 - (6) In addressing the Council, Councillors, staff and other persons addressing the Council shall at all times address other Councillors by their official designation, as Mayor or Councillor, as the case may be;
 - (7) Councillors shall at all times conduct themselves in accordance with the general conduct obligations contained in the Council's Code of Conduct and shall respect the right of their fellow Councillors to speak without interruption.

LIMITATION AS TO NUMBER OF SPEECHES

36. (1) A Councillor who, during debate at a meeting of the Council, moves an original motion, has the right of general reply to all observations that are made by another Councillor during the debate in relation to the motion and to any amendment to it, as well as the right to speak on any such amendment. (see Clause 250(1) LGGR)

- (2) A Councillor, other than the mover of an original motion, has the right to speak once on the motion and once on each amendment to it. (see Clause 250(2) LGGR)
- (3) A Councillor must not, without the consent of the Council, speak more than once on a motion or an amendment, or for longer than five (5) minutes at any one time. However, the Chairperson may permit a Councillor who claims to have been misrepresented or misunderstood to speak more than once on a motion or an amendment, and for longer than five (5) minutes on that motion or amendment to enable the Councillor to make a statement limited to explaining the misrepresentation or misunderstanding. (see Clause 250(3) LGGR)
- (4) Despite subclauses (1) and (2), a Councillor may move that a motion or an amendment be now put:
 - (a) if the mover of the motion or amendment has spoken in favour of it and no Councillor expresses an intention to speak against it; or
 - (b) if at least 2 councillors have spoken in favour of the motion or amendment and at least 2 councillors have spoken against it. (see Clause 250(4) LGGR)
- (5) The Chairperson must immediately put to the vote, without debate, a motion moved under subclause (4). A seconder is not required for such a motion. (see Clause 250(5) LGGR)
- (6) If a motion that the original motion or an amendment be now put is passed, the Chairperson must, without further debate, put the original motion or amendment to the vote immediately after the mover of the original motion has exercised his or her right of reply under subclause (1). (see Clause 250(6) LGGR)
- (7) If a motion that the original motion or an amendment be now put is rejected, the Chairperson must allow the debate on the original motion or the amendment to be resumed. (see Clause 250(7) LGGR)

CAN MOTIONS BE PUT WITHOUT DEBATE?

37. Provided there is no objection from any Councillor present, any motion or recommendation before the Council may be put to the vote without discussion or debate.

VOTING AT COUNCIL MEETINGS

- 38. (1) Each Councillor is entitled to one vote. (see Section 370(1) LGA)
 - (2) The Chairperson has, in the event of an equality of votes, a second or casting vote and that vote shall be used at the absolute discretion of the Chairperson. (see Section 370(2) LGA)
 - (3) A Councillor who is present at a meeting of the Council but who fails to vote on a motion or an amendment put to the meeting is taken to have voted against the motion or amendment, as the case may be. (see Clause 251(1) LGGR)

NOTE: Vote is usually by show of hands except as provided by Clause 39(2)(d).

- (4) If a Councillor who has voted against a motion put at a Council Meeting so requests, the General Manager must ensure that the Councillor's dissenting vote is recorded in the minutes. (see Clause 251(2) LGGR)
- (5) The decision of the Chairperson as to the result of a vote is final, unless the decision is immediately challenged and not less than two (2) Councillors rise and demand a division. (see Clause 251(3) LGGR)
- (6) When a division on a motion is demanded, the Chairperson must ensure that the division takes place immediately. The General Manager must ensure that the names of those who vote for the motion and those who vote against it are respectively recorded in the minutes. (see Clause 251(4) LGGR)

NOTE: Divisions cannot be taken on amendments.

To give effect to this requirement for a division, the Chairperson shall require those voting in favour of the motion (the "Ayes") to stand and move to one side of the Chamber, while those opposed (the "Nayes") to stand and move to the other side of the Chamber.

- (7) Voting at a council meeting, including voting in an election at such a meeting, is to be by open means (such as voice or by show of hands). However, the council may resolve that the voting in any election by councillors for mayor or deputy mayor is to be by secret ballot. (see Clause 251(5) LGGR)
- (8) Where a tie in voting occurs and the Chairperson chooses not to use his/her casting vote, the matter is referred to the next Council meeting.

MINUTES AND RECORD OF VOTING ON PLANNING MATTERS

- 39. (1) The Council must ensure that full and accurate minutes are kept of proceedings of the Council. (see Section 375(1) LGA)
 - (2) The General Manager must ensure that the following matters are recorded in the Council's minutes:
 - (a) details of each motion moved at a Council meeting and of any amendments moved to it,
 - (b) the names of the mover and seconder of the motion or amendment,
 - (c) whether the motion or amendment is passed or lost and the way in which Councillors voted. (see Clause 254 LGGR)
 - (d) (i) In this clause, a planning decision means a decision made in the exercise of a function of a council under the Environmental Planning and Assessment Act 1979:
 - (A) including a decision relating to a development application, an environmental planning instrument, a development control plan or a development contribution plan under that Act, but
 - (B) not including the making of an order under Division 2A of Part 6 of that Act.
 - (ii) The General Manager is required to keep a register containing, for each planning decision made at a meeting of the council or a council committee, the names of the councillors who supported the decision and the names of any councillors who opposed (or are taken to have opposed) the decision.
 - (iii) for the purpose of maintaining the register, a division is required to be called whenever a motion for a planning decision is put at a meeting of the council or a council committee.

NOTE: For the purposes of Clause 39(2)(d)(iii) the requirement for a division to be called shall be satisfied when the Chairperson of the meeting calls for the vote, those Councillors, in turn, who vote for the motion and those opposed to the motion shall stand in their respective places to permit their names to be recorded. In this manner, the requirement for a division shall be differentiated from that requirement under Clause 38 (5) and (6).

- (iv) Each division recorded in the register is to be described in the register or identified in a manner that enables the description to be obtained from another publicly available document, and is to include the information required by the regulations.
- (v) This clause extends to a meeting that is closed to the public. (see Section 375A LGA)
- (3) The correctness of the minutes of every proceeding meeting, including extraordinary meetings and resolutions of committees, not previously confirmed must be dealt with at every meeting of the Council, in order that such minutes may be confirmed.
- (4) A motion or discussion with respect to such minutes shall only relate to their accuracy as a true record of the proceedings.
- (5) Minutes may be confirmed at an extraordinary meeting of the Council.
- (6) The minutes must, when they have been confirmed at a subsequent meeting of the Council, be signed at that subsequent meeting by the person presiding at the meeting. (see Section 375(2) LGA)

WHAT CONSTITUTES A DECISION OF THE COUNCIL?

- 40. (1) A decision supported by a majority of the votes at a meeting of the Council at which a quorum is present is a decision of the Council. (see Section 371 LGA)
 - (2) Once a decision on a matter is made at a meeting of Council it will not be recommitted. The appropriate way for the decision to be revisited is by way of a motion as provided by Clause 41 of this Code.

HOW MAY DECISIONS BE RESCINDED OR ALTERED?

- 41. (1) A resolution passed by the Council may not be altered or rescinded except by a motion to that effect of which notice has been duly given in accordance with Clause 25 of this Code. (see Section 372(1) LGA)
 - (2) If it is proposed to move a further motion in the event that a rescission motion is carried, the required notice must also be given of the proposed further motion.
 - (3) If a Notice of Motion to rescind or alter a resolution is given:
 - (a) at the meeting at which the resolution is carried, the resolution must not be carried into effect until the Motion of Rescission or alteration has been dealt with (see Section 372(2) LGA); or
 - (b) at any time after the meeting at which the resolution is carried, no further action to carry the resolution into effect may be taken after the receipt of the Notice of Motion until the Motion of Rescission or alteration has been dealt with, unless at the time of lodgement of the Notice of Motion to Rescind or alter, suspension of further action is impracticable or action to implement the

resolution to which the notice of motion relates has progressed to the point where suspension of further action is not possible.

- (4) In the case of a motion or alteration, subclause (3) applies only to the extent that the resolution of Council would be affected by the motion or alteration, if it were carried.
- (5) If a motion has been negatived by the Council, a motion having the same effect must not be considered unless notice of it has duly been given in accordance with Clause 25 of this Code. (see Section 372(3) LGA)
- (6) A Notice of Motion to alter or rescind a resolution and a Notice of Motion which has the same effect as a motion which has been negatived by the Council, must be signed by at least three (3) Councillors if less than three (3) months has elapsed since the resolution was passed, or the motion was negatived, as the case may be. (see Section 372(4) LGA)
- (7) If a motion to alter or rescind a resolution has been negatived, or if a motion which has the same effect as a previously negatived motion, is negatived, no similar motion may be brought forward within three (3) months. This subclause may not be evaded by substituting a motion differently worded, but in principle the same. (see Section 372(5) LGA)
- (8) A motion to which this clause applies may be moved on the report of a Committee of the Council and any such report must be recorded in the minutes. (see Section 372(6) LGA)
- (9) The provisions of this clause concerning negatived motions do not apply to motions of adjournment. (see Section 372(7) LGA)

NOTE:

- 1. A rescission motion is only valid if and when it has been signed by three (3) Councillors. Verbal advice or an unsigned written notice is insufficient to bring a halt to the decision that it proposes to rescind.
- 2. Rescission motions should be in the form of Annexure 2. This incorporates provision for notice of any proposed motion in the event that the Rescission Motion is carried.
- 3. Where a notice of motion to rescind or alter a resolution is given at the meeting at which the resolution is carried, action to implement the resolution shall not be carried into effect and the matter should be listed for consideration at the next meeting, unless it is decided that an Extraordinary Meeting be called to consider the notice of motion to rescind or alter.
- 4. Where a notice of motion to rescind or alter a resolution is lodged after the meeting at which the resolution is carried and:
- where the decision has been carried into effect it cannot be rescinded. In such circumstances, the General Manager should report this to the next meeting of the Council; or
- where action on the decision has not been commenced, action to do so shall cease immediately. In such circumstances, the matter should be listed for consideration at the next meeting unless it is decided that an Extraordinary Meeting should be called to consider the rescission motion, or
- where the decision is in the process of being carried into effect and the General Manager determines that it is possible to cease
 action or work without disruption or cost then this should occur immediately. In such circumstances, the matter should be listed for
 consideration at the next meeting unless it is decided that an Extraordinary Meeting should be called to consider the rescission
 motion. or
- where the decision is in the process of being carried into effect and the General Manager determines that the matter has reached a point where cessation of action or work cannot be accomplished without significant disruption to Council services or significant cost, the General Manager should immediately inform the Council that the decision cannot be rescinded.

NOTE: The general procedure for debate is as follows:-

Where a motion is moved and seconded without an amendment being raised, it may be debated and upon conclusion of that debate is voted upon.

Where, following the moving (and seconding) of a motion, an amendment is moved and seconded, debate may ensue with speakers for and against both the motion and amendment. Following debate, a vote is taken on the amendment.

If the amendment is carried, it becomes the motion and a further vote is taken on this, as the motion. (The original motion no longer applying).

If the amendment is lost and there are no further amendments brought before the chair, a vote is taken on the motion.

If a further amendment is moved and seconded, it may then be debated and upon conclusion of that debate it is voted upon in the same manner as above. This process continues until there are no amendments before the chair and only a motion remains.

Following the vote on the final motion before the chair, if the vote is in the affirmative, then this becomes a resolution of Council. If the vote is in the negative or the vote is tied, the motion is lost.

If at any time a Councillor moves that "The Question Be Put" the Chairperson must suspend debate and put to the vote that the question be put. If the question is in relation to a motion and if it is passed, the Chairperson must give the mover of the motion the right of reply and immediately thereafter, put the matter to the vote.

If the question is in relation to an amendment and if the question is passed, the mover of the motion has no right of reply and the Chairperson must immediately put the matter for the vote.

DETERMINATION OF ISSUES BY COUNCIL

- 42 (1). Except as provided below, Council will not determine an issue at a meeting immediately following an address by an involved or interested party:
 - (a) Where the address concerns a new issue not before the meeting, if this issue is deemed urgent and not requiring further advice, then a determination may be made at that meeting, otherwise the matter will be referred for a staff report as necessary; or
 - (b) Where the address concerns a matter which is the subject of a staff report that is before the meeting:
 - if the issues raised are considered by staff to be of a minor nature then a
 determination of the staff report may be made at that meeting; otherwise
 - if the issues raised are considered by staff to be material then consideration of the matter be deferred for a further report.

A public presentation which is contrary to a staff recommendation is not necessarily material.

(2) Where a person wishes to circulate material to a meeting of the Council or its Committees, this material is be provided to the General Manager in the first instance for determination as to whether or not the material may be circulated.

PART 5 - KEEPING ORDER AT MEETINGS

QUESTIONS OF ORDER

- 43. (1) The Chairperson, without the intervention of any other Councillor, may call any Councillor or member of the public in attendance to order whenever, in the opinion of the Chairperson, it is necessary to do so. (see Clause 255(1) LGGR)
 - (2) A Councillor who claims that another Councillor or member of the public in attendance has committed an act of disorder, or is out of order, may call the attention of the Chairperson to the matter. (see Clause 255(2) LGGR)
 - (3) The Chairperson must rule on a question of order immediately after it is raised but, before doing so, may invite the opinion of the Council. (see Clause 255(3) LGGR)
 - (4) The Chairperson's ruling must be obeyed unless a motion dissenting from the ruling is passed. (see Clause 255(4) LGGR)

ACT OF DISORDER

- 44. (1) A Councillor commits an act of disorder if the Councillor, at a meeting of the Council or a Committee of the Council:
 - (a) contravenes the Act, any regulation in force under the Act or this Code (see Clause 256(1)(a) LGGR); or
 - (b) assaults or threatens to assault another Councillor or person present at the meeting (see Clause 256(1)(b) LGGR); or
 - (c) moves or attempts to move a motion or an amendment that has an unlawful purpose or that deals with a matter that is outside the jurisdiction of the Council or Committee, or addresses or attempts to address the Council or Committee on such a motion, amendment or matter (see Clause 255(1)(c) LGGR); or
 - (d) insults or makes personal reflections on or imputes improper motives to any other Councillor, or staff member (see Clause 255(1)(d) LGGR; or
 - (e) says or does anything that is inconsistent with maintaining order at the meeting such as continually interjecting and denying a fellow Councillor, who has been given the call, the right to be heard or is likely to bring the Council or Committee into contempt; (see Clause 255(1)(e) LGGR); or
 - (f) reads at length from any correspondence, report or other document without the leave of the Council.
 - (2) A member of the public commits an act of disorder if that member of the public disrupts or attempts to disrupt the meeting of the Council.

HOW DISORDER AT A MEETING MAY BE DEALT WITH

45. (1) If disorder occurs at a meeting of the Council or Committee of the Council, the Chairperson may adjourn the meeting for a period of not more than 15 minutes and leave the Chair. The Council or the committee, on reassembling, must, on a question put from the chair, decide without debate whether the business is to be proceeded with or not. This subclause applies to disorder arising from the conduct of members of the public as well as disorder arising from the conduct of Councillors. (see Clause 257(1) LGGR)

Councillors:

- (2) The Chairperson may require a Councillor:
 - (a) to apologise without reservation for an act of disorder referred to in Clause 44(1)(a) or (b) of this Code (see Clause 256(2)(a) LGGR); or
 - (b) to withdraw a motion or an amendment referred to in Clause 41(1)(a) or (c) of this Code and, where appropriate, to apologise without reservation (see Clause 256(2)(b) LGGR);
 - (c) to retract and apologise without reservation for an act of disorder referred to in Clause 44(1)(d) or (e) of this Code. (see Clause 256(2)(c) LGGR)
 - (d) to refrain from any further reading and apologise for the act of disorder in Clause 44(1)(f) of this Code.
- (3) A Councillor may, as provided by Clause 15(1) of this Code, be expelled from a meeting of the Council for having failed to comply with a requirement under subclause (2). The expulsion of a Councillor from the meeting for that reason does not prevent any other action from being taken against the Councillor for the act of disorder concerned. (see Clause 256(3) LGGR)

Members of the Public:

(4) A member of the public may, as provided by Clause 15(1) of this Code, be expelled from a meeting of the Council for engaging in or having engaged in disorderly conduct at the meeting. (see Clause 257(2) LGGR)

POWER TO REMOVE PERSONS FROM MEETING AFTER EXPULSION RESOLUTION

- 46. If a Councillor or a member of the public fails to leave the place where a meeting of the Council is being held:
 - (a) immediately after the Council has passed a resolution expelling the Councillor or member of the public from the meeting; or
 - (b) where the Council has authorised the person presiding at the meeting to exercise the power of expulsion, immediately after being directed by the person presiding to leave the meeting,

a police officer, or any person authorised for the purpose by the Council or person presiding, may, by using only such force as is necessary, remove the Councillor or member from that place and, if necessary, restrain the Councillor or member from re-entering that place. (see Clause 258 LGGR)

NOTE: The Council, at an Extraordinary Meeting on 19 June 2000 (Minute No. 166), has resolved as follows:

"That the person presiding at a meeting of the Council or a Committee of the Council, where that person is the Mayor, or the Deputy Mayor when acting in the position of Mayor, may expel a Councillor from that meeting where that Councillor is guilty of an act of disorder as prescribed in (the) Regulation ... and has failed to comply with a requirement under ... the Regulation or may expel a member of the public for engaging in or having engaged in disorderly conduct as prescribed in ... the Regulation."

PROCESS FOR DEALING WITH DISORDER

Councillors

- 1. The chairperson becomes aware (either in the opinion of the chairperson or having been so informed by another councillor) that a councillor has committed an act of disorder (as prescribed in ... the Council's Code of Meeting Practice.
- 2. If the chairperson,
 - is not the Mayor (or the Deputy Mayor, when acting in the position of the Mayor), the chairperson shall immediately call upon the Mayor (or the Deputy Mayor as the case may be) to assume the chair, following which the Mayor (or the Deputy Mayor as the case may be) shall rule on the question of order (but before doing so may invite the opinion of the meeting); or
 - is the Mayor (or the Deputy Mayor when acting in the position of Mayor), the chairperson shall rule on the question of order (but before doing so may invite the opinion of the meeting).
- 3. If the chairperson (being the Mayor or Deputy Mayor as the case may be) rules that a councillor has committed an act of disorder, the chairperson shall so advise the councillor and shall adjourn the meeting for a period of not more than 15 minutes.
- 4. When the meeting reassembles, the chairperson (being the Mayor or the Deputy Mayor as the case may be) shall put a question from the chair as to whether to proceed with business or not.
- 5. Upon resumption of the meeting, the chairperson (being the Mayor or Deputy Mayor, as the case may be), shall call upon the councillor who has committed the act of disorder to apologise without reservation, withdraw, retract and apologise without reservation or refrain from further reading and apologise for the act of disorder in accordance with ... the Council's Code of Meeting Practice.
- 6. If the councillor refuses to apologise without reservation, withdraw, retract and apologise without reservation or refrain from further reading and apologise for the act of disorder, the chairperson (being the Mayor or Deputy Mayor as the case may be) shall warn the councillor that he or she will be subject to expulsion from the meeting if the apology, withdrawal, retraction, etc is not immediately forthcoming.
- 7. The chairperson (being the Mayor or Deputy Mayor as the case may be) shall again ask the councillor to apologise without reservation, withdraw, retract and apologise without reservation or refrain from further reading and apologise for the act of disorder.
- 8. If the councillor still refuses to apologise without reservation, withdraw, retract and apologise without reservation or refrain from further reading and apologise for the act of disorder, the chairperson shall inform the councillor that he or she is expelled from the meeting.
- 9. At the following Council/Committee Meeting, the Mayor (or Deputy Mayor in their absence) will again ask the Councillor to apologise. Should the Councillor decline this will be recorded in the minutes of the meeting. The Mayor (or Deputy Mayor in their absence) will then warn the Councillor that they risk action under Council's Code of Conduct.

Members of the Public

- 1. The chairperson becomes aware (either in the opinion of the chairperson or having been so informed by another councillor) that a member of the public has committed an act of disorder (as prescribed in ... the Council's Code of Meeting Practice.
- 2. If the chairperson,
 - is not the Mayor (or the Deputy Mayor, when acting in the position of the Mayor), the chairperson shall immediately call upon the Mayor (or the Deputy Mayor as the case may be) to assume the chair, following which the Mayor (or the Deputy Mayor as the case may be) shall rule on the question of order (but before doing so may invite the opinion of the meeting); or
 - is the Mayor (or the Deputy Mayor when acting in the position of Mayor), the chairperson shall rule on the question of order (but before doing so may invite the opinion of the meeting).
- If the chairperson (being the Mayor or Deputy Mayor as the case may be) rules that a member of the public has committed an act of disorder, the chairperson shall so advise the member of the public and shall adjourn the meeting for a period of not more than 15 minutes.
- 4. When the meeting reassembles, the chairperson (being the Mayor or the Deputy Mayor as the case may be) shall put a question from the chair as to whether to proceed with business or .
- 5. If necessary, the chairperson (being the Mayor or Deputy Mayor as the case may be) may expel the member of the public from the meeting.

In all cases where the issue of an act of disorder arises, the ruling of the chairperson (being the Mayor or Deputy Mayor as the case may be) must be obeyed, unless a motion of dissenting from that ruling is passed. In all cases, if it becomes necessary to physically remove either a councillor or a member of the public who has been expelled from a meeting, the police will be called to undertake this task.

PART 6 - COUNCIL COMMITTEES

COMMITTEES (Generally)

- 47. (1) The Council may resolve itself into a Committee to consider any matter before the Council. (see Section 373 LGA)
 - (2) All the provisions of this Code relating to meetings of the Council, so far as they are applicable, extend to and govern the proceedings of a Committee, except the provisions:
 - (a) limiting the number and duration of speeches (see Clause 259(1) LGGR);
 - (b) requiring Councillors to stand when speaking and
 - (c) providing for the Chairperson to have a casting vote.
 - (3) The General Manager or, in the absence of the General Manager, an employee of the Council designated by the General Manager, is responsible for reporting to the Council proceedings in a Committee. It is not necessary to report the proceedings in full but any recommendations of the Committee must be reported. (see Clause 259(2) LGGR)
 - (4) The Council must ensure that a report of the proceedings (including any recommendations of the Committee) is recorded in the Council's minutes. However, the Council is not taken to have adopted the report until a motion for adoption has been made and passed. (see Clause 259(3) LGGR)

COUNCIL MAY ESTABLISH COMMITTEES

- 48. (1) The Council may, by resolution, establish such Committees as it considers necessary. (see Clause 260(1) LGGR)
 - (2) Such a Committee is to consist of the Mayor and such other Councillors of the Council as the Council decides. (see Clause 260(2) LGGR)
 - (3) The quorum for a meeting of such a Committee is to be:
 - (a) such number of members as the Council decides; or
 - (b) if the Council has not decided a number a majority of the members of the Committee. (see Clause 260(3) LGGR)

FUNCTIONS OF COMMITTEES

49. The Council must specify the functions and delegations of each of its Committees when the Committee is established, but may from time to time amend those functions and delegations. (see Clause 261 LGGR)

NOTICE OF COMMITTEE MEETINGS

- 50. (1) The General Manager of the Council must send to each Councillor, at least three (3) days before each meeting of the Committee, a notice specifying:
 - (a) the time and place at which and the date on which the meeting is to be held; and

- (b) the business proposed to be transacted at the meeting. (see Clause 262(1LGGR)
- (2) However, notice of less than three (3) days may be given of a Committee meeting called in an emergency. (see Clause 262(2) LGGR)
- (3) Notice of meetings, and the agenda and business papers relating to those meetings may be given to a Councillor in electronic form but only if all Councillors have facilities to access the notice, agenda and business papers in that form. (see Section 367(3) LGA)

NOTE: Notice of Meetings will generally be delivered by courier.

(4) The provisions of Clause 23 (2)-(5) of this Code apply to the agendas of Committee meetings in the same manner as they apply to the agendas of Meetings of the Council.

NON-MEMBERS ENTITLED TO ATTEND COMMITTEE MEETINGS

- 51. (1) A Councillor who is not a member of a Committee of the Council is entitled to attend, and to speak at, a meeting of the Committee. (see Clause 263(1) LGGR)
 - (2) However, the Councillor is not entitled:
 - (a) to give notice of business for inclusion in the agenda for the meeting; or
 - (b) to move or second a motion at the meeting; or
 - (c) to vote at the meeting. (see Clause 263(2) LGGR)

PROCEDURE IN COMMITTEES

- 52. (1) Subject to Subclause (3), each Committee of the Council may regulate its own procedure. (see Clause 265 LGGR)
 - (2) Without limiting subclause (1), a Committee of the Council may decide that, whenever the voting on a motion put to a meeting of the Committee is equal, the Chairperson of the Committee is to have a casting vote as well as an original vote. (see Clause 265(2) LGGR)

NOTE: The Council has specifically resolved that the Chairpersons of Committees will NOT have a casting vote.

(3) Voting at a committee meeting is to be by open means (such as on the voices or by show of hands). (see Clause 265(3) LGGR)

COMMITTEES TO KEEP MINUTES

- 53. (1) Each Committee of the Council must ensure that full and accurate minutes of the proceedings of its meeting are kept. In particular, a Committee must ensure that the following matters are recorded in the Committee's minutes:
 - (a) details of each motion moved at the meeting and of any amendments moved to it.
 - (b) the names of the mover and seconder of the motion or amendment,

- (c) whether the motion or amendment is passed or lost. (see Clause 266(1) LGGR)
- (d) (i) In this clause, a planning decision means a decision made in the exercise of a function of a council under the Environmental Planning and Assessment Act 1979:
 - (A) including a decision relating to a development application, an environmental planning instrument, a development control plan or a development contribution plan under that Act, but
 - (B) not including the making of an order under Division 2A of Part 6 of that Act.
 - (ii) The General Manager is required to keep a register containing, for each planning decision made at a meeting of the council or a council committee, the names of the councillors who supported the decision and the names of any councillors who opposed (or are taken to have opposed) the decision.
 - (iii) for the purpose of maintaining the register, a division is required to be called whenever a motion for a planning decision is put at a meeting of the council or a council committee.

NOTE: For the purposes of Clause 53(1)(d)(iii) the requirement for a division to be called shall be satisfied when the Chairperson of the meeting calls for the vote, those Councillors, in turn, who vote for the motion and those opposed to the motion shall stand in their respective places to permit their names to be recorded. In this manner, the requirement for a division shall be differentiated from that requirement under Clause 38 (5) and (6).

- (iv) Each division recorded in the register is to be described in the register or identified in a manner that enables the description to be obtained from another publicly available document, and is to include the information required by the regulations.
- (v) This clause extends to a meeting that is closed to the public. (see Section 375A LGA)
- (2) As soon as the minutes of a meeting of a Committee of the Council have been confirmed at a later meeting of the Council, the person presiding at the later meeting must sign the minutes of the earlier meeting. (see Clause 266(2) LGGR)

CHAIRPERSON AND DEPUTY CHAIRPERSON OF COMMITTEE

- 54. (1) The Chairperson of each Committee of the Council, must be:
 - (a) the Mayor; or
 - (b) if the Mayor does not wish to be the chairperson of a committee a member of the Committee elected by the Council; or
 - (c) if the Council does not elect such a member a member of the committee elected by the committee. (see Clause 267(1) LGGR)
 - (2) The Council may elect a member of the Committee of the Council as Deputy Chairperson of the Committee. In the event that the Council does not do so, the Committee may elect a Deputy Chairperson. (see Clause 267(2) LGGR)
 - (3) If neither the Chairperson nor the Deputy Chairperson of a Committee of the Council is able or willing to preside at a meeting of the Committee, the Committee must elect a member of the Committee to be acting Chairperson of the Committee. (see Clause 267(3) LGGR)

(4) The Chairperson is to preside at a meeting of a Committee of the Council. If the Chairperson is unable or unwilling to preside, the Deputy Chairperson (if any) is to preside at the meeting, but if neither the Chairperson nor the Deputy Chairperson is able or willing to preside, the Acting Chairperson is to preside at the meeting. (see Clause 267(4) LGGR)

ABSENCE FROM COMMITTEE MEETINGS

- 55. (1) A member ceases to be a member of a Committee if the member (other than the Mayor):
 - (a) has been absent from three (3) consecutive meetings of the Committee without having given reasons acceptable to the Committee for the member's absences; or
 - (b) has been absent from at least half of the meetings of the Committee held during the immediately preceding year without having given to the Committee acceptable reasons for the member's absences. (see Clause268(1) LGGR)
 - (2) Subclause (1) does not apply if all of the members of the Council are members of the Committee. (see Clause 268(2) LGGR)

NOTE: "The expression "year" means the period beginning 1 July and ending the following 30 June. See the dictionary to the Act.

REPORTS OF COMMITTEES

- 56. (1) If in a report of a Committee of the Council distinct recommendations are made, the decision of the Council may be made separately on each recommendation. (see Clause 269(1) LGGR)
 - (2) The recommendations of a Committee of the Council are, so far as adopted by the Council, resolutions of the Council. (see Clause 269(2) LGGR)
 - (3) If a Committee of the Council passes a resolution, or makes a recommendation, during a meeting, or part of a meeting, that is closed to the public, the Chairperson must:
 - (a) make the resolution or recommendation public as soon as practicable after the meeting or part of the meeting has ended; and
 - (b) report the resolution or recommendation to the next meeting of the Council. (see Clause 269(3) LGGR)

DISORDER IN COMMITTEE MEETINGS

57. The provisions of the Act, the Regulation and this Code relating to the maintenance of order in Council meetings apply to meetings of Committees of the Council in the same way as they apply to meetings of the Council. (see Clause 270 LGGR)

COMMITTEE MAY EXPEL CERTAIN PERSONS FROM ITS MEETINGS

58. (1) If a meeting or part of a meeting of a Committee of the Council is closed to the public in accordance with Clause 77(1) of this Code, any person who is not a Councillor may be expelled from the meeting as provided by Clause 15(3) of this Code. (see Clause 271(1) LGGR)

(2) If any such person, after being notified of a resolution or direction expelling him or her from the meeting, fails to leave the place where the meeting is being held, a police officer, or any person authorised for the purpose by the Council, Committee or person presiding, may, by using only such force as is necessary, remove the first-mentioned person from that place and, if necessary, restrain that person from reentering that place. (see Clause 271(2)LGGR)

PART 7 - TASK GROUPS AND SPECIAL COMMITTEES

TASK GROUPS

- 59. (1) The Council may appoint a group of Councillors and staff members to investigate a specific proposal and to report to the Council or appropriate Committee.
 - (2) The Council shall determine the terms of reference for the Task Group, such to clearly state:
 - the specific issues to be addressed
 - the time available to the Task Group to complete its investigation.
 - (3) The Task Group shall have the power to regulate its own procedures and need only report to the Council or Committee when a decision on policy or resources is required.
 - (4) Notwithstanding (3) above, the minutes of Task Group Meetings shall be reported to the appropriate Committee or Council notation.
 - (5) The Task Group shall be disbanded after the terms of reference have been completed.

NOTE: The General Manager appoints staff member representatives on Task Groups.

COMMUNITY COMMITTEES

- 60. (1) The Council may appoint a group of Councillors, staff and community representatives to undertake a particular administrative responsibility.
 - (2) Where possible, community representatives on these Committees shall be nominated by community organisations.
 - (3) The Council shall determine the terms of reference for a Community Committee.
 - (4) The Community Committee shall have power to regulate its own procedures, subject to:
 - a) the Chairperson of the Committee being a Councillor of the Council.
 - b) minutes of meetings being submitted to the Council or appropriate Council Committee for adoption prior to any actions being taken which seek to bind Council.
 - (5) The Community Committee's term of office shall not be time limited but the Council can disband the Committee or alter its terms of reference and membership composition at any time.

PART 8 – WORKSHOPS AND BRIEFING SESSIONS

PURPOSE

- 61. (1) Council may hold workshops & briefing sessions to provide background information to Councillors on issues that arise from time to time.
 - (2) Workshops & briefing sessions is to facilitate the free and frank exchange of ideas and opinions and to ensure that Councillors are provided with all the information they require to make an informed decision when the issue is discussed at a Council or Committee Meeting.

ATTENDANCE

62. Workshops & briefing sessions may involve councillors, staff and invited participants but will not be open to the public.

PROCEDURE

- 63. (1) Workshops & briefing sessions do not have any decision making authority and will not be used for detailed or advanced discussions where agreement is reached and/or a (de-facto) decision is made. Any documents produced as a consequence will contain no recommended action. While providing an opportunity for the particular issue to be fully canvassed any decisions will occur at a Council or Committee Meeting.
 - (2) The provisions of the Code of Meeting Practice will not apply during workshops and briefing sessions, however all participants will be required to comply with the Code of Conduct and should conduct themselves with an air of decorum at all times allowing all present to participate equally.
 - (3) Discussion at workshops and briefing sessions will not necessarily be led by the Mayor but will generally be facilitated by a member of the senior staff of the Council.

PART 9 - HONESTY & DISCLOSURE OF INTERESTS

CONDUCT OF COUNCILLORS, STAFF & DELEGATES

- 64. (1) Every Councillor, member of staff of a Council and delegate of a Council must act honestly and exercise a reasonable degree of care and diligence in carrying out his or her functions under the Act or any other Act. (see Section 439(1) LGA)
 - (2) Although this Clause places certain duties on Councillors, members of staff of a Council and delegates of a Council, nothing in this Clause gives rise to, or can be taken into account in, any civil cause of action. (see Section 439(2) LGA)

NOTE: Conflicts of Interest may be either of a pecuniary or non-pecuniary nature. Apart from the requirements outlined in this Code, the provisions of Council's Conflicts of Interest Policy also apply.

WHO ARE DESIGNATED PERSONS?

- 65. Designated persons are
 - the General Manager
 - other senior staff of the Council
 - a person (other than a member of the senior staff of the Council) who is a member of staff of the Council or a delegate of the Council and who holds a position identified by the Council as the position of a designated person because it involves the exercise of functions under the Act, or any other Act (such as regulatory functions or contractual functions) that, in their exercise, could give rise to a conflict between the person's duty as a member of staff or delegate and the person's private interest.
 - a person (other than a member of the senior staff of the Council) who is a member of
 a committee of the Council identified by the Council as a committee whose members
 are designated persons because the functions of the committee involve the exercise
 of the Council's functions under this or any other Act (such as regulatory functions or
 contractual functions) that, in their exercise, could give rise to a conflict between the
 member's duty as a member of the committee and the member's private interests.
 (see Section 441 LGA)

WHAT IS A CONFLICT OF INTERESTS?

66. A conflict of interests exists where a reasonable and informed person would perceive that a Council official could be influenced by a private interest when carrying out their public duty.

NOTE: A Council official is defined in the Code of Conduct as including Councillors, members of staff of Council, Administrators appointed under Section 256 of the Act, members of Council committees, conduct reviewers and delegates of Council.

WHAT IS A PECUNIARY CONFLICT OF INTEREST?

67. (1) For the purposes of this Code, a pecuniary interest is an interest that a person has in a matter because of a reasonable likelihood or expectation of appreciable financial gain or loss to the person. (see Section 442(1) LGA)

(2) A person does not have a pecuniary interest in a matter if the interest is so remote or insignificant that it could not reasonably be regarded as likely to influence any decision the person might make in relation to a matter or if the interest is of a kind specified in Clause 70 of this Code. (see Section 442(2) LGA)

WHO HAS A PECUNIARY CONFLICT OF INTEREST?

- 68. (1) For the purposes of this Code, a person has a pecuniary interest in a matter if the pecuniary interest is the interest of:
 - (a) the person, or
 - (b) the person's spouse or de facto partner or a relative of the person, or a partner or employer of the person, or
 - (c) a company or other body of which the person, or a nominee, partner or employer of the person, is a member. (see Section 443(1) LGA)
 - (2) However, a person is not taken to have a pecuniary interest in a matter as referred to in subclause (1) (b) or (c):
 - (a) if the person is unaware of the relevant pecuniary interest of the spouse, de facto partner, relative, partner, employer or company or other body; or
 - (b) just because the person is a member of, or is employed by, a Council or statutory body or is employed by the Crown; or
 - (c) just because the person is a member of, or a delegate of a Council to, a company or other body that has a pecuniary interest in the matter, so long as the person has no beneficial interest in any shares of the company or body. (see Section 443(3) LGA)

WHAT IS A NON-PECUNIARY CONFLICT OF INTERESTS?

- 69. (1) Non-pecuniary conflicts of interests are private or personal interests the Council official has that do not amount to a pecuniary interest as defined in the LGA. The commonly arise out of family, or personal relationships, or involvement in sporting, social or other cultural groups and associations and may include an interest of a financial nature. (see Clause 7.10 Code of Conduct)
 - (2) The matter of a report to Council from the conduct review committee/reviewer relates to the public duty of a councillor or the General Manager. Therefore there is no requirement for Councillors or the General Manager to disclose a conflicts of interest in such a matter. (see Clause 7.11 Code of Conduct)
 - (3) The political views of a Councillor do not constitute a private interest. (see Clause 7.12 Code of Conduct)
 - (4) Where a non-pecuniary conflict of interests exists, which conflicts with a Council official's public duty, the official must disclose the interest fully and in writing, even if the interest is not significant. This must be completed as soon as practicable. (see Clause 7.13 Code of Conduct)
 - (5) If a disclosure is made at a Council or Committee meeting, both the disclosure and the nature of the interest must be recorded in the minutes. This disclosure constitutes disclosure in writing for the purposes of Clause 7.13 of the Code of Conduct. (see Clause 7.14 Code of Conduct)
 - (6) Non-pecuniary conflicts of interests will be either significant or less than significant.

- (7) As a general rule, a non-pecuniary conflict of interests will be significant where a matter does not raise a pecuniary interest but it involves
 - (a) A relationship between a Council official and another person that is particularly close, for example, parent, grandparent, brother, sister, uncle, aunt, nephew, niece, lineal descendant or adopted child of the person or the person's spouse, current or former spouse or partner, de facto or other person living in the same household
 - (b) Other relationships that are particularly close, such as friendships and business relationships. Closeness is defined by the nature of the friendship or business relationship, the frequency of the contact and the duration of the friendship or relationship
 - (c) An affiliation between the council official and an organisation, sporting body, club, corporation or association that is particularly strong. (see Clause 7.16 Code of Conduct)
- (8) A less than significant non-pecuniary conflict of interests is any other conflict of interests which is neither a pecuniary conflict of interest or a significant non-pecuniary conflicts of interests. Generally this would be one which the person has determined that the conflict would be of such a minor nature that it would not require further action. (see Clause 7.18 Code of Conduct).

WHAT INTERESTS DO NOT HAVE TO BE DECLARED?

- 70. The following interests do not need to be disclosed for the purposes of this Part:-
 - (a) an interest as an elector,
 - (b) an interest as a ratepayer or person liable to pay a charge,
 - (c) an interest in any matter relating to the terms on which the provision of a service or the supply of goods or commodities is offered to the public generally, or to a section of the public that includes persons who are not subject to this Part
 - (d) an interest in any matter relating to the terms on which the provision of a service or the supply of goods or commodities is offered to a relative of the person by the council in the same manner and subject to the same conditions as apply to persons who are not subject to this Part
 - (e) an interest as a member of a club or organisation or association, unless the interest is as the holder of an office in the club organisation (whether remunerated or not)
 - (f) an interest of a member of a council committee as a person chosen to represent the community or as a member of a non-profit organisation or other community or special interest group if the committee member has been appointed to represent the organisation or group on the committee,
 - (g) an interest in a proposal relating to the making, amending, altering or repeal of an environmental planning instrument other than an instrument that effects a change of the permissible uses of:
 - (i) land in which the person or a person, company or body referred to in section 443 (1) (b) or (c) has a proprietary interest (which, for the purposes of this paragraph, includes any entitlement to the land at law or in equity and any other interest or potential interest in the land arising out of any mortgage, lease, trust, option or contract, or otherwise), or
 - (ii) land adjoining, adjacent to or in proximity to land referred to in subparagraph (i), if the person or the person, company or body referred to in section 443 (1) (b) or

- (c) would by reason of the proprietary interest have a pecuniary interest in the proposal,
- (h) an interest relating to a contract, proposed contract or other matter if the interest arises only because of a beneficial interest in shares in a company that does not exceed 10 per cent of the voting rights in the company,
- (i) an interest of a person arising from the proposed making by the council of an agreement between the council and a corporation, association or partnership, being a corporation, association or partnership that has more than 25 members, if the interest arises because a relative of the person is a shareholder (but not a director) of the corporation or is a member (but not a member of the committee) of the association or is a partner of the partnership,
- (j) an interest of a person arising from the making by the council of a contract or agreement with a relative of the person for or in relation to any of the following, but only if the proposed contract or agreement is similar in terms and conditions to such contracts and agreements as have been made, or as are proposed to be made, by the council in respect of similar matters with other residents of the area:
 - (i) the performance by the council at the expense of the relative of any work or service in connection with roads or sanitation,
 - (ii) security for damage to footpaths or roads,
 - (iii) any other service to be rendered, or act to be done, by the council by or under any Act conferring functions on the council or by or under any contract,
- (k) an interest relating to the payment of fees to Councillors (including the Mayor and Deputy Mayor),
- (I) an interest relating to the payment of expenses and the provision of facilities to Councillors (including the Mayor and Deputy Mayor) in accordance with a policy under Section 252,
- (m) an interest relating to an election to the office of Mayor arising from the fact that a fee for the following 12 months has been determined for the office of Mayor,
- (n) an interest of a person arising from the passing for payment of a regular account for wages or salary of an employee who is a relative of the person,
- (o) an interest arising from being covered by, or a proposal to be covered by, indemnity insurance as a Councillor or member of a council committee,
- (p) an interest arising from appointment of a Councillor to a body as representative or delegate of the council, whether or not a fee or other recompense is payable to the representative or delegate. (see Section 448 LGA)

IF I HAVE A CONFLICT OF INTERESTS AT A MEETING HOW DO I DISCLOSE IT?

- 71. (1) A Councillor or a member of a Council Committee who has either a:
 - Pecuniary conflict of interest;
 - Significant Non-Pecuniary conflict of interests; or
 - Less than significant Non-Pecuniary conflicts of interests

in any matter with which the Council is concerned and who is present at a meeting of the Council or Committee at which the matter is being considered must disclose the interest to the meeting as soon as practicable. (see Section 451(1) LGA)

- (2) An item is included in the Agenda for the meeting at which Councillors and members of Council Committees can make such disclosures
- (3) In making the disclosure the Councillor or member of the Council Committee must clearly explain:
 - (i) Whether he or she is making a disclosure of a
 - Pecuniary conflict of interests;
 - Significant non-pecuniary conflict of interests; or
 - Less than significant non-pecuniary conflict of interests; and
 - (ii) The nature of that interest.
- (4) In the case of a:
 - Pecuniary conflict of interest or a significant non-pecuniary conflict of interests, the Councillor or member of Council Committee must, when the Chairperson calls for discussion on the particular item in which the Councillor or member of the Council Committee has an interest, immediately declare the interest and leave the Council Chamber;
 - Less than significant non-pecuniary conflict of interest, the Councillor or member
 of the Council Committee must, when the Chairperson calls for discussion on
 the particular item in which the Councillor or member of the Council Committee
 has an interest, immediately declare the interest and where that interest does
 not require further action and provide an explanation of why it is considered that
 the conflict does not require further action in the circumstances.
- (5) Once the Councillor or member has declared an interest and left the Council Chamber, he or she must not be present at, or in sight of, the meeting of the Council or Committee:
 - (a) at any time during which the matter is being considered or discussed by the Council or Committee, or
 - (b) at any time during which the Council or Committee is voting on any question in relation to the matter. (see Section 451(2) LGA)
- (6) Upon disclosing an interest, the Councillor shall retire to the Committee Room while the matter, the subject of the disclosure, is discussed. During this time, the doors between the Council Chamber and the Committee Room shall remain closed.
- (7) For the removal of doubt, a Councillor or a member of a Council Committee is not prevented by this Clause from being present at and taking part in a meeting at which a matter is being considered, or from voting on the matter, merely because the Councillor or member has an interest in the matter of a kind referred to in Clause 70. (see Section 451(3) LGA)

DISCLOSURE BY ADVISOR

- 72. (1) A person who, at the request or with the consent of the Council or a Council Committee, gives advice on any matter at any meeting of the Council or Committee must disclose any pecuniary interest the person has in the matter to the meeting at the time the advice is given. (see Section 456(1) LGA)
 - (2) The person is not required to disclose the person's interest as an advisor. (see Section 456(2) LGA)

CIRCUMSTANCES IN WHICH SECTIONS 451 AND 456 ARE NOT BREACHED

73. A person does not breach Sections 451 and 456 ot the LGA if the person did not know and could not reasonably be expected to have known that the matter under consideration at the meeting was a matter in which he or she had a pecuniary interest and. (see Section 457 LGA)

DISCLOSURES TO BE RECORDED

74. A disclosure made at a meeting of the Council or Council Committees must be recorded in the minutes of the meeting. (see Section 453 LGA)

NOTE: A Register of declared interests is held by the Council's Public Officer.

POWERS OF THE MINISTER IN RELATION TO MEETINGS

- 75. The Minister may, conditionally or unconditionally, allow a Councillor or a members of a Council Committee who has a pecuniary interest in a matter with which the Council is concerned and who is present at a meeting of the Council or Committee to take part in the consideration or discussion of the matter and to vote on the matter if the Minister is of the opinion:
 - (a) that the number of Councillors prevented from voting would be so great a proportion of the whole as to impede the transaction of business; or
 - (b) that it is in the interests of the electors for the area to do so. (see Section 458 LGA)

PART 10 - PUBLIC ATTENDANCE AT MEETINGS

CAN THE PUBLIC ATTEND MEETINGS OF THE COUNCIL?

76. The press and public are entitled to attend a meeting of the Council and those of its Committees of which all its members are Councillors, except as provided by this Part. (see Section 10(1) LGA)

WHICH PARTS OF A MEETING CAN BE CLOSED TO THE PUBLIC?

- 77. (1) The Council or a Committee of the Council of which all of its members are Councillors may close to the press and public only so much of its meeting as comprises discussion or receipt of information related to any of the following:
 - (a) personnel matters concerning particular individuals (other than Councillors);
 - (b) the personal hardship of any resident or ratepayer;
 - (c) information that would, if disclosed, confer a commercial advantage on a person with whom the Council is conducting (or proposes to conduct) business:
 - (d) commercial information of a confidential nature that would, if disclosed:
 - (i) prejudice the commercial position of the person who supplied it; or
 - (ii) confer a commercial advantage on a competitor of the Council; or
 - (iii) reveal a trade secret,
 - (e) information that would, if disclosed, prejudice the maintenance of the law;
 - (f) matters affecting the security of the Council, Councillors, Council staff or Council property;
 - (g) advice concerning litigation, or advice that would otherwise be privileged from production in legal proceedings on the ground of legal professional privilege.
 - (h) Information concerning the nature and location of a place or an item of Aboriginal significance on community land.
 - (i) Alleged contraventions of the council's code of conduct. (See Section 10A(2) LGA).
 - (2) A Council, or a Committee of the Council of which all the members are Councillors, may also close to the public so much of its meeting as comprises a motion to close another part of the meeting to the public. (see Section 10A(3) LGA)
 - (3) Nothing in this Clause prevents any limitation being placed on the number of members of the public admitted to a meeting of the Council or a Committee of the Council, provided such limitation is for reason of safety or security.

CAN A MEMBER OF THE PUBLIC MAKE REPRESENTATIONS ABOUT THE CLOSURE OF PART OF MEETING?

- 78. (1) A Council or a Committee of the Council may allow members of the public to make representations to or at a meeting (either in writing or verbally), before any part of the meeting is closed to the public, as to whether that part of the meeting should be closed. (see Section 10A(4) LGA)
 - (2) A representation by a member of the public as to whether a part of a meeting should be closed may only be made immediately after a motion to close such meeting is moved and seconded, following which the Council or the Committee shall decide

whether or not that part of the meeting shall be closed. (see Clauses 252 & 264 LGGR)

FURTHER LIMITATIONS RELATING TO CLOSURE OF PARTS OF MEETINGS TO THE PUBLIC

- 79. (1) A meeting is not to remain closed during discussion of anything referred to in Clause 77(1) of this Code:
 - (a) except for so much of the discussion as is necessary to preserve the relevant confidentially, privilege or security; and
 - (b) if the matter concerned is a matter other than a personnel matter concerning particular individuals, the personal hardship of a resident or ratepayer or a trade secret – unless the Council or Committee concerned is satisfied that discussion of the matter in an open meeting would, on balance, be contrary to the public interest. (see Section 10B(1) LGA)
 - (2) A meeting is not to be closed during receipt and consideration of information or advice referred to in Clause 77(1)(g) of this Code unless the advice concerns legal matters that:
 - (a) are substantial issues relating to a matter in which the Council or Committee is involved; and
 - (b) are clearly identified in the legal advice; and
 - (c) are fully discussed in that advice. (see Section 10B(2) LGA)
 - (3) If a meeting is closed during discussion of a motion to close another part of the meeting to the public (as referred to in Clause 77(2) of this Code, the consideration of the motion must not include any consideration of the matter or information to be discussed in that other part of the meeting (other than consideration of whether the matter concerned is a matter referred to in Clause 77(1) of this Code. (see Section 10B(3) LGA)
 - (4) For the purpose of determining whether the discussion of a matter in an open meeting would be contrary to the public interest, it is irrelevant that:
 - (a) a person may misinterpret or misunderstand the discussion; or
 - (b) the discussion of the matter may:
 - (i) cause embarrassment to the Council or Committee concerned, or to Councillors or to employees of the Council; or
 - (ii) cause a loss of confidence in the Council or Committee. (see Section 10B(4) LGA)
 - (5) In deciding whether part of a meeting is to be closed to the public, the Council or Committee concerned must have regard to any relevant guidelines issued by the Director General. (see Section 10(B)(5) LGA)

NOTICE OF LIKELIHOOD OF CLOSURE NOT REQUIRED IN URGENT CASES

- 80. Part of a meeting of the Council, or of a Committee of the Council of which all the members are Councillors, may be closed to the press and public while the Council or Committee considers a matter that has not been identified in the agenda for the meeting as a matter that is likely to be considered when the meeting is closed, but only if:
 - (a) it becomes apparent during the discussion of a particular matter that the matter is a matter referred to in Clause 77(1) of this Code; and
 - (b) the Council or Committee, after considering any representations made under Clause 78 of this Code, resolves that further discussion of the matter:
 - (i) should not be deferred (because of the urgency of the matter); and

(ii) should take place in a part of the meeting that is closed to the press and public. (see Clause 10C LGA)

GROUNDS FOR CLOSING PART OF MEETING TO BE SPECIFIED

- 81. (1) The grounds on which part of a meeting is closed must be stated in the decision to close part of the meeting and must be recorded in the minutes of the meeting. (see Section 10D(1) LGA)
 - (2) The grounds must specify the following:
 - (a) the relevant provision of the Act under which the meeting is closed;
 - (b) the matter that is to be discussed during the closed part of the meeting;
 - the reasons why part of the meeting is being closed, including (if the matter concerned is a matter other than a personnel matter concerning particular individuals, the personal hardship of a resident or ratepayer or a trade secret) an explanation of the way in which discussion of the matter in an open meeting would be, on balance, contrary to the public interest. (see Section 10D(2) LGA)

RESOLUTIONS PASSED AT CLOSED MEETINGS TO BE MADE PUBLIC

82. If the Council passes a resolution during a meeting, or a part of a meeting, that is closed to the public, the Chairperson must make the resolution public as soon as practicable after the meeting or part of the meeting has ended. (see Clause 253 LGGR)

OPEN DAY MEETINGS

83. (1) The Council shall make provision for members of the public to address the Council on matters that are within its jurisdiction.

NOTE: Open Days are held at Council Meetings.

Council has resolved (Minute no. 6/09 C/M 18/2/09) that Open Days will not be recorded.

- (2) Applications to address the Council.
 - (a) may be made either:-
 - (i) prior to 3.00 pm on the day of the meeting by contacting the Executive Assistant; or
 - (ii) immediately prior to the commencement of the meeting by contacting the Manager Governance.
 - (b) must state the name of the applicant and general details of the nature of the address.
- (3) The Council may decide to give consideration to allowing opposing points of view to be presented.
- (4) The Open Day shall be limited to a total period of ½ hour, unless extended by decision of the Council. Groups are encouraged to nominate a representative to make the presentation to the Council on behalf of the Group.
- (5) When making a presentation:-
 - (a) Each presentation shall be generally limited to five (5) minutes; and

- (b) Speakers shall conduct themselves with due respect to the Council and observe the rules of order and meeting procedure as contained in the Code of Meeting Practice.
- (6) Where possible, the Mayor shall provide a reply to the speaker(s) at the Meeting. Alternatively, Council may resolve to refer the matter to the General Manager for appropriate action.

OPEN FORUM MEETINGS

- 84. (1) The Council shall periodically hold informal meetings at towns and villages to allow residents to raise matters of particular interest with Councillors and Senior Staff.
 - (2) These meetings will be in the form of question and answer sessions.
 - (3) The meetings dates and times will be set by Council each year.

PUBLIC ACCESS TO CORRESPONDENCE AND REPORTS

- 85. (1) The Council and a Committee of which all the members are Councillors must, during or at the close of a meeting, or during the business day following the meeting, give reasonable access to any person to inspect correspondence and reports laid on the table at, or submitted to, the meeting. (see Section 11(1) LGA)
 - (2) This Clause does not apply if the correspondence or reports:
 - (a) relate to a matter that was received or discussed; or
 - (b) were laid on the table at, or submitted to, the meeting when the meeting was closed to the public. (see Section 11(2) LGA)
 - (3) This Clause does not apply if the Council or Committee resolves at the meeting, when open to the public, that the correspondence or reports, because they relate to a matter specified in Clause 77(1) of this Code, are to be treated as confidential. (see Section 11(3) LGA)

PART 11 - MISCELLANEOUS

DISCLOSURE AND MISUSE OF INFORMATION

- 86. (1) A person must not disclose any information obtained in connection with the administration or execution of the Act unless that disclosure was made:
 - (a) with the consent of the person from whom the information was obtained; or
 - (b) in connection with the administration or execution of the Act; or
 - (c) for the purpose of any legal proceedings arising out of the Act or of any report of any such proceedings; or
 - (d) in accordance with a requirement imposed under the Ombudsman Act 1974 or the Government Information (Public Access) Act 2009; or
 - (e) with other lawful excuse. (see Section 664(1) LGA)
 - (2) In particular, if a meeting or part of a meeting of the Council or a Committee of the Council is closed to the public in accordance with Clause 77(1) of this Code, a person must not, without the authority of the Council or the Committee, disclose (otherwise than to the Council or a Councillor of the Council) information with respect to the discussion at, or the business of, the meeting. (see Section 664 (1A) LGA)
 - (3) Subsection (2) does not apply to:-
 - (a) the report of a Committee of the Council after it has been presented to the Council: or
 - (b) disclosure made in any of the circumstances referred to in subsection (1) (a) (e); or
 - (c) disclosure made in circumstances prescribed by the regulations; or
 - (d) any agenda, resolution or recommendation of a meeting that a person is entitled to inspect in accordance with the Government Information (Public Access) Act 2009. (see Section 664(1B) LGA)
 - (4) A person acting in the administration or execution of the Act must not use, either directly or indirectly, information acquired by the person in that capacity, being information that is not generally known but if generally known might reasonably be expected to affect materially the market value or price of any land, for the purpose of gaining either directly or indirectly an advantage for the person, the person's spouse or de facto partner or a relative of the person. (see Section 664(2) LGA)
 - (5) A person acting in the administration or execution of this Act, and being in a position to do so, must not, for the purpose of gaining either directly or indirectly an advantage for the person, the person's spouse or de facto partner or a relative of the person influence:
 - (a) the determination of an application for an approval; or
 - (b) the giving of an order.

(see Section 664(3) LGA)

NOTE: The maximum penalty for breaches of this Clause is 50 penalty units.

DISCLOSURE AND MISUSE OF INFORMATION - PRESCRIBED CIRCUMSTANCES

87. For the purposes of Clause 86(3)(c) of this Code, any disclosure made with the intention of enabling the Minister or the Director-General to properly exercise the functions conferred or imposed on them by or under the Act is a prescribed circumstance. (see Clause 412 LGGR)

INSPECTION OF THE MINUTES OF THE COUNCIL OR A COMMITTEE

88. (1) An inspection of the Minutes of the Council or a Committee of the Council is to be carried out under the supervision of the General Manager or an employee of the Council designated by the General Manager to supervise inspections of those Minutes. (see Clause 272(1) LGGR)

NOTE: The person so designated is the Manager Governance.

(2) The General Manager must ensure that the Minutes of the Council and any minutes of a Committee of the Council are kept secure and in safe custody and that no unauthorised person is allowed to interfere with them. (see Clause 272(2) LGGR)

ACCESS TO RECORDS

89. Councillors may gain access to Council records under the Code of Conduct and Government Information (Public Access) Act 2009.

TAPE RECORDING OF A MEETING OF THE COUNCIL OR A COMMITTEE PROHIBITED WITHOUT PERMISSION

- 90. (1) A person may use a tape recorder to record the proceedings of a Meeting of the Council or a Committee of the Council only with the authority of the Council or Committee. (see Clause 273(1) LGGR)
 - (2) A person may, as provided by Clause 15(3) of this Code, be expelled from a meeting of the Council or a Committee of the Council for using or having used a tape recorder in contravention of this Clause. (see Clause 273(2) LGGR)
 - (3) If any such person, after being notified of such a resolution, fails to leave the place where the meeting is being held, a police officer, or any person authorised by the Council for the purposes, may remove the person from, and if necessary, restrain the person from re-entering that place. (see Clause 273(3) LGGR)
 - (4) In this Clause, tape recorder includes a video camera and any electronic device capable of recording speech, whether a magnetic tape is used to record or not. (see Clause 273(4) LGGR)

RECORDING AND WEBCASTING OF MEETINGS BY THE COUNCIL

91. (1) The proceedings, including all debate, of all Ordinary and Extraordinary meetings held in the Council Chamber excluding those parts of the meeting which are held in Confidential Session or those parts of the meeting closed to the public as provided by Section 10A of the Local Government Act 1993, shall be recorded and webcast.

- (2) Open Day shall not be recorded or webcast.
- (3) Reproductions of these proceedings shall be available via Council's website for a minimum period of 2 years.
- (4) Written transcriptions of such proceedings shall not be made available.

CERTAIN CIRCUMSTANCES DO NOT INVALIDATE COUNCIL DECISIONS

- 92. Proceedings at a Meeting of the Council or a Council Committee are not invalidated because of:-
 - (a) a vacancy in a civic office; or
 - (b) a failure to give notice of the Meeting to any Councillor or a Committee member; or
 - (c) any defect in the election or appointment of a Councillor or a Committee member; or
 - (d) a failure of a Councillor or a Committee member to disclose a pecuniary interest, or to refrain from the consideration or discussion of, or vote on, the relevant matter at a Council or a Committee meeting; or
 - (e) a failure to comply with this Code. (see Section 374 LGA)

COUNCIL SEAL

93. (1) The Seal of the Council must be kept by the Mayor or the General Manager, as the Council determines. (see Clause 400(1) LGGR)

NOTE: The Council Seal is kept by the General Manager.

- (2) The Seal of the Council may be affixed to a document only in the presence of:-
 - (a) the Mayor and the General Manager; or
 - (b) at least 1 Councillor (other than the Mayor) and the General Manager; or
 - (c) the Mayor and at least 1 other Councillor; or
 - (d) at least 2 Councillors other than the Mayor. (see Clause 400(2) LGGR)
- (3) The affixing of the Council Seal to a document has no effect unless the persons who were present when the Seal was affixed (being persons referred to in subclause (2)) attest by their signature that the Seal was affixed in their presence. (see Clause 400(3) LGGR)
- (4) The Seal of the Council must not be affixed to a document unless the document relates to the business of the Council and the Council has resolved (by resolution specifically referring to the document) that the Seal be so affixed. (see Clause 400(4) LGGR)
- (5) For the purposes of subclause (4), a document in the nature of a reference or certificate of service for an employee of the Council does not relate to the business of the Council. (see Clause 400(5) LGGR)

AMENDMENT OF CODE

- 94. Subject to the provisions contained in Sections 361, 362 & 363 of the Act, this Code may be amended by the following means:-
 - (a) by resolution of Council, in cases where the amendments to the Code are the result of amendments to either the Act or the Regulation; or

(b) in accordance with the provisions of Division 1 of Part 2 of Chapter 12 of the Act, in cases where the amendments to the Code are the result of amendments or changes in Council policies.

ANNEXURE 1

NOTICE OF MOTION

I, Councillor
wish to move the following Motion at the Council/Committee Meeting to be held on
MOTION:
BACKGROUND:

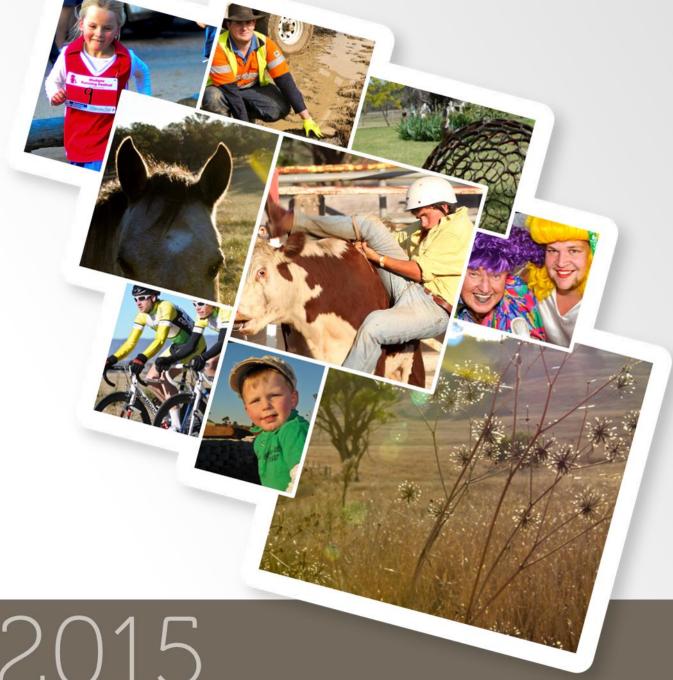
ANNEXURE 2

RESCISSION MOTION

We, the undersigned Councillors give notice of our intention that the resolution of the Council
Meeting on
In relation to (outline resolution to be rescinded)
be and is hereby rescinded.
Signed:
(To be signed by at least three (2) Councillors)
(To be signed by at least three (3) Councillors)
In the event that this Rescission Motion is carried, we propose to move the following motion:







COUNCIL BUSINESS PAPERS

Ordinary Meeting wednesday 15 July 2015

ATTACHMENT 6.2.22

► Family Day Care Policy (Councillors only)



Mid-Western Regional Family Day Care Scheme

FAMILY DAY CARE POLICY

Review date: 27 May 2015



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Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

ACCEPTANCE AND REFUSAL OF AUTHORISATIONS

BACKGROUND

The Mid-Western Regional Family Day Care Scheme respects the rights of parents/guardians to make decisions regarding their children. However it is also important for them to realise that the Coordination Unit and Educators can only act in accordance with correct authorisation as described in the Education and Care Services National Regulations 2011.

POLICY

Educators registered with the Mid-Western Regional Family Day Care Scheme requires written authorisation for actions such as

- the administration of medication or self-administration for school aged children
- medical treatments
- the delivery of or collection from Family Day Care by a person other than the Parent/ Guardian
- the child to go on a routine or non-routine excursion

This policy outlines what constitutes a correct authorisation and what does not, and may therefore result in a refusal.

PROCEDURE

Coordination Unit Staff will:

- advise Educators and families of their responsibilities under the current legislation.
- ensure documentation relating to authorisations contains:
 - > the name of the child enrolled in the service
 - date of affect
 - signature of the parent/guardian or authorised nominee who is on the enrolment form
 - is completed on the appropriate form provided by the service.
- ensure that authorisations are stored in accordance with the current legislation.
- exercise the right of refusal if written or verbal authorisations do not comply with this policy.
- apply these authorisations to the collection of children, excursions, administering medication and medical treatments.

- Other activities that children will require an authorisation for will be
 - o If Educators wish to use social media, photographs or videos, advertising or publicity
 - If Educators have pets or animals that they wish children to have some interaction with
 - o If school age children need to walk, ride a bike or catch a bus to or from the service

A parent's authorisation will only be accepted if it adheres to the Education and Care Services National Law and Regulations, current approved Mid-Western Regional Family Day Care Scheme policies and procedures, and is deemed to be in the best interests of the child based on current professional advice.

For example: if a parent wishes to authorise an Educator to administer medication to their child all aspects of Regulations 92, 93, 94, 95 and 96 of the Education and Care Services National regulations and Mid-Western Regional Family Day Care Medication Policy and procedures must be adhered to or the Educator *must refuse* to accept the parents authorisation. The Coordination Unit should be consulted by Educators and/or Parents to discuss options and alternatives to the unacceptable request.

Educators will:

- Apply these authorisations to the collection of children, administration of medication, excursion and access to records.
- Exercise the right of refusal if written or verbal authorisations do not comply with this policy.
- Waive compliance with this policy where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma or other emergency conditions. The Educator may administer medication without authorisation in these cases, provided it is noted on medical plans and that parents/guardians be contacted as soon as possible after the medication / treatment has been administered.

Families are required to:

• Keep child enrolment details current stating who the authorised nominees are, and any changes to medical information regarding their children.

RELEVANT POLICIES

Access and Custody

Assist Educators

Behaviour Guidance

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Delivery and Collection of Children

Educator Household Members

Educator Record Keeping

Emergency and Evacuation

Ethical Conduct

Excursions

Children's Health and Hygiene

Information and Communication Technology

Incidents, Injuries, Trauma and Illness

Infectious Diseases

Interactions with Children

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Non Compliance

Photographs and Videos

Privacy and Confidentiality

Providing a child with a Safe Environment

Professionalism

Protection from Harm and Hazards

Relief Educators

Safe Sleep and Rest

Social media

Sun Protection

Supervision

Sustainability

Tobacco, drug and alcohol

Toy, Equipment and Resource Library

Visitors to a Family Day Care Service

Vehicle Safety

Water Safety

Work Place Health and Safety

RELATED FORMS

Application for Approved Absences

Approval for 24 Hour Care

Attendance Records

Authorisation to administer medication

Before and After School Care

Child Registration and Authorisation Form

Illness Form

Incident, Trauma and Injury Form

Medical Advice Form

Non Routine Excursion Permission

Parent / Educator Agreement

Pet Authority

Routine Excursion Permission

Swimming Pool Authority

Water Activities Authority

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law Act 2010

Education and Care Services National Regulation 2011 Regulation 85, 168(2)(b)

KEY RESOURCES:

National Quality Standard Quality Area 2

Childcare Service Handbook (DEEWR)

Australian Children's Education and Care Quality Authority (ACECQA)

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

ACCESS AND CUSTODY OF CHILDREN

BACKGROUND

It is important for all children to be safe within the child care environment.

Collaborative relationships with families are fundamental to achieving quality outcomes for families.

The service will ensure relevant procedures and legislative requirements relating to access of children are implemented.

When there is joint custody of a child or a situation which has created issues over access to a child, it is important for Educators and families to be able to work together to ensure the children can continue in care in a stress-free and safe environment.

POLICY

To allow the parent of a child access to their child at any time during the hours the child is in care.

The aim of this policy is to ensure that every child is safely handed over to a clearly identified person of authority when leaving the child care premises.

To allow access to children of separated parents according to court orders and ensure there is no disruption to the service.

PROCEDURE

FAMILY DAY CARE PREMISES

Access doors to a family day care venue must be locked at all times while the service is in operation. This enables an Educator to allow authorised people into the service and keep unauthorised people out.

ACCESS

Parents should be allowed access to their child at any time while the child is in care. If the Family Day Care Educator intends to be away from their home they need to inform the parents through their initial routine excursion form, through a non-routine excursion form and general written and/ or verbal communication on the day.

Educators are required to carry a mobile phone with them (of which parents have the number) when they are out of their home, in case a parent needs to contact them or access their child. Educators must take families emergency phone numbers with them if they are to be away from their home.

AUTHORISED PERSONS COLLECTING A CHILD

Parents / guardians enrolling a child with the Scheme will complete all necessary forms and provide the name and contact details of persons over 16 years who can collect the child and those who are to be called in an emergency.

If the authorised persons who are able to collect the child change, the parent / guardian must inform the Educator and the Scheme in writing.

Parents who wish for additional persons (other than those named on the enrolment form) to collect their child in an exceptional circumstance, will need to inform their Educator in writing if possible, otherwise verbally.

IF AN UNAUTHORISED PERSON COMES TO COLLECT A CHILD

A person not known to the Educator will be asked to produce their Drivers Licence to confirm their identity.

If an unauthorised person arrives to collect a child from the service without prior written or verbal permission from the parent / guardian, the Educator should contact a parent / guardian to confirm that they authorise this arrangement.

If neither parent / guardian can be reached, the Educator should call the Emergency Contact from the list of people able to collect the child, for clarification and advice.

Enrolment information should be updated regularly. Educators are encouraged to ask parents each quarter if any details have changed and the Coordination Unit reminds parents through emails and newsletters etc.

COURT ORDERS

Coordination Unit staff will:

- Maintain confidentiality for all matters relating to custody, access and court orders.
- On enrolment of a child with the Scheme the parent / guardian needs to provide a copy of the
 Family Court Order or Injunctive Orders related to the Custody of that child if required. A copy of
 the custody papers will be given to the Educators.
- Ensure that parent / guardian is aware that an Educator can refuse a parent access to a child once
 the above documentation has been received. However in the case of custody disputes, where
 there are no Court Orders, Educators cannot refuse a parent access to a child.
- Store copies of all relevant documents provided by families and/or Educators in a safe and secure manner respecting the individuals privacy.
- Provide advice, support and information to Educators and families on issues relating to access and custody.

Educators will:

- Respect the wishes of the family that has placed that child in care with them, within legal boundaries.
- Seek advice and support from the Coordination Unit staff to ensure all people involved in the access/custody are treated fairly and within the regulatory requirements of the service.
- Maintain confidentiality for all matters relating to custody, access and court orders.

Families will:

- Provide copies of any relevant court orders to the Educator and Coordination Unit
- Discuss all relevant issues with the Educator regarding who has legal access to the children.
- An Educator's home is not to be used as a point of contact for access visits without approval from the Educator and Nominated Supervisor for this arrangement to proceed.

No Court Order

In relation to a parent/guardian where there is **no court order** forbidding that parent/guardian contact with a child, the Education and Care Services National Regulations 2011 states that a Family Day Care Educator must not prevent a parent of a child being educated and cared for as part of a Family Day Care service from entering the venue at any time that the child is being educated and cared for by the Educator.

Prohibited by a Court Order

In relation to a person who has been prohibited by a court order from having contact with the child, the Educator will:

- Not give that person any information concerning the child.
- Not allow that person access to the child.
- · Inform the custodial family of the situation ASAP
- Contact the police if necessary.
- Contact the Nominated Supervisor or representative for help and support.
- Take all reasonable precautions to ensure the safety of all the children in care and the Educator.

IF THE EDUCATOR KNOWS THE PERSON SHOULD NOT BE COLLECTING THE CHILD THEY ARE TO:

- Contact the parent and or guardian immediately informing them of the situation
- Advise the Scheme informing them of the situation as soon as possible
- Discourage the person from removing the child
- Under no circumstances should the Educator put themselves or the children in care at risk of being injured, whilst negotiations are taking place.

If negotiations fail and the Educator and or other children are in danger then the child must be released. This step will only occur if the situation has turned dangerous.

If a child is taken away by an unauthorised person

The Educator should immediately contact -

- The police on 000 advising them of the situation
- The child's parents/guardian or the emergency contact if the parents/guardian cannot be contacted
- The Coordination Unit

An incident report will then need to be completed within the next 24 hours and handed in to the Coordination Unit.

RELATED POLICIES

Acceptance and Refusal of authorisations

Assessment of Family Day Care Venues

Assist Educators

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Critical Incident

Delivery and Collection of Children

Educator Household Members

Educator Record Keeping

Emergency and Evacuation

Enrolment and Orientation

Ethical Conduct

Excursions

Incidents, Injuries, Trauma and Illness

Interactions with Children

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

National Quality Standards

Non Compliance

Photographs and Videos

Privacy and Confidentiality

Providing a child with a Safe Environment

Professionalism

Relief Educators

Retention and Confidentiality of Records

Service Policies

Supervision

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Attendance Records

Before and After School Care

Change of Family Details

Child Registration and Authorisation Form

Complaint/ Feedback Form

Emergency Contact Details

Non Routine Excursion Permission

Parent / Educator Agreement

Permission to share / receive information from other services

Pet Authority

Quarterly Evacuation Drill

Quarterly Spontaneous Drill

Risk Assessment

Routine Excursion Permission

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Regulation 2011 Regulation Clause 85, 157, 168(2)(b) Education and Care Services National Law Act 2010

KEY RESOURCES

National Quality Standards 2011 (ACECQA) - Quality Area 2, 6 and 7

Childcare Service Handbook (DEEWR)

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

ADVERTISING

BACKGROUND

Educators are self-employed childcare providers, operating their business under the approved provider, the Mid-Western Regional Council.

All advertising and promotional material used to endorse any aspect of the Mid-Western Regional Family Day Care Scheme must be professional and endorsed by the Nominated Supervisor (or representative) of the Scheme.

POLICY

To ensure the policies of the Scheme meet the relevant legislative requirements in regard to promotion and advertising of the Scheme or individual service.

To ensure the Scheme or individual service is promoted professionally in an ethical and positive manner, and reflects the philosophy of the Scheme.

The policy will also guide the Scheme to take an active role in the marketing and the recruitment of educators with a diverse range of characteristics to reflect the culture, values and principles of the immediate and wider community.

PROCEDURE

Coordination Unit Staff will:

- Develop advertising material for the Scheme.
- Advertise the Scheme regularly using a variety of media.
- Participate in promotional activities.
- Conduct surveys of new families and new Educators to determine the effectiveness of different advertising and promotional activities of the Scheme and use this data to assist in the annual budget plan in regard to advertising and promotion.
- Support Educators to develop advertising and promotional material, if requested.
- Respond to requests for media coverage for special occasions and events, in line with Mid-Western Regional Council protocol.

Educators will:

- Promote the Scheme to the wider community in a positive manner at all times.
- Ensure all advertising and promotional material used to promote any aspect of Mid-Western Regional Family Day Care is endorsed by the Nominated Supervisor (or representative) of the Scheme.
- Educators must be aware of any child within their service whose parents have not authorised photographs to be taken, as well as children placed by Barnardos, DoCS, Samaritans etc.
- If using a child's photograph for the purpose of promotion permission must be sought before the material is used.
- Ensure any advertisement includes Mid-Western Regional Family Day Care contact details i.e. phone numbers and website (Department of Education and Communities requirement). The Educator can include their own contact details if they choose.
- Ensure the Family Day Care logo appears on all individual advertising materials developed and is not altered in any format, according to Sect 104 of the Education and Care Schemes National Law 2010 which states:

104 Offence to advertise Education and Care Service without Scheme approval

(1) A person must not knowingly publish or cause to be published an advertisement or information for an Education and Care Scheme/ service unless it is approved. This includes ALL FORMS OF MEDIA

Families are encouraged to:

- Promote Family Day Care in their community in a positive manner.
- Support any Family Day Care promotional activities if available to do so.

RELEVANT POLICIES

Assist Educators

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Ethical Conduct

Monitoring, Support and Supervision of Educators

National Quality Standards

Non Compliance

Photographs and Videos

Privacy and Confidentiality

Professionalism

RELEVANT FORMS

Child Registration and Authorisation Form
Complaint/ Feedback Form
Monitor, Support and Supervision Visit Form
Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Schemes National Regulation 2011 Regulation 85, 168(2)(b) Education and Care Schemes National Law Act 2010 Children and Young Persons (Care and Protection) Act 157 of 1998

KEY RESOURCES:

National Quality Standard 2011 Quality Area 2.1
Family Day Care Australia www.familydaycareaustralia.com.au

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

ASSESSMENT OF FAMILY DAY CARE RESIDENCES OR APPROVED VENUES

BACKGROUND

The physical environment plays a critical role in keeping children safe; reducing the risk of unintentional injuries; contributing to their wellbeing, happiness, creativity, developing independence and determining the quality of the children's learning.

POLICY

The Mid-Western Regional Family Day Care Scheme acknowledges the importance of assessing and reassessing the suitability of Educators environments. The service will develop practices to initially assess and reassess Educators venues.

Educators are to ensure safety practices are used both inside and outside the Educator's Family Day Care Service in order to minimise the risk of injury to children in care, and safeguard their health at all times.

To meet the safety standards as outlined in Scheme Policies and the Education and Care Services Law and Regulations.

PROCEDURE

Coordination Unit Staff will:

Develop a Workplace Health and Safety Audit based on the requirements of the National Law and Regulations to use in the assessment and re-assessment of FDC residences and approved venues.

These safety checks will incorporate all the elements of the following Educational and Care Services Regulation Clauses:

- 103 Premises, furniture and equipment to be safe, clean and in good repair
- 104 Fencing
- 105 Furniture, materials and equipment
- 106 Laundry and hygiene facilities
- 107 Space requirements—indoor space
- 108 Space requirements—outdoor space
- 109 Toilet and hygiene facilities
- 110 Ventilation and natural light
- 112 Nappy change facilities

- 113 Outdoor space—natural environment
- 114 Outdoor space—shade
- 115 Premises designed to facilitate supervision
- 116 Assessments of family day care residences and approved family day care venues
- 117 Glass
- Division 3 Additional provisions for Family Day Care Services

Coordination Unit Staff will also:

Develop procedures for the completion of safety audits by Educators on an ongoing basis.

The following Safety Checks are conducted with/ by Educators throughout the year -

- Before an Educator starts with the Scheme the indoor and outdoor environments they intend to use for their Family Day Care Service must meet the requirements of the Home Safety Checklist.
- Educators complete an indoor and outdoor daily safety check before starting their service each day.
- Conduct safety checks on their monthly home visits.
- A Quarterly Safety Checklist is completed by Educators and signed off by the Coordination Unit.
- Safety Checks are completed during Annual Reviews each year.

Educators will:

- Educators complete an indoor and outdoor daily safety check before starting their service each day.
- Consistently conduct safety checks and monitor the maintenance of buildings and equipment.
- Follow safety advice from recognised authorities and manufacturers.
- Develop a schedule for cleaning toys and all equipment.
- Ensure all equipment used complies with Australian Standards.
- Inform the Coordination Unit of any changes to the residence or venue which will affect the education and care provided to the children at the service.
- Ensure premises, furniture and equipment are safe, clean and well maintained.
- Comply with the WHSA requirements at all times the Education and Care Service is operating.
- Ensure all access doors of the venue are free of clutter in case of an emergency evacuation.

Notice of changes/renovations to Educators homes

Educators are to inform the Coordination in writing (a minimum of two weeks) of any proposed structural alteration to, or demolition of, any building or other structure at his or her home.

A risk assessment must be submitted to the coordination unit outlining the scope of the changes and a full account of how the educator will comply with safety requirements if the educator is intending to provide child care.

In the event of written notification being received of proposed alterations to a Educators home, the Coordination Unit are to inspect the Educators' home and evaluate the implications of the proposed structural alterations in accordance with Education and Child Services Regulations.

If the requirements of registration cannot be complied with during the proposed renovation the educator will not be able to provide a service until completion of work and a subsequent Home and Safety Inspection has been completed and approved by the Co-ordination Unit.

If renovations do proceed any visitors / tradesmen must sign the Visitors' Sheet if they are working when the service is operating.

RELATED POLICIES

Acceptance and Refusal of authorisations

Assist Educators

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Delivery and Collection of Children

Educator Household Members

Educator Selection and Registration

Emergency and Evacuation

Ethical Conduct

Information and Communication Technology

National Quality Standards

Non Compliance

Nursery, Toy and Equipment Safety

Pets and Animals

Privacy and Confidentiality

Providing a child with a Safe Environment

Professionalism

Protection from Harm and Hazards

Relief Educators

Safe Sleep and Rest

Service Policies

Sun Protection

Supervision

Sustainability

Visitors to a Family Day Care Service

Water Safety

Work Place Health and Safety

RELATED FORMS

Educator Registration

Landlord Permission

Pet Authority

Risk Assessment

RELEVANT LEGISLATION:

Education and Care Services National Law 2010 Part 3

Education and Care Services National Regulations 2011 Clauses 116-117

Work Health and Safety Regulation 2011 (NSW)

Work Health and Safety Act 2011 (NSW)

KEY RESOURCES:

National Quality Standards 2011 (ACECQA) Quality Area 2 and 6

Guide to the National Quality Standard 2011 (ACECQA)

Guide to the Education and Care Services National Law 2010 and the Education and Care Services

National Regulations 2011 (ACECQA).

Childcare Service Handbook (DEEWR)

Kidsafe www.kidsafe.com.au

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

ASSIST EDUCATORS

BACKGROUND

High quality childcare, and trusting relationships between families and the service, is achieved when there is consistency and continuity of care. The Education and Care Services National Regulations 2011 provides scope for the role of the Assist Educator to provide continuity of care for families and children.

POLICY

Assist Educators are to assist Primary Educators in the task of caring for the children in care and to minimise disruption to children, as per the guidelines outlined in the 2011 Education and Care Services Regulations.

PROCEDURE

COORDINATION UNIT

- Assist Educators must be over 21 years of age, complete a Working with Children Check, hold a
 current First Aid Certificate (including current CPR, Asthma and Anaphylactic management
 training) and be aware of and follow the Scheme Policies and Procedures.
- Any potential Family Day Care Assist Educator is provided with information about the service
 and its philosophy and the requirements that they are required to meet in order to be approved
 as a registered Family Day Care Assist Educator.
- Assist Educators must obtain a Medical Certificate that confirms they are physically and mentally suitable to care for young children.
- Assist Educators are provided with training and induction so as to ensure they have a clear understanding of the specific requirements and expectations of their role as an Assist Educator.
- Assist Educators understand the stringent requirements when working with children, specifically
 the requirement that all Educators, Assist Educators and other adults residing at approved
 premises are deemed fit and proper as determined by the Commission for Children and Young
 People.
- Assist Educators must be noted on the Primary Educators Public Liability Insurance and Annual Registration Certificate.
- All children's numbers licensing guidelines, as set out in the 2011 Education and Care Services
 National Regulations must be adhered to at all times.

An approved Family Day Care Assist Educator may assist the Family Day Care Educator-

- (a) in the absence of the Family Day Care Educator, transporting a child between the family day care residence or approved Family Day Care venue and—
- (i) a school; or
- (ii) another education and care service or children's service; or
- (iii) the child's home; and
- (b) providing education and care to a child, in the absence of the Primary Family Day Care Educator, in emergency situations, including when the Educator requires urgent medical care or treatment; and
- (c) providing education and care to a child, in the absence of the Family Day Care Educator to attend an appointment (other than a regular appointment), if—
- (i) the absence is for less than 4 hours; and
- (ii) the approved provider of the Family Day Care service has approved that absence; and
- (iii) notice of that absence has been given to the parents of the child; and
- (d) providing assistance to the educator while the educator is educating and caring for children as part of a Family Day Care Service.

The Family Day Care Primary Educator must seek written consent of every parent of each child being educated and cared for by the Educator, to say they approve of the use of the Assistant Educator in the circumstances set out above. This must be done when the children first start care and at the beginning of each year.

The Coordination Unit must be notified in writing prior to when the Assist Educator is needed to care for children, and the attendance records for that day signed accordingly. Whenever possible parents should be notified prior to the Assist Educator caring for the children; if not as soon as practicable afterwards.

The Assist Educator will not perform other work or duties whilst caring for the Family Day Care children. They must be fully able to supervise, communicate and interact with the children.

Assist Educators can only care at their Primary Educator's approved Family Day Care residence.

The Assist Educator must be aware of all children's specific needs and requirements, the emergency evacuation plan and drill, the location of the first aid kit, emergency and parent contact details/ phone numbers, and be aware of their duty of care responsibilities' and mandatory reporter requirements.

The Manager may refuse to register an Assist Educator at their discretion, if it is believed that the proposed Assist Educator is unsuitable.

The Manager may deregister an Assist Educator at any time if they feel the assist educator has not kept their qualifications up to date, for medical reasons or at the Managers discretion.

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Behaviour Guidance

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Curriculum Development

Delivery and Collection of Children

Educator Household Members

Educator Record Keeping

Educator Selection and Registration

Emergency and Evacuation

Enrolment and Orientation

Ethical Conduct

Excursions

First Aid

Food Handling

Children's Health and Hygiene

Information and Communication Technology

Incidents, Injuries, Trauma and Illness

Inclusion and Equity

Infectious Diseases

Interactions with Children

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Non Compliance

Nursery, Toy and Equipment Safety

Nutrition and Activity

Pets and Animals

Privacy and Confidentiality

Providing a child with a Safe Environment

Professionalism

Protection from Harm and Hazards

Safe Sleep and Rest

Social Media

Sun Protection

Supervision

Sustainability

Tobacco, Drug and Alcohol

Visitors to a Family Day Care Service

Water Safety

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Before and After School Care

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Medical Certificate

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Parent / Educator Agreement

Risk Assessment

RELEVANT LEGISLATON:

Education and Care Services National Law Act 2010

2011 Education and Care Services National Regulations Clause 119, 144, 154, 163

Work Health and Safety Act

Family Day Care Australia Public Liability Insurance

KEY RESOURCES

National Quality Standards 2011 (ACECQA) Quality Area 7 Childcare Service Handbook (DEEWR)

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

BEHAVIOUR GUIDANCE

BACKGROUND

Children may face challenges throughout their lives including learning acceptable behaviours and being able to regulate their own behaviours in different social and emotional environments, or when interacting with peers or adults.

POLICY

- To ensure that all children are given positive guidance towards responsible behaviour, in aiming to provide a warm, safe, happy and secure environment.
- To allow Educators and Coordination Unit staff to foster appropriate behaviour in children based on self-regulation, understanding and an appreciation of other people's needs, rights and feelings.
- To foster an environment that is sensitive to each child's family and cultural values, age and physical and intellectual development.
- To develop and model clear and consistent guidelines for all Coordination Unit staff, Educators and children to follow.

PROCEDURE

Educators and Coordination Unit are to

- reflect the values attitudes and current recommended strategies that promote positive play behaviours and patterns
- respect the importance of interactions and relationships between families, children and staff
- promote realistic behaviour limits that guide children's safety and security rather than curb their play experience, curiosity and creativity.
- encourage acceptable forms of behaviour by using strategies that build confidence and self esteem
- provide children with support, guidance and opportunities to manage their own behaviour
- promote collaborative approaches to behaviour guidance between the service stakeholders and/ or external agencies.
- participate in Professional Development on guiding and understanding children's behaviour.

Recognise and understand that a child's behaviour may be affected by a child's

- o Age and development, special or additional needs
- General health and wellbeing
- o Relationships with their family or home life
- Play and learning environments, which includes the physical indoor / outdoor settings, the weather or the time of the day
- o Educators strategies and practices which includes how those strategies are implemented
- o Relationships with other children in care, peer group experiences
- o Changes within their family and / or home life / care environment.

Educators must document any changes in children's behaviours, and possible events or triggers that may have occurred – time of day, where, who was involved before or after the event.

Coordination Unit staff and Educators display respect and empathy towards children when they label behaviour and not the individual child. This means that behaviours' are managed, not the child.

While Educators are aware of and respect individual children's and families backgrounds and beliefs, it may be necessary to balance the individuals' needs with knowledge of developmentally appropriate practices and current best practice recommendations from recognised authorities.

The use of physical punishment, isolation, humiliation, intimidation or negative labelling is not acceptable under any circumstances.

Respecting a child as an individual, discussions about a child's behaviour and possible strategies need to occur away from a child.

Professionalism, privacy and confidentiality must be adhered to at all times.

In the event of ongoing or extreme behaviour, Educators and Coordination Unit staff need to:

- Refer to formal observations to assess probable causes;
- Arrange a meeting with parents to discuss any possible contributing factors.
- Families may be encouraged to seek outside assistance if necessary.
 - For example a paediatrician, child psychologists or councillor.
- In accordance with Duty of Care to all stakeholders, the Scheme reserves the right to limit or terminate the attendance of a child who repeatedly displays extreme negative or dangerous behaviours towards the Educator, Coordination Unit staff, other children or themselves in care.

Families are encouraged to:

- Respond to their child/ren in a positive and consistent manner.
- Discuss approaches and work with the Educator in guiding children's behaviour.
- Interact with all children in the Educator's home in an appropriate manner.

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assist Educators

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Curriculum Development

Delivery and Collection of Children

Educator Household Members

Educator Record Keeping

Emergency and Evacuation

Enrolment and Orientation

Ethical Conduct

Excursions

Children's Health and Hygiene

Information and Communication Technology

Incidents, Injuries, Trauma and Illness

Inclusion and Equity

Interactions with Children

Monitoring, Support and Supervision of Educators

National Quality Standards

Non Compliance

Nursery, Toy and Equipment Safety

Pets and Animals

Play sessions

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professional Development

Professionalism

Protection from Harm and Hazards

Relief Educators

Safe Sleep and Rest

Social Media

Supervision

Toy, Equipment and Resource Library

Visitors to a Family Day Care Service

Vehicle Safety

Water Safety

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Educator Medical Certificate

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Medical Advice Form

Monitor, Support and Supervision Visit Form

Parent / Educator Agreement

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

KEY RESOURCES

Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).

National Quality Standards 2011 (ACECQA) – Quality Area 5

Guide to the National Quality Standard 2011 (ACECQA).

ECA Code of Ethics www.earlychildhoodaustralia.org.au

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

CHILD PROTECTION

BACKGROUND

Every child has a right to be cared for in a secure environment at all times. It is important that every child coming into care is kept safe, is nurtured and is respected and valued as an individual.

Mid-Western Regional Family Day Care will implement and review procedures in accordance with the NSW Government's Action Plan "Keep Them Safe: A shared approach to child wellbeing to ensure all stakeholders within the childcare service are informed of their responsibilities in Child Protection matters.

POLICY

- To ensure all stakeholders are aware of their Child Protection responsibilities in keeping children safe within our Family Day Care Scheme.
- To recognise and fulfil our responsibility with regard to Mandatory Reporting Requirements.
- To fulfil requirements of NSW Interagency Guidelines for Child Protection Intervention.
- To provide support to Educators in their role when faced with challenging circumstances and / or during the assessment of reports.
- Maintain privacy, confidentiality and a professional approach at all times.

PROCEDURE

All Coordination Unit Staff, Educators and Educators Household Members over 18 years are to have a current 'Working with Children Check' before they commence working with children.

Educators and adult household members are to sign Statutory Declaration regarding the disclosure of criminal charges every 12 months at the time or Re Registration, or as may be directed by the Scheme. If an Educator or Household member is charged or is under investigation for any criminal offence, the Coordination Unit will use their discretion as to whether the Family day care service will remain open until the issue is resolved.

The Educator must notify the Scheme, who in turn must notify the Director General, if an Educator or any person who is normally a resident at the home of the Educator has been charged with or convicted of such an offence.

Educators will undertake initial Child Protection Training on responding to and recognising the signs of child abuse at Registration, and undergo a full day child protection course within 12 months of starting their Family Day Care Service.

Coordination Unit staff and Educators will keep informed of current Child Protection matters by participating in Professional Development every two years.

Regulation 84 may be met by attending regular refresher training or in house workshops or completing online training. Compliance with this regulation will be determined by whether educators and staff are aware of the current child protection law and their responsibilities.

Educators and staff are mandated to report suspected cases of abuse to children less than 16 years of age. Parents are informed that Educators and Coordination Unit Staff are mandatory reporters at enrolment (Parent Handbook).

A Family Day Care Educator or Coordination Unit Staff Member may report directly to the NSW Department of Education and Community Services via the helpline or via fax after completing the online reporters guide on the Keep Them Safe website. Educators should maintain a diary of concerns. For example: child-bruising, disclosures or comments from children, parents/guardians etc.

If an Educator has concerns they would like to clarify, they may speak with a member of the Coordination Unit. The Coordination Unit staff should keep written notes on interviews, discussions, phone calls in relation to the Educator / family/ matter involved.

INFORMATION EXCHANGE

The Children's Legislation Amendment (Wood Inquiry Recommendations) Act 2009 expands the information sharing provisions of the Children and Young Persons (Care and Protection)Act 1998 to allow a freer exchange of information between prescribed bodies (Government agencies and non-government organisations) relating to a child or young person's safety, welfare or wellbeing.

Certain agencies can share information regarding the safety, welfare and well-being of children and young people and their families/Educators without their consent; however, where possible, client consent should be sought.

CONTACTS

Child Protection Helpline 13 3627 (Mandatory reporters line only)

Child Protection Helpline 132 111 (General number)

Keep Them Safe Support Line 1800 772 479
Ombudsman's Office: 1800 451 524

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assessment of Family Day Care Venues

Assist Educators

Behaviour Guidance

Children in Care

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Curriculum Development

Delivery and Collection of Children

Educator Household Members

Educator Record Keeping

Emergency and Evacuation

Ethical Conduct

Excursions

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Interactions with Children

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Non Compliance

NSW Ombudsman

Play sessions

Photographs and Videos

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professional Development

Professionalism

Protection from Harm and Hazards

Relief Educators

Safe Sleep and Rest

Social Media

Sun Protection

Supervision

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Approval for 24 Hour Care

Authorisation to administer medication

Authorisation to administer medication - 2 weeks

Authorisation to administer medication – 3 months

Change of Family Details

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Pet Authority

Statutory Declaration

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law 2010 Clause 166-167

Education and Care Services National Regulations 2011 clause 84, 168

Children Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13

Children and Young Persons (Care and Protection) Act 1998 No 57

Ombudsman's Act 1974 Act 1974 No 68

Ombudsman Amendment (Child Protection and Community Services) Act 1998

Commission for Children and Young People Act 1998

Child Protection (Prohibited Employment) Act 1998

KEY RESOURCES

National Quality Standards 2011 (ACECQA) - Quality Area 6, Quality Area 2

Childcare Service Handbook (DEEWR)

"Keep Them Safe: A shared approach to child wellbeing", NSW Government

www.keepthemsafe.nsw.gov.au

www.community.nsw.gov.au

www.kids.nsw.gov.au

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

CHILDREN IN CARE

BACKGROUND

Every child has a right to be cared for in a secure environment at all times. It is important that every child coming into care is kept safe, is supported and nurtured and is respected and valued as an individual.

POLICY

To provide both Educators and children in care with an environment conducive to maximising individualised attention in meeting the needs of all of the children in care.

PROCEDURE

Regulations state that Educators are to have no more than 7 children under the age of 13 years in care at one time, 4 of which children under school age (including their own children less than 13 years). All children in care need to be fully registered with the Scheme.

CARING FOR CHILDREN OVER 13 YEARS

Although there is no limit stated in the Regulations as to how many children can be in care if they are over 13 years (in addition to the 7 children under 13 years), all things need to be considered in relation to the Educators ability to provide effective Duty of Care to all children.

The suitability of the physical environments, available facilities, supervision, ages of all children in care, whether any of the children have additional needs etc. all need to be taken into consideration before more than 7 children are allowed in care.

For an exceptional circumstance, if an Educator is to provide care for more than 7 children (of all ages, including their own children under 13 years), the Coordination Unit must be consulted (in writing) beforehand, a risk assessment completed and Scheme approval must be given in writing, prior to the care being offered.

The Educators own children over 13 years of age are not included in the number of children in care.

EXTENDED FAMILY MEMBERS / VISITING FRIENDS

If there are other children (who are not registered with the Scheme and are not included in the numbers) present at an Educators home when an Educator is providing their Family Day Care Service, an accompanying adult (person over 18 years who does not normally reside in your home) must be physically present with the child at all times. This includes grandchildren, nieces/ nephews, visiting step-children and friends. Educators' children who are over 13 years who have friends visit must respect the Policies and Procedures of the Educators Family Day Care Service at all times.

Household members or visitors to the service must be able to care for themselves and not be reliant in any way on the Educator.

CHILDREN FROM OTHER AGENCIES

Educators cannot be "performing other duties" while providing a Family Day Care Service. An Educator is not to provide care to any other child/ adult of any age (paid or voluntary) while they are providing their Family Day Care Service.

FOSTER CHILDREN

If an Educator wishes to provide Foster Care to children, the Scheme needs to be consulted before hand and written approval given. The Coordination Unit will need to contact the agency the Educator is registered with, as each agency has its own policies that may be in conflict with our Mid-Western Regional Family Day Care Scheme Policies. Foster children are to be counted in the number of children in your care as your own children would be.

PLACEMENT OF CHILDREN UNDER 2 YEARS

Although it is our Scheme's belief that best practice is served by encouraging Educators and families to have no more than two children under two years of age in care with any one Educator at one time; it is also acknowledged that individual family situations. For example: in the care of twins / siblings, as well as the Educator's own abilities in this area, their house layout and facilities should be considered when placing children under two years.

Consequently the decision as to whether to place more than two children under two years with a particular Educator will be made after consultation with the Parent, Educator and Coordination Unit.

OVERNIGHT CARE

When children are in care overnight Educators must be aware of the Sleep and Rest Policy, Nutrition Policy and Bathing Procedure. There must be a bathing routine signed off by parent / guardian and the Coordination Unit must approve sleeping arrangements for children as per Regulations.

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assessment of Family Day Care Venues

Assist Educators

Behaviour Guidance

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Curriculum Development

Delivery and Collection of Children

Educator Household Members

Educator Record Keeping

Emergency and Evacuation

Enrolment and Orientation

Ethical Conduct

Excursions

Children's Health and Hygiene

Information and Communication Technology

Incidents, Injuries, Trauma and Illness

Inclusion and Equity

Infectious Diseases

Interactions with Children

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

National Quality Standards

Non Compliance

Nursery, Toy and Equipment Safety

Nutrition and Activity

Pets and Animals

Play sessions

Photographs and Videos

Priority of Access

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professional Development

Professionalism

Protection from Harm and Hazards

Relief Educators

Retention and Confidentiality of Records

Safe Sleep and Rest

Service Policies

Social Media

Sun Protection

Supervision

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Application for Approved Absences

Approval for 24 Hour Care

Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Before and After School Care

Bathing Routine

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Medical Advice Form

Monitor, Support and Supervision Visit Form

Parent / Educator Agreement

Parent Handbook

Pet Authority

Statutory Declaration

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law 2010 Section 169

Education and Care Services National Regulations 2011 Clause 124

Children and Young Persons (Care and Protection) Act 1998 No 57

Ombudsman's Act 1974 Act 1974 No 68

Ombudsman Amendment (Child Protection and Community Services) Act 1998

Commission for Children and Young People Act 1998

Child Protection (Prohibited Employment) Act 1998

KEY RESOURCES

Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).

National Quality Standards 2011 (ACECQA) - Quality Area 2 and 4

Guide to the National Quality Standard 2011 (ACECQA).

ECA Code of Ethics www.earlychildhoodaustralia.org.au

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

CHILDRENS HEALTH AND HYGIENE

BACKGROUND

Mid-Western Regional Family Day Care Scheme acknowledges the importance of good health and hygiene practices to ensure the safety and wellbeing of children and their families, and Educators and their families.

It is important to promote children's health by encouraging and assisting Educators to adopt effective health and safety practices, maintain, promote and manage health concerns and health emergencies.

POLICY

To minimise the spread and risk of infection Educators and Coordination Unit staff must implement adequate health and hygiene practices consistently and continually whilst children are in care.

To educate young children on the importance of appropriate hygiene practices.

To ensure the health and hygiene practices Educators use have regard to current community standards and are in accordance with relevant government guidelines.

PROCEDURE

The service will develop and maintain procedures and policies to ensure that Educators and families are informed and aware of good health and hygiene practices.

These are based on current and up to date information which is regularly sourced from authorities.

COORDINATION UNIT STAFF WILL:

Support Educators and families to ensure compliance with the policy.

Provide current information on health and hygiene practices which reflects current research, best practice and advice from relevant health authorities.

Implement and role model appropriate hygienic and healthy practices.

EDUCATORS WILL:

Keep up to date with current practices and implement service procedures.

Promote and role model good health and hygiene practices.

Actively support children to learn hygiene practices relating to hand washing, coughing, dental hygiene and ear care. Involve children in developing and implementing guidelines.

Seek advice from the Coordination Unit if unsure of appropriate action when dealing with a situation with a sick/infectious child or family member.

Respect the management practices of a family for a child with specific conditions/ illnesses.

Treat a child's health status professionally and confidentially.

Follow the recommendations listed on a child's individual health management plan.

Inform the Coordination Unit if the Educator's good health status changes e.g. illness or hospitalisation Close their education and care business when the Educator or other family member is ill or infectious. This may require a Doctor's certificate before reopening their Family Day Care service.

PARENT / GUARDIANS WILL -

Support the Educator to comply with health and hygiene practices and guidelines.

Keep sick or infectious children out of the care environment.

Provide a Doctor's Certificate if requested by the Educator.

Support the Educator to comply with health and hygiene practices and pick up their children promptly if requested to do so by the Educator, when their child becomes unwell in care.

Keep the Educator informed on health management plans for their child if required e.g. asthma, diabetes, epilepsy and anaphylaxis.

HAND WASHING

Educators and Coordination Unit staff and children are to follow the hand washing procedure.

They are to wash their hands before preparing food / eating

- after nappy change and toileting of self or children
- after dealing with body fluids (nose secretions, blood, vomit)
- before (if possible) and after giving first aid
- after cleaning handling garbage
- after handling animals

In situations where soap and water are not available, a non-water cleanser or antiseptic such as alcohol based hand rub/foam/gel are adequate.

Children are to be taught to wash their hands with soap and water:

- before meals / snacks or handling food (cooking)
- after they use the toilet or potty
- after handling garbage
- after handling animals
- after blowing their nose

NAPPY CHANGING / TOILETING

Educators are to follow the Nappy Change and Toileting procedures to minimise the risk of the spreading of infectious diseases, and to ensure that children are clean and comfortable and have their dignity preserved.

Parent / Guardians will:

Discuss toileting issues relating to their child with the Educator.

Work in partnership with the Educator to ensure toilet training with their child is addressed with consistent routines and minimal stress.

Provide adequate nappies, wipes and spare clothing for the Educator while their child is in care.

FOOD

Educators Parents / Guardians are to follow the Safe Food Handling Policy / Procedures, and the Nutrition and Active Play Policy.

CLEANING

Educators are to have a recorded schedule of regularly cleaning floors, play areas, nursery equipment and toys. It is recommended that 'mouthed' toys should be washed daily using detergent and water.

Clean books/ puzzles by wiping with moist cloth and drying, preferably in the sun.

Sandpits should be cleaned regularly and replacing the sand at least annually.

BODILY FLUIDS

Educators are to wear disposable gloves when dealing with urine, faeces and blood. It is recommended that urine, faeces and blood should be cleaned up with neutral detergent and water. Any significant cuts to the Educator or child's skin should be covered.

SLEEPING / REST

Children are to have their own clean bedding / linen. (Refer to Sleeping and Rest Policy).

If a child is to stay for extended hours of care or overnight care, sleeping arrangements for the child must be discussed with the Coordination Unit beforehand.

BATHING

Bathing shall only occur during standard hours of a service where necessary for the comfort or personal hygiene of a child. Parent / Guardians must be informed if this does occur.

A child may also be bathed if a child is to stay for extended hours of care or overnight care and it is a part of the child's usual routine. The Bathing Procedure should be followed.

SMOKING / ALCOHOL

There is to be no alcohol or unlawful substances consumed on any part of the premises while care is being provided. The Educator must provide a smoke free environment (Refer to Tobacco, drug and alcohol-free environment Policy).

Appendix:

- I. Hand Washing Procedure
- II. Nappy Change Procedure
- III. Toileting Procedure
- IV. Bathing Procedure

RELATED POLICIES

Acceptance and Refusal of authorisations

Assessment of Family Day Care Venues

Assist Educators

Behaviour Guidance

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Curriculum Development

Delivery and Collection of Children

Dental and Oral Health

Educator Household Members

Educator Record Keeping

Educator Selection and Registration

Emergency and Evacuation

Enrolment and Orientation

Ethical Conduct

Excursions

Food Handling

Incidents, Injuries, Trauma and Illness

Inclusion and Equity

Infectious Diseases

Interactions with Children

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

National Quality Standards

Non Compliance

Nursery, Toy and Equipment Safety

Nutrition and Activity

Pets and Animals

Play sessions

Photographs and Videos

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professional Development

Professionalism

Protection from Harm and Hazards

Relief Educators

Retention and Confidentiality of Records

Safe Sleep and Rest

Service Policies

Sun Protection

Supervision

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Approval for 24 Hour Care

Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Before and After School Care

Change of Family Details

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Information

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Medical Advice Form

Monitor, Support and Supervision Visit Form

Parent / Educator Agreement

Parent Handbook

Pet Authority

Swimming Pool Authority

Water Activities Authority

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Work Health and Safety Regulation 2011 (NSW)

Work Health and Safety Act 2011(NSW)

Public Health Act 2010 No 127

KEY RESOURCES

National Quality Standards 2011 (ACECQA) - Quality Area 2

Guide to the National Quality Standard 2011 (ACECQA)

Childcare Service Handbook (DEEWR)

Healthy Kids: Munch and Move NSW - www.healthykids.nsw.gov.au/campaigns

Staying Healthy in Child Care - Preventing infectious diseases in child care 6th Edition - 2011

LAST REVIEW DATE: May2015

HAND WASHING PROCEDURE

The following procedure is recommended to encourage effective hand washing.

- Wet hands.
- 2. Apply liquid soap and spread over hands
- 3. Rub your hands vigorously as you wash them all over paying particular attention to:
 - The palm and backs of hands
 - In between fingers
 - Under fingernails
 - Around wrists
- 4. Count slowly 1 10 as you wash
- 5. Rinse hands thoroughly with running water to remove all soap suds and germs counting slowly from 1 -10.
- 6. Use individual sheets of paper towel to pat your hands dry, and then dispose of appropriately.

In situations where water is not available (e.g.: excursions, during outside play), non-water cleanser or antiseptic such as alcohol based hand rub/foam/gel are adequate. Use the same method as point 3.

We encourage you to count to at least 10 when applying soap and then again when washing it off.

Individual cloth towels are acceptable to dry hands if they are only used by one child. Paper towel is preferred

It is recommended that Educators and children wash their hands often, in particular -

Educators are to wash their hands

- before eating or handling food including babies bottles
- after nappy change and toileting of self or children
- after dealing with body fluids (nose secretions, blood, vomit)
- before (if possible) and after giving first aid
- after cleaning / handling garbage
- after handling animals
- after coming in from outside play

Children are to be taught to wash their hands

- before and after meals / snacks or handling food (cooking)
- after they use the toilet or potty
- · after outdoor and other messy play activities
- after handling garbage
- after handling animals
- after blowing their nose

Source: Quality Standards: Areas 2 & 5 Last review date: May2015

NAPPY CHANGE PROCEDURE

 Ensure all nappies and necessary supplies are easily accessible to the area where you will change nappy.

2. Wash hands

It is recommended that Educators place a paper towel on the change mat / table before placing the child on the mat / table, but it is not essential.

- 3. Put on disposable gloves.
- 4. Remove the child's soiled nappy, clean child's bottom and dispose of the wipes and nappy.
- 5. Remove gloves. We suggest peeling the gloves back from your wrists turning them inside out as you go. Put the gloves in the bin.
- 6. If a child requires specific cream, put on clean gloves. Place a suitable amount of cream on the glove and spread onto the child's bottom. Remove the glove and put in nappy bin.
- 7. Put a clean nappy on and dress the child.
- 8. Wash and dry the child's hands.
- 9. Return the child to an appropriate play area
- 10. Clean the change table with detergent and water. This must be done after every child.
- 11. Wash your hands.

Source: Quality Standards: Areas 2 & 5

Last review date: May2015

TOILETING PROCEDURE

Educators will:

Provide safe toilet and hand washing facilities that are appropriate to the age of children in care.

Use a toilet in preference to a 'potty'. (Potty's can increase the risk of spreading disease.)

Assist and teach children to flush the toilet after each use.

Assist and teach children to wash their hands after toileting using the hand-washing procedure.

Respect children's dignity and need for privacy during toileting.

• Exchange information and consult with families about children's toileting and toileting routines

while in care.

• Families are to consult with their Educator prior to commencing toilet training, to facilitate

consistent toileting routines and practices being implemented in both environments.

Manage toileting accidents in positive and supportive ways.

• Treat all soiled materials as infectious – discard disposable items (gloves, wipes, nappies)

safely and hygienically as soon as possible - place any other soiled materials (clothing) either to

be washed or in a sealed plastic bag to be collected by parents. Store so as to be inaccessible

to children.

Treat all soiled areas as infectious. Refer to the Hygiene Policy as a guide when cleaning a

soiled area.

No child will ever be forced to sit on a toilet or left in soiled or wet clothing. If a child is showing

distress about using the toilet, Educator's will respect the child's needs and emotions and

implement alternative method of toileting in consultation with the family, whilst observing best

practice in hygiene for everyone.

Source: Quality Standards: Areas 2 & 5

Last review date: May2015

BATHING PROCEDURE

Educators will:

- Provide bathing facilities that are safe and appropriate to the ages of the children at the service.
- Ensure children do not have unsupervised access to any hot water supply.
- Only bathe children when the continued supervision of all children in care can be met.
- Directly supervise bathing of children under school age.
- Supervise school-aged children while bathing appropriate to their age, ability, and consultation with the child's parents.
- Respect each child's need for dignity and privacy during bathing.
- Bathe children individually, unless otherwise warranted as appropriate to the age of the children:
 - by a sibling relationship between children, and/or
 - by express parental request
- Ensure that at no time does a child in care bathe with an adult.
- Empty all baths immediately after use.
- Aim to make bathing a positive and relaxed experience.
- Notify parents in a timely manner when/if unplanned bathing occurs.
- Not use equipment designed to support infants/babies while they are being bathed.
- Only use spa baths under direct supervision jets are not to be activated.

Parents will:

- Determine a written bathing plan appropriate to their child/ren in consultation with their Educator, where bathing will occur as a regular aspect of the child/ren's routine in care.
- Inform any cultural or religious practices regarding bathing that their Educator might need to be aware of.
- Negotiate with their Educator regarding provision of any items required for bathing of their child.

So there is clear agreement between the Educator and parent as to expectations regarding bathing, it is highly recommended that relevant items as discussed should be put in writing, signed by both the Educator and the Parent, and clearly dated.

DEVELOPING A BATHING PLAN – A GUIDE FOR EDUCATORS

It is recommended that in formulating a plan with parents for managing the bathing of their children while in care, the following items be discussed and negotiated:

- Obligations of the Educator (e.g., access to hot water, supervision etc.).
- Age and abilities of the child as they relate to the level of supervision required.
- Cultural or religious practices to be observed.
- Under what context the child/ren will be bathed (e.g., whether bathing is a part of the child's regular home routine for the same period of time that the child/ren is/are in care).
- Preferred method of bathing (bath, shower, other).
- Usual routine for bathing when at home (including whether it is usual, for example, for siblings to bathe together etc).
- Aspects of bathing that can be performed independently by the child, or that the parent would prefer the child perform independently.
- Items to be provided by Educator /Parent.

Source: Quality Standards: Areas 2 & 5

Last review date: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

BACKGROUND

The Mid-Western Regional Family Day Care Scheme acknowledges that collaborative relationships with families are fundamental to achieving quality outcomes for their children in care.

Partnerships with families contribute to building a strong and inclusive community within the service. Shared decision making with families demonstrates respect for the parent and supports consistency between children's' experiences at home and at the service.

Collaborative partnerships can be assisted and supported through the active participation of families in the service. Through casual conversation, formal surveys and other opportunities for feedback from families, the service will be able to ensure it meets the needs of families.

Families need to be familiar with current practices to provide constructive feedback on improvements. This responsibility falls with both the Coordination Unit staff and the Educator.

POLICY

To provide opportunities for Educators and Coordination Unit Staff, families and community members to actively participate and be involved in the service and contribute to service decisions.

The role of parents and families is recognised, respected and supported. They are encouraged to share in decision making about their child's learning and wellbeing.

The service builds relationships and engages within their local community.

Links with relevant community and support agencies are established and maintained.

To ensure that Educators, families and community members are kept informed about the Scheme, as well as Legislative, Regulatory and other relevant child care matters.

PROCEDURE

COORDINATION UNIT

The Coordination Unit will -

- Speak with families about Policies and Procedures when they commence with the Scheme.
- Maintain enrolment records and procedures that provide information about the family and children's health needs
- Communicate service news to families through regular newsletters.
- Provide opportunities to families to offer feedback and/or comments on the service.

- Invite families to be part of consultation groups and to attend Professional Development opportunities that may be relevant.
- Be inclusive of all stakeholders in policy development and consultation within the service.
- Allow for parent participation in the Scheme via parent representation on the Parent/ Educator Committee, surveys, newsletters, emails and Facebook.
- Current information about the Scheme, community services and resources to support parenting and family wellbeing is available to families through Educators and the Coordination Unit.

EDUCATORS

Educators will:

- Communicate with families about children's activities and special interests as they emerge.
 Families will be encouraged to be involved with these by assisting with projects, providing information or materials and ideas to extend the children's interests from the home environments.
- Keep families informed about the activities of the children in care through a written program.
- Ask families for feedback on the quality of care the children are receiving and ideas for future programming / activities and procedures.
- Invite families to attend Family Day Care excursions with their children.
- Respect a family's right if they do not want their children to attend an excursion, have their photo taken or participate in certain activities.
- Respect the opinions of families in regard to the way they would like their child cared for, and if this is not practical, for the Educator to be sensitive in the way they address these differences in care requirements / provision.
- Document and share with parents, assessments or evaluations of their child's developmental needs, interests, experiences and participation in the program and assessments of the child's progress against the learning outcomes

FAMILIES

Parents/guardians are responsible for:

- Reading and complying with the Schemes Policies and Procedures
- Provide information to their child's Educator that will assist in the smooth transition to childcare for the child and family.
- Ensure the Educator is aware of any changes to details contacts, medical conditions etc.
- Take time to talk to their Educator about their child's activities and progress in Family Day Care, and to be interested in the Educator's weekly program for the children.

- Be involved in the activities of their child and Family Day Care when invited to participate.
- Informing Educators of any events or incidents that may impact on their child's behaviour at the service (e.g. moving house, a new sibling, death of a pet, changes in family relationships etc.)
- Informing Educators/staff of any concerns regarding their child's behaviour or the impact of other children's behaviours.
- Provide constructive feedback to Educators and the Scheme about matters that can be improved in Family Day Care, either at Educator or Coordination Unit level.
- Read family newsletters and information forwarded from the Coordination Unit or from the Educator.
- Notify the Coordination Unit if they feel their current placement of their child is not working.

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assist Educators

Behaviour Guidance

Children in Care

Child Protection

Complaints and Feedback

Curriculum Development

Delivery and Collection of Children

Educator Household Members

Educator Leave and Resignation

Educator Record Keeping

Enrolment and Orientation

Ethical Conduct

Excursions

Fees and Charges

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Inclusion and Equity

Interactions with Children

Media and Publicity

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

National Quality Standards

Non Compliance

Non Payment of Fees

NSW Ombudsman

Nursery, Toy and Equipment Safety

Nutrition and Activity

Pets and Animals

Play sessions

Photographs and Videos

Priority of Access

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professional Development

Professionalism

Relief Educators

Safe Sleep and Rest

Service Policies

Social Media

Sun Protection

Supervision

Sustainability

Tobacco, Drug and Alcohol

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Application for Approved Absences

Approval for 24 Hour Care

Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Authorisation to administer medication – 2 weeks

Authorisation to administer medication - 3 months

Before and After School Care

Change of Family Details

Child Care Benefit / Rebate Form

Child Care Benefit / Rebate Receipts

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Information

Excursion Risk Assessment

Family Exit Form

Family Leaving Care

Family Holiday Notification

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Routine Excursion Permission

Notice of Family Leaving Care

Parent / Educator Agreement

Parent Handbook

Permission to share / receive information from other services

Pet Authority

Routine Excursion Permission

Water Activities Authority

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law 2010 Sections 172, 175

Education and Care Services National Regulations 2011 Clause 73, 75-76, 80, 86, 99, 102, 111, 157, 168, 171, 173

KEY RESOURCES

Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).

National Quality Standards 2011 (ACECQA) - Quality Area 6 and 7

Guide to the National Quality Framework 2011 (ACECQA)

Guide to the National Quality Standard 2011 (ACECQA)

Childcare Service Handbook (DEEWR)

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

COMPLAINTS AND FEEDBACK

BACKGROUND

An effective complaints and feedback management system is integral to providing a quality service. Mid-Western Regional Family Day Care Scheme views complaints and feedback as opportunities for improvement. It helps to measure satisfaction within the services provided and is an important source of information and feedback for continuously improving our practice. We recognise that often it may be the recipients of our service who are the first to identify when things are not working properly.

POLICY

To provide a mechanism within the Scheme structure to deal with complaints and feedback in a just and effective manner.

To ensure all participants of the Family Day Care Scheme (the Coordination Unit parents and Educators) have the right to raise grievances without fear of retribution or jeopardy to their position within the Service.

To establish an appropriate consultative body to mediate in disputes which require being resolved at a level beyond the Coordination Unit thereby enabling an independent view point to be brought to the dispute.

To ensure all parties involved are respected and dealt with in a professional manner; and that privacy and confidentiality are maintained at all times.

PROCEDURE

STAGE 1 - Internal complaints handling mechanism.

- In most circumstances it is envisaged that the majority of problems will be resolved at this first stage, fairly and equitably. It also facilitates timely and informal resolution of complaints.
- Where the grievance is between a parent and an Educator, those parties should attempt to resolve the conflict without involving the Manager and/ or a Child Development Officer.
- Best practice would be for the Educator to record the complaint/ grievance from a parent/ guardian, and how it was attempted to be resolved.
- If this cannot be done to the satisfaction of both parties involved, then a member of the Coordination Unit may act as a mediator.

Note: Participants, whether it includes the Coordination Unit, Parent or Educators are to be advised of their right to complain to the Ombudsman's Office if they are dissatisfied with the manner in which the investigation has been conducted into allegations of child abuse.

STAGE 2

This second stage would be entered into where those complaints:

were not able to be satisfactorily resolved by the parties and/or Mediator

· where the Manager was directly involved in the complaint.

The complaint at this stage would need to be lodged formally in writing to either the Manager of the Family Day Care Scheme, the manager of NSW Department of Education and Community Services or the Licensee of the Scheme (General Manager of the Council).

The Manager of the Scheme must also give written notice to the Director General of the NSW Department of Education and Community Services within one week after the complaint is made. They must then also give written notice to the Director General of the NSW Department of Education and Community Services of the action taken in response to the complaint.

Department of Education and Community Services

Locked bag 4028. Ashfield NSW 2131

Phone: (02) 9716 2131

This stage involves mediation and provides reassurance and support for those people who felt that their problem was not resolved satisfactorily by the first stage.

STAGE 3

This is the third and final stage of the Complaints and Feedback Procedures. The process would be formal and independent of the First and Second stages of procedures.

Participants may include

- Those directly involved in the dispute.
- Representative from the Family Day Care Association.
- Representative from State, Federal, or Local Government.
- Representative from Community Justice Organisation.

PREVENTATIVE MEASURES

Clear consistent information about dealing with complaints and feedback is required for all participants within a Family Day Care Scheme.

The Family Day Care Scheme will therefore endeavour to develop and distribute written information to Educators and parents including the roles and responsibilities of the Coordination Unit, parents and Educators and the problem solving mechanism adopted by the Scheme. This is to be carried out via Enrolment and Orientation procedures, letters, newsletters, policy statements, Educator and parent handbooks and training.

Analysis of complaints received, actions taken and respective outcomes are to be compiled and considered in an effort to improve practices and procedures while at the same time ensuring confidentiality of those involved in the Complaints and Feedback procedure.

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assessment of Family Day Care Venues

Assist Educators

Behaviour Guidance

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Curriculum Development

Delivery and Collection of Children

Educator Household Members

Educator Leave and Resignation

Educator Selection and Registration

Emergency and Evacuation

Enrolment and Orientation

Ethical Conduct

Excursions

Fees and Charges

Governance and Management of the service

Children's Health and Hygiene

Information and Communication Technology

Incidents, Injuries, Trauma and Illness

Inclusion and Equity

Infectious Diseases

Interactions with Children

Media and Publicity

Monitoring, Support and Supervision of Educators

National Quality Standards

Non Compliance

Non Payment of Fees

Nursery, Toy and Equipment Safety

Nutrition and Activity

Pets and Animals

Photographs and Videos

Priority of Access

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professional Development

Professionalism

Protection from Harm and Hazards

Relief Educators

Safe Sleep and Rest

Service Policies

Social Media

Sun Protection

Supervision

Tobacco, Drug and Alcohol

Visitors to a Family Day Care Service

Vehicle Safety

Water Safety

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Before and After School Care

Change of Family Details

Child Care Benefit / Rebate Receipts

Child Registration and Authorisation Form

Children with Additional Needs

Emergency Contact Details

Educator Information

Excursion Risk Assessment

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Routine Excursion Permission

Notice of Family Leaving Care

Parent / Educator Agreement

Parent Handbook

Pet Authority

Routine Excursion Permission

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 168, 173, 176

NSW Ombudsman www.ombo.nsw.gov.au

KEY RESOURCES

Mid-Western Regional Council Complaints Policy

Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).

National Quality Standards 2011 (ACECQA) - Quality Area 7

Guide to the National Quality Standard 2011 (ACECQA).

ECA Code of Ethics www.earlychildhoodaustralia.org.au

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

CRITICAL INCIDENT

BACKGROUND

A critical incident may be defined as any event which causes serious disruption to a service, creates significant danger or risk or which creates a situation where staff, students and parents feel unsafe, vulnerable and under stress.

A critical incident may be -

- serious illness or death of a child, staff, family or community members
- threats, assaults, violent incidents, abduction
- violent event in the community
- other incidents or emergencies which produce strong reaction.

Critical events may:

- be extremely dangerous or distressing
- be sudden and unexpected

POLICY

To outline the procedures to be followed in the aftermath of a critical incident within a Family Day Care Service.

PROCEDURE

If a critical incident occurs these guidelines are to be followed if practicable:

Immediate Actions:

Educator/s will remain calm and never put themselves, children or families in any danger. Educator/s will take immediate action to remove the danger or move children from the danger and ensure the safety of others. Educator/s will follow all directions given by medical or emergency services.

These actions may be carried out simultaneously by the Coordination Unit, Educators or others

- In the event of a critical incident ensure the safety of all children in care.
- Contact any emergency services if required.
- If a child is missing, make missing persons report to police.
- Contact any family or guardians if necessary and notify of any treatment or services arranged for the child or arrange for police to do so in the event of the death of a child or a crime related incident.

- Where the Coordination Unit is not present, the Educator must inform the Coordination Unit as soon as possible (including after hours).
- Confirm that the incident has happened, and establish the details if possible.
- Consider appropriate responses and act on Coordination Unit response.

Immediate Requirements:

These requirements must be carried out by the Manager or their authorised replacement.

The Manager upon becoming aware of a serious incident which involves a child attending the service that requires medical / hospital treatment will notify as soon as practicable (within 24 hours)

- a) a parent/ guardian of the child, and
- b) the Director-General (DECS), and
- c) the Licensee of the service

The Manager upon becoming aware of an incident which involves the death of a child whilst attending the service **will notify as soon as practicable** (within 24 hours) of the fact to

- a) A parent/ guardian of the child, and
- b) A police officer, and
- c) The Director-General (DECS), and
- d) The Licensee of the service

Secondary Actions:

- Observe support needs for children, Educator/s, staff, families, children and any relevant others including compassionate leave or counselling if required.
- Prepare overview/report which may be released to media if necessary through the Mid-Western Regional Council Media Officer and National Family Day Care Australia.
- Following verbal notifications, a Critical Incident Report is to be submitted as soon as possible (the same day if practicable) to the Director-General and the Licensee of the service.
- Express sympathy to the family (if necessary) and assure them of support designate a staff member to liaise with the family.
- If critical incident involves concerns for safety, risk of harm issues make report to the NSW
 Department of Education and Community Services/ DEEWR.

Long Term Actions:

- Evaluate the management of the incident
- Provide ongoing support to children, Educators, staff, families and relevant others.
- Review incident and plan / implement strategies that may prevent future similar incidents if this
 is possible / realistic.

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assist Educators

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Delivery and Collection of Children

Educator Household Members

Educator Selection and Registration

Emergency and Evacuation

Ethical Conduct

Excursions

Incidents, Injuries, Trauma and Illness

Interactions with Children

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

National Quality Standards

Non Compliance

Nursery, Toy and Equipment Safety

Nutrition and Activity

Pets and Animals

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professional Development

Professionalism

Protection from Harm and Hazards

Relief Educators

Safe Sleep and Rest

Supervision

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Attendance Records

Authorisation to administer medication

Change of Family Details

Child Registration and Authorisation Form

Children with Additional Needs

Emergency Contact Details

Educator Information

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Parent / Educator Agreement

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law 2010 Section 174

Education and Care Services National Regulations 2011 Clause 12, 87, 174, 176

KEY RESOURCES

Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA)

National Quality Standards 2011 (ACECQA) - Quality Area 2 and 7

Guide to the National Quality Standard 2011 (ACECQA).

ECA Code of Ethics www.earlychildhoodaustralia.org.au

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

CURRICULUM DEVELOPMENT

BACKGROUND

The early years of a child's life lay the groundwork for how his brain will develop. These short and critical years are essential to his cognitive, social and emotional well-being.

POLICY

This Policy will provide guidelines to ensure that the educational program (curriculum) and practice at Educators registered with the Mid-Western Regional Family Day Care Scheme is:

- Based on an approved learning framework
- Underpinned by critical reflection and careful planning
- Stimulating, engaging and enhances children's learning and development
- Is underpinned by the Schemes' and individual Educators' philosophy.

PROCEDURE

Philosophy

Both the Mid-Western Regional Family Day Care Scheme and all Educators are to have their own Philosophy. The individual curriculum will reflect the philosophy of the individual services.

A philosophy underpins everything we do as early childhood Educators. It is a living document that should be reviewed regularly. EYLF Newsletter 15

Curriculum

The curriculum is everything that is experienced by the child whilst in care, and includes aspects such as:

- daily routines;
- physical environment, materials and equipment;
- provisions, experiences and activities;
- interactions and engagement of children with other children; and
- partnerships and communication with families, other agencies and with the community.

The curriculum will provide children with:

- Warm, consistent and positive interactions which foster positive relationships.
- An aesthetically pleasing environment containing natural and home like resources and a variety of spaces in which to play
- Access to a range of resources that are open-ended and culturally responsive that can be used to enrich and extend their play
- An opportunity to pursue their interests, passions and theories
- Uninterrupted and prolonged time to play
- A stable environment with resources added or changed to extend interests and learning focus
- Different teaching strategies for different children in different contexts

The Early Years Learning Framework

The Early Years Learning Framework guides our curriculum and supports each child's learning in the five outcomes:

- 1 Children have a strong sense of identity
- 2 Children are connected with and contribute to their world
- 3 Children have a strong sense of wellbeing
- 4 Children are confident and involved learners
- 5 Children are effective communicators

Documentation

The learning and development of each child will be monitored and recorded by the Educator in collaboration with children and families.

Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating children's learning.

Documentation:

- Is gathered using a variety of methods (e.g. narratives, samples of writing and drawing, photographs of constructions and group projects, and transcripts of children's conversations
- Is focused on analysis/assessment of social interactions, relationships, group dynamics and learning processes and changing understandings
- Is used to inform future planning and to reflect on effectiveness of teaching strategies.
- Includes input from families, and children

Reflective Practices

An ongoing process of evaluation through reflection and review allows each Educator to identify strengths, interests and opportunities for further development. Educators, children and families will discuss and reflect on, and evaluate the curriculum as it unfolds throughout the year.

Educators are to reflect on each child's learning and development, teaching strategies and the appropriateness of the curriculum and daily practice, ensuring true inclusion, authentic and meaningful experiences and worthwhile outcomes for each child.

Questions to guide reflection include:

- What are my understandings of the child?
- What theories, philosophies and understandings shape and assist my work?
- What questions do I have about my work? What am I challenged by? What am I curious about? What am I confronted by?
- What aspects of my work are not helped by the theories and guidance that I usually draw on to make sense of what I do?
- Are there other theories or knowledge that could help me to understand better what I have observed or experienced? What are they? How might those theories and that knowledge affect my practice?

The Early Years Learning Framework, pg. 13

The Coordination Unit is responsible for:

- Appointing a suitably qualified and experienced Educational Leader to direct the development and implementation of educational programs at the service (Regulation 118).
- Working with Educators' to develop a documentation system that works for them.
- Sourcing and supplying Professional Development resources and training.

The Educator is responsible for:

Ensuring the developmental needs, interest and experiences, and the individual differences of each child are accommodated in the educational program they provide at their service. (Sections 168)

They must ensure their educational program contributes to each child.

- Being connected with and contributing to his or her world
- Having a strong sense of wellbeing
- Being a confident and involved learner
- Being an effective communicator (Regulation 73)

Ensuring that assessments of the child's development needs, interest, experiences and participation in the educational program are documented (Regulation 74(1)(a)(i)

Ensuring children have an input into the program, and are actively participating in decisions affecting them. (QA 1)

Ensuring that assessments of the child's progress against the outcomes of the educational program, are documented (Regulation 74(1)(a)(ii)

Ensuring documentation of assessments includes reflection on the period of time the child is at the service, and how documented information will be used by educators at the service (Regulation 74 (2)(a)(i)&(ii)

Ensuring documentation is written in plain language and is easy to understand by both educators and parents/guardian (Regulation 74(2)(b)

Ensuring a copy of the educational program is displayed at the service and accessible to parents/guardians (Regulation 75)

Ensuring regular communication is established between the service and parents/guardians in relation to their child's learning and development (Regulation 76).

Ensuring excursions are meaningful and have an educational purpose related to the children's current interests. The learning experiences must be documented on the Educators program.

Educators must source training and resources to assist their Professional development in this area.

If an Educator requires intensive support from the coordination Unit they must show commitment to their improvement by setting and achieving goals within an agreed timeframe.

Parents/Guardians are responsible for:

Communicating regularly with the service in relation to their child's learning and development

Providing input to the development of the educational program in collaboration with the Educator and their children.

RELATED POLICIES

Assessment of Family Day Care Venues

Assist Educators

Behaviour Guidance

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Dental and Oral Health

Educator Household Members

Educator Record Keeping

Educator Selection and Registration

Ethical Conduct

Excursions

Information and Communication Technology

Inclusion and Equity

Interactions with Children

Monitoring, Support and Supervision of Educators

National Quality Standards

Non Compliance

Nursery, Toy and Equipment Safety

Nutrition and Activity

Pets and Animals

Play sessions

Photographs and Videos

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professional Development

Professionalism

Relief Educators

Sun Protection

Supervision

Sustainability

Toy, Equipment and Resource Library

Visitors to a Family Day Care Service

Water Safety

Work Place Health and Safety

RELATED FORMS

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Educator Information

Excursion Risk Assessment

Household Members Agreement

Monitor, Support and Supervision Visit Form

Non Routine Excursion Permission

Parent / Educator Agreement

Pet Authority

Risk Assessment

Routine Excursion Permission

Student Placement Form

Water Activities Authority

Visitors Sign-in Sheet

Volunteer Notification

Volunteer / Student Survey

RELEVANT LEGISLATION

Education and Care Services National Law Act 2010 Sections 168,301 (3) (d), 323 Education and Care Services National Regulations 2011 Regulations 73-76, 118, 148

KEY RESOURCES

National Quality Standard, Quality Area 1: Educational Program and Practice

Belonging Being Becoming: The Early Years Learning Framework

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

DEREGISTRATION OF AN EDUCATOR

BACKGROUND

The quality of the Mid-Western Regional Family Day Care Scheme is largely dependent upon the quality of the Educators registered with our Scheme. It is for this reason that the Educator deregistration process, and the circumstances in which it will be implemented need to be clear to all stakeholders.

POLICY

To clearly outline the circumstances and procedure to deregister an Educator registered with the Mid-Western Regional Family Day Care Scheme.

PROCEDURE

An Educator will be De-Registered for -

- Failure to comply with the 2011 Education and Care Services Law
- Failure to comply with the 2011 Education and Care Services Regulations.
- Failure to comply with the Schemes Policies and Procedures.
- Failure to comply with the Educators Participation Agreement.
- Failure to comply with the DEEWR and Child Care Management System Guidelines.
- Failure to comply with the Code of Conduct or Duty of Care.
- Failure by any member of the household to pass a criminal check.
- Unsatisfactory medical or psychiatric report (if requested at the discretion of the Manager).

If grounds for concern are observed Non Compliance Procedures will be entered into.

If Deregistration is to proceed,

- Give written notice to the Educator of their Deregistration.
- Notify families of the Educator involved that the Educator will be finishing up with the Scheme (without divulging the reason, any explanation will be left to the Educator).
- Make arrangements for children to be moved to another Educator if possible or requested.
- Advise in writing the Department of Community Services, DEEWR, Centrelink and the appropriate
 Public Liability Insurance Company that the Educator is no longer registered with the Scheme.

RELATED POLICIES

All Policies of the Mid-Western Regional Family Day Care Scheme

RELATED FORMS

Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Child Care Benefit / Rebate Receipts

Child Registration and Authorisation Form

Complaint/ Feedback Form

Educator Medical Certificate

Educator Registration Agreement

Excursion Approval

Excursion Risk Assessment

Household Members Agreement

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Compliance Form

Non Routine Excursion Permission

Parent / Educator Agreement

Risk Assessment

Routine Excursion Permission

Statutory Declaration

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

KEY RESOURCES

Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).

National Quality Standards 2011 (ACECQA) - Quality Area 2 and 7

Guide to the National Quality Standard 2011 (ACECQA).

ECA Code of Ethics www.earlychildhoodaustralia.org.au

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

DELIVERY AND COLLECTION OF CHILDREN

BACKGROUND

The Mid-Western Regional Family Day Care Scheme is committed to meeting its duty of care obligations under the law, ensuring the safe delivery and collection of children being educated and cared for at the individual services.

The delivery and collection times of children can be a potentially hazardous process, and all stakeholders must be aware of and understand their role at this time.

It is important that all staff, Educators and parents/guardians develop partnerships that facilitate the exchange of information between one another to ensure the safety of children.

POLICY

This Policy will provide clear guidance in relation to the delivery and collection of children at all Mid-Western Regional Family Day Care services; informing and supporting Educators to develop safe procedures and management of the arrival and departure of children.

PROCEDURE

The Coordination Unit will:

- Provide information and training to Educators regarding legislation, documentation and safety procedures relating to the delivery and collection of children.
- In conjunction with Educators, provide families with information relating to documentation and safety procedures when delivering and collecting of children.
- Ensure that families understand that Educators will only release a child into the care of a parent of the child, an authorised nominee named in the child's enrolment record, or a person authorised by a parent or authorised nominee named in the child's enrolment record.
- Ensure that communication between Educators, the Coordination Unit and parents/guardians is adequate to ensure that all parties are aware of the roles and responsibilities in relation to the delivery and collection of children.
- Providing an attendance record that meets the requirements of Regulation 158(1) and is signed by the parent/guardian or authorised nominee on delivery and collection of their child from the service every day

- Ensuring a child does not leave the service except with a parent/guardian or authorised nominee, or with the written authorisation of one of these or in the case of a medical emergency or an excursion (Regulation 99)
- Ensuring a child is not taken outside the premises on an excursion except with the written authorisation of a parent/guardian or authorised nominee
- Ensuring that there are procedures in place when a child is given into the care of another person, such as for a medical or other emergency
- Ensuring that there are procedures in place when a parent/guardian or authorised nominee telephones the service to advise that a person not listed on their child's enrolment form will be collecting their child
- Ensuring that parents/guardians or authorised nominees are contacted in the event that an
 unauthorised person arrives to collect a child from the service, and that the appropriate procedures
 are followed
- Ensuring that there are procedures in place for the care of a child who has not been collected from the service on time

Educators will ensure:

- that when a child arrives at the Family Day Care Service, only the Registered Educator (or Assist / Relief Educator) will receive the child into care.
- the person who arrives with the child must record the actual time of arrival and initial the Attendance Record section of the timesheet.
- the person authorised to collect the child must record the actual time of departure and initial the Attendance Record section of the timesheet.
- the child/ren may only leave the relevant premises if the child is given into the care of a parent/guardian of the child; or an authorised nominee named in the child's enrolment record.
- Their front / access door to their service is always locked.

Parents/ Guardians will:

- Ensure that all details of authorised people to deliver and collect their child are up to date.
- If they are unable to collect their child or arrange for an authorised person to collect their child, they are required to notify the Educator preferably in writing, or call throughout the day to notify the Educator who *will* be picking up their child. The parent should provide the name of the person who will be picking their child up and whether the child is familiar with this person.

The Educator will then ask to see the person collecting the child/ren photo identification to confirm their details.

If the Educator has **not been notified** by the parent / guardian that someone other than themselves or an authorised person is to collect their child, the Educator must contact the parent / guardian to confirm who is picking up their child/ren. They must then ask to see the person's photo identification.

Unauthorised Persons collecting a child

When a child is collected by an unauthorised person, where a parent/guardian or authorised nominee telephones the service to notify that such a person will be collecting their child **the Educator will**

- Request that the parent/guardian or authorised nominee email or fax the authorisation if it
 possible to do so, detailing the name, address and telephone number of the person who will be
 collecting the child
- Accept a verbal authorisation if it is not possible for the parent/guardian or authorised nominee to provide authorisation via email or fax, provided the following procedure is followed:
- all details of the person collecting the child, including the name, address and telephone number of the person must be obtained
- the verbal authorisation is documented and stored with the child's enrolment record for follow-up
- photo identification is obtained to confirm the person's identity on arrival at the service
- Ensure that parents/guardians or authorised nominees follow up a verbal authorisation by completing an Authorisation Form (Attachment 2) when next at the service, or by adding details of the new authorised nominee to the child's enrolment form
- Ensure that fax or email authorisation is stored with the child's enrolment record
- Ensure the attendance record is completed prior to child leaving the service
- Notify to Approved Provider in the event that written authorisation is not provided for further follow-up

If an unauthorised person attempts to collect a child without cooperation

An Educator will:

- Contact the parent and or guardian immediately informing them of the situation
- Advise the Coordination Unit informing them of the situation as soon as possible
- Discourage the person from removing the child
- Under no circumstances should the Educator put themselves or the children in care at risk of being injured, whilst negotiations are taking place.
- If negotiations fail and the Educator and or other children are in danger then the child must be released. This step will only occur if the situation has turned dangerous.

If a child is taken away unwillingly by an unauthorised person

The Educator should immediately contact -

- The police on 000 advising them of the situation
- The child's parents/guardian or emergency contact if the parents/guardian cannot be contacted
- The Manager or member of the Coordination Unit
- An incident report needs to be completed within the next 24 hours and handed into the Coordination Unit

If a child requires urgent medical care or treatment then they can be taken away from the Educators premises via ambulance and the parent or guardian will be notified immediately.

If an Educator takes children to or from school or preschool, the Educator will record the actual time and initial the Attendance Record, and note the reason e.g. "Educator collected child from school".

If a school child is to travel to school by bus, the Before / After School Permission form must be signed by the parent / guardian. The Educator shall make the entry on the Attendance Record that the child has departed/ arrived at the service.

If a school child is to arrive or leave unaccompanied, e.g., riding a bike, or walking from the bus stop before or after school, the arrangements must be recorded in writing and signed by the parent (Before/After School Care form to be completed each term).

Only people who are over 16 years of age and have been authorised by the parent, may collect the child from the Educator.

Educators are encouraged to have appropriate signage to assist in the safe arrival and departure of the children in their care. For example: hold my hand, shut the gate.

If an Educator feels the person who is picking up the child is under the influence of alcohol or drugs they cannot stop them from taking the child, however we would strongly advised them to report this immediately to the Police.

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assessment of Family Day Care Venues

Assist Educators

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Critical Incident

Educator Household Members

Educator Record Keeping

Enrolment and Orientation

Ethical Conduct

Excursions

Fees and Charges

Incidents, Injuries, Trauma and Illness

Monitoring, Support and Supervision of Educators

Non Compliance

Non Payment of Fees

Play sessions

Privacy and Confidentiality

Providing a child with a Safe Environment

Professionalism

Protection from Harm and Hazards

Relief Educators

Supervision

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Application for Approved Absences

Approval for 24 Hour Care

Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Before and After School Care

Change of Family Details

Child Care Benefit / Rebate Receipts

Child Registration and Authorisation Form

Complaint/ Feedback Form

Emergency Contact Details

Household Members Agreement

Monitor, Support and Supervision Visit Form

Non Compliance Form

Parent / Educator Agreement

Parent Handbook

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law 2010 Section 165, 167

Education and Care Services National Regulations 2011 Clause 99, 158-159 (b), 176, 168 (2) (i) Family Law Act 1975 (Cth) as amended 2011

KEY RESOURCES

Australian Children's Education and Care Quality Authority (ACECQA)

National Quality Standard 2011 Quality Area 2.1

Australian Children's Education and Care Quality Authority (ACECQA) www.acecqa.gov.au

Department of Education and Early Childhood Development (DEECD), Licensed Children's Services, phone 1300 307 415 or email <u>licensed.children.services@edumail.vic.gov.au</u>

Guide to safe arrivals and departures at your Children's Service. Kids and Traffic. Macquarie University. NSW www.kidsandtraffic.mg.edu.au

Appendix 1

One-Off Authorisation to Collect Child Form

LAST REVIEW DATE: May2015

Appendix 1

ONE-OFF AUTHORISATION TO COLLECT CHILD FORM

authorisation	-	arent/guardian d	or authorised nomi	nee is able	to provide	prior written
I						authorise
Name:						
Address:						
То	collect	my	child/children	(1	write	name/s)
From						
	a one off occasion	•	on is not to be include ongoing basis	led on my chi	ld's enrolme	ent form as an
Signed:					-	
Date:					_	
This form w	vill be attached to	the child's enrol	ment form.			



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

DENTAL AND ORAL HEALTH

BACKGROUND

When it comes to dental health, setting a good example for children not only helps them to have healthier gums and teeth throughout their lifetime, but can also help them prevent more serious medical issues as they get older. Good nutrition also plays an important role in dental and oral health.

POLICY

The Coordination Unit and Educators will promote good dental and oral hygiene behaviour amongst the children in care and their families; and facilitate the prevention and management of dental trauma in children.

PROCEDURE

To promote good dental and oral health in children and families -:

The Coordination Unit will

- Record on the Registration and Authorisation Form the name, address and phone number of each child's preferred dentist (where provided).
- Provide professional development and resources for Educators on dental health practices with children.
- Provide families with information on good dental and oral health practices for children.

Educators will

- Offer only water to drink as the preferred option at all times.
- Encourage parents to send nutritious foods such as vegetables, cheese, yogurt, fruit, plain pasta.
- Report to the family any signs they have noticed of tooth cavities, gum swelling, infection of the mouth, or problems, pain or discomfort the child has with chewing, eating or swallowing.
- Report any accident, injury or suspected injury to teeth and gums.
- Discuss good dental hygiene / practices with children as part of their programming.
- Educators will give children bottles before the children go to bed. Children will not be put in cots or in beds with bottles.

Families are encouraged to:

- Provide healthy foods for their children in care.
- Promote good dental health practices with their children.

RELATED POLICIES

Acceptance and Refusal of authorisations

Assist Educators

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Curriculum Development

Delivery and Collection of Children

Educator Household Members

Educator Record Keeping

Ethical Conduct

Food Handling

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Interactions with Children

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Nutrition and Activity

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professionalism

Protection from Harm and Hazards

Relief Educators

Supervision

Toy, Equipment and Resource Library

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Authorisation to administer medication

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Educator Information

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Parent / Educator Agreement

Parent Handbook

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

KEY RESOURCES

National Quality Standards Quality Area 2

NSW Government Health – Centre for Oral Health Strategy

The Royal Children's Hospital Melbourne – www.rch.org.au

Raising Children Network - http://raisingchildren.net.au

Munch and Move

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

EDUCATOR HOUSEHOLD MEMBERS ROLES AND RESPONSIBILITIES

BACKGROUND

Family Day Care is provided in an environment that is generally based in the family home. Educators must be able to make an informed decision, based on sound advice about using the family home as a professional child care environment. Family and household members should be consulted as a part of this decision making process in regards to the areas that will be used as part of the service.

Educator and family member interactions with the children in care and their families need to be positive and respectful. Therefore it is equally important that interactions between the Educator and the family member's model respect and consideration and the roles and responsibilities of other members of the Educators family are understood and acknowledged.

Although the Educator has primary responsibility for the provision of care, their family members can influence the quality of care experienced by children attending their family day care service. As such, the Educators' family members have the role and responsibility to ensure that their actions and behaviour support the professional and quality standards achieved and maintained by the Educator in the provision of family day care.

It is the Educators' duty of care to protect the children in their care, and to ensure that a safe and nurturing environment is provided. It is also the Educator's responsibility to ensure that everyone in the household is aware of this obligation and of the boundaries of responsibility of family members, visitors and residents.

POLICY

To clearly outline what will be required of the Educator and any household members when providing a Family Day Care service in their home.

To ensure that all household members are mindful of the Scheme Policies and Procedures.

To develop strategies for managing and maintaining an appropriate balance between professional and family activities. These will be developed in consultation with the Educator and any household members, and the Coordination Unit Staff as appropriate.

PROCEDURE

The Coordination Unit will

- Communicate with new Educators and household members about policies, standards, and the Scheme's expectations of providing a Family Day Care Service in their home before the new service begins.
- Provide clear written guidelines about the roles household members have in relation to the Educators provision of the Family Day Care Service.
- Provide information addressing the roles and responsibilities of household members and the impact of providing child care in the family home.
- Confirm the support of household members in the provision of Family Day Care.
- Take appropriate action when household members may be influencing the quality of care provided. This may be at the Coordinators discretion.
- Take reasonable steps to ensure that persons over the age of 18 years who live at a Family Day
 Care residence are fit and proper. To do this, each household member must obtain a working with
 children check (volunteer) before the Educator starts with the scheme or when a household
 member turns 18.
- Regular visitors and family or friends staying for extended periods of time (anything longer than 14 consecutive days), who will be interacting with the children are also required to obtain a working with children check (volunteer).

Educators will

- Consider and plan for the impact that providing Family Day Care will have on their own household, family members and routines.
- Negotiate in advance with household members about resources and spaces within the home that will need to be shared for the effective provision of the Family Day Care Service.
- Develop suitable plans within their household to meet each member's need for privacy.
- Ensure that family members understand that the Educator will be providing care and education for the children based on the Early Year Learning Framework.
- Endeavour to ensure that all household members are made aware of and abide by Regulatory obligations and the Policy requirements of the Mid-Western Regional Family Day Care Scheme.
- Ensure that all household members are aware they cannot conduct any activities that may injure, endanger or negatively influence the children in care.
- Ensure household members are aware of the need for privacy and confidentiality associated with other Educators, the Coordination Unit, the children and families who use the service.
- Inform the families using their service of the occurrence of any significant infectious disease of any household member.

 Immediately notify the Coordination Unit if they become aware that any household member has been charged with or convicted of a child related or criminal offence.

Household members need to:

- Be equitable to the families of the children in care, treating all members with dignity and respect;
- respect the dignity and rights of all children in family day care and not subject children to any form of physical, verbal or emotional harm;
- respect the confidentiality of children and their families;
- Provide an environment that recognises and operates in a safe and respectful manner.
- not consume alcohol, cigarettes or any drugs that diminishes their physical or mental ability to behave in a professional manner when children are in care;
- take responsibility for ensuring personal items are not accessible to children and their families;
- Ensure that the Educator is solely responsible for the children at all times. The Educator cannot delegate this responsibility to any other household members.

In the event of any breach related to the quality of care provided, action would be taken in compliance with the Complaints and Feedback Policy.

Role of Educator's partner

The partner's view of an Educators' role and responsibilities has a considerable impact on the quality of care. The level of support by an Educator's partner is a crucial factor in the successful long term retention of the Educator with the Scheme. The Mid Western Regional Family Day Care Scheme recognises that there is no prescriptive model that can be used to describe the ideal roles and responsibilities for a partner. What works best for one family may not work well for another.

However there are common factors that an Educator and their partner should discuss in determining the role and responsibilities of the partner. These include:

- the level of involvement the partner will have with the children in care; and
- the level and type of support that they can provide to the educator for example:
 - o listening to educators when they need to debrief about their day
 - o providing care for their own children (if required) so that educators can attend professional development training
 - o being professional in their dealings with children and parents
 - o being accepting of different parenting practices and family dynamics

Household members residing within the home of a Family Day Care Service will:

- Do everything they can to protect themselves from an allegation of abuse or misconduct.
- Recognise that by law, an investigation of any child protection allegation must occur.

 Abide by all the policy requirements of the Mid-Western Regional Family Day Care Scheme, including, but not limited to:-

Interaction with children

- Not injure any child attending the service.
- Not take any verbal or physical action against a child provided with a service at the home that
 may seriously humiliate, frighten or threaten the child.
- Interact in respectful ways with the children in care, their families and the Coordination Unit Staff.
- Role model respectful and considerate interaction between household members.

Confidentiality

 Not disclose any information about other Educators, families, children or visitors of which they become aware, in a manner which identifies the individual.

Infectious disease

 Be aware that a registered Educator is bound to inform care families of the occurrence of any significant infectious disease of household members.

Child Protection

Be aware that a registered Educator is bound to notify the Mid-Western Regional Family Day
 Care Manager if any household members has been charged with or convicted child related or criminal offence

Maintaining safe and appropriate environment

- Be aware that a registered Educator and the household members are bound to observe strict
 health and hygiene practices, must not consume or be under the influence of alcohol or any
 other drug while providing care, and must maintain a smoke free environment.
- Be aware not to perform other duties that may be unsafe to the children in care or their families.
- All actions within the designated Family Day Care service area of the premises must be in line with all of the Mid-Western Regional Family Day Care policies and procedures.

NOTICE OF NEW PERSONS AT RESIDENCE

The Family Day Care Educator must notify the Coordination Unit if they will be having visitors that intend to stay for 1-2 nights or longer at their residence.

They must notify the Coordination Unit if a new person intends to live at their Family Day Care residence.

RELATED POLICIES

Acceptance and Refusal of authorisations
Access and Custody
Assessment of Family Day Care Venues

Assist Educators

Behaviour Guidance

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Critical Incident

Curriculum Development

Delivery and Collection of Children

Deregistration of an Educator

Educator Leave and Resignation

Educator Selection and Registration

Ethical Conduct

Children's Health and Hygiene

Information and Communication Technology

Incidents, Injuries, Trauma and Illness

Inclusion and Equity

Infectious Diseases

Interactions with Children

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Non Compliance

Nursery, Toy and Equipment Safety

Nutrition and Activity

Pets and Animals

Photographs and Videos

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professionalism

Protection from Harm and Hazards

Relief Educators

Safe Sleep and Rest

Social Media

Sun Protection

Supervision

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Child Registration and Authorisation Form

Complaint/ Feedback Form

Emergency Contact Details

Educator Information Form

Educator Registration Agreement

Monitor, Support and Supervision Visit Form

Non Compliance Form

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 163, 164,169

KEY RESOURCES

National Quality Standards 2011 (ACECQA) Quality Area 6 and 7

Childcare Service Handbook (DEEWR)

Family Day Care Australia www.familydaycareaustralia.com.au

Belonging Being and Becoming - The Early Years Learning Framework for Australia

My Time, Our Place - Framework for School Age Care in Australia

NSW Commission for Children and Young People (2004) The Working with Children Check Guidelines

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

EDUCATOR RECORD KEEPING

BACKGROUND

Accurate record keeping provides a level of transparency and accountability for services, Regulatory Authorities and families; and assists in the management of the service to ensure the safety of the children.

POLICY

To ensure that records are kept in line with the 2011 Education and Care Services Regulations, the Department of Health Guidelines and the Child Care Management System Guidelines.

To assist the Coordination Unit maintain up to date information regarding the children in the care of their Registered Family Day Care Educators.

To ensure consistency and accuracy in Educators record keeping practices.

PROCEDURE

Child/ Family Information

All Educators are required to keep information within their Family Files containing each child's family details, emergency contact names and numbers, information about any special needs / requirements, any medical plans, medication records, accident/incident reports, permission notes for excursions etc. (Clauses 158-161)

Educators are to receive completed Authorisation and Registration Forms from the Coordination Unit Office when a child is placed in their care and should abide by all parents requests within it (e.g. adults who may collect the child, special circumstances etc.)

Amendment and Approval of Changes to Records

The service will take reasonable steps to ensure that the records we keep are accurate, complete, upto-date and written in objective non-judgmental language. However, should a person discover that the information held about them is inaccurate or misleading, they are required to inform the Coordination Unit and provide accurate information regarding the change required, and the records will be amended immediately.

Public Liability Insurance

A Family Day Care Educator must keep evidence of the Educator's current public liability insurance at the family day care residence or venue. This evidence, usually in the form of a 'certificate of currency', must be displayed on the Educators noticeboard and made available for inspection by the Regulatory Authority or an authorised officer.

Child Attendance Records

Educators are required to complete Attendance Records for each of the children in their care. These are legal documents and must accurately:

- Record the Educators name and service details
- Record the full name of each child attending the service
- Record the date and exact time each child arrives and departs
- Be signed on the child's arrival and departure by the person who delivers or collects the child

Educators are to ensure that all attendance records are made available to parents for their signature on a daily basis.

Educators must state on the child's attendance records any absences and should provide details regarding the nature of the absence e.g. sick, holiday or other.

Attendance Records must be delivered /faxed/ emailed to the Mudgee Coordination Unit Office by each Monday following the weeks care by 12 noon for processing.

All original Attendance Records are to be kept by the Coordination Unit for 7 years at the Coordination Unit premises.

Receipts

Receipts must be issued to parents on handover of money; giving details of the child/ren, dates of care, including hours of care, food, travel, administration levy and gap fees. Educators are to submit to the office a duplicate copy of all parents' receipts within two weeks of the care period. Unless otherwise arranged with the Coordination Unit, a weekly fine will be charged after this period.

Curriculum

All Educators are required to maintain a record of the program of activities provided for the children in their care, observations and reflections as per the Curriculum Development Policy. These are to be displayed for parents to see, and be available for Coordination Unit staff to sight when requested.

Developmental Milestones

Educators are required to complete Developmental Milestones on all new children in care within their first three months and on each milestone age after that.

Parent / Educator Agreements

When a child starts care or at the beginning of each calendar year, parent / guardians should sign an agreement as to what days / hours their child will be attending care. The Educator keeps a copy, the parent takes a copy and a copy is sent into the Coordination Unit to be filed.

Incident, Injury, Trauma and Illness

If a serious Incident, Injury, Trauma or Illness occurs the Educator is required to complete the appropriate form. They send a copy to their Insurance company, the Coordination Unit and keep a copy for themselves.

The following information is to be sent back to the Coordination Unit with all of the children's information / family files when a child finishes care with an Educator.

- Developmental Milestones
- Observations
- Medication Forms
- Excursion Permission
- Before / After School Care
- Pet / Water Play / any other Authorities

Visitors to the Family Day Care Service

Completed Visitors sign in forms should be returned to the Coordination Unit at the end of each calendar year.

Quarterly Emergency Evacuation Forms

Completed Quarterly Emergency Evacuation Forms should be returned to the Coordination Unit at the end of each calendar year.

Privacy Statement

The Parent Handbook for the Scheme contains a privacy statement informing families of the purpose of information held in confidence by the service about them.

Confidentiality

Staff, Educators' and children's records shall be kept up to date and in a safe and secure area. The records will remain confidential and will only be made available to those who have a lawful right to them. Information will not be disclosed to another party without the consent of the individual concerned unless it is a requirement by law. Confidentiality will be maintained when discussing matters with educators, staff, and other agencies.

Content of Information Held

The service will limit the amount and type of information that is held about people. Information held by the service will be for the express purpose of administering the service in adherence with government legislation and regulations, for example, delivery of quality care and education, administration of Child Care Benefit, Australian Taxation requirements, etc.

Compliance with relevant legislative requirements

The service will abide by all legislative requirements in relation to the storage and management of records.

Misuse of Information

Agents of the service must not misuse information held by and on behalf of the service. In the event that an agent of the service misuses such information, disciplinary action will be taken.

Access

Families, educators and staff have the right to know what information is held about them. Should either party seek access to their records, the manager will arrange a suitable time to provide this information. Copies of such records will be made available upon request, at a mutually agreed time.

Returning information to the Coordination Unit

All information as outlined above must be returned to the Coordination Unit when the family ceases care. This information needs to be kept until the child turns 25 years.

Storage

All records held about families, educators and staff will be kept in such a way as to:

- prevent access by unauthorised persons;
- remain secure; and
- be archived for the specified time, according to Education and Care Services Regulations and the Mid-Western Regional Council requirements.

Disposal of Records

Records will be held in a locked storage area until the time they can lawfully be destroyed. The service will use a security company to dispose of all archived documents. They will remove the records in a locked container and shred them in a secure manner.

RELATED POLICIES

Acceptance and Refusal of authorisations
Access and Custody
Assist Educators

Curriculum Development

Delivery and Collection of Children

Deregistration of an Educator

Emergency and Evacuation

Excursions

Fees and Charges

First Aid

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Medical Conditions and Medical Administration

National Quality Standards

Non Compliance

Non Payment of Fees

Nursery, Toy and Equipment Safety

Photographs and Videos

Privacy and Confidentiality

Professionalism

Relief Educators

Retention and Confidentiality of Records

Social Media

Sun Protection

Sustainability

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Application for Approved Absences

Approval for 24 Hour Care

Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Authorisation to administer medication - 2 weeks

Authorisation to administer medication - 3 months

Before and After School Care

Change of Family Details

Child Care Benefit / Rebate Receipts

Child Registration and Authorisation Form

Children with Additional Needs

Developmental Milestones

Emergency Contact Details

Educator Information

Educator Leave Form

Educator Medical Certificate

Educator Registration Agreement

Excursion Approval

Excursion Risk Assessment

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Routine Excursion Permission

Parent / Educator Agreement

Pet Authority

Risk Assessment

Routine Excursion Permission

Swimming Pool Authority

Water Activities Authority

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Commonwealth Privacy Act 1988

Education and Care Services National Law Act 2010 Section 175

Education and Care Services National Regulations 2011 Clause 73 – 76, 158 – 162, 177 – 184

KEY RESOURCES

Mid-Western Regional Council Records Management Policy

Australian Government Child Care Management Handbook

National Quality Standards: Quality Area 7

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

EDUCATOR SELECTION AND REGISTRATION

BACKGROUND

The selection and registration of quality Family Day Care Educators is essential in providing a high quality child care service. Effective recruitment and induction procedures ensure the best possible applicants are attracted to and retained by the Scheme.

POLICY

To ensure the Registration of skilled Educators through appropriate selection procedures that reflect current and best practices and are in accordance with the Education and Care Services National Regulations 2011.

The Policy will guide the service to maintain a positive, professional, unbiased and ethical approach in the engagement and registration of all Educators. The Scheme will work together with and support successful Educators to achieve all requirements to providing a successful quality service.

PROCEDURE

EDUCATOR SELECTION

The selection of Educators' suitability will be dependent on

- their interest and desire to work with children,
- knowledge of early childhood development and ability to demonstrate a genuine interest in and enthusiasm for helping children grow and develop according to their individual needs.
- their ability to communicate effectively, respectfully and warmly with children and adults.
- ability to complete requirements and maintain accountability,
- motivation to learn and continue relevant training,
- has small business management skills, or the ability to acquire them, including being able to manage financial and record keeping requirements, tax compliance and maintenance of insurances.
- is physically and mentally able to manage stressful situations and has the flexibility to respond to the changing demands of caring children as they occur.

Prospective Educators enquiring about becoming an Educator will be given the Prospect Educators Handbook, and be directed to the NSW Family Day Care and the National Family Day Care Association websites for further information.

Applicants for the position of a Family Day Care Educator should be at least 21 years of age (or at the Managers discretion).

Prospective Educators will be offered an opportunity to meet with a Coordination Unit staff member at the home or venue they propose to operate the service from, for a home safety review which will outline all of the safety requirements and expectations of the premises.

Prospective Educators will be required to spend time with at least four working Educators. These Educators are chosen for their experience and ability to support and guide others. The Educators will be asked to provide feedback to the Manager about the prospective Educator's skills, motivation and ability to engage with children.

Prospective Educators must complete the Educator Application form and provide the service with a minimum of two telephone referees, preferably their most recent employer and a personal or character referee. Additional character references are desirable. The Manager will contact a minimum of two referees asking the prescribed questions from the Prospective Educator Referee Check from and determine the source of their suitability.

Prospective Educators who have been registered as an Educator with another service must notify the service to inform them they will be contacted by the Mid-Western Regional Family Day Care Scheme and give permission for them to provide professional feedback about the Educator.

Prospective Educators will need to attend an interview with two Coordination Unit staff members. Educator interviews will assess the suitability, experience, knowledge and motivation of prospective Educators.

A Family Day Care Educator must have or be actively working towards an approved Certificate III level Education and Care Qualification. They must have completed and passed at least four units of the Certificate III before they start as an Educator.

The Manager will assess the suitability of applicants in a timely manner and notify all applicants as to whether or not they have been successful. Unsuccessful applicants will be informed of the reasons for their unsuccessful application.

To assess the overall fitness of applicants the Manager will consider:

- The visit to the prospective Educators home or proposed premises
- Feedback from the mentor Educators
- The Educators' interview answers
- The feedback provided by referees.

An application may be rejected for reasons that include, but will not be limited to the following:

- Unsatisfactory Working with Children Check of applicant or household members.
- References unavailable or unfavourable.
- Unsatisfactory Workplace Health and Safety Audit of the applicant's home.
- Unsatisfactory medical report.
- Refusal by prospective Educator to comply with an obligation within service and/or legislative requirements.
- Inability to demonstrate the capacity to supervise and care for the children adequately.
- Inability to demonstrate effective communication skills and interactions with children and adults.
- Limited knowledge of child development and appropriate behaviour guidance.

At any stage of the process where it emerges that the applicant cannot fulfil the selection criteria for the role of an Educator, the Manager can reject the application. The unsuccessful applicant will be informed in writing where their application has been declined.

Prior to commencement successful applicants will further be required to:

- Complete orientation training with the Scheme. Parts of training can be waivered at the Manager's
 discretion for applicants with extensive and recent experience working within another Family Day
 Care Scheme or early childhood service.
- Produce a Medical Certificate to ensure their health and wellbeing to operate a child care service.
- hold appropriate and current First Aid qualifications, including Asthma and Anaphylactic management
- Complete a NSW working with children check and provide the Coordination Unit with the reference number. Household members over 18 years of age complete the Household Members Working with Children Check. They must also complete and return a signed copy of household members' agreement.
- Obtain appropriate Public Liability Insurance
- If operating from a premise other than their own home, provide the service with a letter of approval from landlord or premises owner.
- Sign and return a copy of the Registration Agreement
- Obtain and inform the Service of their ABN number
- Sign and return the bank details and authorities form
- Provide the service with secure email address
- Provide the service with a completed fee schedule
- Prospective Educators must provide the service with a copy of their current drivers' licence if the Educator will be transporting children.

PERIOD OF REGISTRATION

Educators on commencement with the service, enter into a contract for an initial period of 3 months.

An Annual Review is then conducted each year, and the Educator will then be issued with a new contract which will generally be for the following 12 months. However it may be necessary to issue a Certificate of Registration for a shorter period depending on particular conditions.

The Certificate of Registration will show the following information:

- The name of the Scheme
- The Educator's name
- The days and times the Educators service will be operating
- Name/s of any Assist Educators
- Any conditions imposed by the Manager

Procedures are in place to ensure the Certificate of Registration will be displayed in a prominent place and upon resignation the Certificate of Registration will be returned to the service for cancellation.

ANNUAL REVIEW

These will be conducted by the Manager for all Educators once a year (generally August / September) for Re-Registration for the following calendar year.

If an Educator has had concerns raised during the previous 12 months regarding any aspect of the Family Day Care Service provided, this will again be addressed during Annual Review.

If the Coordination Unit feels that further commitment to resolving the concern is required an Educator may be put on 3 months' probation.

REGISTRATION AFTER A PERIOD OF LEAVE - MATERNITY / ILLNESS

Before an Educator can resume their Family Day Care Service they must have a Medical Certificate stating they are mentally and physically able to come back to caring for children. They must have a home safety check and make sure all First Aid requirements and insurance are up to date.

RELATED POLICIES

Assessment of Family Day Care Venues

Assist Educators

Deregistration of an Educator

Educator Household Members

Monitoring, Support and Supervision of Educators

Non Compliance

Privacy and Confidentiality

Professional Development

Professionalism

Relief Educators

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Attendance Records

Child Care Benefit / Rebate Receipts

Child Registration and Authorisation Form

Complaint/ Feedback Form

Developmental Milestones

Educator Medical Certificate

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Landlord Permission

Monitor, Support and Supervision Visit Form

Non Compliance Form

Parent / Educator Agreement

Risk Assessment

Statutory Declaration

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law Act 2010 - 51,165, 169, 269

Education and Care Services National Regulation 2011 Clause 119-120,127-128,100,136,153,168

KEY RESOURCES

National Quality Standards Quality Area 4 and 7

Australian Government Department of Education Employment and Workplace Relations Child Care Services Handbook

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

EDUCATORS LEAVE AND RESIGNATION

BACKGROUND

As small business owners, it can be easy to allow the work to take over, leaving little room for breaks and down time, but it is important to have a work life balance. We need time to rest and recuperate so that we come back to work recharged and with a renewed energy and enthusiasm. Know your own limitations and make sure to schedule enough time to take care of yourself. Without your health and mental well-being, it will be much harder to see your business to success.

POLICY

To ensure that Educators have access to various forms of leave and to ensure that appropriate relief arrangements are made for parents and their children.

PROCEDURE

Maternity Leave

Educators will be encouraged to cease work up to six weeks before their due date, subject to their health or at the Manager's discretion.

Educators will be encouraged to take a minimum of 8 weeks leave after the birth of their child.

When an Educator wishes to recommence care after the birth of a child, a medical certificate from a Doctor stating they are ready to return to caring for children will be required.

Annual Leave

Educators will be encouraged to take a minimum of four weeks annual leave during the year.

Educators are self-employed and are able to take leave at any time during the year.

Within the Duty of Care of the Coordination Unit or at the Managers' discretion an Educator may be strongly encouraged to take some leave.

Sick Leave

If an Educator becomes ill they should notify their families immediately that they will be unable to care for a day / a week. The families can contact the Coordination Unit who will try to arrange alternative care for their children. If an Educator is away for an extended period due to ill health or an operation, a medical certificate from a doctor stating they are able to return to work caring for children will be required.

Emergency Leave

Emergency Leave may be organised through the Coordination Unit at short notice.

Process to follow when taking leave

For all types of leave, (other than emergency or sudden illness leave) Educators are required to complete a leave form giving *at least* 2 weeks' notice to the Coordination Unit and written notice to their families, in order for alternative arrangements to be made for the children in their care.

All arrangements for care of children when their Educator is on leave must be done in conjunction with the Coordination Unit. Unfortunately all families may not receive care as positions may be limited with other Educators.

Recommencement after leave

Before recommencing care after an extended period of leave, Educators must notify the Coordination Unit of their intended starting date.

A Home Safety Inspection will need to be completed by the Coordination Unit and any safety or training requirements completed before the Educator can recommence.

The Educator must insure that their First Aid Certificates and Public Liability Insurance are current.

Resignation

Educators should provide the Coordination Unit and all families with *at least* one month's written notice of their Resignation as an Educator with the Scheme.

Annual leave will not be accepted as a part of the one months' notice.

If all families have found alternate care before the month is completed the Educator may be able to finish early. The Educator may also finish earlier at the Managers discretion.

As part of the Educators legal responsibility as an Educator, as stated in the 2011 Education and Care Services Regulations and Law, they are required to return to the Coordination Unit all family information, all original receipts and original attendance records, Registration Certificates, Quarterly Checklists, Visitors sign in sheets and all toy, equipment and other resources borrowed from the Scheme.

RELATED POLICIES

Assessment of Family Day Care Venues

Assist Educators

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Deregistration of an Educator

Educator Household Members

Educator Selection and Registration

National Quality Standards

Non Compliance

Professional Development

Professionalism

Relief Educators

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Complaint/ Feedback Form

Educator Leave Form

Educator Medical Certificate

Educator Registration Agreement

Household Members Agreement

Monitor, Support and Supervision Visit Form

Non Compliance Form

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 127, 100 (2)c, 136

KEY RESOURCES

National Quality Standards: Quality Area 7

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

EMERGENCY AND EVACUATION

BACKGROUND

The aim of emergency planning is to ensure that the safety of Educators and children are maintained, as far as possible, during an emergency or a disaster. Planning for emergencies provides a sense of predictability about how it will respond if they occur.

Emergency may refer to all situations or events posing an imminent or severe risk to those present in an education and care service premises. For example, an emergency could include a fire, flood, snake or situation that requires a service to be locked down (e.g. stranger danger). An emergency situation may not actually occur within the Educators service but an adjoining property/service.

POLICY

To ensure that an evacuation procedure is devised with each Educator and followed in accordance with the 2011 Education and Care Services Regulations.

To ensure that the Educator and all of the children in their care are quickly and safely evacuated or locked down and protected from any immediate danger.

PROCEDURE

The Educator must conduct a risk assessment that identifies any potential hazards or emergencies relevant to their Family Day Care Service.

If the emergency situation results in an inability to return to the premises, the Educator must have a contingency plan to act upon.

The Educator must have instructions for what must be done in an emergency and an emergency and evacuation floor plan displayed in a prominent position near each exit at their service premises, clearly showing areas designated to their Family Day Care Service, and where the Fire Extinguisher and blanket are kept.

Ensure all fire protection equipment is tested annually and kept in proper working order and that it is easily accessible.

Educators must conduct Emergency Evacuation Drills every three months and ensure that all of the children in their care complete a drill each quarter.

The rehearsals must be documented. Documenting the rehearsal allows the Educator to reflect on the procedures and determine necessary adjustments. Records must show who has been involved in the emergency rehearsals, and can assist in ensuring that every child participates regularly. Rehearsals should take place at various times of the day and week, be various scenarios and enter / leave through different access doors.

Family Day Care Services that provide care for children of school age should plan rehearsals to cover before and after school sessions, and vacation care.

It would be best practice to inform parents / guardians that an emergency drill has occurred during the day, so they can speak further about it with their children. It should be documented on the program.

Educators should have an evacuation pack which would include basic first aid kit, children's necessities including nappies, water, toys, blankets, torch and parent contact numbers.

The Coordination Unit staff will conduct office evacuation drills and quarterly play session evacuation drills. They will also contact Educators once each quarter to state a spontaneous emergency drill.

If an Educator DOES have an Emergency Evacuation or Lock down they should

- contact appropriate authorities by calling 000
- contact the coordination Unit, who will go to assist or contact parent / guardians to contact children if required

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assessment of Family Day Care Venues

Assist Educators

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Critical Incident

Delivery and Collection of Children

Educator Household Members

Educator Record Keeping

Enrolment and Orientation

Ethical Conduct

Excursions

Incidents, Injuries, Trauma and Illness

Interactions with Children

Media and Publicity

Medical Conditions and Medical Administration

Non Compliance

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professionalism

Protection from Harm and Hazards

Relief Educators

Supervision

Visitors to a Family Day Care Service

Vehicle Safety

Water Safety

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Attendance Records

Change of Family Details

Child Registration and Authorisation Form

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Registration Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Compliance Form

Non Routine Excursion Permission

Parent / Educator Agreement

Risk Assessment

Routine Excursion Permission

Visitors Sign-in Sheet

RELEVANT LEGISLATION

2011 Education and Care Services Law Section 1742011 Education and Care Services Regulations Clause 97, 168

KEY RESOURCES

National Quality Standard Quality Area 2 & 7

Kidsafe www.kidsafe.com.au

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

ENROLMENT AND ORIENTATION

BACKGROUND

The most successful placements of children into Family Day Care are when there is a match between the needs of the child, family expectations and the Educator's ability and willingness to meet the individual needs of the child. It is the role of the Coordination Unit to implement systems and practices that allow for placements to occur in a fair and ethical manner. It is also important that placements are made as quickly as possible to ensure Educators are given every opportunity to fill a vacancy and for families to find suitable childcare.

POLICY

To ensure Mid-Western Regional Family Day Care manages children's enrolments in a manner that ensures the placement of a child into care is in accordance with all government legislative and regulatory requirements.

Educators ensure that all children in the homes of Registered Educators, excluding the Educator's own children, are registered with the Mid-Western Regional Family Day Care Scheme.

Educators will provide children and families with an orientation process for their individual service.

To ensure the service places children into care, in accordance with the DEEWR Child Care Service Handbook, in a fair and equitable manner to all families.

PROCEDURE

Families seeking education and care should contact the Coordination Unit to arrange registering the child with the service. Requirements for education and care are noted and are prioritised according to Commonwealth Government guidelines.

The Australian Government has determined **Priority of Access** guidelines for allocating places in Children's Services. These guidelines are set out in the following levels of priority.

Priority 1 - a child at risk of serious abuse or neglect.

Priority 2 - a child of a single parent who satisfies, or of parents who both satisfy the work/training/study test under section 14 of the A New Tax System (Family Assistance) Act 1999.

Priority 3 - any other Child.

Families in an "emergency/at risk" situation and/or low income families may be given overall priority.

WAITING LIST / CHOOSING AN EDUCATOR

Enter family details on the Family Day Care waiting list in date order of receipt of registrations. Advise families that for their name to remain on the Family Day Care Waiting List they are required to regularly contact the Coordination Unit to confirm their continuing need for care and to ensure that their details are up to date. Review and update the Waiting List on a regular basis.

Facilitate placements within the service by matching care requirements such as age and number of children, hours of care, starting dates and location, with Educator vacancies. Where possible, families will be referred to more than one Educator, who may be able to meet their childcare requirements, to enable choice of Educator

Contact families as Educator vacancies become available that may suit the family's requirements.

Advise families that the Educator's vacancy is being given out a couple of times to provide choice for the family and the Educator, and request families make contact with the Educator within 24 hours.

Parents are advised to telephone the Educators and arrange an interview with them. They are also requested to advise the Office of their decision. If the Educators recommended are found not to be suitable by the parent they are asked to contact the office for further recommendations/ Educators.

Choosing an Educator with whom Parents and children feel comfortable is most important. Parents have the right and responsibility to determine that the Educator shares similar values and can meet the needs of their child. The Educator has the responsibility and the right to decide whether the child's needs and the parents expectations could be met through the placement. Parents and Educators are under no obligation to accept or continue if the placement is deemed to be not meeting the best interest of the child.

The parent and Educator shall meet in the Educator's Family Day Care service for the initial interview to discuss all the aspects of the potential placement. The child's needs and the expectations and needs of parents and the Educator should be openly discussed. Once an Educator has been selected another interview may be arranged for the Parent and Educator to discuss full details of the care.

The Scheme should also be notified about the parent's choice of an Educator, parents need to notify the scheme which Educator they have chosen. It is the responsibility of the Educator and the Scheme to ensure that the Educator has the relevant family information. It is the responsibility of the parents to inform both the Educator and the Scheme if this information changes.

REGISTRATION

The registration of new families should take place where practicable at the Coordination Unit office prior to the child commencing placement.

Parents will be provided with relevant information regarding policies and guidelines, fees and Child Care Benefit / Rebate. Parents will be notified of their responsibilities for Child Care Benefit / Rebate and that full fees will apply until we are able to formally enrol the child and access their Child Care Benefit / Rebate through the database.

Parents will be given a Parent Handbook outlining the operational procedures of the Scheme, the ECA Code of Ethics, service philosophy, approaches to the Early Years Learning Framework, information on the National Quality Framework, the National Quality Standards, advice on how to choose an Educator advice on how to start their child in care, an overview of Policies and Procedures and how to provide feedback.

When an Educator is chosen it is recommended for the parent and child to visit with the Educator before the child commences care to assist in orientation for the child and family. Families are also encouraged to complete the Educator Information Sheet and give to their Educator.

Immunisation

Changes to the <u>NSW Public Health Act</u> (Part 5, Division 4, Sections 85-88) and <u>NSW Public Health Regulation</u> (Part 7, Division 2, Sections 42-44A) came into force on 1 January 2014 to improve the timeliness of vaccine coverage in children, and help prevent outbreaks of serious vaccine-preventable diseases.

The Mid-Western Regional Family Day Care Scheme will not enrol a child unless they have immunisation certificates proving that they are fully immunised, or have a specified exemption, which is provided at enrolment. This means that child care facilities must have documented evidence that children are up to date with their vaccinations, or that they are on a recognised catch-up schedule, or that they have a medical contraindication to vaccination, or their parents have a conscientious objection to vaccination, before enrolling a child.

Unvaccinated children may be excluded from child care facilities in the event of an outbreak of a vaccine preventable disease for their own protection.

Emergency Care

A request for immediate care may arise through an emergency, e.g. Hospitalisation or illness of parent The Coordination unit will ensure adequate information regarding the family and child is provided to the Educator prior to placement. The full enrolment procedure will be carried out at the first opportunity. Acceptance of an emergency care arrangement does not constitute obligation for the Educator or family to accept on-going placement.

EDUCATORS

Educators are required to regularly keep the Coordination Unit up to date with their current vacancies.

Although in most instances, it is at the Educators discretion as to which families / children they take into their service, it is expected that all Educators will maintain a Professional outlook at all times when interviewing potential families / children.

Educators are required to contact the Coordination Unit to check Priority of Access and families on the waiting list, if contacted directly by a family requiring care before offering the position to the family.

Educators may offer care for two children under the age of two years, however they must contact the Coordination Unit prior to considering the placement of a third child under the age of two. Educators must obtain a copy of the Registration and Authorisation Form and complete a Parent/ Educator Agreement form before the child commences care within their service.

Educators will develop an orientation process for families and children when they first enter their individual service.

FAMILIES

Families are required to register with the Coordination Unit if requiring care. They are asked to maintain regular contact whilst on the Waiting List to ensure their details are current and correct.

When offered a position with an Educator, they are asked to contact the Educators within 24 hours after referral.

Families need to advise the Coordination Unit promptly of their decision for placement after meeting with an Educator. They are then asked to come and register their child by completing a Registration and Authorisation Form.

Families that have discussed a childcare place without going through the Waiting List must contact the Coordination Unit prior to registration, to ensure the place being offered is made in accordance with the Priority of Access Guidelines.

TERMINATING CARE

Parents have the right to finish care with an Educator if they no longer require it. However a notice period is required to minimise the impact on the Educators' service and allow the Coordination Unit to fill the vacancy.

When terminating permanent care arrangements, two weeks' written notice is required. If the child does not attend during the notice period, i.e. they are absent, then full fees (without Child Care Benefit) will be charged as Child Care Benefit cannot be claimed if care finishes on an absence.

An Educator also has the right to ask a family to finish up care with their service. Two weeks' written notice is also required.

RELATED POLICIES

Access and Custody

Assessment of Family Day Care Venues

Assist Educators

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Curriculum Development

Delivery and Collection of Children

Dental and Oral Health

Educator Household Members

Educator Leave and Resignation

Emergency and Evacuation

Ethical Conduct

Excursions

Fees and Charges

Food Handling

Children's Health and Hygiene

Information and Communication Technology

Incidents, Injuries, Trauma and Illness

Inclusion and Equity

Infectious Diseases

Interactions with Children

Medical Conditions and Medical Administration

Non Compliance

Non Payment of Fees

Nursery, Toy and Equipment Safety

Nutrition and Activity

Pets and Animals

Play sessions

Photographs and Videos

Priority of Access

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professional Development

Professionalism

Protection from Harm and Hazards

Relief Educators

Safe Sleep and Rest

Social Media

Sun Protection

Supervision

Sustainability

Visitors to a Family Day Care Service

Vehicle Safety

Water Safety

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Before and After School Care

Child Care Benefit / Rebate Receipts

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Information

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Routine Excursion Permission

Parent / Educator Agreement

Parent Handbook

Pet Authority

Routine Excursion Permission

Visitors Sign-in Sheet

RELEVANT LEGISLATION:

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 102, 160,161,162,168, 177,18

Children and Young Persons (Care and Protection) Act 157 of 1998

Family Assistance and other Legislation Amendment (Child Care and Other Measures) Act 2011

Children, Youth and Families Act 2005 amended 2011 Child Wellbeing and Safety Act 2005 amended 2012 Disability Discrimination Act 1992 Equal Opportunity Act 2010

KEY RESOURCES

National Quality Standard Quality Area 2 and Quality Area 6

Kidsafe www.kidsafe.com.au

Childcare Service Handbook (DEEWR)

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

ETHICAL CONDUCT

BACKGROUND

The Mid-Western Regional Family Day Care Scheme has adopted the Code of Ethics, developed by Early Childhood Australia. It provides a framework for reflection about the ethical responsibilities of early childhood professionals and underpins the core values, beliefs and practices within the Service. The code outlines the ethical responsibilities of the Coordination Unit Educators and families to identify and address bias, injustice and unethical practices.

The code is central to the philosophy of the Scheme and the daily practices of its members. As well, the Coordination Unit staff are employed and operate under the equal opportunity policies and values of the Mid-Western Regional Council.

POLICY

To ensure the Mid-Western Regional Family Day Care Scheme operates in an ethical manner at all times and uses the Early Childhood Australia (ECA) Code of Ethics to appropriately resolve any Ethical Dilemmas.

The Code of Ethics, developed by ECA, underpins the core values, beliefs and practices of the Mid-Western Regional Family Day Care Scheme. The code outlines the ethical responsibilities of Educators and staff to identify and address bias, injustice and unethical practices.

PROCEDURE

Licensee – Mid Western Regional Council will:

Ensure that policies and practices are developed in line with the current Education and Care Services National Law 2010, Education and Care Services National Regulations 2011, the National Quality Standards and any other Government Legislation or guidelines.

Ensure all stakeholders are consulted in matters of policy development.

Ensure changes within the service are explained to Educators, families and Coordination Unit staff prior to implementation.

Ensure Professional Development is available to Coordination Unit staff.

Coordination Unit Staff will:

Abide by the ECA Code of Ethics 2006.

Develop their understanding of their obligations in following the ECA Code of Ethics.

Regularly reflect upon their own practices in line with the ECA Code of Ethics and relevant legislation.

Policies and procedures of the service will be developed and maintained under the guidance of the Early Childhood Australia Code of Ethics and NSW Equal Opportunity guidelines.

A copy of the Early Childhood and Australia Code of Ethics pamphlet will be included in the Policies and Procedures Manual and will be available to all families and stakeholders of the service

Provide resources for Educators to develop and maintain their knowledge of the ECA Code of Ethics. Initial training of Educators will include familiarisation with the Early Childhood Australia Code of Ethics and the values and responsibilities of their service in regards to this.

Any other household members living at the home of an Educator are provided with a "Fact Sheet for Household Members" in relation to their responsibilities within the service and their ethical responsibilities

Provide information to families on the Ethical Conduct Policy and the ECA Code of Ethics.

Abide by Mid-Western Regional Council Code of Conduct and any other relevant policy.

Educators will:

Abide by the ECA Code of Ethics 2006.

Develop their understanding of their obligations in following the ECA Code of Ethics.

Be professional and ethical in the operation of all aspects of their Family Day Care service.

It is the Educator's responsibility to ensure that all claims are a true and accurate reflection of actual hours of childcare that has been provided to the children for whom they are responsible and that any inaccuracies in the hours or amounts claimed may be regarded as breaches of their obligations to Mid-Western Regional Family Day Care, fraud or a breach of the Education and Care Services National Law and Education and Care Services National Regulations. Penalties may also apply and the contract with the Educator be terminated.

Families are encouraged to:

Families will be made aware of the Mid-Western Regional Family Day Care Schemes Code of Conduct, including reference to the Early Childhood Australia Code of Ethics at enrolment. They will be provided with a copy in the Parent Handbook and informed they can view a copy of the ECA Code of Ethics by either visiting the Early Childhood Australia Website at www.earlychildhoodaustralia.org.au or a hardcopy can be found in the Scheme Policies and Procedures located at each service Abide by the Ethical Conduct Policy.

Support the Educator to comply with the ECA Code of Ethics.

RELATED POLICIES

ALL Mid-Western Regional Family Day care Scheme Policies and Procedures

RELATED FORMS

Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Before and After School Care

Child Care Benefit / Rebate Receipts

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Information

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Monitor, Support and Supervision Visit Form

Non Compliance Form

Non Routine Excursion Permission

Parent / Educator Agreement

Routine Excursion Permission

Visitors Sign-in Sheet

Appendix 1 – Mid Western Regional Family Day Care Schemes Code of Conduct

Appendix 2 - Early Childhood Australia Code of Ethics

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Equal Employment Opportunity under the Anti-Discrimination Act 1977

Privacy and Personal Information Protection Act 133 of 1998

Government Information (Public Access) Act 52 of 2009

Freedom of Information Amendment (Reform) Act 2010 No. 51

Ombudsman's Act 1974 (as at 1 January 2012) Act 68 of 1974

KEY RESOURCES

Mid-Western Regional Council Code of Conduct

Mid-Western Regional Council Statement of Business Ethics

National Quality Standards 2011 (ACECQA)

Childcare Service Handbook (DEEWR)

Early Childhood Australia Code of Ethics 2006 www.earlychildhoodaustralia.org.au

Ethics in action: introducing the ethical response cycle. Newman & Pollnitz 2002

LAST REVIEW DATE: May2015

Mid-Western Regional Family Day Care Scheme CODE OF CONDUCT

Mid-Western Regional Family Day Care Scheme is responsible for the quality management of services provided under the license to operate a child care service held by Mid-Western Regional Council.

A Registered Educator is an approved person for the provision of child care services under the Mid-Western Regional Family Day Care Scheme license. Mid-Western Regional Family Day Care may refer families requiring care to Educators registered with the Scheme.

This Code of Conduct aims to outline the key responsibilities of Educators, Coordination Unit staff, management and parents.

Educators, staff and management will:

- Respect that the Family Day Care service operates within a legal framework and systems of government.
- At all times be courteous to any parties involved in the provision of care, treating them with dignity and respect.
- Avoid conduct that is discriminatory or harassing to others, such as offensive, belittling or threatening behaviour, regardless of whether directed at an individual or group.
- Employ grievance resolution procedures as set down in the Scheme's Policy
- Ensure the dignity and rights of each child are maintained at all times, and treat children with courtesy, kindness, respect and equity.
- Not require a child to perform duties that are inappropriate, having regard to each child's family and cultural value, age, physical and intellectual development.
- Report any current concerns that a child may be at risk of harm to the Department of Community Services.
- Maintain confidentiality of any information relating to the children in care and their families, Carers and their families, and staff of the Scheme.
- Ensure that all children:
 - are treated without bias regardless of ability, gender, religion, culture, family structure, or economic status, and
 - if they have disabilities, or come from different cultural and linguistic backgrounds, are encouraged to participate fully (with any necessary help and support) in programs at the service, and
 - if they have disabilities, are given access to:
 - buildings, areas and facilities
 - appropriate support services and specialised equipment and resources

Educators will, in relation to premises, facilities and equipment:

- Ensure that the grounds and buildings of his or her home and any equipment or amenities used at the home in providing the service, comply with the 2011 Education and Care Services Regulations and Schemes Policies.
- Ensure that their home is kept clean of any garbage and endeavour to ensure that buildings and the grounds of their home are kept free of vermin and pests.
- Ensure that appropriate laundry, food preparation, toilet and washing, nappy change, sleeping and storage facilities are available, and are maintained at all times hygienically and in good repair.
- Ensure that adequate and sufficient play and other equipment suitable to the children's development and capabilities that is representative of a diverse range of cultures is readily available, does not constitute a hazard to children, and is maintained safely in good repair at all times.
- Ensure that appropriate telephone, first aid kits, CPR charts and fire safety equipment are available, in operating order and maintained safely.
- Ensure that ventilation, light, heating, hot water, glass, electrical outlets and wiring, any stairways, ramps, corridors, hallways or external balconies do not constitute a hazard or risk to children.
- Ensure that fencing and gates prevent children from scaling or crawling under or through it, inhibit or impede intruders from entering the premises, and prevent children from entering or leaving their home unsupervised.
- Maintain the premises of their home, and all equipment and furnishing used in providing the children's service, in a safe, clean and hygienic condition and in good repair at all times.
- Maintain fencing of any swimming pool at the premises in accordance with the standard required under the Swimming Pool Act 1992 at all times.
- Endeavour to carry out any required repairs or maintenance of their home, facilities or equipment within the timeframe specified by the Authorised Supervisor.
- Complete quarterly safety checks / risk assessments of their home.

Educators will, in relation to the care of children:

- ensure that the number of children cared for at any one time does not exceed 7 children under the age of 12 years, including no more than 5 who do not ordinarily attend school (including the Educators own children, or children who normally reside at the Educators home).
- Pay close attention to and provide diligent supervision to the children, and not perform any other duties while supervising children.
- Conscientiously provide care in the best interest of each child and provide a variety of activities and experiences which are chosen to enhance the development of the child.
- Obtain written consent of parents before allowing a child to participate in any non-routine outings or
 excursions away from their home. Routine outings that are part of your daily / weekly routine (walks, play
 sessions etc.) will be thoroughly explained and a permission form signed off by parents at the initial
 Parent Carer interview.
- Attend regular Play Session opportunities with children in care Family Day Care play sessions
- Conduct all excursions in a safe manner
- Not allow a child to travel in a private or public transport vehicle without:
 - o written consent of parents
 - o utilising an appropriate safety restraint suitable for the age and size of the child that complies with Australian Standards AS 1754.
 - having provided details of his/ her drivers' license, vehicle registration and annual white slip verifying compliance of the installation of child safety restraints.
 - Never leave a child unattended in a vehicle.
- Use hygienic practices at all times.
- Use infection control procedures to avoid cross infection when a child is sick
- Not administer medication to a child without written consent and instruction of the parent.
- Administer appropriate first aid as required.
- Take immediate steps to secure any required urgent medical or dental treatment if a child has an
 accident or becomes ill while being provided with care.
- Not require or deny a child to sleep or rest against the child's wishes or needs.
- Not subject any child in care to any form of corporal punishment or discipline (physical, verbal or otherwise) that could frighten, threaten or humiliate the child.

Educators will, in relation to records:

- Create and maintain all records required by the 2011 Education and Care Services Regulations and Scheme Policies, in relation to the child's personal information, health matters, attendance, excursions, developmental records and visitors to the service; ensuring these remain confidential at all times and are kept in a safe and secure area of the home and make them available on request to Family Day Care and Department of Community Services representatives.
- Create and maintain up-to-date records about the program, the structure of the child's day and a weekly record of the service, ensuring these are displayed in a prominent position of their home for inspection by the parents of children provided with the service.
- Have a current Parent Educator Agreement for all families using their service.

Educators will, in relation to their conduct:

- Become familiar with the Early Childhood Australia Code of Ethics
- Develop an understanding of their commitments under the Early Childhood Australia Code of Ethics for professional behaviour.
- Not be under the influence of alcohol or any illicit drug while providing care.
- Provide a smoke free environment while providing care.
- Ensure than any parent of a child:
 - o can contact the child at any time during the hours the child is in care, and
 - o can exchange information about the health, welfare and conduct of the child at mutually convenient times on an ongoing basis
- endeavour to ensure that a person who has been forbidden by a court order from having contact with a child attending the service;
 - o is not given any information concerning the child,
 - o is not allowed to enter their home while the child is attending care, and
 - o is not permitted to collect the child from their home.
- Notify parents of a child as soon as is practicable of any accident, illness or other matter concerning the child's health while in care.
- Follow all reasonable requests & directions of parents in the provision of care, to the best of their ability.
- Attend regular training opportunities run by the Scheme or other sources.
- Notify parents and the Scheme as soon as possible if they are sick, with at least 2 weeks' notice before taking leave and at least 4 weeks' notice if leaving the Scheme.

- Ensure that a copy of the 2011 Education and Care Services Regulations and Schemes Policies are available for inspection by the parents for whom the service is provided.
- Ensure behaviour and performance is appropriate when representing Mid-Western Regional Family Day Care Scheme.
- Avoid negligent conduct by giving sufficient attention to their actions and decisions, and obtaining advice from the Coordination Unit or other appropriate Department Officers (DoCS) if unsure how to proceed.

Parents will:

- Respect that Family Day Care service operates within a legal framework and systems of government.
- At all times be courteous to any parties involved in the provision of care, treating them with dignity and respect.
- Avoid conduct that is discriminatory or harassing to others, such as offensive, belittling, or threatening behaviour, regardless of whether directed at an individual or a group.
- Provide all information, which is reasonably requested by the Mid-Western Regional Family Day Care Scheme and their Educator relevant to the provision of care for their child.
- · Actively exchange information with their Educator about their child.
- Comply with the terms and conditions of his / her contract with their Educator.
- Recognise that Educators and staff are prohibited by law from using any form of corporal punishment or discipline (whether physical, verbal or otherwise) that could frighten, threaten or humiliate a child
- Recognise that Educator and staff are prohibited by law from requiring a child to sleep or rest against the child's wishes or needs.
- Recognise that access to a child by a natural parent cannot be denied unless an order has been made through the courts, and a copy received by both the Scheme and the Educator.

Coordination Unit Staff will:

- Become familiar with the Early Childhood Australia Code of Ethics
- Develop an understanding of their commitments under the Early Childhood Australia Code of Ethics for professional behaviour.
- Ensure behaviour and performance is appropriate when representing the Mid-Western Regional Family Day Care Scheme.
- Comply with the requirements of the 2011 education and Care Services Regulations.
- Comply with the requirements of Tax and Family Assistance law as specified in the Australian Government *Child Care Management System Handbook.*
- Comply with the requirements of the National Privacy Principles under the Privacy Act 1998 in handling information.
- Comply with the Occupational Health and Safety Act 2000, and the Occupational Health and Safety Regulation 2001.
- Actively participate in the National Childcare Accreditation Council Quality Assurance process.
- Observe merit and equity in recruitment of Educators.
- Make provision for the orientation and ongoing training and development of Educators
- Carry out employment screening of any person who is, or is proposed to be, engaged in the operation of the children's service, under the *Commission for Children and Young people Act 1998.*
- Investigate any allegation made against a staff member or a Carer (including Carers household members) applying procedural fairness.
- Conduct such checks as necessary to ensure that the Educators home used in providing the children's service comply with the 2011 Education and Care Services Regulations and Scheme's Policies.
- Conduct monthly Home Safety checks to each registered Educator
- Review each Educators registration annually ensuring they are abiding by 2011 Education and Care Services Regulations and Scheme's Policies.
- Be reasonably accessible to Educators and families, and provide ongoing support and guidance.
- Provide Educators with all available child information prior to the child being placed with an Educator.
- Provide information as necessary to help parents make informed decisions about their child care needs
- Support the rights of Educators, parents and staff to pursue grievances and complaints using internal and external processes.
- Be responsive to parent feedback and provide opportunities for parents to share their ideas or concerns
- Endeavour to include parents in the service's programs and operations.
- Endeavour to build links with the community through networking and engaging in joint initiatives with other community services.

Appendix 2

EARLY CHILDHOOD AUSTRALIA INC. CODE OF ETHICS

In this Code of Ethics the protection and wellbeing of children is paramount and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

I. In relation to children, I will:

- 1. Act in the best interest of all children.
- 2. Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1991) and commit to advocating for these rights.
- 3. Recognise children as active citizens participating in different communities such as family, children's services and schools.
- 4. Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity.
- 5. Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
- 6. Create and maintain safe, healthy environments, spaces and places, which enhance children's learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.
- 7. Work to ensure children and families with additional needs can exercise their rights.
- 8. Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.
- 9. Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities.
- 10. Work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
- 11. Acknowledge children as competent learners, and build active communities of engagement and inquiry.
- 12. Honour children's right to play, as both a process and context of learning.

II. In relation to families, I will:

- 1. Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing children.
- 2. Assist each family to develop a sense of belonging and inclusion.
- 3. Develop positive relationships based on mutual trust and open communication.
- 4. Develop partnerships with families and engage in shared decision making where appropriate.
- 5. Acknowledge the rights of families to make decisions about their children.
- 6. Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
- 7. Develop shared planning, monitoring and assessment practices for children's learning and communicate this in ways that families understand.
- 8. Acknowledge that each family is affected by the community context in which they engage.
- 9. Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
- 10. Maintain confidentiality and respect the right of the family to privacy.

III. In relation to colleagues, I will:

- 1. Encourage my colleagues to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours.
- 2. Build collaborative relationships based on trust, respect and honesty.
- 3. Acknowledge and support the personal strengths, professional experience and diversity which my colleagues bring to their work.
- 4. Make every effort to use constructive methods to manage differences of opinion in the spirit of collegiality.
- 5. Share and build knowledge, experiences and resources with my colleagues.
- 6. Collaborate with my colleagues to generate a culture of continual reflection and renewal of high-quality practices in early childhood.

IV. In relation to communities, I will:

- 1. Learn about the communities that I work within and enact curriculum programs which are responsive to those contexts and community priorities.
- 2. Connect with people, services and agencies within the communities to support children and families.
- 3. Promote share aspirations amongst communities in order to enhance children's health and wellbeing.
- 4. Advocate for the develop and implementation of laws and policies that promote child friendly communities and work to change those that work against child and family wellbeing.
- 5. Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children.
- 6. Work to promote community understanding of how children learn, in order that appropriate systems of assessment and reporting are used to benefit children.

V. In relation to students, I will:

- 1. Afford professional opportunities and resources for students to demonstrate their competencies.
- 2. Acknowledge and support the personal strengths, professional knowledge, diversity and experience which students bring to the learning environment.
- 3. Model high-quality professional practices.
- 4. Know the requirements of the students' individual institutional and communicate openly with the representatives of that institution.
- 5. Provide ongoing constructive feedback and assessment that is fair and equitable.
- 6. Implement strategies that will empower students to make positive contributions to the workplace.
- **7.** Maintain confidentiality in relation to students.

VI. In relation to my employer, I will:

- 1. Support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interest of children and families.
- 2. Promote and support ongoing professional development within my work team.
- 3. Adhere to lawful policies and procedures and, when there is conflict, attempt to effect change through constructive action within the organisation or seek change through appropriate procedures.

VII. In relation to myself as a professional, I will:

- 1. Base my work on contemporary perspectives on research, theory, content knowledge, high- quality early childhood practices and understandings of the children and families with whom I work.
- 2. Regard myself as a learner who understands reflection, critical self-study, continuing professional development and engages with contemporary theory and practice.
- 3. Seek and build collaborative professional relationships.
- 4. Acknowledge the power dimensions within professional relationships.
- 5. Act in ways that advance the interest and standing of my profession.
- 6. Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications.
- 7. Mentor other early childhood professionals and students.
- 8. Advocate in relation to issues that impact on my profession and on young children and their families.
- 9. Encourage qualities and practices of leadership within the early childhood profession.

VIII. In relation to the conduct of research, I will:

- 1. Recognise that research includes my routine documentation and investigations of children's learning and development, as well as more formal research projects undertaken with any by external bodies.
- 2. Be responsive to children's participation in research, negotiating their involvement taking account of matter such as safety, fatigue, privacy and their interest.
- 3. Support research to strengthen and expand the knowledge base of early childhood, and where possible, initiate, contribute to, facilitate and disseminate such research.
- 4. Make every effort to understand the purpose and value of proposed research projects and make informed decisions as to the participation of myself, colleagues, children families and communities.
- 5. Ensure research in which I am involved meets standard ethical procedures including informed consent, opportunity to withdraw and confidentiality.
- 6. Ensure that images of children and other data are only collected with informed consent and are stored and utilised according to legislative and policy requirements.
- 7. Respect the findings of all research accurately,

The Early Childhood Australia Code of Ethics (2006) was developed by a national working party consisting of Lennie Barblett (Convenor), John Buckell, Sandra Cheeseman, Margaret Clyde, Lyn Fosoli, Catharine Hydon, Anne Kennedy, Elizabeth Dau, Linda Newman, Lois Pollnitz, Gillian Styles, Louise Thomas, Laura Eiszele and Chrisine Woodrow.



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

EXCURSION POLICY

BACKGROUND

Excursions provide valuable teaching and learning opportunities to the children in care; extending the range of experiences children have and broadening children's involvement within the community.

POLICY

All reasonable care must be taken to ensure the safety of the children in care while out of the Family Day Care Service approved residence or venue.

The Mid-Western Regional Family Day Care Scheme is committed to complying with the requirements of the legislation to ensure excursions are conducted in a safe manner.

To ensure there are procedures in place so that families know where, when and what excursions their children are participating in and that Educators use the correct paperwork for excursions.

PROCEDURE

Routine and Non Routine Excursions occur when the children are taken outside the premises of a licensed Family Day Care residence.

ROUTINE EXCURSIONS

Routine excursions may be conducted on a regular basis. Educators may take children out of their Family Day Care residence to the library, the park, a play group or visiting another Educator.

Educators will document their routine outings / excursions they have during the week / fortnight / month individually on the Routine Excursion Form.

All Routine Excursion forms will include the required information as set out in Clause 102 (4).

The Risk Assessment for each Routine Excursion will be forwarded to the Coordination Unit prior to the excursions taking place. Permission must be obtained from the Coordination Unit before the excursion is conducted either through a faxed reply, email or verbally.

This Risk Assessment must be sighted by the parents when they sign the Routine Excursion Form.

Parents are to sign their consent for these excursions with the Educator before the excursion takes place. It is a parents' right to make any decision regarding their own child, should a parent not wish for their child to attend the excursion.

Written permission for Routine Excursions is valid for the time specified on the Excursion Reply form, unless changes occur to the excursion format or route taken. If this occurs the Coordination Unit must be notified and the changes noted on the daily program to inform parents.

Educators will inform parents at the beginning and / or end of each day as to what routine excursion they participated in that day. Parents should be aware of where their children are and be able to contact/ access them at all times.

Educators must inform the Coordination unit if they are going out of their residence on a Routine excursion. During Educators hours of business, the Coordination Unit needs to be aware of where all Educators are at all times.

NON ROUTINE EXCURSIONS

Non Routine excursions are outings that occur only from time to time – like a trip to the post office.

While Routine and Non Routine Excursions may provide valuable experiences for the children the Coordination Unit must be mindful of the additional risks that may be present and the need to keep children safe from hazards and harm at all times.

For any Non-Routine Excursions Educators must complete a Risk Assessment Form for the proposed excursion and send it through to the Mudgee Coordination Office at least one week prior to the excursion.

Permission must be obtained from the Coordination Unit before the excursion is conducted either through a faxed reply, email or verbally.

Educators must then obtain written permission from the parents *before* the non-routine excursion. Parents must be shown the Risk Assessment for the Non Routine Excursion prior to signing the form.

AUTHORISATIONS

The authorisation must be given by a parent or other person named in the child's enrolment record as having authority to authorise the taking of the child outside the education and care service premises by an Educator, and must state the information requested in Clause 102.

All authorisations for excursions are to be kept in the family's files and returned to the coordination unit when that family ceases care.

RISK ASSESSMENTS

Educators must complete a risk assessment of the excursion which outline —

- (a) the proposed route and destination for the excursion; and
- (b) any water hazards; and

- (c) any risks associated with water-based activities; and
- (d) the transport to and from the proposed destination for the excursion; and
- (e) the number of adults and children involved in the excursion; and
- (f) given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required;
- (g) the proposed activities; and
- (h) the proposed duration of the excursion; and
- (i) the items that should be taken on the excursion.

Educators must visit the proposed venue prior to the excursion to assess the risks associated with the venue before completing the Risk Assessment.

Educators must check the location on arrival to the venue for safety hazards and reassess whether or not to go ahead with their excursion.

ALL EXCURSIONS

Educators must take a First Aid kit, their mobile phone, children's emergency contact details, hats, food water and any medications required by the children in care with them on all excursions.

Children's' emergency contact details should be entered into the Educators mobile phone, as well as a hardcopy of the details taken with them when they leave their secure environment.

Choose a safe place for children to play when on excursions. Playgrounds would ideally be fenced, away from water and traffic hazards, and the play equipment should be safe and age appropriate. There should be appropriate shading. There should ideally be access to toilets and running water.

Educators should prevent children from playing with or going near dogs and other animals.

Educators should not leave children unattended for any reason.

BUS/TRAIN SAFETY

Educators will exercise extreme caution when entering and exiting a bus/ train with children.

Educators should be the last onto the bus/ train and the first to exit.

Children should be seated at all times when the bus/train is in motion, and seated in seats in close proximity to the Educator.

PEDESTRIAN SAFETY

• The NSW Roads and Traffic authority recommends when walking with children up to age 10 years of age in traffic environment (e.g. roads, pedestrian crossings, bicycle tracks, footpaths, driveways, and car parks), all children should hold an adult's hand. If an adult's hand is not available, children should hold onto a pram, stroller, wheelchair, bag, or clothing, and should be kept in sight of an adult (i.e. not walking behind the adult). We recommend wrist bands for younger children that can be attached to the pram or Educators hand.

- Promote awareness in children of road safety by using walking commentary about all things you
 are doing to keep safe while on excursions and when out walking.
- Ensure children are supervised at all times and be alert to children's whereabouts, activities and safety at all times.
- Never leave children standing alone by the side of the road or pedestrian crossings.
- Always be aware of reversing cars and traffic in car parks and drive ways.
- We strongly recommend crossing roads at pedestrian crossings where possible.

TRAVEL IN CARS - see Vehicle Safety Policy.

EXCURSION NEAR WATER – see Water Safety Policy.

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assist Educators

Behaviour Guidance

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Critical Incident

Curriculum Development

Delivery and Collection of Children

Educator Record Keeping

Emergency and Evacuation

Ethical Conduct

Fees and Charges

Food Handling

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Inclusion and Equity

Interactions with Children

Media and Publicity

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Non Compliance

Nutrition and Activity

Play sessions

Photographs and Videos

Privacy and Confidentiality

Professionalism

Protection from Harm and Hazards

Relief Educators

Social Media

Sun Protection

Supervision

Vehicle Safety

Water Safety

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Attendance Records

Change of Family Details

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Information

Educational purpose of proposed Excursion

Educator Registration Agreement

Excursion Approval

Excursion Risk Assessment

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Compliance Form

Non Routine Excursion Permission

Parent / Educator Agreement

Risk Assessment

Routine Excursion Permission

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law 2010 Section 167

Education and Care Services National Regulations 2011 Clause 100-102, 168

KEY RESOURCES

National Quality Standards 2011 (ACECQA) - Quality Area 1, 2, 6, 7

Kidsafe: the Child Accident Prevention Foundation of Australia www.kidsafe.org.au

Kids and Traffic www.kidsandtraffic.mq.edu.au

Belonging, Being, Becoming: The Early Years Learning Framework for Australia (DEEWR, 2009)

My Time, Our Place: Framework for School Age Care in Australia (DEEWR, 2011)

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

FEES AND CHARGES

BACKGROUND

Educators are self-employed business operators who set their own fee for service. It is important that Educators operate their business in an accountable manner which is transparent to all stakeholders.

It is a legal requirement of accepting Child Care Benefit payments, that Educators abide by the guidelines set out in the Australian Governments Child Care Management System Children's Services Handbook.

POLICY

To ensure the Mid-Western Regional Family Day Care Scheme meets all accountability requirements in regard to payment of fees and provision of a statement of fees charged by the Education and Care Service, in line with the Australian Governments Child Care Management System Children's Services Handbook.

PROCEDURE

COORDINATION UNIT

Set the Parent Administration Fee and Educator Levy each financial year based on the annual budget to ensure the required income will be received to run the service efficiently to meet legislative requirements. This will involve the Mid-Western Regional Council Finance team.

Keep all stakeholders informed during this fee setting process.

Explain to families that individual Educators set their own fees for the service they provide, within a parameter that is set by the Coordination Unit.

The Family Day Care Scheme Coordination Unit charges an administration levy to assist in covering their operational costs. This is a compulsory charge that must be included on an Educators Fee Schedules that is given to prospective parents.

The Coordination Unit will abide by the Trade and Practices Act in offering Educators the opportunity to set their own Fees within the parameters outlined by the Scheme.

Provide information to Educators on developing their individual service Fee Schedule. However the Coordination Unit cannot enter into discussions with Educators or families on matters relating to the value of an individual service compared to other services.

Require Educators to take responsibility for bad debts incurred through their individual service.

Require outstanding fees due to an Educator be paid before the family can be placed with another Educator.

The Scheme processes Educators Attendance Records each week and submits them to Centrelink / Family Assistance Office / DEEWR.

When they are returned to the Scheme the family's Child Care Benefit and Child Care Rebate is passed onto the Educators through the Scheme. The Pay Advices are then sent out to the Educators and they are to collect from the families, the money owing to them.

Parents are sent a quarterly statement that outlines what care they have received over the past quarter, the fees they were charged and what Child Care Benefit and Child Care Rebate they received.

Educators and parents must be aware that any changes to a parent's Child Care Benefit percentage must be dealt with by the parents and Centrelink / Family Assistance Office. If for some reason a parents CCB is cancelled they are to pay full fee to the Educator until the issue is resolved.

The Coordination Unit is to check informal enrolments weekly and backdate accordingly if required. The Coordination Unit is not able to alter / update the Child Care Benefit percentage at any time.

The Coordination Unit is to process other benefits (Jet Payments etc.) in a timely manner.

At the Managers discretion, if an Educator has not paid a parent back money owed from a Child Care Benefit backdate, the Coordination Unit may deduct this amount from the Educators Child Care benefit payment and deliver it to the family.

EDUCATORS

Educators must abide by the guidelines set out in the Australian Governments Child Care Management System Children's Services Handbook.

Educators will take personal responsibility in relation to the obligations set by their Fee Schedules.

Educators are encouraged to discuss any changes to their Fee Schedule with the Coordination Unit before they release it to the parents.

Educators must give one full months' notice (minimum of 4 full weeks) in writing to the Coordination Unit and all parents before any changes on their Fee Schedule can come into effect. We recommend that Educators obtain parents written acknowledgement of any changes/ increases about to occur in their Fee Schedule. Include the service fees in all fee schedules.

Educators must be aware that any changes to a parent's Child Care Benefit percentage must be dealt with by the parents and Centrelink / Family Assistance Office. The Coordination Unit is not able to alter / update the Child Care Benefit amount charged each week. If for some reason a parents CCB is cancelled they are to pay full fee to the Educator until the issue is resolved.

Educators are encouraged to receive a bond from the family on enrolment. If this is done it should be receipted separately and is a business arrangement between the Educator and the family. Information should be provided in writing to the family.

The bond can either be in credit to pay the last few weeks of a child's care or is paid in full by the Educator to the parent once care has ceased all fees are paid up to date.

An Educator needs to give a family two weeks written notice of any changes to their days of care or cessation of that families care.

Adopt standard hours as 8.00 am to 6.00 pm Monday to Friday.

Any care provided outside these hours or on Public Holidays will be classified as Non Standard hours of care. Educators are not permitted to individually alter the standard hours of care that they charge families.

Ensure individual fees are compliant with the Australian Governments Child Care Management System Children's Services Handbook, service policies and software before implementing with families.

Ensure fee schedules are given to families at the initial interview.

Charge all families the same fee for the same service, according to their individual Fee Schedule.

Fees charged to a family are in line with the Parent / Educator Contract.

Issue a receipt for all money received from the families, including Child Care Benefit / Rebate entitlements.

Not discuss nor agree to set fees in collusion with other Educators (Trade Practices Act 1974).

Only provide care for children who are registered with the Mid-Western Regional Family Day Care Scheme.

EDUCATOR CHARGES

Educators will be charged a weekly Educator Levy which contributes to the costs of running the Coordination Unit. The Educator Levy is charged per week regardless of how many days an Educator work during that week.

A Late Administration Fee is charged per family per week to those Educators who neglect to hand in their original timesheets and Child Care Benefit Receipts within the outlined time. This money is nonrefundable.

PARENTS

Are encouraged to take responsibility in relation to the obligations set within the Educators Fee Schedule that they receive when starting care with that Educator, and in line with the Parent / Educator Contract they sign.

Parents must be aware that any changes to a parent's Child Care Benefit percentage must be dealt with by the parents and Centrelink / Family Assistance Office. The Coordination Unit is not able to alter / update the Child Care Benefit amount charged each week. If for some reason a parents Child Care Benefit is cancelled, they are to pay full fee to the Educator until the issue is resolved.

A Parent / Guardian must give the Educator two weeks written notice of any changes to their days / times of care or their intention to cease care.

Ensure all children being provided with care are registered with the Mid-Western Regional Family Day Care Scheme.

Pay fees to the Educator at the time agreed to with the Educator.

Non Payment of Fees is communicated to Centrelink / Family Assistance Office / DEEWR.

PARENTS CHARGES

Parents are charged an Administration Levy per hour per child, as part of their full weekly fee.

The Administration Levy charged by the Coordination Unit is recorded on the Educators weekly Pay Advices and Educators will note it separately on their receipts to parents.

Where a child is absent from care, the administration levy is still payable for that time.

RELATED POLICIES

Assist Educators

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Delivery and Collection of Children

Enrolment and Orientation

Ethical Conduct

Excursions

Food Handling

Medical Conditions and Medical Administration

Non Compliance

Privacy and Confidentiality

Professionalism

Relief Educators

RELATED FORMS

Approval for 24 Hour Care

Attendance Records

Authorisation to administer medication

Change of Family Details

Child Care Benefit / Rebate Form

Child Care Benefit / Rebate Receipts

Child Registration and Authorisation Form

Complaint/ Feedback Form

Educator Registration Agreement

Monitor, Support and Supervision Visit Form

Parent / Educator Agreement

Parent Handbook

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Compensation and Consumer Act 2010

Family Assistance Law

KEY RESOURCES

National Quality Standard 2011 (ACECQA) Quality Area 7

Australian Governments Child Care Management System Children's Services Handbook.

Family Day Care Australia www.familydaycareaustralia.com.au

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No

FIRST AID

BACKGROUND

Providing a safe environment and responding to accidents and injuries in a timely and professional manner are essential responsibilities of an Educator operating a Family Day Care service.

Even with careful supervision, children frequently sustain scrapes, bruises, cuts, bites and falls in the normal course of their day. Minor accidents and unintentional childhood injuries are not unusual in a child care setting.

Children with health conditions such as allergies, asthma, diabetes or seizure disorders may require immediate attention / special consideration. The educator should know how to recognise and respond to these individual emergency conditions.

POLICY

This Policy will assist in maintaining the health and wellbeing of all children in care.

PROCEDURE

FIRST AID QUALIFICATION REQUIREMENTS

In line with the Education and Care Services National Regulations 2011 it is a requirement that all Approved Family Day Care Educators and Coordination Unit staff hold a current approved First Aid qualification and training in Asthma and anaphylaxis management.

Educators will not be allowed to operate their business without evidence of a current First Aid Certificate being provided to the Co-ordination Unit before expiry.

Educators who do not meet the requirements for Professional Development annually may be removed from the Register of Approved Educators at the discretion of the Approved Provider and/or Nominated Supervisor.

Approved courses can be found on the Australian Children's Education and Care Quality Authority website www.acecqa.gov.au

FIRST AID KITS

A Family Day Care Educator must provide a suitable first aid kit at the residence or Family Day Care venue that is easily recognisable and readily accessible to adults.

First aid kits should also be taken when leaving the service premises for excursions, routine outings or emergency evacuations.

First aid kit suppliers might advise about the contents of first aid kits. Kits should be checked regularly to ensure they are fully stocked and no products have expired. A quarterly checklist is to be completed and signed off by the Coordination Unit.

If an Incident, Injury, trauma or Illness does occur the Educator is to deal with the situation as per the Incident, Injury, trauma or Illness Policy.

RELATED POLICIES

Assessment of Family Day Care Venues

Assist Educators

Critical Incident

Deregistration of an Educator

Educator Selection and Registration

Emergency and Evacuation

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Infectious Diseases

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Non Compliance

Professional Development

Relief Educators

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Authorisation to administer medication

Child Registration and Authorisation Form

Children with Additional Needs

Emergency Contact Details

Educator Registration Agreement

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Medical Advice Form

Monitor, Support and Supervision Visit Form

Quarterly Evacuation Drill

Quarterly Safety Check

Quarterly First Aid Kit Check

Quarterly Spontaneous Drill

Risk Assessment

Swimming Pool Authority

RELEVANT LEGISLATION

Education and Care Services National Law 2010 Section 169

Education and Care Services National Regulations 2011 Clause 89, 136, 168

Children and Young Persons (Care and Protection) Act 157 of 1998

Family Assistance and other Legislation Amendment (Child Care and Other Measures) Act 2011

Children, Youth and Families Act 2005 amended 2011

Child Wellbeing and Safety Act 2005 amended 2012

Disability Discrimination Act 1992

Equal Opportunity Act 2010

KEY RESOURCES

National Quality Standards 2011 (ACECQA) - Quality Area 2 and Quality Area 6

Childcare Service Handbook (DEEWR)

Kidsafe www.kidsafe.com.au

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

FOOD HANDLING

BACKGROUND

Food handling and safety is very important in early childhood services. Young children are often more susceptible to the effects of foodborne illness than other members of the community. Foodborne illness can be caused by bacteria, parasites, viruses, chemicals or foreign objects that are present in food. Safe food practices can also assist in reducing the risk of allergic reactions by preventing cross contamination of food provided.

POLICY

To reflect the Australian Food Safety Standards in relation to safe food handling, preparation and storage with an early Childhood care service, which will help to reduce the risk of potential food borne illnesses in children.

PROCEDURE

Educators will have a basic knowledge of Food Handling from their Early Childhood qualification. If they are to provide a cooked lunch to the children in their care they are to obtain a Food Handling Qualification that is recognised by a relevant Health Authority.

To ensure safe handling of food, the following practices are recommended:

- Have facilities that include a stove and/or microwave oven, sink, refrigerator, hot water supply and suitable waste disposal.
- Ensure all food or bottle preparation and storage areas are separate from toileting/ nappy change areas.
- Refrigerate children's food as soon as possible after the child arrives until needed.
- Food should be refrigerated at a temperature of less than 5 degrees Celsius.
- Food should be reheated to 70 Degrees then allowed to cool for 2 minutes before serving.
- The danger zone for food is 5-60 Degrees.
- Be aware of and accommodate the special needs of culturally and linguistically diverse families in relation to their special rules for storing, preparing and serving food.
- Ensure children with special dietary needs eat only the foods that they are allowed.

- Educators and children are to wash their hands (following the Hand Washing Procedure) before handling food, eating meals, fruit and snacks and after disposing of any food waste.
- When transporting food (Play sessions, Excursions etc.) Educators will use an insulated cooler bag with frozen drinks or "ice bricks".
- There is no need to wear gloves when preparing food if your hands are clean and dry.
- Educators are to supervise children while they are eating and discourage direct sharing of food between children. Children will be seated in appropriate seating for their age and developmental needs when eating.
- Use separate wash cloths for floor, dishes, benches, play areas etc.
- Keep all kitchen surfaces and utensils clean and ensure regular cleaning routines for all food preparation.
- Throw out all leftovers. Tell parents what food their child left, but do not return leftover food to the parent (unless these are sealed snacks).

For babies:

Use only sterilised bottles and teat assemblies to store expressed breast milk and made-up formula.

Refrigerate all made-up formula at the back of the fridge at a temperature of 4 degrees Celsius or less for no longer than 24 hours.

Refrigerate breast milk at the back of the fridge at a temperature of 4 degrees Celsius for 3-4 days. Expressed breast milk can be frozen for up to 3 months.

Warm bottles using bottle warmer or hot (not boiling) water in a container for no more than 15 minutes.

Do not warm bottles in the microwave.

Warm bottles only once. Never reheat or re-refrigerate bottles that have already been warmed up once. Throw out any milk that is left over, rinse bottle.

Babies should not be left in a cot or any other place unsupervised with a bottle.

RELATED POLICIES

Assist Educators

Children in Care

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Dental and Oral Health

Educator Household Members

Ethical Conduct

Excursions

Fees and Charges

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Nutrition and Activity

Privacy and Confidentiality

Professional Development

Relief Educators

Supervision

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Child Registration and Authorisation Form

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Monitor, Support and Supervision Visit Form

RELEVANT LEGISLATION

2011 Education and Care Services Law Section 167

2011 Education and Care Services Regulations Clause 77-78, 168

Child Wellbeing and Safety Act 2005

Food Act 1984 (amended 2012)

Australian and New Zealand Food Standards Code

KEY RESOURCES

National Quality Standards Quality Area 2

Staying Healthy in Childcare NHMRC 2012

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

GOVERNANCE AND MANAGEMENT OF THE SERVICE

BACKGROUND

Governance is the system or process by which organisations are directed, controlled and held accountable to ensure that the right decisions are made. Under the National Law and National Regulations, early childhood services are required to have policies and procedures in place relating to the governance and management of the service, including confidentiality of records.

The Mid-Western Regional Family Day Care Scheme recognises the importance of having a framework of rules, relationships, systems and processes within and by which authority is exercised and controlled in the organisation. We view good governance and management as essential to our provision of quality education and care in a responsible manner.

POLICY

Family Day Care Educators are self-employed childcare providers, operating their business under the approved provider, the Mid Western regional Council. Roles within the Coordination Unit need to be defined within the requirements of Mid-Western Regional Council, the Education and Care Services National Law and Regulations, the National Quality Standards and the Australian Governments Child Care Management System Children's Services Handbook.

The Mid Western Regional Family Day Care Scheme is committed to ensuring that there are appropriate systems and processes in place to enable:

- Good governance and management of the organisation
- Accountability to its stakeholders
- Compliance with all regulatory and legislative requirements placed on the organisation
- The organisation to remain solvent and comply with all its financial obligations.

PROCEDURE

FUNDING

The Department of Education, Employment and Workplace Relations (DEEWR) funds the Coordination Unit using a formula that calculates the number of 'equivalent full-time children' (EFT). It is the responsibility of the Co-ordination Unit to budget for salaries, funding, training and equipment from this funding. Income is also generated from Educator and Parent Administration fees.

LICENSING

The NSW Department of Education and Communities is responsible for regulating the service. The Scheme operates under the Education and Care Services National Law 2011 and the Education and Care Services National Regulations 2011. Mid-Western Regional Family Day Care Scheme must also adhere to the National Quality Standard.

CONFIDENTIALITY

All staff who gain access to confidential, commercially-sensitive and other information of a similar nature, whether in the course of their work or otherwise, shall not disclose that information to anyone unless the disclosure of such information is required by law (refer to Privacy and Confidentiality Policy).

ETHICAL PRACTICE

The following principles will provide the ethical framework to guide the delivery of services at the Mid-Western Regional Family Day Care Scheme -

- Treating colleagues, parents / guardians, children, suppliers, public and other stakeholders respectfully and professionally at all times
- Dealing courteously with those who hold differing positions
- Respecting cultural differences and diversity within the service, and making every effort to encourage and include all children and families in the community
- Having an open and transparent relationship with government, supporters and other funders
- Being open and transparent in making decisions and undertaking activities, and if that is not possible, explaining why

MID-WESTERN REGIONAL COUNCIL (As Approved Provider) will:

- administer the scheme,
- employ fit and proper staff to run the Coordination Unit,
- account for government funding and
- maintain communication with state and federal government departments.

MID-WESTERN REGIONAL FAMILY DAY CARE SCHEME

The Coordination Unit Staff will hold the appropriate qualifications for the following positions:

Service Manager/Nominated Supervisor Degree or Diploma in Early Childhood Education or equivalent qualification and Early Childhood experience

Support Coordinator Degree or Diploma in Early Childhood Education or equivalent qualification and Early Childhood experience

Educational Leader Degree or Diploma in Early Childhood Education or equivalent qualification and experience in Early Childhood

Administrative Staff TAFE Certificate in Office Administration

KEY PERSONNEL	ROLES / RESPONSIBILITIES
JOB TITLE	
Manager	Acts as Approved Provider representative to support the
Community Services	effective operations of the service.
Manager	Oversee the operations of the service. Reports to relevant
Scheme	government departments. Supervise and manage service staff. Oversee the monitoring and support of Educators. Maintain legislative requirements. Oversee the recruitment and induction of new Educators. Develop training for Educators. Supervision of Scheme staff.
Support Coordinators	Placement of children into care and filling Educator vacancies. Liaise with Educators and families in regard to child care. Support and monitor Educators to comply with legislation. Assist in Educator recruitment, play session and administration.
Play session Leader	Mentor Educators in the implementation of the Early Years Learning Framework by conducting regular play sessions that demonstrate different aspects of the frameworks.
Educational Leader	Mentor Educators and Coordination Unit staff in the implementation of the Early Years Learning Framework and My Time, Our Place.
Administration Team	Support the service in administrative duties. Oversee duties of Administration staff. Processing Attendance Records.

EDUCATORS

Educators are responsible for the delivery of quality education and care and agree to work cooperatively with the families, Coordination Unit and community in the delivery of the service. Educators are directly responsible to the Coordination Unit and must adhere to the Education and Care Services National Law Act 2010 and Education and Care Services National Regulations 2011.

RELATED POLICIES

Assessment of Family Day Care Venues

Assist Educators

Complaints and Feedback

Critical Incident

Deregistration of an Educator

Educator Household Members

Educator Record Keeping

Educator Selection and Registration

Ethical Conduct

Media and Publicity

NSW Ombudsman

Professionalism

Relief Educators

Retention and Confidentiality of Records

Staffing

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Educator Registration Agreement

Household Members Agreement

RELEVANT LEGISLATION

Education and Care Services National Law 2011

Education and Care Services National Regulations 2011 Clause 168

Family Assistance Legislation Amendment (Child Care Management System and other measures)

Regulations 2009 (SLI NO 82 OF 2009)

Associations Incorporation Act 1981 and Corporations Act 2001, as applicable to the service

KEY RESOURCES

National Quality Standard Quality Areas 4 and 7

Childcare Service Handbook (DEEWR)

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

INCIDENTS, INJURY, TRAUMA, ILLNESS

BACKGROUND

The Mid Western Regional Family Day Care Scheme and Educators have a duty of care to providing a safe and healthy environment for all children, staff, volunteers, students or any other persons participating in or visiting the service.

POLICY

To develop procedures and practice that minimise the risk of harm and promote the wellbeing of each child in care.

To ensure each child receives efficient and appropriate care and / or medical follow-up after becoming ill, experiencing an accident while in care or in the event of an emergency.

To ensure that records of any incident, injury, trauma or illness are documented, transmitted to the Department of Education and Communities as required and kept in storage according to Regulatory requirements.

PROCEDURE

COORDINATION UNIT WILL -

Ensure all Educators and Coordination Unit staff are aware of their responsibilities under the National Education and Care Services Law and Regulations.

Provide up to date information or professional development to Educators and Coordination Unit staff on the management of Incidents, Injuries, Trauma and Illness

Ensure that the orientation and induction of new staff include an overview of their responsibilities in the event of an incident or medical emergency

Ensure that children's enrolment forms provide authorisation for the service to seek emergency medical treatment by a medical practitioner, hospital or ambulance service

Ensure that a serious incident report is completed and a copy forwarded to DEEWR as soon as is practicable but not later than 24 hours after the occurrence.

Ensure that incident, injury, trauma and illness records are kept and stored securely until the child is 25 years old (Regulations 87, 183)

Each year the Coordination Unit looks at the number and type of Incident, Injury, Trauma and Illness reports, to reflect on the effectiveness of the procedures in place.

EDUCATORS WILL -

Ensure that the premises are kept clean and in good repair, regularly checking equipment in both indoor and outdoor areas for hazards, and taking the appropriate action to ensure the safety of the children when a hazard is identified

Ensure that their approved first aid qualifications are current at all times. Ensure that their first aid kits are up to date and accessible at all times.

Be aware of the signs and symptoms of an incident, injury, illness or trauma in young children and respond in a timely manner, monitoring the symptoms and recording as appropriate.

Respond immediately to any incident, injury or medical emergency, implementing individual children's medical management plans, where relevant.

Be aware of children's allergies and immunisation status and use this knowledge when attending/responding to any incident, injury or illness.

Ensure that a parent/guardian of the child is notified as soon as is practicable, if the child is involved in any incident, injury, trauma or illness while at the service (Regulation 86) notifying other person/s as authorised on the child's enrolment form when the parents/guardians are not contactable

Ensure that an incident report is completed and a copy forwarded to the Coordination Unit as soon as is practicable but not later than 24 hours after the occurrence.

Review the cause of any incident, injury or illness and taking appropriate action to remove the cause if required.

Maintain all enrolment and other medical records in a confidential manner.

PARENTS/GUARDIANS ARE RESPONSIBLE FOR:

 Providing authorisation in their child's enrolment record for the service to seek emergency medical treatment by a medical practitioner, hospital or ambulance service (Regulation 161(1)).

- Payment of all costs incurred when an ambulance service is called to attend to their child at the service.
- Notifying the service, upon enrolment or diagnosis of any medical conditions and/or needs, and any
 management procedure to be followed with respect to that condition or need (Regulation 162).
- Ensure they provide the service with a current medical management plan, if applicable (Reg162(d))
- If required, collecting their child as soon as possible when notified of an incident, injury or medical emergency involving their child.
- Informing the service of an infectious disease or illness that has been identified while the child has not attended the service, and that may impact on the health and wellbeing of other children and parents/guardians attending the service.
- Being contactable, either directly or through emergency contacts listed on the child's enrolment form, in the event of an incident requiring medical attention
- Signing the Incident, Injury, Trauma and Illness Record, thereby acknowledging that they have been made aware of the incident
- Notifying staff/educators if there is a change in the condition of their child's health, or if there have been any recent accidents or incidents that may impact on the child's are e.g. any bruising or head injuries.

SERIOUS INCIDENT

The National Law requires the Regulatory Authority to be notified of any serious incident at an Approved Service.

'Medical attention' includes a visit to a registered medical practitioner or attendance at a hospital. 'Emergency services' may include ambulance, fire brigade, police and state emergency services.

A serious incident includes:

- any incident involving injury, trauma or illness of a child where medical attention was sought, or should have been sought
- an incident at the service premises where the attendance of emergency services was sought, or should have been sought
- if a child: appears to be missing or cannot be accounted for
 - appears to have been taken or removed from the service premises in a way that breaches the National Regulations, or
 - is mistakenly locked in or locked out of any part of the service premises.
- the death of a child while attending a service, or following an incident while attending a service

A serious incident should be documented as an Incident, Injury, Trauma and Illness Record as soon as possible and within 24 hours of the incident. The National Regulations require that an incident, injury, trauma and illness record be kept, and that the record be accurate and remain confidentially stored until the child is 25 years old.

PROCEDURE FOR EMERGENCIES

It is recommended that Educators:

ASSESS:

- Stay calm and assess the extent of the injury.
- Is the child safe from further injury?
- Are the other children in care safe?
- Is an Ambulance needed?

ACTIONS TO TAKE:

- Take the appropriate First Aid action and make the child comfortable, give reassurance.
- If necessary call the Ambulance and the parents. It is the parent's responsibility to accompany the child to hospital. If this is not possible then either the Educator or a member of the Coordination Unit should go with the child.
- Seek outside assistance if necessary e.g.: a neighbour, however an Educator cannot leave other Family Day Care children with another person who is not registered with the Scheme.
- Reassure and calm the other children in care while monitoring the injured child.
- Withhold all food and drink until the child has seen a doctor, in case an anaesthetic needs to be given.

IF THE EDUCATOR NEEDS TO TAKE CHILD TO HOSPITAL OR DOCTOR:

- Contact the Coordination Unit Staff and arrange emergency care for the other children in care.
- Take the child's personal information sheets including Parent's Authorisation to the hospital / doctors / dentist. The Registration Form has the child's Medicare number.
- Wait at the hospital / surgery until a parent arrives.
- Record the accident as soon as is practicable, with the following details:
- Information should be recorded as soon as possible, and within 24 hours after the incident, injury, trauma or illness.
 - ♦ time and date
 - place of accident
 - details of accident
 - any witnesses
 - parents contacted (which parents you contacted, what time you contacted them or tried to contact them, what were their comments etc.)
 - actions taken / not taken
 - ◊ outcome

Complete Incident, Injury, Trauma and Illness Form and 'Public Liability Report Form' if required.

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assessment of Family Day Care Venues

Assist Educators

Behaviour Guidance

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Critical Incident

Curriculum Development

Delivery and Collection of Children

Dental and Oral Health

Deregistration of an Educator

Educator Household Members

Educator Record Keeping

Emergency and Evacuation

Enrolment and Orientation

Ethical Conduct

Excursions

First Aid

Food Handling

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Infectious Diseases

Interactions with Children

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Non Compliance

Nursery, Toy and Equipment Safety

Nutrition and Activity

Pets and Animals

Play sessions

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professionalism

Protection from Harm and Hazards

Relief Educators

Safe Sleep and Rest

Sun Protection

Supervision

Visitors to a Family Day Care Service

Water Safety

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Change of Family Details

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Information

Educator Registration Agreement

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Medical Advice Form

Monitor, Support and Supervision Visit Form

Non Compliance Form

Parent / Educator Agreement

Risk Assessment

RELEVANT LEGISLATION

Education and Care Services National Law Act 2010 Section 174 (2)

Education and Care Services National Regulations 2011 Regulations 77, 85-87,103,177,183

Public Health and Wellbeing Act 2008

Australian Standards AS3745-2002, Emergency Control procedures for workplaces

KEY RESOURCES

National Quality Standards: Quality Area 2, 3 and 7

Building Code of Australia

National Health and Medical Research Council (2005), Staying Healthy in Child Care: Preventing infectious diseases in child care available at www.nhmrc.gov.au/guidelines or email nhmrc.gov.au

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

INCLUSION AND EQUITY

BACKGROUND

Inclusion and equity involves taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision making processes (National Quality Standard, Element 1.1.5)

In addition to developing and implementing an inclusion and equity policy, values of inclusion and equity should also be incorporated into a services philosophy statement.

POLICY

The Mid-Western Regional Family Day Care Scheme Educators and Coordination Unit Staff will provide an inclusive program and service based on children's rights and social justice principles. That is, the right to fair and equal treatment regardless of age, gender, class, ethnicity, sexuality, geographic location, languages spoken, cultural background, or current circumstances.

Ensure all adults and children within the MWRFDC are treated equitably and with respect, regardless of their background, ethnicity, culture, language, beliefs, gender, age, socio economic status, level of ability, additional needs, family structure or lifestyle

PROCEDURE

Educators and Coordination Unit Staff will -

- Acknowledge and respect the rights of all children to be provided with an participate in a quality early childhood education and care program
- Create a sense of belonging for all children, families, where diverse identities, backgrounds, experiences, skills and interests are respected, valued and given opportunities to be expressed / developed
- Work to ensure children are not discriminated against on the basis of background, ethnicity, culture, language, beliefs, gender, age, socioeconomic status, level of ability or additional needs, family structure or lifestyle.
- Providing all children with the opportunity to access programs at the service and recognising that all
 families are unique and the children learn in different ways and at different rates.
- Consistently updating and supporting the knowledge, skills and practices to encourage and ensure inclusion and equity.

- Recognise differences as well as similarities in people and respect this, not just within our Scheme but in promoting respect for all people within the wider community.
- View children as valued and active citizens, in their own right.
- Create an environment that supports, reflects and promotes equitable and inclusive behaviours and practices.
- Recognise that discrimination is a barrier to education and we are committed to ensuring children develop the skills to challenge bias and discrimination.
- Work to ensure that our Scheme is free of all forms of discrimination through processes that provide all children with the same opportunities and experiences to develop meaningful social relationships and life-long learning skills.
- display positive behaviours and making the environment welcoming to all children and families so that they feel a sense of belonging and trust
- being sensitive to and genuinely encouraging families to share their values, beliefs and attitudes in contributing to policies and service practices
- Acknowledging that equal participation does not mean everyone participates in the same way.
 Participation may be in different forms and there is 'no one way' of being involved.
- Supporting children to work together to communicate respectfully, to generate ideas and solve problems
- Supporting children in constructing their knowledge of diversity by being positive role models
- Providing equipment and resources that reflect positive images of difference, disability and inclusion
- Ensuring that programs are reflective of, and responsive to, the values and cultural beliefs of families
 using the service, and of those within the local community and broader society.

Role-model behaviour and language that describes emotions and feelings, equity and fairness by

- model reflective listening and show empathy towards others ensuring resources and behaviours
 reflect positive perspectives relating to gender, sexuality and diversity of class, culture and language
- actively intervene to assist children to resolve issues and challenge bias, prejudice or stereotypes
- respond to children's play to help them recognise unfair behaviours
- maintain current knowledge about contemporary research and practice theory

Parents/guardians are responsible for:

- Adhering to the Inclusion and Equity Policy and the Privacy and Confidentially Policy at all times
- Communicating with the Educator to ensure awareness of their child's specific needs
- Raising any issues or concerns regarding their child's participation in the program
- Responding to requests from Educators to have an assessment on their child (i.e.: hearing test)

Children with a disability, delay or impairment or gifted children

Educator's use an inclusive approach ensuring that all children, especially children with special needs have the same opportunities to participate in all experiences and all aspects of the program.

To do this, Educators ensure that they:

- seek specialised assistance/additional support to successfully include children with high support needs when available
- maintain updated information about particular disabilities, delays or giftedness, relevant to children within their service
- plan and work collaboratively with families and other professionals/agencies, including Inclusion Support Agencies (ISA's)
- program based on the child's strengths, interests, talents, likes and dislikes and family priorities for their child
- provide or seek support/funding to provide any building or environment modifications that may be required
- provide or borrow equipment that may be required
- work collaboratively with other groups, children's services or schools to support the child in the transition to the next learning environment

Children from a culturally and linguistically diverse background

Educator's value the richness of human diversity and children and families from a wide range of culturally and linguistically diverse backgrounds that make up Australian society.

Educators demonstrate respect for and valuing of diversity by:

- ensuring resources and equipment that respectfully reflect Australia's indigenous heritage and multi-cultural society, are used as part of daily practice
- providing information in other relevant community languages, both those relevant to the individual Educators' service and/or within the wider community
- seeking and utilising interpreters, as needed
- ensuring the learning experiences provided and staff behaviours affirm children's identity and cultural heritage
- discussing with families how special occasions can be celebrated in meaningful and respectful ways within the service

Aboriginal and Torres Strait Islander Perspectives

The Mid-Western Regional Family Day Care Scheme acknowledges the loss of family, cultural identity, land, language and community of Aboriginal and Torres Strait Islander (people) and is committed to providing Aboriginal perspectives as an inclusive part of the Educators' programs.

For Aboriginal perspectives to be an inclusive part of the program, staff and Educators:

- develop their knowledge and understanding of Aboriginal and Torres Strait culture and Aboriginal issues within the local and wider community
- impart the importance of all Australians knowing and understanding the histories and current realities of Indigenous people
- support children to take pride in their heritage and their cultural identity
- reinforce and affirm Aboriginal cultural values and identity
- learn and incorporate the learning styles of children, especially active learning and through close personal interaction
- value the system of extended family kinship and welcome them in the centre

Gender Inclusive Practices

Educators and Staff work with children to promote equity, confirming that a person's gender should not be an obstacle for being or doing. Throughout all aspects of the program, staff and educator's:

- model behaviours and values of gender equity
- ensure resources, materials, equipment and experience do not reflect gender stereotypes or sexist images or behaviours
- expand children's play options and experiences in a wide range of learning experiences
- provide opportunities for girls and boys to show cleverness, strength and nurturance
- observe children's choices of play and materials and promote non-stereotyped play
- use non-sexist language and praise children's attempts and achievements rather than their appearance

Curriculum Approaches

Educators plan curriculum and programs that promote children's sense of self and valuing of differences and act to prevent or address bias and prejudice.

When planning and implementing learning experiences, Educators

- encourage the different perspectives of children and families and demonstrate that these perspectives are encouraged and valued
- talk regularly about their own values, attitudes and beliefs and how these may be similar or different to each other's and the families using the Service
- genuinely incorporate these perspectives in the Service and Scheme philosophy, broad goals and policies
- identify and act on to combat stereotypes and any discriminatory behaviours including racism,
 sexism, ageism, homophobia and classism

Accessing Additional Support

The Coordination Unit will access specialised advice, appropriate training and additional resources to support inclusion of all children:

- from culturally and linguistically diverse backgrounds, including refugee children
- with ongoing high support needs including children with a disability
- of Aboriginal and Torres Strait Islander descent

Australian Government approved Child Care Services can access support through their local Inclusion Support Agency (ISA).

RELATED POLICIES

Access and Custody

Assist Educators

Behaviour Guidance

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Curriculum Development

Delivery and Collection of Children

Educator Household Members

Educator Record Keeping

Educator Selection and Registration

Enrolment and Orientation

Ethical Conduct

Excursions

Interactions with Children

Monitoring, Support and Supervision of Educators

National Quality Standards

Non Compliance

Nursery, Toy and Equipment Safety

Nutrition and Activity

Play sessions

Photographs and Videos

Privacy and Confidentiality

Professional Development

Professionalism

Protection from Harm and Hazards

Relief Educators

Social Media

Supervision

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Information

Household Members Agreement

Monitor, Support and Supervision Visit Form

Non Compliance Form

Parent / Educator Agreement

RELEVANT LEGISLATION

Education and Care Services National Law 2010 Section 169

Education and Care Services National Regulations 2011 Clause 124

Charter of Human Rights and Responsibilities Act 2006

Equal Opportunity act 2010

Disability Act 2006

Racial and Religious Tolerance Act 2001

KEY RESOURCE

National Quality Standards: Quality Areas 1 & 5

Early Childhood Australia, Code of Ethics www.earlychildhood.org.au

Belonging Being and Becoming: The Early Years Learning Framework for Australia. DEEWR

Cultural Diversity in Family Day Care FKA Children's Services www.fka.com.au

Early Childhood Australia (ECA) and Early Childhood Intervention Australia's (ECIA) Position Statement on the Inclusion of Children with a Disability in Early Childhood Education and Care – available at www.earlychildhoodaustralia.org.au and www.ecia.org.au

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

INFECTIOUS DISEASE

BACKGROUND

Children are often infectious before symptoms appear. Therefore, it is important for Educators to operate their business with good hygienic practices at all times. It is also important that Educators and staff act appropriately and with sensitivity when dealing with an infectious child and their family. Educators, Coordination Unit staff and families need to be informed about infectious diseases that are common in early childhood settings

POLICY

Mid-Western Regional Family Day Care Scheme is committed to maintaining the health and well-being of children and reducing the effect of infectious illnesses in the family day care environment. The Scheme and individual services will do this by promoting safe and hygienic practices, following recommended guidelines from relevant authorities regarding the prevention of infectious disease and implementing an exclusion policy for those who may be infectious.

PROCEDURE

Coordination Unit will -

Maintain current information on infectious illnesses, specifically transmission and exclusion details.

Provide relevant information and advice to Educators and families regarding any infectious diseases in general, and information regarding any specific infectious illnesses that are suspected or present within the service.

Information regarding the prevention of infectious diseases is sourced from a recognised health authority, such as Staying Healthy in Child Care - Preventing Infectious Disease in Child Care. National Health and Medical Research Council (Edition 5 - 2011) and the NSW Ministry of Health.

Changes to the <u>NSW Public Health Act</u> (Part 5, Division 4, Sections 85-88) and <u>NSW Public Health Regulation</u> (Part 7, Division 2, Sections 42-44A) as of 1 January 2014 outline the timeliness of vaccine coverage in children, and help prevent outbreaks of serious vaccine-preventable diseases.

The Mid-Western Regional Family Day Care Scheme will not enrol a child unless they have immunisation certificates proving that they are fully immunised, or have a specified exemption, which is provided at enrolment (This is to be either a medical contraindication to vaccination, or their parents have completed a conscientious objection to vaccination form).

Information regarding the Schemes Policy on infectious illnesses and exclusion practices is documented in the Parent Handbook given to families on registration with the Scheme.

Information is also provided to families regarding payment of child care fees in cases of absences due to illness.

Educators will -

An Educator must not operate their Family Day Care Service unless they are in good health and free from any medical conditions or dependency on medication or substance which may affect their ability to provide care for children.

Be provided with and should be familiar with the current copy of Staying Healthy in Child Care - Preventing Infectious Disease in Child Care. National Health and Medical Research Council (2011).

Educators will be provided with a copy of the Registration and Authority Form for each child in their care which will contain their immunisation details.

Educators will maintain the confidentiality of children and families in relation to medical conditions, and ensure there is no discrimination against them.

Educators are required to follow the outlined procedures and guidelines to minimise the spread of infection within the care environment.

Where a child has been unwell overnight the family are required to telephone the Educator prior to attending care. The family will inform the Educator of the child's symptoms and any treatment given so that a decision can be made regarding the provision of care on that day.

If a child develops symptoms of illness, Educators will notify the parent or guardian or authorised contact and arrange for the child to be collected as soon as practicable.

Educators should not provide care for children who are very ill or are too ill to participate in normal activities, or may require extra supervision to the detriment of the child or other children in care. Care provision is at the discretion of the Educator. In extenuating circumstances Educators may choose to provide care for an unwell child. This must be done in consultation with any families using the service at the same time and can only take place where no risk is posed to other children in childcare.

Where a child has symptoms of an infectious illness, the service requires a doctor's certificate for the child to return to care.

Ensure that the appropriate paperwork is completed within 24 hours of the illness occurring; and communicated to the Coordination Unit, other Educators and families while maintaining confidentiality with regards to the individual children.

EXCLUSION OF INFECTIOUS CHILDREN

Educators and the Coordination Unit should refer to the conditions that warrant exclusion using the Staying Healthy in Child Care-Preventing Infectious Disease in Child Care – National Health and Medical Research Council (Edition 5 – 2011).

Establish diagnosis of infectious condition-

Making a diagnosis should follow the observation that the child is ill. The signs of illness need not indicate an immediate diagnosis to the untrained eye, but the child should then be considered potentially infectious.

In the vast majority of cases, an adequate diagnosis can be accomplished by the Educator or the Coordination Unit staff. Such description diagnoses include high fever, rash with fever, diarrhoea, skin infections and discharging red eyes.

Match the diagnosis against the exclusion list -

Using guidelines by the NSW Department of Health and the Department of Family and Community Services and the National Health and Medical Research Council:

- i) Should the child be determined to have an infectious disease, the parents should be contacted and the exclusion explained to the parents. Other families and Educators will be notified of infectious disease, maintaining confidentiality of people involved.
- ii) If considered appropriate, parents may be requested to present a Doctor's Certificate to the Educator, "clearing the child" prior to recommencing care.

Deciding how long to exclude a child

The final step is to determine when the child may return to the service. Some conditions may only require exclusion as long as the symptoms are evident. For others, particularly the viral infections such as measles, mumps, chickenpox and hepatitis A, for which there is not specific treatment, the duration of exclusion is determined by the known and fixed contagious period and generally requires no further medical opinion.

Where there is an accepted treatment for bacterial infections (such as with impetigo), or for infestations such as head lice, it is usual to allow the child to return the day after appropriate treatment has started.

In a small number of cases the child's risk to others will depend on the course of the disease. With these conditions - whooping cough and tuberculosis for example - a doctor will need to assess the child.

The Coordination Unit Staff should seek the advice of local public health personnel when difference of opinion between the service and the parents or doctor cannot be resolved.

When an outbreak of a notifiable disease occurs at the service the NSW Health Public Health Division should be notified by the Coordination Unit.

Educators must inform the Nominated Supervisor/Certified Supervisor as soon as practicable if they have a child in their service with a provisional diagnoses of: Diphtheria, Measles, Mumps, Pertussis (Whooping Cough), Poliomyelitis, Rubella (German Measles) or Tetanus Meningococcal, Hib (Haemophilus influenza type b), influenza and/or if two or more children or adults at the service at the same time contract gastroenteritis and any other medical/health condition of concern that affects a number of children and adults.

Educators are required to display a notice of an occurrence of an infectious disease at the service in a place visible to parents/guardians and visitors. All practicable efforts should be made to notify all other families using the service of the occurrence.

EXCLUSION OF UNIMMUNISED CHILDREN

Legislation currently in force in NSW requires that well children may be excluded from the services during outbreaks of vaccine-preventable diseases such as measles unless they have written immunisation records or the parents agree to have the child immunised immediately. Under these laws, Children's Services are required to maintain up-to-date records of the immunisation status of all children attending and to report details of children with notifiable vaccine-preventable infections to the public health authority. The National Health and Research Council have advised that homoeopathically immunised children are to be considered unimmunised.

EXCLUSION OF STAFF MEMBERS /EDUCATORS /PERSONS RESIDING AT EDUCATORS HOME

An Educator or member of the Coordination Unit who has or is suspected to have an infectious disease is required to notify the office and cease caring for children in accordance with exclusion guidelines and follow recommended minimum exclusion periods for infectious conditions in the schedule documented in National Health and Medical Research Council – Staying Healthy in Childcare Criteria for exclusion may depend on the exact role of the staff member.

Educators are required to cease care if a resident of the home of the family day care service who is in contact with children, has or is suspected to have an infectious disease. The Educator is required to notify the office and cease caring for children in accordance with exclusion guidelines. An exception may apply if a medical certificate is provided to verify there is no risk posed to others in the service.

Educators are encouraged to maintain their own immunisation status in regards to people working with children.

RELATED POLICIES

Acceptance and Refusal of authorisations

Assist Educators

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Delivery and Collection of Children

Educator Household Members

Educator Record Keeping

Enrolment and Orientation

Ethical Conduct

Excursions

First Aid

Food Handling

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Interactions with Children

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Non Compliance

Nutrition and Activity

Play sessions

Privacy and Confidentiality

Professionalism

Relief Educators

Supervision

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Application for Approved Absences

Approval for 24 Hour Care

Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Change of Family Details

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Emergency Contact Details

Household Members Agreement

Illness Form

Parent / Educator Agreement

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 4, 88

NSW Public Health Act Regulations 1991

KEY RESOURCES

National Quality Standard Quality Area 2 and 7 Staying Healthy in Child Care-Preventing Infectious Disease in Child Care (Edition 5 – 2011)

National Health and Medical Research Council <u>www.health.gov.au/nhmrc/</u>

Kidsafe www.kidsafe.com.au

LAST REVIEW DATE: May2015



Mid-Western Regional Family Day Care Scheme

ADOPTED C/M Minute No.

TECHNOLOGY (ICT)

BACKGROUND

The Mid-Western Regional Family Day Care Scheme acknowledges that Information and Technology (ICT) usage is an important part of operating a successful business.

POLICY

To ensure that all users of Information and Communication Technology (ICT) understand and follow procedures to ensure the safe and appropriate use of ICT.

To ensure ICT facilities enable Educators and staff to effectively manage and operate their services.

This policy applies to all aspects of the use of ICT including

- internet usage
- viewing material electronically
- printing material
- electronic mail (email)
- electronic bulletins / newsletters
- file subscriptions to mailing lists or other like Services
- online discussion groups and chat facilities
- weblogs (blogs)
- social networking
- file transfer / sharing / storage / copying / saving / distributing
- portable communication devices including mobiles / Smartphone / iPads / tablets
- computer / laptop

PROCEDURE

Coordination Unit staff and Educators are committed to:

- professional, ethical and responsible use of ICT within their Services.
- safeguarding the privacy and confidentiality of information received, transmitted and stored electronically.
- ensuring that the use of ICT facilities comply with all Service policies and relevant government legislation
- providing Coordination Unit and Educators online information, resources and communication tools to support the effective operation of the Service

Computers at the Coordination Unit and individual Family Day Care Services (while operating as Family Day Care) may only be used for work relevant to the operation and activities of the Service. For example if these activities include administration, research, programming, observations or professional development.

INFORMATION STORED ON COMPUTERS

If Educators choose to use ICT for the purposes of program planning, observations or other relevant documentation, the Educators must have the appropriate skill level.

Educators must ensure -

- all documentation is to be up-to-date and available on request.
- procedures are in place for the regular backup of critical data and information
- the secure storage of the files and ICT.
- that reputable anti-virus and firewall software are installed on the ICT used.

ICT AS PART OF THE CURRICULUM COMPUTERS

If relevant to the children's learning, child appropriate websites may be accessed. Educators must be vigilant when allowing children access to ICT; monitoring that they only have access to appropriate materials and for limited amounts of time. Computer usage must be documented on the Educators program.

Similarly, music, videos etc. may be streamed from the computer if it is relevant to the children's learning or relevant to research or professional development undertaken by Educators. However, streaming of this kind will only take place from websites where this can legally take place such as iTunes or YouTube.

TELEVISION AND DVD PLAYER USAGE

Television and DVD use may be an additional tool to enhance curriculum activities; however at no time can it be used as a substitution. Guidelines for use would be:

- To assist in expanding the content of the daily program and current affairs.
- Be suitable to the needs and development levels of each child watching.

Television programs must be carefully selected with suitable content. Children are to view "G" rated DVDs only. Programs depicting violence e.g. Graphic news reports should not be shown.

Educators must sit with the children to monitor and discuss any aspects of the video or television program they are viewing.

EDUCATORS PERSONAL USE

Educators must ensure their restricted use of personal mobile calls and internet usage when operating their service to ensure adequate supervision of children at all times

This policy is also incorporative of state and federal laws regarding computer usage. Should Educators or other relevant individuals use the computer for unlawful purposes they may be liable to criminal or civil legal action. The Service will take the appropriate required action (e.g. reporting to the police). The Educator or individual will face an enquiry held by the Family Day Care Manager and other relevant parties to assess whether this conduct is reason for deregistration.

HOUSEHOLD MEMBERS, VISITORS AND STUDENTS PERSONAL USE

Any household members, visitors and students must ensure that any use of technology in front of children in care is appropriate and does not hinder the Educators ability to perform her duties as an Educator.

RELATED POLICIES

Mid-Western Regional Council ICT Policy

Assist Educators

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Critical Incident

Deregistration of an Educator

Educator Household Members

Ethical Conduct

Governance and Management of the service

Media and Publicity

Monitoring, Support and Supervision of Educators

National Quality Standards

Non Compliance

NSW Ombudsman

Photographs and Videos

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professionalism

Relief Educators

Social Media

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Before and After School Care

Complaint/ Feedback Form

Developmental Milestones

Educator Registration Agreement

Household Members Agreement

Monitor, Support and Supervision Visit Form

Non Compliance Form

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Copyright Act 1968

Copyright Amendment Act (2006)

Freedom of Information Act (1982)

Health Records Act (2001)

Information Privacy Act (2000)

KEY RESOURCES

Mid-Western Regional Council Acceptable Use of IT Policy National Quality Standards Quality Area 7

ATTACHMENT 1

PROCEDURE FOR USE OF ICT

Email usage

- Content of emails and email addresses must always be checked before sending
- When sending emails to multiple recipients, care should be taken to avoid the inappropriate disclosure of email addresses to a whole group of recipients; blind copying (BCC) should be used where appropriate.
- Always include a subject description in the subject line.
- Always include a disclaimer (refer to definitions) which is common to all users, on emails to limit liability.
- Be cautious about opening files or launching programs that have been received as an attachment via email from the email itself. Instead, save an attachment to disk and scan with anti-virus software before opening, and keep an eye out for unusual filenames.
- Never open emails if unsure of the sender.
- Check email accounts on a regular basis and forward relevant emails to the Approved Provider or appropriate committee members/staff.
- Remove correspondence that is no longer required from the computer quarterly.
- Respond to emails as soon as is practicable.

Unacceptable / inappropriate use of ICT facilities

Users of the ICT facilities (and in particular, the internet, email and social media) must not:

- Create or exchange messages that are offensive, harassing, obscene or threatening.
- Create, copy, transmit or retransmit chain emails (refer to definitions), spam (refer to definitions)
 or other unauthorised mass communication
- Carry out activities that are illegal, inappropriate or offensive to fellow Educators or the public.
 Such activities include, but are not limited to, hate speech of material that ridicules/discriminates against others on the basis of race, nationality, creed, religion, ability/disability, gender or sexual orientation, bullying.
- Use the ICT facilities to access, download, create, store or distribute illegal, offensive, obscene or objectionable material (including pornography and sexually explicit material). It will not be a defence to claim that the recipient was a consenting adult.
- Use the ICT facilities to make any personal communication that could suggest that such communication was made in that person's official capacity as an employee or volunteer of
- Play inappropriate games non Family Day Care related
- Exchange any confidential or sensitive information unless authorised as part of their duties.

- Harass, slander, intimidate, embarrass, defame, vilify, seek to offend or make threats against another person or group of people breach copyright laws through making copies of, or transmitting, material or commercial software.
- Computer records containing personal, sensitive and/or health information or photographs of children must be stored securely so that privacy and confidentiality is maintained. This information must not be removed from the Service without authorisation, as security of the information could be at risk (refer to Privacy and Confidentiality Policy).
- Complying with all relevant legislation and Service policies, protocols and procedures.
- Ensuring confidential information is transmitted with password protection or encryption, as required.
- Ensuring no illegal material is transmitted at any time via ICT medium.
- Using the Service's email, messaging and social media facilities for service-related and lawful activities only and ensuring that all material stored on an endpoint data storage device is also stored on a backup drive, and that both device and drive are kept in a secure location.
- Restricting the use of mobile phones for personal use.
- Responding only to emergency phone calls when responsible for supervising children to ensure adequate supervision of children at all times (refer to Supervision of Children Policy).
- Ensuring electronic files containing information about children and families are kept secure at all times (refer to Privacy and Confidentiality Policy).



ADOPTED C/M Minute No.

INTERACTIONS WITH CHILDREN

BACKGROUND

The United Nations Convention of the Rights of the Child is founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, wealth, birth status or ability.

Quality interactions increase children's knowledge and understanding of themselves, each other as unique individuals and develop the skills and understandings they need to interact positively with others.

Developing responsive, warm, trusting and respectful relationships with children promote their wellbeing, self-esteem and sense of security.

Positive interactions between educators/adults and children can empower children to feel valued, competent and capable.

Actively engaging in children's learning and decision-making during play, daily routines and ongoing activities can stimulate children's thinking, enrich their learning and encourage them to explore and manage their feelings and behaviour.

'Having supportive relationships enables children to develop confidence in their ability to express themselves, work through differences, learn new things and take calculated risks'.

Regulation 155 of the National Regulations requires Educators to take reasonable steps to ensure that the service provides education and care to children in a way that encourages them to express themselves, and develop self-reliance and self-esteem, maintains their dignity and rights, provides positive guidance and encouragement towards acceptable behaviour and respects their cultural and family values.

Regulation 156 required Educators to provide children with opportunities to interact and develop positive relationships with each other and with the Coordination Unit and volunteers at the service.

POLICY

To provide the children being educated and cared for with opportunities to interact and develop respectful and positive relationships with each other, with other Educators and the Coordination Unit staff.

Interactions within the setting are greatly enhanced when children's rights and family and cultural values are given due consideration and respect. Administrative procedures, initial conversations, documentation and ongoing communication with children and families are a reference point for interactions and a foundation for authentic and respectful communication.

PROCEDURE

Children should be able to enjoy both indoor and outdoor play and the environments be explored with a sense of discovery.

Creative expression and language development should be encouraged through reading and telling stories; music, movement and song; drawing and painting.

The way in which meals are presented is as important as eating. It is a very social activity where conversation and table manners can be encouraged, for example making sure everyone is sitting down and waiting until everyone is ready to start and finish their meal.

A child should be encouraged to develop self-reliance and competence in a range of areas such as going to the toilet, washing hands, remembering a hat, caring for belongings and participation in household routines.

Sufficient toys, games and equipment should be provided to appeal to the different age levels of the children. This equipment should be regularly enhanced and varied.

Coordination Unit Staff and Educators when interacting with children in care will ensure -

- Interactions with each child are warm, responsive and build trusting relationships. This can be done
 with spoken language, a nod of your head, touch of an arm to show that you are interested.
- Acknowledge each child's uniqueness in positive ways.
- They will respond to all children in a fair and consistent manner.
- Every child is able to engage in meaningful, open interactions that support the acquisition of skills for life and learning; and encouraged to make choices and decisions
- Each child is supported to feel secure, confident and included, and to work with, learn from and help others through collaborative learning opportunities.
- They encourage eye contact when speaking with the children in their care.
- Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion.
- Respond to children's communication in a just and consistent manner
- Respond sensitively to children's attempts to initiate interactions and conversations
- Initiate one to one interactions with children, particularly babies and toddlers during daily routines and conversation with each child
- Role model effective communication strategies and child behaviour guidance strategies
- Regularly include goals to extend children's relationships, communication and interactions with others in individual plans for children
- Be attuned to changes in children's interactions and behaviours which may be an indicator of the child's wellbeing

An Educator must take reasonable steps to ensure that they provide education and care to children in a way that:

- encourages children to express themselves and their opinions
- allows children to undertake experiences that develop self-reliance and self-esteem
- maintains the dignity and rights of each child at all times
- gives positive guidance and encouragement to each child
- considers the family and cultural values, age, and physical and intellectual development and abilities of each child.

Listening

Educators and staff must use listening as a foundation for interactions. Listening is based on observation and in leaving spaces in conversations and communication, suspending judgement and in giving full attention to children as they communicate. Truly attending to children's communication promotes a strong culture of listening.

A culture of respectful interaction is promoted when children's attempts to communicate are valued. Turn taking and regulating children's conversations promotes active engagement. Respectful communication with families generates greater confidence in interacting.

Reflection and Consideration

Time is dedicated to reflecting upon interactions within children. Reflections should consider how to spend extended periods engaged in interactions with children that comprise communication and listening.

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assessment of Family Day Care Venues

Assist Educators

Behaviour Guidance

Child Protection

Collaborative Partnerships with Families and Communities

Curriculum Development

Delivery and Collection of Children

Deregistration of an Educator

Educator Household Members

Educator Record Keeping

Enrolment and Orientation

Ethical Conduct

Excursions

Children's Health and Hygiene

Information and Communication Technology

Inclusion and Equity

Monitoring, Support and Supervision of Educators

National Quality Standards

Non Compliance

Nutrition and Activity

Pets and Animals

Play sessions

Photographs and Videos

Privacy and Confidentiality

Professionalism

Relief Educators

Supervision

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Complaint/ Feedback Form

Developmental Milestones

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Monitor, Support and Supervision Visit Form

Non Compliance Form

Pet Authority

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 155-156, 168

KEY RESOURCE

National Quality Standards Quality Area 5



ADOPTED C/M Minute No.

MEDIA AND PUBLICITY

BACKGROUND

The Mid-Western Regional Family Day Care Scheme recognises that a well-run, competent, ethical and reputable organisation is the best way to promote a favourable image and that any public relations program is only as good as the organisation behind it.

The Scheme will take advantage of interest from the media to further its reputation and inform the community about Family Day Care activities.

POLICY

To ensure all communication with the media is consistent, balanced, well-informed and the image of the Mid-Western Regional Family Day Care Scheme is represented consistently and professionally.

To ensure that the privacy of children and families is maintained.

PROCEDURE

Written permission is sought from the parent / guardian on the Authorisation Form at Registration, for the child's inclusion in video, photographs, digital media and interviews by media, visiting professionals, staff/ Educators or students where any of the above will be for any form of public display or publication.

If a parent / guardian does not want their child's photo to be used then the prospective Educator will be notified. In some instances, all of the Educators of the town will be notified, to ensure the parents request is maintained.

Educators should not make public statements to any press or radio personnel without prior approval from the Family Day Care Manager. They should direct all enquiries to the Family Day Care Coordination Unit or the Mid-Western Regional Council Media Representative.

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assist Educators

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Critical Incident

Curriculum Development

Deregistration of an Educator

Educator Household Members

Ethical Conduct

Governance and Management of the service

Information and Communication Technology

Incidents, Injuries, Trauma and Illness

National Quality Standards

Non Compliance

Photographs and Videos

Privacy and Confidentiality

Professionalism

Relief Educators

Social Media

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Complaint/ Feedback Form

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Non Compliance Form

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

KEY RESOURCES

Mid-Western Regional Council Media Policy



ADOPTED C/M Minute No.

MEDICAL CONDITIONS AND MEDICATION ADMINISTRATION

BACKGROUND

Mid-Western Regional Family Day Care Scheme is committed to providing a safe and healthy environment for all children, Educators, staff and other persons attending the Scheme and individual services.

The Coordination Unit staff and Educators will respond immediately to the needs of a child who is ill while attending the service and ensure safe and appropriate administration of medication in accordance with legislative and regulatory requirements

POLICY

To ensure that all precautions are taken to provide a safe and healthy environment for the children in care with the Mid-Western Regional Family Day Care Scheme.

To ensure a child receives appropriate care whilst sick and appropriate treatment involving medication.

To provide procedures to be followed when a child required medication while attending a FDC service.

To outline the responsibilities of the Coordination Unit, Educators and parents/guardians to ensure the safe administration of medications.

To ensure that a child with ongoing medical conditions is not discriminated against in any way.

PROCEDURE

Medication (including prescription, non-prescription, over the counter and homeopathic medications) must not be administered to a child at the service without the authorisation of a parent/guardian or person with the lawful authority to consent to the administration of medical attention to the child.

In the case of an emergency, it is acceptable to obtain verbal consent from a parent/guardian, or to obtain consent from the registered medical practitioner or medical emergency services if the child's parent/guardian cannot be contacted.

In the case of an anaphylaxis or asthma emergency, medication may be administered to a child without authorisation following the direction of the child's medical management plan. In this circumstance, the child's parent/guardian and/or emergency services must be contacted as soon as possible (Regulation 94(1).

When educators are required to administer medication, they must abide by specific regulatory requirements, such as written consent, and must follow the guidelines of this policy and procedures.

MEDICAL CONDITIONS

If a child enrolled has a specific health care need, allergy or relevant medical condition, parents are to provide a medical management plan from a doctor (updated annually) at enrolment or as soon after the diagnosis as possible.

These include, but are not limited to, asthma, diabetes, epilepsy or a diagnosis that a child is at risk of anaphylaxis. Where a child has been diagnosed as at risk of anaphylaxis, a notice stating this must be displayed at the service.

The parent will complete the Children with Additional Needs form.

The relevant Family Day Care Educator who will be caring for the child will be informed about the practices to be followed.

Ongoing medication must be brought to the service every day of care, and the child will not be allowed to attend the service if their medication is not with them.

MEDICATION ADMINISTRATION

Any Medication is only to be given to a child with the written permission of the parent.

Ensuring that each child's enrolment form provides details of the name, address and telephone number of any person who has lawful authority to request and permit the administration of medication to the child (Regulation 160(3)(iv))

There should be one Medication Form per child. The form must be completed before the medication is administered. Medication Authorities are to be completed by the Educator and parent and kept in the appropriate Family Files.

Medication is to be clearly labelled and in its original container with pharmacy labels.

Children should not be given medication that is prescribed for another person.

Expired medications will not be administered.

Medication to be stored at safe, prescribed temperatures and inaccessible to children in care. No medications should be left in the child's bag.

Children will be excluded from care for 24 hours from commencing antibiotics to ensure they have no side effects to the medication.

Herbal medications or remedies must be accompanied by a letter from the practitioner detailing the child's name, dosage and expiry date for the medication.

A child over preschool age may self-administer medication with written authorisation from their parents and their doctor.

In the case of an emergency, it is acceptable to obtain verbal consent from a parent, or a registered medical practitioner or medical emergency services if the child's parent cannot be contacted.

In the case of an anaphylaxis or asthma emergency, medication will be administered to a child without authorisation as long as a current medical management plan is in action. In this circumstance, the child's parent and emergency services must be contacted as soon as possible.

Where emergency services or medical practitioners become involved in the medical needs of a child, the service must consider the requirements for notifying the Regulatory Authority of a serious incident. (Incident, Injury, Trauma and Illness Policy)

Parents / guardians are responsible for:

Ensuring that their child's enrolment details are up to date, and providing current details of persons who have lawful authority to request or permit the administration of medication.

Physically handing the medication to the Educator and informing them of the appropriate storage and administration instructions for the medication provided. Ensuring that prescribed medications to be administered at the service are within their expiry date. Taking all medication home at the end of each session/day

Ensuring that any medication to be administered is recorded in the medication record kept at the service premises.

Informing the service if any medication has been administered to the child before bringing them to the service, and if the administration of that medication is relevant to or may affect the care provided to the child at the service.

Providing a current medical management plan when their child requires long term treatment of a condition that includes medication, or their child has been prescribed medication to be used for a diagnosed medical condition in an emergency. This may be, but are not limited to –

- Asthma
- Anaphylaxis
- Diabetes
- Epilepsy
- ADHD

RELATED POLICIES

Acceptance and Refusal of authorisations

Assist Educators

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Critical Incident

Delivery and Collection of Children

Deregistration of an Educator

Educator Household Members

Educator Record Keeping

Emergency and Evacuation

Ethical Conduct

Excursions

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Infectious Diseases

Monitoring, Support and Supervision of Educators

Non Compliance

Nutrition and Activity

Pets and Animals

Photographs and Videos

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professionalism

Protection from Harm and Hazards

Relief Educators

Supervision

Tobacco, Drug and Alcohol

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Authorisation to administer medication

Authorisation to administer medication - 2 weeks

Authorisation to administer medication - 3 months

Change of Family Details

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Emergency Contact Details

Educator Information

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Compliance Form

Parent / Educator Agreement

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law Act 2010 Section 167, 175

Education and Care Services National Regulations 2011 Clause 12, 90-91, 92-96, 160,161,162,168,177,178,181-184

Occupational Health and Safety Act 2001

Health (Infectious Diseases) Regulations 2001

Health Records Act 2001

KEY RESOURCES

National Quality Standard, Quality Area 2

National Health and Medical Research Council (2011), Staying Healthy in Childcare, Preventing

Infectious diseases in child care www.nhmrc.gov.au/guidelines

Anaphylaxis Australia: www.allergyfacts.org.au/foodalerts.asp

Asthma Australia: www.asthmaaustralia.org.au

Health Insite: www.healthinsite.gov.au

Immunise Australia Program: www.immunise.health.gov.au

National Prescribing Service (NPS) www.nps.org.au

NSW Department of Health

Attachment 1

PROCEDURE FOR ADMINISTRATION OF MEDICATION

- Wash and dry hands thoroughly before administering any medication. If appropriate, gloves are recommended wherever possible
- 2) Check the medication record to confirm date, time, dosage and the child to whom the medication is to be administered
- 3) Check that prescription medication:
- Is in its original container, bearing the original label and instructions
- Is the correct medication, as listed in the medication record
- Has the child's name on it (if the medication was prescribed by a registered medical practitioner)
- Is the required dosage, as listed in the medication record
- Has not passed its expiry date
- 4) Check that non-prescription medication:
- Is in the original container, bearing the original label and instructions
- Is the correct medication, as listed in the medication record
- Has the child's name on it
- Is the required dosage, as listed in the medication record
- Has not passed its expiry date
- 5) When administering the medication, ensure that:
- The identity of the child is confirmed and matched to the specific medication
- The correct dosage is given
- The medication is administered in accordance with the instructions attached to the medication, or any written or verbal instructions provided by a registered medical practitioner
- The Educator must complete the medication record (Regulation 92(3)(h)) and store any remaining medication appropriately, such as in the refrigerator if required
- The Educator must inform the parent/guardian on arrival to collect the child that medication has been administered and ensures that the parent/guardian completes the required details in the medication record.

Attachment 2

ADMINISTRATION OF MEDICATION FOR ONGOING MEDICAL CONDITIONS

Where a child is diagnosed with a condition that requires ongoing medication or medication to be administered in emergencies, parents/guardians may authorise the administration of the medication for a defined period (up to six months).

In these cases:

A medical management plan completed by the child's doctor should be provided and attached to the child's enrolment form and a copy given to the Educator.

The medical management plan should define:

- The name of the medication, dosage and frequency of administration
- Conditions under which medication should be administered
- What actions, if any, should be taken following the administration of the medication
- When medication is required under these circumstances, educators/staff should:
 - o Follow the procedures listed above
 - Ensure that the required details are completed in the medication record
 - o Notify the parents as soon as is practicable

Attachment 3

ADMINISTRATION OF PARACETAMOL

There may be times when a child develops a fever while at the service. When this occurs, there may be a need to administer paracetamol.

A high fever in a young child can be sign of infection and must be investigated to find the cause. However, fever itself in not necessarily an indicator of serious illness. The normal temperature range for a child is up to 38 degrees C. Fevers are common in children and if the child appears happy and well, there is no need to treat a fever, but it is important to watch the child for signs that the fever is a symptom of an illness that may worsen.

In the case of a high fever, parents/guardians will be notified and asked to collect the child as soon as possible, or an ambulance will be called to the service. While the service is waiting for the child to be collected by the parent/guardian, the Educator will use measures, such as removing clothing and encouraging the intake of fluids, to keep the child cool, comfortable and well hydrated.

Paracetamol is not appropriate first aid or emergency treatment, and will be treated as any other medication, including requiring written and signed consent for its administration.

If parents/guardians request that educators/staff administer paracetamol, the Educators should:

- Administer only to a child who has a temperature above 38.5 and is in discomfort or pain
- Administer only one dose of paracetamol in any instance
- Use preparations that contain paracetamol only, not a cold and flu or combined preparation
- Be aware that there are numerous dose forms and concentrations in paracetamol for children and administer the most appropriate concentration and dose for the child who is being administered the paracetamol.

Educators will not:

- In any circumstance, administer paracetamol to a child under the age of 6 months while in the care
 of the service (an infant with acute fever must be treated as a medical emergency).
- Administer paracetamol for mild fever (under 38.5), gastroenteritis teething or as a sedative.

Royal Children Hospital Melbourne (2011) Fever in Children, viewed 16 May 2012: www.rch.org.au/kidsinfo/factsheets.cfm/doc May 2015



ADOPTED C/M Minute No

MONITORING, SUPPORT AND SUPERVISION OF FAMILY DAY CARE EDUCATORS

BACKGROUND

The Mid Western Regional Family Day Care Scheme are committed to providing Educators with appropriate support and supervision to achieve high quality care and education for the children in their care; encouraging Educators towards continuous improvement and ensuring that professional standards guide practice, interactions and relationships.

POLICY

The Coordination Unit Staff visit Educators in their Family Day Care Premises or Venues to -

- Provide ongoing support to the Educators and to ensure effective communication channels are operating with the Coordination Unit.
- Encourage teamwork, mutual respect and professionalism by recognising each other's strengths and skills.
- Monitor the standard of care provided for children; ensuring all Scheme Policies and Procedures, being adhered to. To provide opportunity to discuss understanding and clarification if required.
- Reflect on current practices in light of continuous improvement to provide high quality care and education for children.
- Observe how the service's statement of philosophy guides all aspects of the service's operations.
- Provision is made to ensure that a suitably qualified and experienced Educational Leader leads the
 development of the curriculum and ensures the establishment of clear goals and expectations for
 teaching and learning.
- To assist Educators to with ongoing training and professional development.
- Observe and interact with children, in order to assess their developmental progress and / or any specific or ongoing needs.
- To provide support to families and children, through liaison with and provision of resources and support to Educators
- Ensure conditions outlined in the Household Members Policy are being met.

PROCEDURE

Each Educator visit is planned to ensure quality outcomes for children and Educators.
 Visits are based on mutual respect and recognition of individual roles and responsibilities.

- Support visits will be primarily offered through individual service support visits. Additional support will occur by phone contact, email and written documentation.
- Visits to Educators will occur on different days and times to assist staff in having contact with all children and families using the service. Visits may occur at any time where care is being provided
- The Coordination Unit staff will aim to visit at different times of the day to widen their knowledge of the educator's activities. (This can include weekend care).
- Visits may be unannounced or at a scheduled time.
- New Educators will be given extra support upon commencement until a comprehensive understanding of Policies and Procedures and appropriate work practices are demonstrated.
- Additional support is provided to Educators when requested or where there are critical instances or extenuating circumstances.
- Visits to play session, in-service training, etc. are all valuable interactions, however they are in addition to regular visits.
- The other ways in which coordinators are accessible include:
 - Educators can come into the office to discuss matters between home visits;
 - o Phone calls, emails, newsletters, play session, office visits training or incidental meetings
 - The Manager of the service is the 'on call' contact for outside normal business hours and weekends.

Prior to visits

Prepare themselves with information and resources required for the visit based from the previous Educator Home Visit Form.

Plan to visit on an alternate day to previous visit, to endeavour to see all children in care.

Preplanning of visits may be organised with the Educator, if the Educator requires a specific visit on a particular day to discuss such items as; issue of concern or to observe a specific child.

During visits

- When visiting Educators homes, staff acknowledge and respect that the Educator's primary responsibility is to the children in their care
- Communicate respectfully with the Educator and their family and respect the Educator's workplace.
- Introduce themselves to any visitors and outline the Coordination Unit staffs' role.
- Sign the Visitor's Register.
- Observe childcare practices to monitor compliance with regulatory requirements
- Develop a professional rapport to discuss factors that are impacting on the Educator's Service e.g. relationships with children, their families and the Educator's own family.

- Support Educator's to reflect on their practise and make any necessary improvements on a regular basis. Address and document any concerns with the Educator.
- Provide resources, in a variety of formats to Educators which enhance Professional Development and encourage resourcing to influence childcare practise.
- The Coordination Unit staff member is to assist the Educator in ensuring that home safety standards are maintained; to offer suggestions and assistance to the Educators on age / stage appropriate children's experiences to ensure the children in care are provided with a safe stimulating environment.
- Educators are to be supported on any concerns they may be experiencing; including settling new children into care, children with special needs and communicating with parents.
- Procedures are in place to clearly define steps for addressing unsatisfactory performance of an Educator or non-compliance to the Scheme Policy and Procedures or statutory requirements.
- Coordination Unit Staff and Educators are to maintain 'Confidentiality' and a professional attitude and approach at all times.
- The Coordination Unit staff member is to maintain notes in relation to the individual children in care, as well as other aspects of the Service including adherence to Regulations and Policies.

After the visit

- The Coordination Unit staff member will complete Educator Home Visit documentation, outlining
 any follow up required, sign and forward a copy to the Educator. The Educator then has the
 opportunity to give feedback on their visit and how we can assist them. They sign and return to the
 Office to acknowledge this opportunity.
- Complete any follow up as identified on visit.

Educators in remote locations – Regulation- 169.2.d

Coordination Unit in addition to the above procedure will:

Consider all Educators' locations, to ensure the individual Family Day Care service can be resourced effectively to ensure quality of service delivered. Phone and email contact may be increased if monthly visits cannot occur.

RELATED POLICIES

All Mid-Western Regional Family Day Care Policies and Procedures

RELATED FORMS

Approval for 24 Hour Care
Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Before and After School Care

Child Care Benefit / Rebate Receipts

Child Registration and Authorisation Form

Complaint/ Feedback Form

Developmental Milestones

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Monitor, Support and Supervision Visit Educator Reply

Non Compliance Form

Non Routine Excursion Permission

Parent / Educator Agreement

Pet Authority

Routine Excursion Permission

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law Act 2010 Section 167

Education and Care Services National Regulations 2011 Clause 90, 116, 168

Local Government Act 1993

KEY RESOURCE

National Quality Standards: Quality Area 4 & 7

National Health and Medical Research Council (2011) Staying Healthy in Childcare (5th Ed.)



ADOPTED C/M Minute No.

NATIONAL QUALITY STANDARDS

BACKGROUND

A critical part to the success of the National Quality Framework is to conduct regular assessments of an Approved Services against the 2011 Education and Care Service Law and Regulations and the National Quality Standards.

POLICY

To ensure the Scheme and Educators have an understanding of and strive to achieve the National Quality Standards.

PROCEDURE

The National Quality Framework establishes a national assessment and rating system against the National Quality Standard for all education and care services, setting a new national benchmark for the quality of Education and Care Services.

It will also give services and families a better understanding of what constitutes a quality service. This will enable families to make informed decisions about the services providing education and care to their children.

The National Quality Standard comprises Quality Areas, Standards and Elements. There are seven Quality Areas.

QUALITY AREAS

- Educational program and practice
- 2. Children's health and safety
- 3. Physical environment
- 4. Staffing arrangements
- 5. Relationships with children
- 6. Collaborative partnerships with families and communities
- 7. Leadership and service management

Each individual Quality Area contains a number of Standards, which are high-level outcome statements. The National Quality Standard contains 18 Standards, with two or three Standards in each Quality Area. Under each Standard sits Elements that describe the outcomes that contribute to the Standard being achieved.

Under the National Law, each Approved Service will be assessed and rated against the National

Quality Standard and the requirements of the National Regulations by the Regulatory Authority in their

jurisdiction. Each Approved Service will receive a rating for each Quality Area and an overall rating.

QUALITY IMPROVEMENT PLANS

An Approved Provider must ensure that a Quality Improvement Plan is prepared for the Scheme and all

Educators that:

describes a self-assessment of quality practices of the service against the National Quality Standard

identifies areas for improvement

contains a statement of the services' philosophy.

The Quality Improvement Plan must be:

updated at least annually or at the direction of the Regulatory Authority

available at the service

submitted to the Regulatory Authority on request.

PHILOSOPHY

The philosophy of a service will describe the services' values, beliefs and understandings about

children, families, the role of Educators and the ways children learn.

All Educators will have their own philosophy in relation to their own service.

To meet the National Quality Standard, the statement of philosophy should be used to guide all aspects

of the service's operations.

Regular review of the philosophy against new research, against the approved learning frameworks, and

against families' views and expectations will support the service's goals for continuous improvement.

RELATED POLICIES

All Mid-Western Regional Family Day Care Policies and Procedures

RELATED FORMS

Educator Registration Agreement

RELEVANT LEGISLATION

Education and Care Services National Law 2010 Section 115

Education and Care Services National Regulations 2011

KEY RESOURCES

National Quality Standards



ADOPTED C/M Minute No.

NON-COMPLIANCE POLICY

BACKGROUND

The quality of the Family Day Care Educators is essential in providing a high quality child care service. The Mid-Western Regional Family Day Care Scheme is committed to ensuring the requirements of the Education and Care Services Law and Regulations are met at all times to ensure the safety and wellbeing of all children, families and community members, Educators and staff.

POLICY

The Coordination Unit is required to ensure Educators meet the requirements of the 2011 Education and Care Services Law and Regulations, the Scheme Policies and Procedures, the Australian Government Child Care Management System Guidelines, at all times whilst working as a Registered Educator with the Mid-Western Regional Family Day Care Scheme.

PROCEDURE

COORDINATION UNIT

Provide training to inform and assist Educators in their understanding of their responsibilities in relation to the National Quality Framework, Education and Care Services National Law and Regulations, the Australian Governments Child Care Management System Children's Services Handbook, their Educator Registration Agreement and the Mid-Western Regional Family Day Care Scheme Policies and Procedures.

Have a system in place to monitor current practice and to identify and document any non-compliance.

EDUCATORS

Educators will ensure they have a complete understanding of the requirements of the following documents and refer to them to determine appropriate practices and procedures.

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Early Years Learning Framework 2010
- My Time Our Place 2011
- NSW Occupational Health and Safety Act 2011
- Mid-Western Regional Family Day Care Scheme Policies and Procedures.
- Educators' Registration Agreement

NON-COMPLIANCE

The following guidelines should be followed if an Educator is found to contravene any of the National Quality Framework, Education and Care Services National Law and Regulations, the Australian Governments Child Care Management System Children's Services Handbook, their Educator Registration Agreement and the Mid-Western Regional Family Day Care Scheme Policies and Procedures.

The Educator will be spoken to about the non-compliance, and depending on the nature of the non-compliance, may be required to rectify the situation as soon as it is brought to their attention.

The Senior Coordinator/ Manager may complete a Non-Compliance Report.

Details of the discussion and / or the report will be documented in the Educators file.

The Educators will be advised in writing of a first warning from the Manager. This will also include a quality improvement plan developed between the Educator and the Coordination Unit based on the nature and severity of the non-compliance, outlining expectations, strategies and a time frame.

If the Educator continues to breach conditions, which could include different non-compliance issues, then consideration will be given to De-Registering the Educator from the Scheme.

An Educator, depending on the nature and severity of the non-compliance, may be suspended until evidence has been provided to the Coordination Unit that any identified non-compliances have been rectified.

Depending on the nature of the non-compliance - instant deregistration may be considered if behaviour on the part of the Educator, Assist Educator or Household Member has put the children's well-being at risk or their behaviour "threatens to harm, frighten or humiliate a child", or if the Manager is concerned about the Educators ability to provide adequate Duty of Care.

APPEAL BY AN EDUCATOR

Refer to Complaints and Feedback Policy

RELATED POLICIES

All Mid-Western Regional Family Day Care Policies and Procedures

RELATED FORMS

Assist Educator Participation Agreement Educator Registration Agreement

Household Members Agreement

Parent / Educator Agreement

RELEVANT LEGISLATION:

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 168

NSW Occupational Health and Safety Act 2000

NSW Occupational Health and Safety Regulations 2001

KEY RESOURCES:

National Quality Standards 2011 (ACECQA) Quality Area 2 and 7 Childcare Service Handbook (DEEWR)



ADOPTED C/M Minute No.

NON COMPLIANCE REPORT

EDUCATOR'S NAME:			DATE:	
CHILDREN	IN CARE: 1		2	
34		4	5	
6		7		
AREA OF C	CONCERN:			
SAFETY	HYGIENE	REGULATIONS	ADMINISTRATION	POLICY
Comment:_		_		
	-			
Staff Signature				Date
Educators S	ignature			 Date
ACTION TA	KEN:			
Manager's S	Signature		Date	<u> </u>
Manager's Signature			Date	



ADOPTED C/M Minute No.

NON PAYMENT OF FEES

BACKGROUND

Family Day Care Educators operate their own businesses in providing quality child care to their community. Payment of fees for this service is expected in a timely manner from the families that use their care. It is a legal requirement of accepting Child Care Benefit payments, that families abide by the guidelines set out in the Australian Governments Child Care Management System.

POLICY

In regards to debt management, all educators have a right to be paid as negotiated in a timely manner by both parents and the service.

The Coordination Unit and Educators will follow the guidelines stated in the Australian Governments Child Care Management System Children's Services' Handbook.

PROCEDURE

The Coordination Unit recommends Educators charge families a bond to cover themselves of any losses if a family leaves their service without notice.

It is an Educators responsibility to ensure that all families are up to date with their fees. The Coordination Unit recommends Educators have families pay for the week of care each week.

Educators should verbally and in writing advise every family during the initial interview/ enrolment of their individual Fee Schedules; what their fees are and when payments are expected.

All families should sign a Parent/ Educator Agreement with their Educator prior to starting care stating what days and times they have booked for care, and to acknowledge the conditions of payment.

If a family falls behind in fees, the Educator should set a time frame in writing stipulating when the outstanding fees need to be paid by; however Educators must remember that processing attendance records information without parents being up to date with fees is considered fraudulent. The Coordination Unit will stop processing attendance records of a family who is not up to date with fees.

The Coordination Unit is not responsible for assisting Educators in recovering money lost through bad debts.

An Educator however should inform the Coordination Unit if / when a parent leaves their care with Fees outstanding, as an alternative Educator may not be offered to families who have debts with another Educator in the Scheme. Under exceptional circumstances the Coordinator will determine whether or not fees need to be paid before the family can start with another Educator.

RELATED POLICIES

Access and Custody

Assist Educators

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Delivery and Collection of Children

Educator Leave and Resignation

Educator Record Keeping

Ethical Conduct

Fees and Charges

Non Compliance

Privacy and Confidentiality

Professionalism

Relief Educators

RELATED FORMS

Attendance Records

Child Care Benefit / Rebate Form

Child Care Benefit / Rebate Receipts

Child Registration and Authorisation Form

Complaint/ Feedback Form

Educator Registration Agreement

Fee Schedule

Parent / Educator Agreement

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

KEY RESOURCE

National Quality Standards: Quality Area 7

Australian Governments Child Care Management System Children's Services' Handbook



ADOPTED C/M Minute No.

NSW OMBUDSMAN AMENDMENT ACT (CHILD PROTECTION AND COMMUNITY SERVICES)

BACKGROUND

The NSW Ombudsman is an independent and impartial watchdog who watches over most public sector and many private sector agencies and their staff. Their role is to make sure these agencies and their staff do their jobs properly, meeting their responsibilities to the community.

POLICY

To ensure the safety and wellbeing of children in care within the Mid-Western Regional Family Day Care Scheme.

To complement the Mid-Western Regional Councils' policy where allegations or convictions of child abuse are made against an employee of the Council.

PROCEDURE

The NSW Ombudsman is to be notified when the alleged perpetrator is an employee of the Mid-Western Regional Family Day Care Scheme.

Whereby an allegation of child abuse identifies the alleged perpetrator as an employee of the service defined as; a member of staff, a Family Day Care Educator, an Assist Educator, student on placement or a volunteer. (Section 5.25 (1) of the NSW Ombudsman's Act 1974.

Child Protection Notification Form (NSW Ombudsman) to be completed and must be sent to the NSW Ombudsman within 30 days of the Licensee of the service becoming aware of the offence and / or of a current or past conviction.

Adhere to the NSW Department of Family and Community Services 'Interagency Guidelines on Child Protection Intervention' in respect to the investigation of the child protection matter and liaise with other appropriate bodies as per these Guidelines.

Advise the ombudsman whether or not disciplinary or other action in relation to the employee will be implemented and the reason for taking or not taking any action.

Inform the NSW Ombudsman of progress and/or outcome of investigation.

Depending on the case, the NSW Ombudsman will make a decision regarding the role they take; that is being active or monitoring.

The Mid-Western Regional Family Day Care Scheme Manager is to liaise directly with the Licensee / or

his delegate at all times throughout the investigation.

DEFINITIONS For the purposes of dealing with the Ombudsman Act the following terms mean:

Allegation - An allegation against an employee might involve behaviour that is reportable conduct or

behaviour that is exempt from notification to the Ombudsman but is required to be investigated by the

agency.

Reportable conduct - any sexual offence, or sexual misconduct, committed against, with or in the

presence of a child (including a child pornography offence), or

• any assault, ill-treatment or neglect of a child, or

any behaviour that causes psychological harm to a child

RELATED POLICIES

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Governance and Management of the service

Media and Publicity

Professionalism

Staffing

Work Place Health and Safety

RELATED FORMS

Complaint/ Feedback Form

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

NSW Ombudsman's Act (1974) www.ombo.nsw.gov.au

NSW Ombudsman Amendment (Child Protection and Community Services) 1999

KEY SOURCES

www.kids.nsw.gov.au



ADOPTED C/M Minute No.

NURSERY FURNITURE, TOY AND EQUIPMENT SAFETY

BACKGROUND

Unsafe nursery furniture, equipment and toys are responsible for a high number of injuries to children and the majority of these injuries are preventable. Choosing safe items, checking furniture and equipment regularly, and providing proper supervision are crucial in ensuring the health and safety of children.

POLICY

Educators will endeavour to minimise the risk of child accidents and injuries involving nursery furniture and equipment, toys and play equipment.

PROCEDURE

NURSERY FURNITURE AND EQUIPMENT

When purchasing nursery furniture and equipment for children, Educators should:

- Always use furniture and equipment that has been made in accordance with Australian Standards.
 Educators must have written verification of this available to sight.
- Always use furniture and equipment that is free of rough surfaces, sharp edges, points, projections
 and small pieces that can break off, is easy to clean and age appropriate.
- Regularly test locking devices to ensure they work correctly and regularly check furniture and equipment for stability, wear and tear.
- Look for entrapment hazards, it is easy for small fingers and limbs to get caught in gaps between 30-50 mm in size, head and upper body entrapments can cause death by asphyxiation with gaps over 85mm.
- Be aware that most injuries related to nursery furniture are due to falls from equipment, ensure appropriate supervision of children at all times.
- Ensure cleanliness of all nursery furniture and equipment.
- Educators should conduct and record an audit of the furniture and equipment used for their Family
 Day Care service at least once a year.

COTS AND SLEEPING FACILITIES

Educators will:

- Provide an adequate number of cots, beds, stretchers or sleeping mats or other culturally appropriate forms of bedding for all children who sleep while in care e.g. one child per bed / cot
- Every cot used for your Family Day Care Service does require verification that it meets Australian Standards. AS/NZS 2172 – Cots for household use – Safety requirements. This information needs to be readily accessible by the Coordination Unit or regulatory authorities.
- Ensure that mattresses and other bedding are clean and comfortable.
- Ensure that bed clothing is appropriate to the climate.
- Ensure that all bed linen is kept clean and in good repair.
- Ensure that there is individual bed linen and blankets for each child that are stored hygienically between uses.
- Arrange and position cots, beds, stretchers, mattresses and other bedding so as:
 - To reduce the risk of a child having access to dangerous or hazardous materials or equipment (e.g. curtain cords, cosmetics, heaters, power points, objects hanging on the wall, etc.) according to the age and abilities of individual children;
 - o To be in an area that has natural light;
 - o To allow easy access to any child and
 - o To reduce the risk of cross infection between children.
- Maintain all cots, beds, stretchers, mattresses and other bedding in a safe, clean and hygienic condition and in good repair at all times.
- Regularly testing locking devices to ensure they work correctly and regularly checking for stability, wear and tear.
- Ensure cots do not contain any lead. This is most likely to occur with second hand furniture.
- Sleeping arrangements need to comply with current regulations, while also respecting the needs
 of the child, and the wishes of the family. Educators also play an important role in providing an
 atmosphere that is relaxing and promotes good sleep/rest routines.

The Coordination Unit will:

- Maintain a policy relating to the selection and use of cots, beds and bedding that is based on current advice from recognised safety authorities.
- Ask to see written verification that all cots used in an Educators Family Day Care Service have Australian Standards verification

TOYS AND PLAY EQUIPMENT

Children should only be provided with toys that can be used safely, are age appropriate, stable, durable and easy to clean. It is important for Educators to be aware that some unsafe toys have caused serious child injuries and deaths.

When purchasing toys for children in care, Educators should:

- Check all toys for poor design and manufacture ensure they are non-flammable and there are no choking hazards such as cords; do not contain lead, thread / ribbons or small pieces that can break off. If in doubt do not use.
- Regularly check for sharp edges, rough surfaces or brittle plastic as they can cause cuts and splinters, buy washable, non-breakable, non-toxic toys; check for ventilation before buying masks, helmets and tents.
- Ensure that all toys are age appropriate for the children they have in care and are regularly checked and maintained.
- When setting up, packing away or washing toys check toys regularly for loose, detachable or broken parts that are choking hazards. Remove broken toys until they can be fixed, discard broken toys if not repairable.
- Encourage the safe and correct use of toys; supervise activities and arrange play areas where toys can be used safely, away from electrical equipment, heating and cooling systems.
- Be aware that it is safer to use toy crates without lids or with lightweight removable lids rather than toy chests. Only use toy chests and boxes that are designed not to close on top of children, cannot be locked, and ensure there are ventilation holes in case a child crawls inside the box. Ensure that toy boxes with hinges are fitted with a hinge type that closes slowly to avoid trapped fingers and head injuries.
- All play equipment should also be safe and in good repair at all times.
- Outdoor play equipment needs to be checked for the effects of weathering plastic becoming brittle etc.
- Educators should conduct a written audit of the toys used for their Family Day Care service at least once a year.

RELATED POLICIES

Assessment of Family Day Care Venues

Assist Educators

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Deregistration of an Educator

Educator Household Members

Educator Record Keeping

Ethical Conduct

Excursions

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Monitoring, Support and Supervision of Educators

National Quality Standards

Non Compliance

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professionalism

Protection from Harm and Hazards

Relief Educators

Safe Sleep and Rest

Supervision

Toy, Equipment and Resource Library

Visitors to a Family Day Care Service

Vehicle Safety

Water Safety

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Complaint/ Feedback Form

Educator Registration Agreement

Household Members Agreement

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Compliance Form

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 103, 105

KEY RESOURCES

National Quality Standards Areas 2 and 3

Keeping Baby Safe, Ministerial Council on Consumer Affairs, 2000 www.consumer.gov.au

Toy Safety Checklist, NSW Department of Fair Trade, 2007 www.fairtrading.nsw.gov.au

Staying Healthy in Child Care, NHMRC, 2006: www.health.gov.au

SIDS and Kids 'Sids and Kids Safe Sleeping' brochure. www.sidsandkids.org

Children's Hospital Westmead – www.chw.edu.au/parents/kidshealth (2005) 'Safety Fact Sheet – Cots

In Good Hands - Baby Products and You, NSW Department of Fair Trade, 2002 www.fairtrading.nsw.gov.au

Kidsafe NSW www.kidsafe.com.au



ADOPTED C/M Minute No.

NUTRITION AND ACTIVITY

BACKGROUND

There are many benefits to promoting a healthy lifestyle in early childhood education and care settings, including the positive impact this has on each child's learning and development. Being made aware of positive eating behaviour and the importance of physical activity from an early age can instil good habits that will remain throughout a person's life. Educators are well placed to build awareness among children and their families, while respecting lifestyle choices and cultural and religious values.

The foods we eat provide our body with the nutrients we need to stay healthy. Good nutrition involves the balanced eating of a variety of foods, and is especially important for children as they require a large amount of nutrients for growth and development. Research has shown that, when offered a variety of healthy foods, children can and do make good choices. Education and care settings provide many opportunities for children to experience a range of healthy food, and to learn about food choices from Educators and other children (Early Years Learning Framework).

Active play (play that involves using the large muscles in the body) develops a strong and healthy body, builds motor and co-ordination skills, creates a sense of wellbeing and helps protect from disease. Active play is about moving, being and doing.

A strong sense of health and wellbeing, supported by good nutrition and an active lifestyle, can provide children with confidence, energy and optimism that will contribute to their ability to concentrate, co-operate and learn (Early Years Learning Framework).

POLICY

The Mid-Western Regional Family Day Care Scheme promotes healthy eating in childhood by;

- Helping to educate children, Educators and families about healthy food and nutrition, and its importance in the early years of a child's life and development.
- Encouraging both families and Educators to provide children with ample, nutritious food and drinks for their time in care.
- Consulting and working collaboratively with families in regard to their child's nutrition and dietary
 requirements, including responding appropriately to food allergies and recognising cultural and
 religious practices, and lifestyle choices as well as individual children's needs e.g. through
 observation of what the children bring from home not enough food/too much/suggestions for
 healthier options.

- Endeavouring to take into account the culture, religion and overall health status of individual children.
- Providing an eating environment that encourages children to be calm, aids communication and social skills, and develops independence in eating habits.
- Encouraging physical activity by providing a range of active play experiences for all children every day at the service.

PROCEDURE

COORDINATION UNIT IS RESPONSIBLE FOR

- Provide information and resources to Educators and families on healthy choices for eating and active play, food preparation and storage.
- Collect and record relevant information about individual special dietary requirements of children that will be in care if required (i.e. allergies, medical conditions, cultural, etc.) and ensure the Educator is well informed.
- Encourage families to provide adequate and nutritious meals for their children when they are in care.
- Provide advice and support to Educators and families on matters relating to food and nutrition.
- Include Nutrition Professional Development and a food safety component into new Educators induction.
- Provide nutrition and food safety Professional Development on a regular basis through emails, newsletters, Facebook etc.

EDUCATORS ARE RESPONSIBLE FOR:

- Implementing adequate health and hygiene procedures, and safe practices for handling, preparing and storing food, to minimise risks to children.
- Children's eating habits, food allergies and/or medical conditions are to be discussed between parents and Educators before care commences.
- Mothers are encouraged to breastfeed if possible or families are to provide infant formula.
- Implementing measures to prevent cross-contamination of any food given to children with diagnosed food allergies and/or diabetes
- Ensuring that the service environment and the educational program support children and families to made healthy choices for eating and food awareness activities. Including exploring and discussing diverse cultural, religious, social and family lifestyles

- Discussing healthy eating choices with children, introducing the concept of 'sometime' foods and drinks and role modelling positive behaviours. Unhealthy foods high in sugar and / or fat content are to be strongly discouraged.
- Children will be encouraged to get hands on experience and awareness in food preparation, through cooking and food activities.
- Educators will further their professional knowledge with the latest information on food and nutrition through journals, resource agencies and in-service courses. This information will be shared with families and children.
- Considering this policy when organising excursions and service events.
- Keeping parents / guardians informed of current information relating to healthy eating and active play.
- Ensuring that fresh drinking water is readily available at all times, and reminding children to drink regularly throughout the day. Ensuring that children can readily access their own clearly labelled drink containers.
- Providing food and drinks at regular intervals, and encouraging children to actively participate in, and enjoy, snack / meal times without feeling rushed.
- Providing adequate supervision for all children during meal/snack times
- Encouraging children to be independent at snack/meal times e.g. opening lunchboxes, pouring drinks, self-feeding, serving and using utensils in a culturally sensitive way
- Ensure parents/guardians maintain "no nut" rule if required and if food is brought in for sharing e.g.
 birthday cake communicate with parents/guardians that ingredients need to be listed and displayed to identify any allergy foods for individual children
- Provide each child with food and drinks provided by the family, unless the Educator feels it does
 not meet the nutritional guidelines outlined in the Regulations. If the family fails to provide either
 nutritious and / or enough food and drink for their child, the Educator may provide the child with
 appropriate food and drink. The cost of the food provided will be charged as per the Educator Fee
 Schedule.
- Planning and providing outdoor, active play that is stimulating, promotes skill development, considers safety issues and provides adequate supervision
- Acting as positive role models by engaging in physical activity
- Providing age appropriate traffic safety educations, including pedestrian and passenger safety to both children and parents/guardians at the service
- Considering opportunities for children to be physically active indoors, particularly in adverse weather conditions

For Educators who choose to provide food for the children in their care:

- Educators must undertake a Food Handling Course that is recognised by a relevant Health Authority.
- In accordance with the Food Act 2003.
- Educators must ensure all food and drinks provided are consistent with the recommendations of the Australian Governments Healthy Eating Guidelines for Early Childhood settings. That is they are adequate in quantity and take into account dietary requirements of each child's growth and developmental needs, any specific cultural, religious or health requirements.
- Educators should follow the nutritional guidelines as set out in Caring for Kids Cookbook (NSW Health). That is providing a hot / cooked midday meal, and the appropriate amounts of fruit and dairy that children require while in care.
- Educators must display an accurate menu of the food they are providing to the children each day.

PARENTS/GUARDIANS ARE RESPONSIBLE FOR:

- Providing details of specific nutritional/dietary requirements, including the need to accommodate
 cultural or religious practices or food allergies, on their child's enrolment form, and discussing these
 with the Coordination Unit prior to the child's commencement at the service, and if requirements
 change over time (refer to Anaphylaxis Policy, Asthma Policy and Diabetes Policy)
- Communicating regularly with educators regarding children's specific nutritional requirements and dietary needs, including food preferences
- Families are to ensure that they supply their Educator with ample, nutritious food and water/ drinks for their child for the time they are in care. If the family fails to provide either nutritious and / or enough food and drink for their child, the Educator may provide the child with appropriate food and drink. The cost of the food provided will be charged as per the Educator Fee Schedule.
- Providing nutritious food and drinks for celebrations, fundraising activities and service events,
 consistent with service policy
- Follow the service "no nut" if required rule and if food is brought in for sharing e.g. birthday cake that ingredients need to be listed and displayed to identify any allergy foods for individual children
- Keep lunchboxes and drink bottles clean and hygienic.
- Following repeated requests both written and verbal to parents for nutritious foods, the Educators
 may contact the Coordination Unit for guidance. Note: Regulations 79 and 80 do not apply to food
 and beverages provided by a parent/ guardian for consumption by their child.
- Encouraging children to exercises by engaging in active play, and walking or riding a bike to the service where appropriate
- Discussing appropriate road safety and car safety practices, and role modelling this behaviour.

RELATED POLICIES

Acceptance and Refusal of authorisations

Assessment of Family Day Care Venues

Assist Educators

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Curriculum Development

Dental and Oral Health

Educator Household Members

Educator Record Keeping

Enrolment and Orientation

Ethical Conduct

Excursions

Fees and Charges

Food Handling

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Inclusion and Equity

Interactions with Children

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Nursery, Toy and Equipment Safety

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professionalism

Relief Educators

Sun Protection

Supervision

Visitors to a Family Day Care Service

Water Safety

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Compliance Form

Parent / Educator Agreement

Parent Handbook

Water Activities Authority

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011 Clause 78, 79 and 80

Child Wellbeing and Safety Act 2005

Disability Discrimination Act 1992 (Cth)

Equal Opportunity Act 2010 (Vic)Food Act 1984 (Vic) as amended 2012

Occupational Health and Safety Act 2004

KEY RESOURCES

National Quality Standard, Quality Area 2

Nutrition Australia www.nutritionaustralia.org

Australian Breastfeeding Association www.breastfeeding.asn.au

NSW Multicultural Communications Service www.mhcs.health.nsw.gov.au Fact sheets on health topics

Get Up and Grow: Healthy Eating and Physical Activity for Early Childhood:

www.health.gov.au/internet/main/publishing.nsf/content/phd-early-childhood-nutrition-resources

Kids and Traffic – Early Childhood Road Safety Education Program www.kidsandtraffic.mg.edu.au

NSW Food Authority – <u>www.foodauthority.nsw.gov.au</u>

Food Standards Australia – <u>www.foodstandards.gov.au</u>

National Health and Medical Research Council – www.nhmrc.gov.au

NSW Department of Health - www.health.nsw.gov.au Munch and Move

www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx



ADOPTED C/M Minute No.

PETS AND ANIMALS

BACKGROUND

The Mid Western Regional Family Day Care acknowledges the importance of keeping children safe at all times. While pets and other animals can prove an effective inclusion into the child's experiences in care they are also a risk to children. A child's safety must be maintained at all times.

POLICY

To ensure the practices of the service meet the Education and Care Services National Regulations 2011 and National Quality Standards in regard to pets and other animals in Family Day Care.

To minimise the risk of injury and safeguard the health of children, families and staff at all times.

To ensure that Educators exercise their Duty of Care in relation to supervising interactions between their pets and the children in care.

PROCEDURE

COORDINATION UNIT

Provide Professional Development and/or resources to Educators and families on health and safety practices for pets and other animals.

Monitor the compliance of the policy and help Educators develop risk management plans for animals.

EDUCATORS

An Educator must ensure that any animal (including livestock) or domesticated bird that enters or is kept on the premises of their Family Day Care Service, does not constitute a health or safety risk to children in care. For example; by causing an allergic response or infection or in any way having a detrimental effect on the well-being of children provided by the service.

Every domestic pet or farm animal is kept in an area separate to and apart from the areas used by children, unless involved in a specific activity that is directly supervised by the Educator, staff member or other adult (e.g. brushing the dog, bottle feeding a lamb, or providing food or water).

An Educator should inform families if they intend the children to have access to their pets / animals. Educators should have Pet Authorities signed by the parents, to cover the supervised 'pet interactions' they may have with the child/ren in their care.

Pet food and water bowls should be inaccessible to children.

Animal droppings should be cleared away daily. Kitty litter trays should be inaccessible to children.

Educators should ensure that there are no bones/ food or holes dug by dogs in the play areas.

There should be ongoing worming and immunisation programs, especially for dogs and cats.

Bird aviaries and rabbit/ guinea pig hutches are to be cleaned regularly. Children should not be allowed within these enclosures.

Children should only enter a chicken coop as a supervised activity.

Animals are not to have access to children's bedding, toys or play equipment, food preparation areas, eating surfaces or utensils.

No animal is to travel in a motor vehicle with children in care, unless the animal is restrained in the car (for example: by a fixed barrier, harnessed away from the children or in a cage).

Children are to be protected by a hygiene program e.g. washing hands after handling pets, pets not licking children's faces, checking for droppings in the yard etc.

Research has indicated that dogs are a high risk with children, experiences involving dogs need to be discussed with Coordination Unit before the experience occurs.

FAMILIES

Families must inform Educators if their child has any allergies or any fears relating to animals before commencing care with that Educator.

Families should notify the Coordination Unit if they are concerned with any pet / animal interactions occurring at the Educators service.

RELATED POLICIES

Acceptance and Refusal of authorisations

Assessment of Family Day Care Venues

Assist Educators

Behaviour Guidance

Children in Care

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Curriculum Development

Educator Household Members

Educator Record Keeping

Enrolment and Orientation

Ethical Conduct

Excursions

Fees and Charges

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Inclusion and Equity

Interactions with Children

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Play sessions

Photographs and Videos

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professionalism

Relief Educators

Sun Protection

Supervision

Sustainability

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Change of Family Details

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Information

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Compliance Form

Parent / Educator Agreement

Parent Handbook

Pet Authority

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law 2010 Section 167

Education and Care Services National Regulations 2011 Clause 116

Work Health and Safety Act 2011 (NSW)

Work Health and Safety Regulation 2011 (NSW)

National Quality Standards Quality Area 2

KEY RESOURCES

Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA)

National Quality Standards 2011 (ACECQA) Quality Area 2

Childcare Service Handbook (DEEWR)

Kidsafe http://www.kidsafensw.org/

Staying Healthy in Childcare NHMRC 2006 www.health.gov.au/nhmrc



ADOPTED C/M Minute No.

PHOTOGRAPHS / VIDEOS

BACKGOUND

Photographs and videos are now classified as 'personal information' under the Information Privacy Act.

POLICY

To ensure the privacy of children and families is respected at all times also including when any individual who is not an Educator or Coordination Unit member is taking photographs or videos within an Educators Service, a play session or a community event.

PROCEDURE

COORDINATION UNIT

Written permission is sought from the parent / guardian on the Authorisation Form at the initial Registration of the child / family with the Mid-Western Regional Family Day Care Scheme. This outlines the child's inclusion in video, photographs, digital media and interviews by media, staff/ Educators or students, where any of the above will be for any form of public display, used in the Scheme or individual service promotional material or publications.

If a parent / guardian does not want their child's photo to be used then the Coordination Unit writes this information in red on the outside of the families file and the prospective Educator is notified.

The Scheme accepts that families may want to display photographs of their own child on the internet; however we do not condone the display of photographs taken of other families' children whilst in the care environment.

INDIVIDUAL EDUCATOR SERVICES

In relation to any parent/ family member, student or visitor to the Service with the intentions to take photographs, the Educator will ensure:

- All families are notified in advance of when, why and by whom photographs may be taken.
- All families are given the opportunity to object to their child being involved in any photographs, and that these wishes will be respected.
- Any parent or family member may only photograph their own child unless given permission by another child's parent in writing.

The Educator will respect the wishes of all families who do not wish their child to be photographed and will be responsible for ensuring the child is not photographed while in attendance at the Service. This may mean, however that the child may be removed from group situations where photos will be taken.

If a parent has given permission for their child to be photographed by anyone other than a staff member, Educator or student, the Service does not accept responsibility for the distribution or use of any photograph once taken.

ANY OTHER INDIVIDUAL

The Service does not allow any other individual visiting an individual service (such as tradesmen) to take photographs of any child.

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assist Educators

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Curriculum Development

Educator Household Members

Educator Record Keeping

Enrolment and Orientation

Ethical Conduct

Excursions

Information and Communication Technology

Inclusion and Equity

Interactions with Children

Media and Publicity

Monitoring, Support and Supervision of Educators

Non Compliance

Play sessions

Privacy and Confidentiality

Professionalism

Relief Educators

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Application for Approved Absences

Assist Educator Participation Agreement

Child Registration and Authorisation Form

Complaint/ Feedback Form

Emergency Contact Details

Educator Registration Agreement

Household Members Agreement

Monitor, Support and Supervision Visit Form

Non Compliance Form

Parent / Educator Agreement

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 144

KEY RESOURCES

National Quality Standards Quality Area 4, 5 and 7



ADOPTED C/M Minute No.

PLAYSESSIONS

BACKGROUND

Play session is an opportunity for children to experience larger groups, explore play and participate in learning opportunities that may differ from those offered by their own Educator. Children enjoy both planned and spontaneous play experiences revolving around children's interests and suggestions.

POLICY

- To provide opportunities for Educators and Coordination Unit staff to socialise and network with each other and to strengthen their identification with the Scheme.
- To allow children the opportunity to mix with other children in care and to become familiar with other Educators and the Coordination Unit staff.
- To provide experiences for children in care that encourages growth in physical, emotional and social development.
- To observe and interact with Educators and children in a large group setting
- To provide opportunity for participating Educators and children to contribute to the planning and evaluation of the play session program
- To provide an informal training opportunity where Coordination Unit Staff can model and share their early childhood knowledge, experience and skills
- To be consistent with the Schemes Privacy and Confidentiality Policies.

PROCEDURE

Play sessions are to be held regularly, throughout the Scheme during school terms and weather permitting.

Play sessions may be held at an Educators Family Day Care residence or may consist of excursions to public places. For example: a park within the local community. Play sessions will also operate from facilities located at the rear of the Mudgee Office, and when possible designated venues at Gulgong, Kandos/Rylstone, Wellington and Narromine.

Educators are to maintain primary responsibility for their children during play sessions. Educators should advise Coordination Unit staff of the need for them to work away from their children for a short period of time to ensure safe child / Educator ratios. For example; in the preparation of food, looking at the toy library resources, toileting a child.

For Scheme organised Play sessions the Coordination Unit Staff are to develop a program of activities for play sessions, which enable the children to socialise as well as engage in a variety of experiences and celebrate diversity.

The Coordination Unit staff responsible for the provision of play sessions should plan each session carefully to ensure that it provides a positive experience for all the children who will attend, taking into account:

- The number of, different interests and ages of children;
- The venue and the indoor and outdoor spaces available;
- The available equipment and learning materials.

Educators must ensure they have completed a Risk Assessment that has been sent to the Coordination Unit on how they will safely get to and from play session before they attend. Parents are to sight the approved Risk Assessment before they sign the excursion form.

Educators are to ensure they have parents' written permission to attend a play session either on a Routine or Non Routine Excursion permission form.

Where possible parents are to be advised of their local play sessions, and are encouraged to attend. Parents should be notified on the morning of a play session as per the Excursion Policy.

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assist Educators

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Curriculum Development

Delivery and Collection of Children

Educator Record Keeping

Emergency and Evacuation

Enrolment and Orientation

Ethical Conduct

Excursions

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Inclusion and Equity

Infectious Diseases

Interactions with Children

Media and Publicity

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Non Compliance

Nursery, Toy and Equipment Safety

Nutrition and Activity

Photographs and Videos

Privacy and Confidentiality

Professional Development

Professionalism

Protection from Harm and Hazards

Relief Educators

Sun Protection

Supervision

Vehicle Safety

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Attendance Records

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Educator Information

Educator Registration Agreement

Excursion Approval

Excursion Risk Assessment

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Compliance Form

Non Routine Excursion Permission

Parent / Educator Agreement

Pet Authority

Routine Excursion Permission

Water Activities Authority

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

KEY RESOURCES

National Quality Standards: Quality Area 1, 2, 3 & 5



ADOPTED C/M Minute No.

PRIORITY OF ACCESS

BACKGROUND

Child Care Benefit is a payment made by the Australian Government to assist eligible families with the cost of child care. However, the demand for child care sometimes exceeds supply in some locations. When this happens, it is important for services to allocate places to those families with the greatest need for child care support

Sometimes, there may be a waiting list for child care services and to ensure the system is fair, the Australian Government has "Priority of Access Guidelines" for allocating places in these circumstances.

The guidelines only apply to approved child care. They are used when there is a waiting list for a child care service or when a number of parents are applying for a limited number of vacant places.

POLICY

The Scheme and Educators must endeavour to ensure that they adhere to requests for care in a timely manner and in conjunction with the requirements of the Child Care Management System (CCMS) with regard to Priority of Access.

PROCEDURE

The Australian Government has determined guidelines for allocating places in these circumstances. They set out the following three levels of priority, which child care services must follow when filling vacant places:

First Priority A child at risk of serious abuse or neglect.

Second Priority A child of a single parent who satisfies, or of parents who both satisfy the

work/training/study test under section 14 of the Family Assistance Act.

Third Priority Any other child

Within each category the following children are to be given priority:

- Children in Aboriginal or Torres Strait Islander families;
- Children in families which include a disabled person;
- Children in families with a non-English speaking background;
- Children in socially isolated families;
- Children of single parents

Note: "Third priority" – each category within the third priority has the same value of priority.

Parents to be advised of Priority of Access Guidelines on enrolment or in the event of a change of family circumstances within the above Priority of Access Guidelines including any future updates of Guidelines.

Where an opportunity exists, parents shall be offered the choice of more than one educator.

There are some circumstances in which a child who is already in a child care service may be required to leave the service.

Any child care service that has no vacant places and is providing care for a child who is a third priority may require that child to leave the service in order for the service to provide a place for a higher priority child.

In all cases, a child can only be required to leave a service if the family was informed of this possibility on enrolment and is given at least 14 days' notice.

RELATED POLICIES

Access and Custody

Assist Educators

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Educator Household Members

Educator Record Keeping

Enrolment and Orientation

Ethical Conduct

Inclusion and Equity

Non Compliance

Privacy and Confidentiality

Professionalism

Relief Educators

RELATED FORMS

Assist Educator Participation Agreement

Attendance Records

Change of Family Details

Child Care Benefit / Rebate Form

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Information

Educator Registration Agreement

Family Waiting List

Monitor, Support and Supervision Visit Form

Non Compliance Form

Parent / Educator Agreement

Parent Handbook

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

KEY RESOURCE

Australian Government Child Care Management System Children's' Services Handbook



ADOPTED C/M Minute No.

PRIVACY AND CONFIDENTIALITY POLICY

BACKGROUND

Early Childhood Services are obligated by law, service agreements and licensing requirements to comply with the privacy and health records legislation when collecting personal and health information about individuals.

The Health Records Act 2001 (Part 1.7.1) and the Information Privacy Act (Part 1.6.1) include a clause that overrides the requirements of these Acts if they conflict with other Acts or Regulations already in place. For example, if there is a requirement under the Education and Care Services National Law Act 2010 or the Education and Care Services National Regulations 2011 that is inconsistent with the requirements of the privacy legislation, services are required to abide by the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011.

POLICY

The need for confidentiality is fundamental in providing a Quality Child Care Service and the service will endeavour to protect the privacy of personal and sensitive information collected by our Scheme.

The Scheme will follow the standards of the National Privacy Principles to regulate the way in which we manage personal and sensitive information.

The Scheme will collect certain information in accordance with the regulatory framework of operating a Children's Service with respect to the 2011 Education and Care Services Regulations.

PROCEDURE

Collecting Information

Personal information will be collected and used specifically for the purpose of the Mid-Western Regional Family Day Care Scheme. Personal information should be collected in a fair and unobtrusive way.

Collection of information is limited to only the amount of information that is necessary for the Schemes operational procedures.

Use and Disclosure

Disclosure of information should only be for the purpose for which it was collected.

The Mid-Western Regional Family Day Care Scheme will obtain parent/guardian permission before disclosing a child's personal and sensitive information to another professional

For example: Early intervention teachers, speech therapists, occupational therapists, doctors or counsellors.

Personal information collected about children is regularly disclosed to their own parents or guardians. On occasion, information such as children's personal achievements, child works and photos are displayed within the boundaries of the Family Day Care Office and Educator's home.

The Mid-Western Regional Family Day Care Scheme will disclose specific information, including the child's name, age and specific needs to the Educator(s) for the child including emergency contact and medical/health information.

Information will be kept secure and may be requested and viewed by the child's parents/guardians and representatives of DEEWR during an inspection visit

Data Quality

The Mid-Western Regional Family Day Care Scheme takes all reasonable precautions to ensure personal information that we collect, use and disclose is accurate, complete and up-to-date. However, the accuracy of that information depends to a large extent on the information that is provided by the parents/guardians.

Parents/guardians will be required to advise the Coordination Unit of any changes that may affect the initial information provided.

Information that is collected will be maintained in accordance with the 2011 Education and Care Services National Law and Regulations, and the Mid-Western Regional Council.

Data Security

The Mid-Western Regional Family Day Care Scheme will always endeavour to protect personal information from misuse, loss, change, and unauthorised access/disclosure.

Ensure all records and documents are maintained and stored in accordance with Regulations 181 and 183 of the Education and Care Services National Regulations 2011

Ensuring the service complies with the requirements of the Privacy Principles as outlined in the Health Records Act 2011, the Information Privacy Act 2000.

Openness, Access and Correction

Parents/Guardians may seek access to the personal information collected about them and their children by contacting the Coordination Unit. However, there will be occasions when access is

denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the Service's Duty of Care to the child or

where children have provided information in confidence.

Sensitive Information

The Mid-Western Regional Family Day Care Scheme respects the rights of individual's sensitive

information. A higher level of privacy protection applies to sensitive information.

Sensitive information relates to information about an individual's religious beliefs, racial or ethnic origin,

philosophical beliefs, political opinions, membership of a political association, membership of a trade

union, sexual preference or practices, criminal records or health information.

Parents/quardians are responsible for:

Completing all authorisation forms and returning them to the Coordination Unit or Educators in a timely

manner. Providing accurate information and updating it immediately when changes occur.

RELATED POLICIES

ALL Mid-Western Regional Family Day Care policies and Procedures

RELATED FORMS

ALL Mid-Western Regional Family Day Care policies and Procedures

RELEVANT LEGISLATION

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011 Regulations 181,183

Health Records and Information Privacy Act 2002

Privacy and Personal Information Protection Act 1998

Government Information Public Access Act 2009

KEY RESOURCES

National Quality Standards: Quality Area 7

Child Care Service Handbook (DEEWR)

www.deewr.gov.au/earlychildhood/programs/childcareforservices/operation/documents/CCS handbook.pdf

Guidelines to the Information Privacy Principles http://www.privacy.gov.au/law/apply/guidance



ADOPTED C/M Minute No.

PROFESSIONAL DEVELOPMENT

BACKGROUND

The knowledge and skills of the Coordination Unit staff and Educators are reflected in the quality of the service. While a comprehensive and structured induction program is essential to ensure new Educators' and Coordination Staff feel confident and well prepared for their respective roles in Family Day Care, ongoing professional development plays an integral part in ensuring knowledge and skills are maintained, extended and kept up to date.

Ongoing Professional development is extremely important in helping early childhood teachers provide developmentally appropriate learning activities in a safe and educationally stimulating environment that addresses the needs of all children

Where appropriate, the service will offer opportunities to families and other children's services within the community to attend Professional Development that is organised by the service.

POLICY

To promote the Mid-Western Regional Family Day Care Scheme as a professional child care service that endeavours to stay abreast with current best practices in the early childhood educational field.

To present a comprehensive training module and orientation program to prospective Educators

To enhance all Educators personal and professional development by identifying individual training needs and implementing training accordingly.

To build on the Educators skills and knowledge base to guarantee the quality of service provision to children and families and to ensure Educators meet the requirements of the Quality Assurance Process To provide training which is accessible to all Educators and which caters to different learning styles and backgrounds.

To ensure Coordination Unit staff and Educators participate in Professional Development on a regular basis.

PROCEDURE

Coordination Unit Staff will:

Provide effective leadership to enable the establishment and maintenance of a professional workplace with open communication, respectful debate and further professional learning. A positive organisation culture is promoted and a professional learning community is built.

Work collaboratively with Educators and affirm, challenge, support and learn from each other to further develop their skills and to improve best practice and relationships.

Provision is made to ensure that a suitably qualified Educational Leader leads the development of the curriculum and ensures the establishment of clear goals and expectations.

Provide information about all requirements of orientation training to prospective Educators and deliver specific training about the service to Educators before registration. Provide an added level of support for new Educators and work with them through their probation period.

Provide formal and informal training opportunities through home visits, playground and small group training including Educators who may be rurally isolated

Provide videos, books, websites and resources which Educators may access to increase their knowledge and provide recognition for informal learning

Document and evaluate Educators training provided by the Coordination Unit and completed by Educators and kept on file with any other relevant training undertaken

Provide opportunities for all stakeholders to provide feedback relating to Professional Development requirements of the service.

The Coordination Unit will notify Educators and families of local training opportunities, engage external professionals for the delivery of training as well as deliver it themselves.

Training programs will include accredited courses, non-accredited courses, specialised workshops and informal forums. Training opportunities should include, but not be limited to –

- Learning about current trends and issues
- Enhancement of knowledge and understanding of children's thinking skills, communication skills, social, emotional and physical needs.
- Finding ways to respond to the needs of families and young children in a complex and changing society
- Engaging with early childhood peers and establishing support and professional networks.
- Opportunities that cover key business areas.
- Encourage Educators to build on existing formal qualifications
- Encourage Educators to attend conferences, seminars and workshops

The performance of the Coordination Unit staff is evaluated annually by the Mid-Western Regional Council and individual development plans are in place to support performance improvement.

EDUCATORS

As per the Education and Care Services Regulations all Family Day Care Educators must already have their Certificate III in Children's Services, or have started and be actively working towards it before they are Registered with a Scheme. An Educator must have completed their Certificate III within 12 months of starting as an Educator with the Scheme.

Educators agree upon Registration with the Scheme, to be involved in ongoing Professional Development and must show their commitment to continuous improvement to develop their skills in the education of children.

It is the Educators responsibility to complete an approved Child Protection Course within 12 months of starting their service and to maintain their current First Aid Certificates (including annual CPR and first aid, asthma and anaphylactic management training every 3 years).

It is expected that Educators attend at least 4 or more Professional Development opportunities each year (not including their first aid updates or Child Protection). These may be offered by the Coordination Unit or other early childhood services. Documentation of attending professional development other than the ones offered by the Coordination Unit must be sent into the Coordination Unit to be filed (copy of certificate).

Educators are to participate in mandatory training as outlined by the Coordination Unit.

The performance of Educators is evaluated annually (Annual Review) and individual development plans are in place to support performance improvement (Continuous Improvement Plans).

If the Coordination Unit identify areas that need to be addressed the Educator must follow up

FAMILIES

Support the Educators in their endeavours to attend Professional Development.

Provide feedback to the Coordination Unit on any future requests for Educator / family professional development requirements.

RELATED POLICIES

ALL Mid-Western Regional Family Day Care Policies and Procedures

RELATED FORMS

Assist Educator Participation Agreement
Educator Registration Agreement
Relief Educator

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 90, 168 (2) (d)

Local Government Act 1993

KEY RESOURCES

National Quality Standards 2011 (ACECQA) – Quality Area 7

Belonging Being Becoming – The Early Years Learning Framework (DEEWR 2010)

My Time, Our Place – The Framework for School Age Care in Australia (2011)



ADOPTED C/M Minute No.

PROFESSIONALISM

BACKGROUND

Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills.

POLICY

To ensure all Coordination Unit staff and Educators conduct themselves in a professional manner at all times in relation to all aspects of operating a Family Day Care Service and being a part of the Mid-Western Regional Family Day Care Scheme.

PROCEDURE

The Mid Western Regional Family Day Care Scheme strives to show the community that Family Day Care is a quality choice for child care.

Although Educators run their own service, everything they do as an individual service reflects on the whole Scheme.

The Mid-Western Regional Family Day Care Scheme expects all Coordination Unit staff and Educators to behave in a professional manner at all times when conducting any duties involved with their individual service.

- Demonstrate knowledge and understanding of and compliance with the Education and Care Services National Law and Regulations, the Mid-Western Regional Family Day Care Scheme Policies and Procedures and the Australian Governments Child Care Management System Children's Services Handbook.
- Adhere to early childhood professional codes of ethical conduct and issues of confidentiality.
- Demonstrate knowledge, understanding and implementation of the Early Years Learning Framework.
- Demonstrate critical reflection of one's own professional and educational practices.
- Demonstrate knowledge in technology resources to engage in ongoing professional development.

RELATED POLICIES

All Mid-Western Regional Family Day Care Policies and Procedures

RELATED FORMS

ALL Mid-Western Regional Family Day Care Forms

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

KEY RESOURCES

National Quality Standards: Quality Areas 7



ADOPTED C/M Minute No.

PROTECTION FROM HARM OR HAZARDS -STORAGE OF DANGEROUS SUBSTANCES AND EQUIPMENT

BACKGROUND

The Mid-Western Regional Family Day Care Scheme has a duty of care to provide all persons with a safe and healthy environment. The Scheme defines a dangerous product as any chemical, substance, material or equipment that can cause potential harm, injury or illness to a person. It is recognised the importance of Educators and Coordination Unit staff adhering to the Education and Care Services National Regulations 2011, the Work Health and Safety Act 2011 and Work Health and Safety Regulation 2011.

POLICY

To reduce the risk of harm to children, families, staff, Educators and visitors from risks associated with chemical products, medicines and other potentially dangerous substances and / or equipment potentially used in Family Day Care environments.

PROCEDURE

The National Law does not require services to eliminate all risk and challenge from children's play or environments; however every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

The Work Health and Safety Act 2011 states clearly that a workplace must not place people or children at risk due to hazardous substances.

Chemical products routinely used in the home are potentially dangerous and hazardous. Common examples, that are hazardous either by ingestion, inhalation or skin contact are; bleach, cleaning agents, detergents, pesticides, solvents, medicines, and materials used for building, gardening and hobbies. Pesticides and volatile chemicals such as solvents are easily inhaled.

Information on chemical products can be obtained from manufacturers on Safety Data Sheets that provide information on chemical toxicity, health effects, safe handling and storage together with first aid instructions. There will be a phone number on the product container which you can call to obtain the Safety Data Sheets. Educators should have SDS forms for all chemicals they use while children are in care. These forms have a 5 year expiry date from their date of issue.

The Coordination Unit will:

Provide information to Educators relating to identifying hazards and assessing the levels of risk in the Educators' Family Day Care Service.

Ensure the Play session venue stores any dangerous chemicals, substance and equipment in a place that is secure and inaccessible to children.

Obtain Safety Data Sheets for all hazardous substances at Play session.

Educators and Coordination Unit staff need to be aware of the Workplace Health and Safety legislation and safe storage practices relating to hazardous substances.

A hazardous substance may be:

- Poisons
- Medicine
- Gas / petrol
- Toiletries
- Household cleaners
- Gardening chemicals e.g. fertilizers, weed killer, pesticides
- Substances that may trigger an allergic reaction e.g. dust, fumes, peanut butter.

A substance may become hazardous if it is not managed correctly.

This may include the way a substance is:

- Handled
- Used
- Stored
- Transported
- Disposed of

Educators will:

 at all times be aware of their environment and potential safety hazards that could cause harm to the children in their care.

Under the Work Health and Safety Act 2011, it is the Educator's responsibility to:

- 1. Identify hazards in the home.
- 2. Assess the level of risk of the hazard.
- 3. Eliminate or control the risk.
- 4. Monitor and review.

Reasonable precautions include:

- Daily Safety Checks of the environment and equipment
- Secure storage of hazardous products including chemicals
- An equipment and toy maintenance schedule. All broken or dangerous equipment must be immediately removed from children's access.
- Risk assessments for all excursions outside the Family Day Care residence and for the implementation of Emergency Evacuations
- Follow procedures for releasing children only into the care of authorised persons.
- Choose chemicals or medicines with child resistant lids or caps, otherwise ensure the chemical or medicine is stored in a locked place, which is secure and inaccessible to children.
- Ensure the dangerous chemicals, substances and equipment at their home are kept in secure storage and are not accessible to children. It is the Educator's responsibility to eliminate or manage the risk. These items include but are not limited to:
 - All cleaning materials, including detergents
 - Poisonous and other dangerous substances
 - Toiletries
 - First aid equipment
 - Medications These should be stored in their original labelled container and not transferred to any other container. Follow the use, storage and first aid instructions on the label for a substance. For medication that requires refrigeration, (e.g. eye drops, antibiotics, syrups) store at the back of the top shelf ideally in a childproof container.
- Educators should have Safety Data Sheets for all products used in their service. They must ensure these are up to date. It is recommended they are kept in your Workplace Health and Safety Folder.
- Have storage facilities that are secure and inaccessible to children for any tool or equipment that is
 operated by an engine or any tool or equipment that poses a possible hazard to children or
 Educators.

This list is not exhaustive and Educators should conduct regular risk assessments to identify potential hazards relevant to their own service, and strategies to protect children.

Educators should always have a complete first aid kit available at all times, out of children's reach.

First Aid kits should be inspected every 3 months to insure all products are current. They should also have easily accessible the emergency numbers of ambulance, fire brigade and police, children's family contact numbers.

Seek medical advice immediately if poisoning has occurred or call the **Poisons Information Line** on **131126**, or call an ambulance, **dial 000**.

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assessment of Family Day Care Venues

Assist Educators

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Critical Incident

Deregistration of an Educator

Educator Household Members

Educator Record Keeping

Educator Selection and Registration

Emergency and Evacuation

Ethical Conduct

Excursions

Incidents, Injuries, Trauma and Illness

Interactions with Children

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Nursery, Toy and Equipment Safety

Pets and Animals

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professionalism

Relief Educators

Safe Sleep and Rest

Sun Protection

Supervision

Visitors to a Family Day Care Service

Vehicle Safety

Water Safety

Work Place Health and Safety

RELATED FORMS

Daily Safety Check

Cleaning Checklist

Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Before and After School Care

Change of Family Details

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Information

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Compliance Form

Parent / Educator Agreement

Pet Authority

Relief Educator

Risk Assessment

Student Placement Form

Swimming Pool Authority

Water Activities Authority

Visitors Sign-in Sheet

Volunteer Notification

RELEVANT LEGISLATION

Education and Care Services National Law 2010 Section 167

Education and Care Services National Regulations 2011

Work Health and Safety Act 2011(NSW)

Work Health and Safety Regulation 2011(NSW)

Pesticides Act 1999 (NSW)

KEY RESOURCES:

National Quality Standard - Quality Area 2

The Toxic Playground, Immig, J, 2000; Managing the Risks in Children's Services, Caton, S. Roche D.,

1999; Handling Pesticide Wastes – EPA: www.environment.nsw.gov.au

Standards Australia Limited www.standards.org.au

FDC Safety guidelines 2008, www.kidsafe.com.au

Safework Australia www.safeworkaustralia.gov.au 2011



ADOPTED C/M Minute No.

PROVIDING A CHILD SAFE ENVIRONMENT

BACKGROUND

The Mid-Western Regional Family Day Care Schemes is committed to providing a safe environment for the children in care within our service.

The Scheme recognises the vulnerability of children of all ages and the need to exercise vigilance and screen all adults with unsupervised access to children.

The Scheme has a responsibility to advocate for the wellbeing of children and young people in a holistic and community context.

POLICY

The Scheme will aim to provide safe, respectful and ethical environments and pay careful consideration, preparation and attention to the potential dangers posed to children and young people in a childcare setting.

The Scheme will actively play a role in informing and supporting families and communities. The service will in addition, facilitate and maintain community liaison with partners who exist to support families and children.

Educators' will facilitate nurturing emotional environments and monitor each child's overall wellbeing and care.

PROCEDURE

The Coordination Unit and Educators will:

- within the limits of its obligations ensure that children are protected from child abuse and facilitate
 wellbeing as defined in the Children and Young Persons (Care and Protection Act) 1988 and
 UNICEF Convention on the Rights of the Child 1989.
- facilitate a culture of commitment to child protection through a range of policies, procedures and practices.
- ensure all children are adequately supervised at all times by establishing and maintaining
 procedures to ensure all those with unsupervised access to children are screened to ensure they
 are not prohibited persons and to ensure only suitably qualified and able persons have
 responsibility for children.
- facilitate the reporting of children and young person's at risk of harm

- provide a system of reporting of any allegations of reportable offences in compliance of the Ombudsman Amendment (Child Protection and Community Services) Act 1998.
- ensure the prompt notification and investigation of allegations of risk of harm where allegations involve Educators their family or staff where there is an obligation to notify, irrespective of supporting evidence.
- ensure every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury through undertaking routine safety checks, home and premises risk assessment audits and educating children and Educators in safety awareness.
- reduce and prevent as many incidents as possible and to deal with injury, trauma and illness as effectively as possible when they happen. Preventative measures, appropriate training, adhering to service procedures, regulatory requirements and forward planning will ensure the service aims are met. The service will ensure comprehensive and current knowledge about the health and special requirements of every child in the service is obtained and documented. The service will ensure every Educator and staff member is adequately equipped to deal with situations as they arise.
- adhere to the services adopted Code of Ethics, Code of Conduct and Child Protection Policies.

RELEVANT POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assessment of Family Day Care Venues

Assist Educators

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Delivery and Collection of Children

Educator Household Members

Educator Record Keeping

Emergency and Evacuation

Ethical Conduct

Children's Health and Hygiene

Information and Communication Technology

Incidents, Injuries, Trauma and Illness

Inclusion and Equity

Infectious Diseases

Interactions with Children

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Non Compliance

Nursery, Toy and Equipment Safety

Nutrition and Activity

Pets and Animals

Priority of Access

Privacy and Confidentiality

Professional Development

Professionalism

Protection from Harm and Hazards

Relief Educators

Safe Sleep and Rest

Sun Protection

Supervision

Visitors to a Family Day Care Service

Vehicle Safety

Water Safety

Work Place Health and Safety

RELATED FORMS

Approval for 24 Hour Care

Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Before and After School Care

Change of Family Details

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Information

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Compliance Form

Parent / Educator Agreement

Parent Handbook

Pet Authority

Risk Assessment

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 168 (2) (i)

Australian Government Department of Education Employment and Workplace Relations Child Care

Services Handbook

NSW the Children and Young Persons Care and Protection Act 1998

NSW Commission for children and Young People Act 1998

NSW Child Protection Act 1998

Ombudsman Amendment (Child Protection and Community Services) Act 1998

NSW Public Interest Disclosures Act 1994

UNICEF Convention on the Rights of the Child 1989

KEY RESOURCES

National Quality Standards 2011 (ACECQA)

ECA Code of Ethics www.earlychildhoodaustralia.org.au



ADOPTED C/M Minute No.

RELIEF EDUCATOR

BACKGROUND

High quality childcare, and trusting relationships between families and the service, is achieved when there is consistency and continuity of care. The Education and Care Services National Regulations 2011 provides scope for the role of a Relief Educator to provide continuity of care for families and children.

POLICY

To allow Educators time to attend to important appointments, events or take time away from work, and to minimise disruption to children in care during these times.

PROCEDURE

All Relief Educators must be Registered with the Mid-Western Regional Family Day Care Scheme, have a Working with Children Check, have their Certificate III Children's Services Qualification and have a current first aid certificate (including Asthma and Anaphylactic Management).

A Relief Educator when working for one Primary Educator can be added to that Primary Educators Public Liability Insurance. If the Relief Educator is working more than 50% of the Primary Educators service hours, or working for two or more Educators, they are to take out their own Public Liability Insurance.

Parents should be informed as soon as possible before the event about the relief arrangements. If an Educator has a regular Relief Educator they should notify the parents of this when the Parent / Educator Contracts are signed (when children first start care, at the beginning of each year or when an Educator's circumstances may change).

Educators may arrange for another Educator to provide Relief Care in their Family Day Care residence but the Coordination Unit should be notified before the relief care commences, and child ratios must be maintained.

The Primary Educator must inform the Relief Educator of the safety procedures for their home, showing the location of the fire extinguisher and fire blanket, smoke alarm, the emergency evacuation procedure and drill, the location of the first aid kit, emergency contact list, CPR chart and house key.

The Primary Educator must inform the Relief Educator of the children's anticipated needs over the

period of relief care, including their needs for food requirements, sleep, medication, medical conditions

and activities.

Should the Relief Educator need to transport the children in care the Coordination Unit should have a

copy of their White Slip for their car and a Risk Assessment for the excursion.

It is the Schemes belief that if a family chooses to make other arrangements other than using the Relief

Educator then they should not be charged for the period of care.

The Primary and Relief Educator will discuss what fees will be charged before the care is provided.

RELATED POLICIES

All Mid-Western Regional Family Day Care Policies and Procedures

RELATED FORMS

All Mid-Western Regional Family Day Care Forms

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 136, 127

KEY RESOURCES

National Quality Standards: Quality Area 7 & 2

National Family Day Care Association Public Liability Insurance www.fdca.com.au



ADOPTED C/M Minute No.

RETENTION AND CONFIDENTIALITY OF RECORDS

BACKGROUND

Regulatory, licensing and funding bodies require the retention and maintenance of records in relation to service stakeholders and children. All records are required to be kept up to date, stored confidentially in a safe and secure area with access by authorised persons only. This includes both electronic and hardcopy format. Carefully organised storage systems are required in order to easily access records which are required by legislation to be kept in some cases up to 24 years.

POLICY

To ensure the Approved Provider, Nominated Supervisor, Co-ordination Unit and Educators maintain and securely store all records required under the legislation, ensuring confidentiality and easy access by authorised persons.

PROCEDURE

IN RELATION TO RETENTION OF RECORDS

Under the Education and Care Services National Law Section 175 and Regulations enrolment and other documents must be kept (to the extent practicable) at the education and care service premises if they relate to the operation of the service, any staff member or child for the previous 12 months. If not kept on the premises, they must be kept at a place readily accessible by an authorised officer; for example, the records are available online from the service premises.

The Coordination Unit must keep evidence of the current insurance at the education and care service premises, or for a Family Day Care service, at the principal office.

A Family Day Care Educator must keep evidence of the Educator's current public liability insurance at the Family Day Care residence.

IN RELATION TO CONFIDENTIALITY OF RECORDS

Records must be kept in a safe and secure place. They must be kept for the period of time specified in the Education and Care Services Regulations (see Appendix 1).

Records may be kept in hard copy or electronic form, provided that they are accessible as required.

Records must not be communicated (either directly or indirectly) with anyone other than:

- Educators who require the information for the education and care of the child
- Medical personnel who require the information for medical treatment of the child with permission granted from the parent/guardian
- The parent of the child that the record relates to (except for a staff record), or the Regulatory Authority or an authorised officer.

For access to documentation a parent must be on the birth certificate or have some other official documentation that relates them to the child.

They may also be communicated if authorised or required under any Act or Law, or if the person who provided the information gives written permission. For example, a parent may give written permission for the service to share information about their child with a support agency such as Inclusion Support.

STORAGE OF RECORDS

Educators and Coordination Unit Records are to be stored in a secure manner when not in use. Educators have a legal obligation to forward all completed forms and authorisations to the Coordination Unit for the retention of such records after a child has ceased care with them.

RECORDS RELATING TO PARTICIPANTS OF THE FAMILY DAY CARE SCHEME

All matters relating to staff, families / children and Educators are to remain confidential; including information about:-

- Staff and/or their families;
- Children Registered in the Scheme;
- Families of the Scheme;
- Educators and/or their families

RELEVANT POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assessment of Family Day Care Venues

Assist Educators

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Critical Incident

Curriculum Development

Delivery and Collection of Children

Deregistration of an Educator

Educator Household Members

Educator Leave and Resignation

Educator Record Keeping

Educator Selection and Registration

Emergency and Evacuation

Enrolment and Orientation

Ethical Conduct

Excursions

Governance and Management of the service

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Non Compliance

NSW Ombudsman

Photographs and Videos

Priority of Access

Privacy and Confidentiality

Professional Development

Relief Educators

Service Policies

Staffing

Toy, Equipment and Resource Library

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Application for Approved Absences

Approval for 24 Hour Care

Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Authorisation to administer medication - 2 weeks

Authorisation to administer medication - 3 months

Before and After School Care

Child Care Benefit / Rebate Form

Child Care Benefit / Rebate Receipts

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Educator Exit

Educator Medical Certificate

Educator Registration Agreement

Excursion Approval

Excursion Risk Assessment

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Landlord Permission

Monitor, Support and Supervision Visit Form

Non Compliance Form

Non Routine Excursion Permission

Parent / Educator Agreement

Permission to share / receive information from other services

Pet Authority

Risk Assessment

Routine Excursion Permission

Statutory Declaration

Student Placement Form

Swimming Pool Authority

Water Activities Authority

Visitors Sign-in Sheet

Volunteer Notification

RELEVANT LEGISLATION

Education and Care Services National Law Act 2010 Section 51, 175

Education and Care Services National Regulation 2011 Clause 29 – 30, 177–184

Work Health and Safety Act 2011

Work Health and Safety Regulation 2011

Health Records and Information Privacy Act 2002 No 71 - NSW

Privacy and Personal Information Protection Act 1998 No 133 - NSW

Government Information (Public Access) Act 2009 - NSW

Local Government Act Retention of Records for Community Services

NSW the Children and Young Persons Care and Protection Act 1998

Ombudsman Amendment (Child Protection and Community Services) Act 1998

NSW Public Interest Disclosures Act 1994

KEY RESOURCES

National Quality Standards 2011 (ACECQA) – Quality Area 7
Mid-Western Regional Council Records Management Policy
Mid-Western Regional Council Access to Informa6tion Policy
DEEWR Child Care Service Handbook
ECA Code of Ethics www.earlychildhoodaustralia.org.au

APPENDIX 1

RECORDS AND DOCUMENTS REQUIRED TO BE KEPT

Records and documents required to be kept

Records and documents required to be kept at the service (National Regulations 183)				
Type of record	Responsibility	Timeframe	Reference	
Evidence of current public liability insurance Note: Does not apply if the insurance is provided by a state or territory government.	Approved Provider Family day care educator	Available for inspection at service premises or family day care office	Regulations 29, 30, 180	
Quality Improvement Plan	Approved Provider	Current plan is to be kept	Regulations 31, 55	
Child assessments	Approved Provider Family day care educator	Until the end of 3 years after the child's last attendance	Regulations 74, 183	
Incident, injury, trauma and illness record	Approved Provider Family day care educator	Until the child is 25 years old	Regulations 87, 183	
Medication record	Approved Provider Family day care educator	Until the end of 3 years after the child's last attendance	Regulations 92, 183	
Child attendance	Approved Provider Family day care educator	Until the end of 3 years after the record was made	Regulations 158–159, 183	
Child enrolment	Approved Provider Family day care educator	Until the end of 3 years after the child's last attendance	Regulations 160, 183	
Death of a child while being educated and cared for by the service	Approved Provider	Until the end of 7 years after the death	Regulations 12, 183	
Record of service's compliance history	Approved Provider	Until the end of 3 years after the Approved Provider operated the service	Regulation 167	

APPENDIX 1 RECORDS AND DOCUMENTS REQUIRED TO BE KEPT

Assessment of family day care residences and approved family day care venues	Approved Provider	Until the end of 3 years after the record was made	Regulation 116
Record of family day care staff (including educators, co-ordinators and assistants)	Approved Provider	Until the end of 3 years after the staff member works for the service	Regulation 154
Record of visitors to family day care residence or approved family day care venue	Family day care educator	Until the end of 3 years after the record was made	Regulation 165



ADOPTED C/M Minute No.

SAFE SLEEPING AND REST

BACKGROUND

Sleep and rest are vital to children's healthy development. "Children who get enough sleep are more engaged and less prone to behavioural problems and moodiness. Sleep also promotes alertness, memory and performance ... effective rest and sleep strategies are important to ensure that children feel secure and safe, and ECEC settings have a duty of care to ensure that all children are provided with a high level of safety and comfort when resting or sleeping and to maintain adequate supervision" (Childcare and Children's Health, vol 14, no2, June 2011)

POLICY

Educators are to take all reasonable steps to ensure that the children's physical needs for rest and relaxation is acknowledged and provided for during care, according to the individual child's age and developmental needs.

Educators are to be aware of, and to understand their individual Family Day Care Services' obligations to comply with all legislative requirements, standards and current best practice, including following practices recommended by safety authorities.

PROCEDURE

The Early Years Learning Framework (EYLF) includes a focus on social, emotional, spiritual and physical wellbeing and health. Outcome 3 refers to a child's ability to take increasing responsibility for their own wellbeing. One of the indicators for this capacity is that children "recognise and communicate their bodily needs (for example thirst, hunger, rest comfort, physical activity).

The EYLF suggest that to promote this, educators should:

- Consider the pace of the day within the context of the community
- Provide a range of active and restful experiences throughout the day, and support children to make appropriate decisions regarding participation

The Coordination Unit will:

Regularly provide information about current safe sleeping guidelines from relevant authorities.

Educators are responsible for:

Discussing the children's usual settling routines and sleeping patterns with families and accommodate these as far as practicable within the daily routine; parenting beliefs, values, practices and requirements

Educators are not to insist or deny a child sleep or rest against the child's wishes or needs. Rest time should be non-threatening and non-stressful for both the Educator and children.

Taking reasonable steps to ensure the sleep/rest needs of children at the service are met, with regard to the age of children, developmental stages and individual needs (Regulation 81(1)).

Providing a positive and nurturing environment for all children attending the service

Recognising that children have different requirements for relaxation and sleep, and being responsive to those needs to ensure that children feel safe and secure at the service

Minimising distress or discomfort for the children in their care

Children who do not require a daytime rest will, after a brief quiet time be allowed to participate in passive activities (such as reading, writing and drawing, solving puzzles or playing board games), either on their bed or at tables.

Children participating in such activities will be encouraged to understand that other children in care need and have the right to undisturbed rest.

All children between the ages of 3-5 years are required to participate in a quiet rest/sleep time. These children will be encouraged to rest their bodies and minds for 20-30 minutes. If children are awake after this time, they will be provided quiet activities for the duration of rest time.

The length of time each child spends at the service

Circumstance or events occurring at a child's home

Consistency of practice between home and the service

A child's general health and wellbeing

Ensuring adequate supervision of children at the service at all times, including during relaxation/sleep Ensure that resting or sleeping children are supervised according to the child's age, their abilities and needs, and the context of care (e.g. day or overnight care).

Children will be encouraged to dress appropriately for the room temperature when resting or sleeping. Lighter clothing is preferable, with children encouraged to remove shoes, jumpers, jackets and bulky clothing. The room temperature will be considered to ensure maximum comfort for the children.

All blankets and sheets are appropriate for the season and are to be clearly marked with the child's name and washed at regular intervals to prevent the spread of cross infection.

Beds and / or mattresses will be in good repair and be easily cleaned between uses.

Ensuring cots provided at the service comply with the most current Australian/New Zealand Standards Conducting regular safety checks of equipment used for sleeping/resting such as cots and mattresses No alterations should be made to purchased cots under any circumstance, as this may have serious Ensure that children do not share the same bed at the same time. Children should not sleep on cushions or couches that cannot be cleaned in between uses.

Complying with the recommendations of SIDS and Kids and Kidsafe in relation to safe sleeping practices for children that reduce the risk of SIDS (Sudden Infant Death Syndrome)

The physical environment, including room temperature, lighting, airflow and noise levels should be conducive to rest time.

Ensuring that any hanging cords, mobiles, curtains and blinds and inaccessible to children who are resting or sleeping

Educators will give children bottles before the children go to bed. Children will not be put in cots or in beds with bottles as per the Dental Health Policy.

Developing communication strategies to inform parents/guardians about their child's rest and sleep patterns, including times and length of sleep

Ensure that no child who is of or above 7 years of age sleeps in the same room as another child of the opposite sex who is not a relative.

Ensure that no child who is of or above the age of 2 years sleeps in a room in which an adult is sleeping.

Ensure that no child who is under the age of 2 years sleeps in a room in which an adult is sleeping, except with the written consent of the parent of the child.

Parents will:

At enrolment and from time to time discuss with their Educator their wishes in regard to settling and sleeping arrangements for their child/ren.

Discussing their child's relaxation and sleep requirements and practices prior to commencing at the service, and when these requirements change

Providing information on the child's enrolment form if the child requires special items while resting or sleeping e.g. a comforter or soft toy

Providing a written medical report if their baby/child is not to be placed on their back during sleep. Parents/guardians must communicate alternative resting practices to staff.

RELATED POLICIES

Acceptance and Refusal of authorisations

Assessment of Family Day Care Venues

Assist Educators

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Educator Household Members

Educator Record Keeping

Emergency and Evacuation

Enrolment and Orientation

Ethical Conduct

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Inclusion and Equity

Infectious Diseases

Interactions with Children

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Non Compliance

Nursery, Toy and Equipment Safety

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professionalism

Protection from Harm and Hazards

Relief Educators

Supervision

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Attendance Records

Change of Family Details

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Educator Information

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Compliance Form

Non Routine Excursion Permission

Parent / Educator Agreement

Risk Assessment

Routine Excursion Permission

Visitors Sign-in Sheet

RELEVANT LEGISTALTION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 81

KEY RESOURCES

National Quality Standards: Quality Areas 2, 3 &5

Sids and Kids – www.sidsandkids.org

Standards Australia - www.standards.com.au

The Children's Hospital Westmead - www.chw.edu.au

Australian/New Zealand Standard – Cots for household use Safety Requirements 9AS/NZS 2172:2010)

Services can check current standards on the SAI Global website at: www.saiglobal.com

Belonging, Being and Becoming – the Early Years Learning Framework for Australia (EYLF)

www.deewr.gov.au/earlychildhoodpolicy agenda/quality/pages

Kidsafe Fact Sheets at www.kidssafevic.com.au/resources

SIDS and Kids, Safe Sleeping Program www.skidsandkidsvic.org/safe-sleeping-education

Product Safety: a guide for businesses and legal practitioners

www.consumer.vic.gov.au/businesses/fair-trading/product-safety

Appendix 1 SIDS Sleeping Information

APPENDIX 1

To minimize the risk of SIDS and other sleeping accidents in infants and babies during overnight and daytime care, Educators should:

UTILISE THE SIDS AND KIDS SAFE SLEEPING GUIDELINES ON REDUCING THE RISK OF SIDS

1. Put baby on their back to sleep from birth

Sleeping on the back reduces the risk of SIDS. The chance of babies dying from SIDS is greater if they sleep on their tummies or sides.

There is an increased risk of SIDS for first time tummy sleepers. Put baby on back to sleep, from birth, unless advised in writing to do otherwise by the baby's doctor. Healthy babies placed to sleep on the back are less likely to choke on vomit than tummy sleeping babies.

Tummy play is safe and good for babies when they are awake and an adult is present, but don't put baby on tummy to sleep.

Older babies can turn over and move around the cot. Put them on their back but let them find their own sleeping position. The risk of SIDS in babies over six months is very low, but it can still happen.

2. Sleep baby with face uncovered

Be careful that the baby's face and head stay uncovered during sleep as this decreases the risk of SIDS.

A good way to do this is to put baby's feet at the bottom of the cot so that baby can't slip down under the blankets.

When baby is put to sleep, check that:

- Baby is tucked in securely (or is in a safe sleeping bag);
- Cot bedding is not loose;
- There are no guilts, doonas, duvets, pillows or cot bumpers in the cot.

3. Cigarette smoke is bad for babies

Babies exposed to cigarette smoke increases the risk of SIDS. Ensure that babies have a smoke free environment at all times whilst in care, in vehicles or while on excursions at any other location.

4. A Safe Place to Sleep

Be aware and avoid these hazards in the baby's sleeping environment:

- Remove dangling cords or string as these could get caught around baby's neck.
- Always do up the restraints when baby is in pram, stroller or bouncer or any other baby/toddler equipment. It can be dangerous if baby becomes tangled in loose restraints.
- Make sure that the footrest on the stroller is strong and secure. A weak footrest may give way and cause baby to become trapped.
- Remember the routine of "feed, play and sleep".
- At no time are babies to have bottles in bed. This is due to risk of choking, dental hygiene and the risk of fluid entering the middle ear causing infection.
- Whilst it is not recommended practice for toddlers and children to have a bottle to go to bed, if
 this is a care requirement, parents must provide a written consent and be supplied with
 information about best practice. There needs to be strict adult supervision whilst they have the
 bottle.
- Educators ensure that sleeping children remain within hearing range of the Educator and are regularly monitored.



ADOPTED C/M Minute No.

SERVICE POLICIES

BACKGROUND

The National Education and Care Services Regulations require Family Day Care Schemes to have particular Policies and Procedures which are readily accessible to Educators, staff, volunteers, families and Regulatory Authority staff.

In addition, The National Quality Standards outlines criteria for scheme operations which could result in the development of additional policies to improve the quality of the service offered to families.

POLICY

To ensure the Mid-Western Regional Family Day Care Scheme has all the compulsory Policies and Procedures that are outlined in the 2011 Education and Care Services Regulations, the National Quality Standards, the Workplace Health and Safety Act, the Australian Governments Child Care Management System Children's Services Handbook and any other regulatory authority.

PROCEDURE

Policies should be informed by the Service's philosophy statement, Early Childhood Australia's Code of Ethics and current advice from recognised authorities.

The Coordination Unit must also give 14 days' notice to parents of children enrolled at the service before making any change to a policy or procedure that would have a significant impact on any enrolled child; affect the family's ability to utilise the service, or affect the fees charged or the way fees are collected.

All stakeholders are encouraged to participate in the review process of policies and procedures.

The notice period is not required if the change to a policy or procedure is to address an issue in relation to the safety, health or wellbeing of any child enrolled at the service.

The Coordination Unit must take all reasonable steps to ensure that the written policies and procedures are followed.

The approved provider of an education and care service must ensure that a copy of the 2011 Education and Care Services Law and Regulations and Scheme Policies and Procedures are accessible at each education and care service at all times for use by the Coordination Unit staff, parents of children enrolled at the service and any person seeking to make use of the service

RELATED POLICIES

All Mid-Western Regional Family Day Care Policies and Procedures

RELATED FORMS

All related Mid-Western Regional Family Day Care Forms

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 168-172, 185

KEY RESOURCES

National Quality Standards: Quality Area 7



ADOPTED C/M Minute No.

SOCIAL MEDIA

BACKGROUND

Social Media is defined as a social networking site to socialise or communicate with others. These include but are not limited to Facebook, MySpace, Twitter, Snapchat, Instagram, and YouTube and includes usage on any device that connects to the internet, such as but not limited to mobile phone, telephone, tablet or computer.

POLICY

This policy encompasses the Coordination Unit Staff, Educators, parents and guardians, children, students and volunteers who are involved with the Mid-Western Regional Family Day Care Scheme.

To ensure that the Mid-Western Regional Family Day Care Scheme, Educators, children and families are not compromised on any form of social networking or related website.

To ensure the image of Family Day Care in general is represented consistently, positively and professionally at all times.

To ensure privacy, confidentiality and professionalism are adhered to at all times.

To be used in conjunction with Council's Acceptable Use of ICT Policy.

This policy also complies with State and National Laws regarding social networking websites.

PROCEDURE

Social networking sites can be accessed by the public and therefore no private information about your Service, other Educators or the families and children that use your Service should be shared on them. Social media also allows Educators to share information with existing families on the operation of the service, recognising they can do this fitting in with families busy lives and helping to build partnerships. The Scheme also encourages sometimes isolated Educators to network which can be facilitated through internet opportunities such as social media.

SCHEME

The Mid-Western Regional Family Day Care Scheme has a private Facebook page to enable the Educators and Coordination Unit to communicate and network with each other. Privacy and confidentiality should be adhered to at all times with no negative or sensitive issues discussed.

The Coordination Unit are to be the administrators of the sight and reserves the right, should any post be deemed inappropriate to remove it and the Educator may also be removed from the page.

Educators must ensure log-on details for any private or Mid-Western Regional Family Day Care Scheme social networking or related websites are kept confidential and respects the rules for usage and distribution of the material that is accessible.

The Mid Western Regional Family Day Care Scheme endeavours to have a public Facebook page to engage families who use the service and the broader community.

INDIVIDUAL EDUCATOR SERVICES

If an Educator wishes to have a social media format for their Service (Facebook, website etc.), whether private or public, the Coordination Unit must be informed prior to it being set up, and written approval given.

Educators must ensure that the Coordination Unit can access this site at all times.

Educators must gain written permission from all parents / guardians of the children using their Service outlining what information / photographs can / will be shared on the site. Should written permission not be given / received the Educator is not to include that child/ren under any circumstances.

To ensure Privacy and Confidentiality the Mid-Western Regional Family Day Care Scheme states that the following strategies should be used and maintained –

- no names are to be used. Instead a single initial (Mr R) or age (Miss 4) is used if required to describe an activity.
- photos are to have no distinguishing faces that is taken from the back of the children, not including their faces.

The Educators must ensure the content on the site is professional and a positive reflection of their Service, the Mid-Western Regional Family Day Care Scheme and Family Day Care in general.

Educators must not imply that Mid-Western Regional Family Day Care Scheme endorses their personal views.

The Educator must understand what constitutes illegal or inappropriate use and avoid such activities.

Educators must be aware and obey the laws covering libel, defamation, privacy and the protection of intellectual property

Non-compliance with this Social Media and Internet Use Policy may have the potential to damage the reputation, image, competitive or financial position of Mid-Western Regional Family Day Care Scheme or Mid-Western Regional Council, and consequently, may result in disciplinary action.

HARRASSMENT / DEFAMATION

Should harassment, defamation of any kind take place on a social networking site, the Educator involved will face an inquiry into their actions and depending on the severity of the situation may face possible

Deregistration from the Scheme. This also applies to any actions of an Educators Household members.

Should a member of a family registered with the Mid-Western Regional Family Day Care Scheme harass or defame an Educator or the Scheme via a social networking website the Family Day Care manager will conduct an inquiry into their actions and depending on the severity of the situation they may face possible termination of their child's place within the Scheme.

RELATED POLICIES

Mid-Western Regional Council Social Media Policy

All Mid-Western Regional Family Day Care Policies and Procedures

RELATED FORMS

Assist Educator Participation Agreement

Child Registration and Authorisation Form

Complaint/ Feedback Form

Emergency Contact Details

Educator Information

Educator Registration Agreement

Household Members Agreement

Monitor, Support and Supervision Visit Form

Non Compliance Form

Parent / Educator Agreement

Parent Handbook

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 181 - 184

KEY RESOURCES

Mid-Western Regional Council Media Policy

Mid-Western Regional Council Electronic Telecommunications

Mid-Western Regional Council Code of conduct

Privacy and Personal Information Protection Act 1998

National Quality Standards Quality Area 4, 5, 6, and 7



ADOPTED C/M Minute No.

STAFFING

BACKGROUND

Research has demonstrated that the employment of appropriately qualified staff in early childhood services is a key contributor to the delivery of quality programs and better learning outcomes for children.

An education and care service operates most effectively when there is open communication and information is shared. Effective communication and problem solving between the adults in the service also models successful working relationships for children.

Teamwork and collaboration, where others' viewpoints are respected and contributions are acknowledged, are fundamental to the development of trusting relationships.

Diversity within the team in terms of skills, experiences and backgrounds enhances the team and ultimately leads to more effective and responsive programs for children.

POLICY

The Quality Area Staffing arrangements require services to ensure they are meeting adequate staffing arrangements as required under the National Quality Framework. This means the provision of qualified and experienced staff who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

The Mid-Western Regional Family Day Care Scheme will meet their duty of care obligations for the staffing requirements of the National Education and Care Services Law and Regulations.

PROCEDURE

COORDINATION UNIT

Qualifications

Family Day Care Managers must have an approved Early Childhood Education Degree.

Qualified and experienced Managers train, support and monitor Educators in their education and care role with children.

Support Officers must have an approved Diploma level Early Childhood Education qualification.

A current list of approved qualifications is available on the ACECQA website. Applications can also be made to ACAQA to determine if other qualifications can be recognised.

The Coordination Unit must ensure that the following people have been appointed and are known throughout the service.

Responsible person

- Ensuring that a person eligible to be nominated as a Responsible Person holds a Supervisor Certificate and has appropriate skill level, experience, qualifications and approval to work with children, as required under the National Law and National Regulations
- Ensuring that the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service (National Law: Section 172)
- Ensuring that the service does not operate without a Nominated Supervisor, and that this person has given written consent and holds a Supervisor Certificate
- Ensuring that the name of the Nominated Supervisor is displayed prominently at the service
- Ensuring that information about the Nominated Supervisor, including name, address, date of birth, evidence of qualifications and approved training, and a Working with Children Check is kept on the staff record (Regulation 146).
- Notifying the Regulatory Authority in writing if there is a change of person in the role of Nominated Supervisor (Section 56, Regulation 35)

Assistance from the Coordination Unit to the Family Day Care Educators must be available at all times the Family Care Services operates. Assistance can be provided by the Approved Provider, a Nominated Supervisor or a Certified Supervisor.

Nominated Supervisor

A 'Nominated Supervisor' is a person who is a Certified Supervisor, has been nominated by the Approved Provider and has consented to that nomination.

Ensuring that the Nominated Supervisor and Certified Supervisors have a sound understanding of the role of Responsible Person

Certified Supervisor

A Certified Supervisor is placed in day-to-day charge of an education and care service if the Approved Provider or Nominated Supervisor is not available.

Certified Supervisors who are placed in day-to-day charge of an education and care service are not the equivalent of a Nominated Supervisor and do not have the same responsibilities under the National Law as Nominated Supervisors.

Certified Supervisors are responsible for:

- Holding a Supervisor Certificate
- Providing written consent to accept the role of Certified Supervisor
- Checking that the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service
- Informing the Approved Provider and/or Nominated Supervisor in the event of absence from the service due to leave or illness so they can be replaced by another Responsible Person
- Ensuring they have a sound understanding of the role of Responsible Person
- Abiding by any conditions placed on the Supervisor Certificate
- Understanding that a Certified Supervisor placed in day to day charge of an approved service does not have the same responsibilities under the National Law as the Nominated Supervisor

EDUCATIONAL LEADER

The Manager or Support Officer who is suitably qualified and experienced must be appointed to lead the development and implementation of the educational curriculum within the Scheme. This person may have suitable qualifications and experience, as well as a thorough understanding of the Early Years Learning Framework and/or the Framework for School Age Care to be able to guide other Educators in their planning and reflection, and mentor colleagues in their implementation practices.

FAMILY DAY CARE EDUCATOR QUALIFICATIONS

By 2014 a Family Day Care Educator must have (or be actively working towards) at least an approved Certificate III level education and care qualification.

Current legislation also requires all educators to have current approved first aid qualifications, anaphylaxis and asthma management training.

REGISTER OF FAMILY DAY CARE EDUCATORS

The Approved Provider of a Family Day Care Service must keep a register of each Family Day Care Educators registered with the service.

EDUCATOR-TO-CHILD RATIOS

The National Law and National Regulations require that services maintain the required educator-tochild ratios at all times based on the ages and number of children being educated and cared for at the service.

A Family Day Care Educator must not educate and care for more than seven children at any one time.

A maximum of four of these children can be preschool age or under (as from 1 January, 2014).

If the Educator's own children or any other children are at the Family Day Care residence while the service is operating, they are to be counted in the overall total of children if they are under

13 years of age and there is no other adult present and caring for the children.

EXCEPTIONAL CIRCUMSTANCES

In exceptional circumstances, a Family Day Care Service Coordinator may approve an Educator to care for more than seven children, or more than four children who are preschool age or under, including

when:

all the children are siblings in the same family

a child is in need of protection under child protection law, or

the Family Day Care residence or venue is in a rural or remote location and no alternative care

is available.

VOLUNTEERS AND STUDENTS

If an Educator is to have a volunteer or student at their service, they must notify the Coordination Unit

and have written approval from the Coordination Unit prior to the volunteer or student beginning.

The Coordination Unit and Educators must be aware of the protocols and guidance supplied by

Universities, Tafes or RTOs in relation to participating students.

RELATED POLICIES

All Mid-Western Regional Family Day Care Policies and Procedures

RELEVANT LEGISLATION:

Education and Care Services National Law Act 2010

Sections 5, 44, 56,106-109,114,115,118,161,162,172,291 (5)

Education and Care Services National Regulations 2011 Regulations

35, 46 49,146,168(2)(i)(ii),173,176(2) 118, 124, 127, 128, 154,

Department of Education, Employment and Workplace Regulations www.deewr.gov.au

Working with Children Act 2005

KEY RESOURCES

National Quality Standard, Quality Area 4: Staffing Arrangements

ACECQA www.acecqa.gov.au/staffing-arrangements#sthash.N7FyUtJE.dpuf



ADOPTED C/M Minute No.

SUN PROTECTION POLICY

BACKGROUND

Australia has the highest rate of skin cancer in the world. Research has indicated that young children and babies have sensitive skin that places them at particular risk of sunburn and skin damage. Exposure during the first 15 years of life can greatly increase the risk of developing skin cancer in later life. Early childhood services play a major role in minimising a child's UV exposure as children attend during times when UV radiation levels are highest.

POLICY

Mid-Western Regional Family Day Care will follow best practice guidelines to protect children, family members, Educators and Coordination Unit staff from the damaging effects of sun exposure.

PROCEDURE

Our Sun Protection strategies are:

Outdoor Activities

All adults and children will use a combination of sun protection measures whenever UV Index levels reach 3 and above. These will include:

- From October to March sun protection is required at all times. Extra sun protection is needed between 11am and 3pm and during this period outdoor activities should be minimised. Minimising outdoor activities includes reducing both the number of times (frequency) and the length of time (duration) children are outside.
- From Mayto September (excluding June and July when the UV index is mostly below 3) outdoor activity can take place at any time. However, from 10am 2pm sun protection is required.
- In June and July, when the UV Index is mostly below 3, sun protection is not required. However best practice would be for children and Educators to wear hats when outdoors. Extra care is needed for schemes in the far west and north of NSW and for all children who have very fair skin.

All sun protection measures (including recommended outdoor times, shade, hat, clothing and sunscreen) will be considered when planning excursions and playsessions.

UV Ratings

The sun's Ultra Violet (UV) is both a major cause of skin cancer and a great source of vitamin D. You cannot see or feel UV. UV levels can be high even on a cool, cloudy day so do not rely on the temperature as a guide for when to use sun protection.

Low - 1, 2

Medium - 3, 4, 5

High - 6, 7

Very High - 8, 9, 10

Extreme - 11+

Educators and children are required to be indoors when the rating reaches a level of High (6) and above.

Educators may use approved 'Apps' such as the Cancer Council Sun Smart to determine the daily UV. Other 'Apps' may be approved by the Coordination Unit if necessary.

Shade

All outdoor activities will be planned to occur in shaded areas for outdoor play. Play activities will be moved throughout the day to take advantage of shade patterns.

Staff and Educators will provide and maintain adequate shade. Shade options can include a combination of portable, natural and built shade. Regular shade assessments should be conducted to monitor existing shade structures and assist in planning additional shade requirements.

Hats

Adults and children are required to wear sun safe hats that protect their face, neck and ears. A recommended sun safe hat include:

- Legionnaire hat
- Bucket hat with a deep crown and brim size of at least 5cm (adults 6cm)
- Broad-brimmed hat with a brim size of at least 6cm (adults 7.5cm).

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 may be provided with a spare hat.

Clothing

When outdoors, adults and children will wear sun safe clothing that covers as much of the skin as possible (especially the shoulders, back and stomach). This would include wearing:

- Loose-fitting shirts and dresses with sleeves and collars or covered neckline
- Longer-style skirts, shorts and trousers.

Children who are not wearing sun safe clothing may be provided with spare clothing or encouraged to play in the shade. Midriff, crop or singlet tops do not provide enough sun protection & are therefore not recommended for Educators and children.

Sunscreen

SPF 30+ broad spectrum water resistant sunscreen is to be applied to all children (over 12 months) in the amount according to instructions on the bottle, before exposure to the sun. Those unable to wear sunscreen must be encouraged to play in the shade. (The Cancer Council recommends that sunscreen be applied ideally 20 minutes before going outside and reapplied every 2 hours). Sunscreen should be stored in a cool, dry place and the use-by date monitored.

Babies

Babies under 12 months should not be exposed to direct sunlight and are to remain in the shade when outside. They should also wear sun safe hats and clothing, and small amounts of SPF30+ broad-spectrum sunscreen may be applied with parents' prior consent.

Role Modelling

All Educators and Coordination Unit staff must wear a sun smart hat when outside. The Scheme also recommends that all Educators and parents will positively role model sun protection behaviour and attitudes by also wearing a combination of sun protection clothing, hat, sunglasses and SPF 30+ sunscreen when outdoors.

Education and Information

Sun protection will be incorporated into Educator learning programs and information communicated to families, staff and Educators by newsletters, meetings and notice boards.

The sun protection policy (including updates) will be provided to all Coordination Unit staff, families and Educators.

Coordination Unit staff and Educators will regularly monitor and review the effectiveness of the Sun Protection Policy and procedures.

Further information is available on the NSW Cancer Council website www.cancercouncil.com.au/sunsmart

RELATED POLICIES

Acceptance and Refusal of authorisations
Assessment of Family Day Care Venues

Assist Educators

Children in Care

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Curriculum Development

Educator Household Members

Educator Record Keeping

Enrolment and Orientation

Ethical Conduct

Excursions

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Interactions with Children

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Non Compliance

Nursery, Toy and Equipment Safety

Play sessions

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professionalism

Relief Educators

Supervision

Water Safety

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Information

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Compliance Form

Parent / Educator Agreement

Parent Handbook

Risk Assessment

Swimming Pool Authority

Water Activities Authority

Visitors Sign-in Sheet

RELEVANT LEGISTAION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

KEY RESOURCES

National Quality Standards: Area 2

The Cancer Council NSW. (2006). SunSmart childcare: A policy guide for service providers.



ADOPTED C/M Minute No.

SUPERVISION

BACKGROUND

A duty of care exists at all times the child is attending a children's service.

Supervision is an integral part of the care and education of children and requires Educators to make ongoing assessments of the child and the activities in which they are engaged. Active supervision assists in the development of positive relationships between educators, children and their families, and informs ongoing assessment and future planning.

POLICY

To ensure the safety and wellbeing of children in care at all times.

Ensuring there is an understanding of the legal responsibility and accountability to implement the procedures and practices outlines in this policy

PROCEDURE

ADEQUATE SUPERVISION

All children must be adequately supervised at all times the children are being educated and cared for at the Family Day Care Service.

Supervision is critical to the safety of children. At its most basic level, supervision helps to protect children from harm or hazards that may arise in their play and daily routines.

Adequate supervision means that an Educator can respond immediately, including when a child is distressed or in a hazardous situation.

Effective supervision also requires an Educator to be actively involved with children. It is not the intention of this requirement that Educators merely 'stand back and watch'.

Every child should always be monitored actively and diligently. This means knowing where children are at all times. Children of different ages and abilities will need different levels of supervision. In general, the younger children are, the more they may need an adult to be physically present and close by to support and help them.

In a Family Day Care Service, some children may be playing in different parts of the Family Day Care residence and the Educator will need to consider how these children will be supervised.

The adequacy of supervision should be determined by a range of factors, including:

- number, ages and abilities of children
- each child's current activity
- areas where children are playing, in particular the visibility and accessibility of these area
- risks in the environment and experiences provided to children
- the Educators' knowledge of each child and each group of children
- the experience, knowledge and skill of the Educator.

SLEEPING CHILDREN

When considering the supervision requirements of sleeping children, an assessment of each child's circumstance and needs should be undertaken to determine any risk factors. For example, because a higher risk may be associated with small babies or children with colds or chronic lung disorders, they might require a higher level of supervision while sleeping.

Sleeping children should always be within sight and hearing distance so that Educators can assess the child's breathing and colour of their skin to ensure their safety and wellbeing. Rooms that are very dark may not provide adequate supervision of sleeping children.

NAPPY CHANGE

Preparing for a nappy change is fundamental to maintaining an adequate level of supervision of children. Educators should ensure that all of the required equipment is available and within reach prior to beginning a nappy change. During a nappy change, a child should never be left alone on the change table and physical contact should always be maintained with the child.

VISITORS TO THE SERVICE

Educators must ensure that all children are fully supervised when a visitor arrives, is at, and departs from their service.

END OF DAY

Educators must ensure that their end of day duties, such as cleaning and securing premises, do not compromise adequate supervision of children.

EXCURSIONS

Undertaking a risk assessment is part of planning a routine outing or excursion. The risk assessment will need to take into account the level of supervision needed for the entire time the children are out of the registered Family Day Care service venue.

All aspects of supervision need to be addressed for an excursion. For example: Toileting on excursions. Adult to child ratios need to be adhered to at all times. If an Educator is alone on an excursion then they would take all children to the bathroom. However even when there are 2 or more Educators on an excursion, the Primary Educator must always take full responsibility of all the children in her care and therefore also take all children with them. It is not acceptable for one Educator to take one child to the bathroom and leave one Educator with seven children.

VEHICLE

Children must never be left alone in a vehicle for any reason at any time.

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assessment of Family Day Care Venues

Assist Educators

Behaviour Guidance

Children in Care

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Critical Incident

Curriculum Development

Delivery and Collection of Children

Educator Household Members

Educator Record Keeping

Emergency and Evacuation

Enrolment and Orientation

Ethical Conduct

Excursions

Incidents, Injuries, Trauma and Illness

Inclusion and Equity

Interactions with Children

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

National Quality Standards

Non Compliance

Nursery, Toy and Equipment Safety

Nutrition and Activity

Pets and Animals

Play sessions

Priority of Access

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professionalism

Protection from Harm and Hazards

Relief Educators

Safe Sleep and Rest

Sun Protection

Visitors to a Family Day Care Service

Vehicle Safety

Water Safety

Work Place Health and Safety

RELATED FORMS

Application for Approved Absences

Approval for 24 Hour Care

Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Before and After School Care

Change of Family Details

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Information

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Compliance Form

Parent / Educator Agreement

Parent Handbook

Pet Authority

Risk Assessment

Swimming Pool Authority Water Activities Authority Visitors Sign-in Sheet

RELEVANT LEGISLATION

2011Education and Care Services Law 165, 167, 174
2011Education and Care Services Regulations 101, 166, 168, 176

KEY RESOURCES

National Quality Standards: Quality Area 2



ADOPTED C/M Minute No.

SUSTAINABILITY

BACKGROUND

As a community, it is vital that we take increased environmentally sustainable actions to reduce our impact on the planet. Educating and engaging very young children in environmentally sensitive practices has the power to create lasting and meaningful change, with positive knock on effects back to families and the wider community. Importantly, empowering very young people about environmental sustainability issues positively counters the often 'powerless' feelings that older children and adults can have when reflecting on a future in which they feel they have no control or active role to play.

POLICY

This policy will provide guidelines to assist Mid-Western Regional Family Day Care Coordination Unit staff and Educators to take an active role in caring for the environment, and promoting and contributing to a sustainable future.

To promote an education curriculum that encourages a holistic approach to promoting sustainability. The aim of education for sustainability is to promote a sense of respect and responsibility, skills and active participation, empowerment, enquiry and social change.

PROCEDURES

Environmental education and sustainable practices are embedded into the philosophy and curriculum; where there is a celebration of learning which enables children to develop knowledge and awareness of being part of our environment and community.

The Coordination unit is responsible for:

Ensuring environmental education and practices are being incorporated into the curriculum

Providing Educators with information about environmentally sustainable practices e.g. through displays, fact sheets and local community resources. Making recommendations about green and sustainable options

Keeping up to date with current research, resources and best practice through newsletters, journals and support agencies such as Environmental Education in Early Childhood (EEEC).

Educators are responsible for:

- Implementing identified strategies and engaging in activities that support the service to become
 more environmentally sustainable (e.g. recycling, water wise, promote natural products).
- Incorporating environmental education and sustainable practices within the curriculum
- Planning opportunities for children to connect with nature and the natural world at the service, including on excursions and at other service events
- Incorporating celebrations of environmental awareness into the program e.g. National Tree Day,
 National Recycling Week, Clean Up Australia Day and Walk to Work Day
- Keeping up to date with current research, resources and best practice through newsletters, journals and support agencies such as Environmental Education in Early Childhood (EEEC).

Parents/guardians are responsible for:

- Acknowledging and where possible following the strategies identified and outlined in this Environmental Sustainability Policy
- Encouraging their children to adopt environmentally sustainable practices at both the service and at home.

RELATED POLICIES

Assessment of Family Day Care Venues

Assist Educators

Children in Care

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Curriculum Development

Educator Household Members

Educator Record Keeping

Educator Selection and Registration

Enrolment and Orientation

Ethical Conduct

Excursions

Information and Communication Technology

Inclusion and Equity

Interactions with Children

Monitoring, Support and Supervision of Educators

National Quality Standards

Non Compliance

Nursery, Toy and Equipment Safety

Play sessions

Privacy and Confidentiality

Professional Development

Professionalism

Relief Educators

Social Media

Sun Protection

Supervision

Visitors to a Family Day Care Service

Water Safety

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Child Registration and Authorisation Form

Developmental Milestones

Educator Registration Agreement

Household Members Agreement

Monitor, Support and Supervision Visit Form

Non Compliance Form

RELEVANT LEGISLATION

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

KEY RESOURCES

National Quality Standard, Quality Area 3: Physical Environment

The Early Years Learning Framework for Australia

My Time, Our Place - Framework for School Age Care in Australia

Davis JM and Elliot S (2004) Mud Pies and daisy chains: Connecting young children and nature: In Every Child, 10 (4) o4

Early Childhood Australia (unpublished final draft), ECA Environmental Sustainability Policy. Early Childhood Australia: http://home.vicnet.net.au/eeec/policy.pdf

Environmental Education in Early Childhood (EEEC) www.eeec.org.au

Hughes, M. (2007) Climbing the little green steps: How to promote sustainability within early childhood services in your local area, Gosford and Wyong Council www.gosford.nsw.gov.au and www.wyong.nsw.gov.au



ADOPTED C/M Minute No.

TOBACCO, DRUG AND ALCOHOL FREE ENVIRONMENT

BACKGROUND

The Mid-Western Regional Family Day Care Scheme acknowledges the importance of ensuring all children are cared for in an environment free from tobacco, drugs and alcohol.

POLICY

To follow the 2011 Education and Care Services Regulations where it applies to children being cared for in a Family Day Care Service or on a Family Day Care excursion.

Clause 82 (2) A Family Day Care Educator must ensure that children being educated and cared for by the Educator as part of a family day care service are provided with an environment that is free from the use of tobacco, illicit drugs and alcohol.

Clause 83 (3) A Family Day Care Educator must not, while providing education and care for children as part of a Family Day Care service consume alcohol; or be affected by alcohol or drugs (including prescription medication) so as to impair his or her capacity to provide education and care to the children

PROCEDURE

Exposure to tobacco smoke poses major health risks for both children and adults.

All prospective Educators should be made aware of the tobacco, drug and alcohol free environment during recruitment procedures.

Educators should not smoke at any time, whilst providing their Family Day Care service.

All areas of the Educators home which are accessed by children being cared for should be smoke-free while any children are present in the Family Day Care Service.

In Family Day Care where the service is also a family home, strategies should be developed to ensure that the Educator's home is a safe place for children, while recognising the rights of the Educator's family. For example, Educators might suggest a space outside the Family Day Care Service premises where other household members and visitors may smoke. If tobacco is smoked in the Family Day Care residence when the service is not operating, consideration should be given to issues such as ventilation, hygiene and safe storage of items including cigarettes, ashtrays matches and lighters.

Educators are to ensure that children are cared for in a smoke-free environment, even in the event of parents having no objections to children being exposed to smoke or the example of smoking.

Educators who do not ensure the protection of children by implementing the non-smoking Policy of the Family Day Care Scheme will be advised that their Registration as an Educator may be relinquished should the policy not be adhered to.

Educators, staff and volunteers must not consume alcohol or be affected by alcohol or drugs (including prescription medications) that may impair their capacity to provide education and care to children at their Family Day Care Service.

This does not mean that Educators, staff or volunteers who require prescription medication must be excluded, but rather that consideration be given as to whether that medication affects the person's capacity to provide education and care to children. A Doctor's Certificate may be requested at the discretion of the Coordination Unit.

EXCURSIONS / OUTINGS

There should be no smoking in any vehicle while it is being used to transport Family Day Care children. The Coordination Unit Staff, parents and any volunteers while caring / supervising children on excursions should not smoke or consume alcohol.

Children should not be taken to any venue which is inside a building where smoking is permitted, as the children would be exposed to the risk of passive smoking.

RELATED POLICIES

Acceptance and Refusal of authorisations

Assessment of Family Day Care Venues

Assist Educators

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Critical Incident

Delivery and Collection of Children

Educator Household Members

Educator Record Keeping

Emergency and Evacuation

Enrolment and Orientation

Ethical Conduct

Excursions

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Play sessions

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professionalism

Protection from Harm and Hazards

Relief Educators

Safe Sleep and Rest

Supervision

Visitors to a Family Day Care Service

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Authorisation to administer medication

Complaint/ Feedback Form

Educator Registration Agreement

Household Members Agreement

Monitor, Support and Supervision Visit Form

Non Compliance Form

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law 2010 Section 167

Education and Care Services National Regulations 2011 Clause 82-83

Public Health Act 2010 No 127 (NSW)

2011 Work, Health & Safety Act and Regulations

Public Health Tobacco Act 2008

KEY RESOURCES

National Quality Standards 2011 (ACECQA) - Quality Area 2

Staying Healthy in Child Care 5th Edition 2011 www.nhmrc.gov.au



ADOPTED C/M Minute No.

TOY, EQUIPMENT AND RESOURCE LIBRARY

BACKGROUND

Play is how children learn and making it fun is nature's way of ensuring children get lots and lots of practice. The games children play are directly linked to the needs of the growing body and mind. If play is a child's work then they must also have the tools for their trade. Toys are tools that help a child to enjoy play.

POLICY

To provide Educators within the Scheme access to a variety of toys, equipment and other resources that will enhance their learning environments for the children in their care.

PROCEDURE

TOYS

Educators are encouraged to borrow toys, puzzles, books, craft accessories, puppets, games and other resources in the Toy Library for one month at a time.

The Scheme is aware that these resources are being used with children and that pieces of puzzles may go missing, pages in books may be ripped or toys may be broken.

Please ensure that you return the items you have borrowed in a condition you would like to take them out. If a page has been ripped or something broken please let us know on return so we can fix them before putting them back into the toy library. Wipe down puzzles and board books, wash dress up clothes and puppets. Ensure they are in their correct packaging.

If we know that all reasonable care has been taken then we understand. However if on visits to your services we feel that care has not been taken then a small replacement fee will be charged. The cost will be determined by the cost and age of the item.

If toys are returned dirty, a cleaning fee will be charged.

Battery toys will be lent out without batteries, so you can use your own for the time you have them. Some limits of the amount of equipment and toys may be enforced.

EQUIPMENT

When starting up a Family Day Care service we like to be able to assist with providing some of the

larger items, however after 3-6 months you should know whether or not this profession is for you and start to purchase these items yourself.

Often when you have a baby in care you may need an extra cot or pram which again you can borrow is available.

Equipment such as cots, prams and highchairs can be borrowed for 3 months at a time.

If equipment is returned in an unappropriated state, a cleaning fee or replacement fee will be charged depending on the cost and age of the item.

RESOURCES

The Coordination Unit has a wide variety of resource books on many varied topics available for Educators to borrow.

RELATED POLICIES

Assessment of Family Day Care Venues

Children in Care

Collaborative Partnerships with Families and Communities

Curriculum Development

Inclusion and Equity

Interactions with Children

Monitoring, Support and Supervision of Educators

National Quality Standards

Nursery, Toy and Equipment Safety

Nutrition and Activity

Pets and Animals

Play sessions

Professional Development

Professionalism

Relief Educators

Sustainability

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Monitor, Support and Supervision Visit Form

Non Compliance Form

Risk Assessment

Student Placement Form

Visitors Sign-in Sheet

Volunteer / Student Survey

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

KEY SOURCES

National Quality Standards: Quality Area 1 & 3



ADOPTED C/M Minute No.

VEHICLE SAFETY

BACKGROUND

A duty of care exists at all times the child is attending a children's service. Supervision is an integral part of the care and education of children and requires Educators to make ongoing assessments of the child and the activities in which they are engaged.

POLICY

To meet 2011 Education and Care Services Regulations, Australian Standards and comply with the Roads Traffic Authority of NSW 'Guidelines in the use of Child Restraints.'

For Educators are to ensure each child's physical safety whilst being conveyed in a private vehicle.

PROCEDURE

All drivers must hold a full 1A licence and have current Car Registration, including Third Party Insurance.

An Educator must have their child seat anchorage points and fittings checked and certified by an Authorised Restraint Fitting Inspector (White slip) annually.

Children must not be transported in a vehicle that has not undergone a safety check and obtained a white slip, of which the Coordination Unit has a copy.

All Family Day Care children must be appropriately restrained at all times. For guidelines on appropriate restraints for children of various ages and weights see Roads and Traffic Authorities 'Choosing a restraint'.

Child restraints including capsules, child car seats and boosters must be installed according to the instructions of the restraint manufacturer and the vehicle manufacturer.

Child restraints should be checked by the Educator for appropriate fitting whilst being used by a child.

The child safety seat should display one of the Standards Australia symbols (Standard AS1754) indicating that it has passed official laboratory crash tests.

Second-hand car seats are not to be used if there are cracks in the frame, the buckle is inoperative, if the straps are frayed or if the Australian Standard symbol is not visible. Car seats can only be used for up to ten years after the date of manufacture.

All back seats should be filled first, and no adult should be seated in the back while a child occupies the front seat.

Educators should not refuel their vehicle while children are in care

Children must never be left alone in vehicles for any reason.

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assist Educators

Behaviour Guidance

Children in Care

Child Protection

Complaints and Feedback

Critical Incident

Delivery and Collection of Children

Emergency and Evacuation

Excursions

Incidents, Injuries, Trauma and Illness

Interactions with Children

Monitoring, Support and Supervision of Educators

Non Compliance

Play sessions

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professionalism

Protection from Harm and Hazards

Relief Educators

Supervision

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Before and After School Care

Change of Family Details

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Information

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Compliance Form

Parent / Educator Agreement

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

KEY RESOURCES

National Quality Standards: Quality Area 2

Roads and Traffic Guidelines www.rta.nsw.gov.au



ADOPTED C/M Minute No.

VISITORS TO THE FAMILY DAY CARE RESIDENCE

BACKGROUND

The Mid-Western Regional Family Day Care Schemes is committed to providing a safe environment for the children in care within our service.

The Scheme recognises the vulnerability of children of all ages and the need to exercise vigilance and screen all adults who have access to children.

POLICY

To ensure children are safe at all times and parents are informed of people visiting the Education and Care Service.

To ensure Educators meet the regulatory requirements of recording "visitors" to their premises whilst providing childcare.

PROCEDURE

A Family Day Care Educator must not leave a child or children alone with a visitor to a Family Day Care residence or approved venue, while providing care and education to that child.

All approved Educators who have visitors attend a Family Day Care residence or approved Family Day Care venue during hours of operation must have all the visitors sign the Visitors Register.

The definition of a visitor for the purposes of the Education and Care Services National Regulations 2011 is – any person at the Educator's premises that is not permanently living at the premises.

Visitors include:

- Coordination Unit staff
- Trades persons
- Other people that may come into the Educator's premises with the family
- Friends that drop in during the day, including other Educators
- Families that are at the Educators premises for a family interview whilst children are in care.
- People that are staying with you short-term not permanently residing with you.

Visitors do not include:

Families that are signing the children in and out on the attendance record.

Educators own family, who reside with them, and permanent residents.

The Coordination Unit will provide forms for Educators to use for visitors to sign in and out.

Educators may choose to use their own method of recording this information however it must contain all information required as per Regulations Clause 165 - 166, Clause 169

Visitor's registers must be kept for a minimum 3 years after the record was made.

The Visitor's register will also be completed at Play session.

Short Term Visitors' Record

A record must be kept which records all visitors to a Family Day Care residence or venue during the Service's hours of operation.

The record must include the name and signature of the visitor, their exact arrival and departure time, and the reason for their visit.

Visitor records (old and new) must be kept in an accessible place at all times so they can be viewed by Coordination Unit staff or other officials.

All visitor records must be handed into the Mid-Western Family Day Care Scheme at the end of each calendar year, to be filed in the Educators file.

Long Term Visitors' Record

A Family Day Care Educator must notify the Coordination Unit in writing if a person is to visit/ stay at their service for longer than a day at the Family Day Care residence. Notification must include the full details of the person visiting, the reason for their visit and the length of time they are staying.

If the person is over 18 years and will be living at the residence for a period of 4 weeks or more they will be required to undergo a Working with Children Check before their stay can begin.

New person to live at the FDC residence

A Family Day Care Educator must notify the Coordination Unit in writing if a new person intends to live at the Family Day Care residence. Notification must include the full details of the person who will be living at the residence and the proposed length of time they are staying.

If the person is over 18 years and will be living at the residence for a period of 4 weeks or more they will be required to undergo a Working with Children Check before their stay can begin.

The Family Day Care Educator must also notify the Coordination Unit in writing if any circumstances change which may affect the fitness and propriety of a person living at or visiting their residence who has previously been assessed as fit and proper.

RELATED POLICIES

Acceptance and Refusal of authorisations

Access and Custody

Assessment of Family Day Care Venues

Assist Educators

Child Protection

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Curriculum Development

Delivery and Collection of Children

Educator Household Members

Educator Record Keeping

Emergency and Evacuation

Enrolment and Orientation

Ethical Conduct

Excursions

Incidents, Injuries, Trauma and Illness

Infectious Diseases

Medical Conditions and Medical Administration

Monitoring, Support and Supervision of Educators

Non Compliance

Nursery, Toy and Equipment Safety

Photographs and Videos

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professional Development

Professionalism

Protection from Harm and Hazards

Relief Educators

Social Media

Supervision

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Before and After School Care

Change of Family Details

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Compliance Form

Parent / Educator Agreement

Parent Handbook

Pet Authority

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 Clause 165 - 166, Clause 169

KEY RESOURCES

National Quality Standards 2011 (ACECQA) Quality Area: 2 &7



ADOPTED C/M Minute No.

WATER SAFETY

BACKGROUND

Learning spaces and environments should offer an array of possibilities and connect children with natural materials. Water is one experience that offers children sensory rich, open ended experiences that engage children's curiosity and imagination. Children may encounter these resources in the service environment and/or when on excursions. These experiences, especially those conducted with and near water, must be carefully supervised ensuring the safety of children and adults.

Water safety relates to access to water in the building, the playground or on excursions, and also to the availability of drinking water for children.

It is imperative that Educators remain vigilant in their supervision of children in and around water, and are alert to potential risks in everyday practice in the learning environment.

POLICY

This policy will outline the procedures that apply to managing water safety, including safety during any water based activities at a Family Day Care Service.

The Mid-Western Regional Family Day Care Scheme is committed to:

Providing opportunities for children to explore their natural environment including through water play.

Ensuring that information provided to Educators, parents/guardians and curriculum planning incorporates water safety awareness and water sustainability practices.

PROCEDURE

At the Educators Family Day Care service

Through daily safety checks, Educators will clean up any water hazards within their service environments before the children arrive.

Children may have access to sprinklers, hoses, wading pools, water troughs

- with the parents' written permission (water activity permission form)
- with direct and constant adult supervision

Educators need to program for and educate children about staying safe in and around water.

Wading pools, water troughs and containers for water play are filled to a safe level. Any equipment that holds water should be emptied immediately after use, cleaned and stored to prevent the collection of water. Children will be discouraged from drinking from these water activities.

Swimming pools

Fencing of a pool at the Educators Family Day Care Service must meet requirements of the NSW Swimming Pool Act 1992 and Local Government requirements.

The Educator must ensure that no child enrolled in their service swims in a swimming pool at the home of the Educator, *unless* the Educator has obtained written authorisation for the child to do so from a parent/guardian of the child, and that adult: child ratios are met.

If children are to swim at any pool situated at an Educators home, there must be present within the fenced area of the pool at least one adult for each child. If the children cannot swim the Educator should be in the pool with the child.

In the community

Excursions to the local pool with Family Day Care children are discouraged. They are allowed if a child is directly involved in swimming lessons, and the parents have given written permission. The adult to child ratio of participants in the excursion is one adult for each child.

A Risk Assessment must be completed before the excursion and sent through to the Coordination Unit for approval.

Other bodies of water

Excursions to areas that have access to a river, dam, or other places that have a significant water hazard such as a pond or fountain are discouraged.

The minimum adult to child ratio of persons participating in the excursion is:

- (a) 1 adult for every 1 child under 3 years of age
- (b) 1 adult for every 2 children 3 years to children attending school
- (c) 1 adult for every 5 children who normally attend school

Educators must be aware of the potential danger of all bodies of water.

RELATED POLICIES

Acceptance and Refusal of authorisations

Assessment of Family Day Care Venues

Assist Educators

Children in Care

Collaborative Partnerships with Families and Communities

Complaints and Feedback

Curriculum Development

Educator Household Members

Educator Record Keeping

Enrolment and Orientation

Ethical Conduct

Excursions

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Inclusion and Equity

Interactions with Children

Monitoring, Support and Supervision of Educators

Non Compliance

Nursery, Toy and Equipment Safety

Nutrition and Activity

Play sessions

Photographs and Videos

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professionalism

Protection from Harm and Hazards

Sun Protection

Supervision

Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement

Before and After School Care

Change of Family Details

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Monitor, Support and Supervision Visit Educator Reply

Non Compliance Form

Parent / Educator Agreement

Parent Handbook

Swimming Pool Authority

Water Activities Authority

Visitors Sign-in Sheet

RELEVANT LEGISLATION

Education and Care Services National Law Act 2010 Section 167

Education and Care Services National Regulations 2011 Clause 101 (2), 168(2) (a) (iii)

NSW Swimming Pool Act 1992

Child Wellbeing and Safety Act 2005 (Vic) (Part 2: Principles for Children)

KEY RESOURCES

National Quality Standard, Quality Area 2

Royal Life Saving Society www.royallifesaving.com.au

Children's Hospital Westmead www.chw.edu.au

Kidsafe www.kidsafe.com.au



ADOPTED C/M Minute No.

WORKPLACE HEALTH AND SAFETY

BACKGROUND

The Work Health and Safety Act 2011 (NSW) and Work Health and Safety Regulation 2011 (NSW) aims to protect the health, safety and welfare of people at work. It lays down general requirements for health, safety and welfare, which must be met at all places of work in New South Wales. The Act covers self-employed people as well as employees, employers, volunteers and visitors.

Self-employed people (Family Day Care Educators) must ensure the health and safety of people visiting or working at their places of work (their homes), who are not their employees, by not exposing them to risk.

For Educators, this includes people that come into an Educator's home on Family Day Care business e.g. the children in care, the people dropping off and picking up the children, the Coordination Unit staff that visit and any workers paid to do a job for the Educator.

In WHS terms, risk management is the process of recognising situations that have the potential to cause harm to people or property, and doing something to prevent the hazardous situation occurring or the person being harmed.

POLICY

The Workplace Health and Safety of all Educators registered with the Scheme, staff, children and those visitors to the Family Day Care offices and playgrounds is considered to be of utmost importance.

To ensure Educators and Co-ordination Unit staff comply with the Work Health and Safety Act 2011 (NSW) and the Work Health and Safety Regulation 2011 (NSW)

PROCEDURE

Coordination Unit Staff will:

Develop policies and practices on Workplace Health and Safety matters in consultation with stakeholders of the Mid-Western Regional Family Day Care Scheme.

Resources, practices and policies on health and safety issues will be developed and circulated to Coordination Unit Staff, Educators and parents in an effort to ensure that all participants of the Scheme enjoy a healthy and safe environment

To provide appropriate and adequate Workplace Health and Safety and accident prevention education and training to Educators and Coordination Unit Staff.

To be aware of current updated information from leading Health and Safety Authorities.

The Mid Western Regional Family Day Care Scheme recognises and has a commitment to its Duty of Care for all stakeholders, complying with legislation, Australian standards, best practises and maintains public liability insurance.

Our Workplace Health and Safety management system takes into account the requirements of relevant legislation, regulations, codes of practice, advisory standard, and Australian Standards where they apply. All Coordination Unit staff, Educators, Assist Educators and Relief Educators registered with the Scheme should observe health and safety practices and policies at all times when the service is operating.

Provide information to Educators on health, hygiene and safety matters in education and care service as the information is made known to staff. This may be through newsletters, fact sheets, Professional Development sessions, Educator meetings or on Home Visits.

Monitor the compliance of Educators to ensure safety at their Family Day Care services' by checking that Educators complete their Daily Safety Checks, Quarterly Safety Checks, sunscreen application and by the Coordination Unit conducting unannounced home visits.

Review the systems and procedures relating to risk management within the service on a regular basis.

Educators will:

Comply with the Work Health and Safety Act 2011 (NSW) as a self-employed business operator.

Comply with the WHS practices that are documented in the Regulations for Family Day Care that relate to their education and care service.

It is a regulatory requirement and responsibility of the Educator that the home environment is safe, and a Work, Health and Safety requirement that Educators develop a risk management plan for any identified hazards in their individual workplace (home or other venue to be used for the operation of their Family Day Care service).

Under the Workplace Health and Safety Act 2011, it is the Educators responsibility to:

Step 1: Identify the problem, which is known as hazard identification.

Step 2: Determine how serious a problem it is, risk assessment.

Step 3: Deciding what needs to be done to solve the problem, risk elimination or control.

Educators need to also provide a floor plan of their home and outdoor play area which clearly indicates which areas will be used for the Educator's childcare business and have accordingly had all safety matters addressed.

It is important that this floor plan is updated with the Coordination Unit if the areas of usage change (both for insurance and regulatory purposes). Identification of these different areas must be made very clear.

Educators own children, not included in the childcare numbers (that is over 13 years), and other household members *may* enter the non-Family Day Care areas.

Educators own children included in the childcare numbers may enter the non-Family Day Care areas at the Educator's discretion. However children under 3 years should remain with the Educator.

Access to the non-Family Day Care areas *must not* be made available to the other children in care. Educators and children in care are not to enter any area of the home which has not been designated as being used for the childcare business during the operational hours of the business.

For Educators to maintain a safe environment in their service whilst conducting their education and care service they must develop and implement safe work practices in relation to WHS standards in the Educators home. For example completing Daily Safety Checks, Quarterly Safety Checks, sunscreen application and documenting it in either their programming folder or a diary. This information needs to be accessible and easily sighted by the Coordination Unit or compliance officers.

Educators are strongly encouraged to complete the form by the due dates, as non-compliance with safety requirements may necessitate a close of the Educator's business until such time as an assessment of the safety of the home has been completed.

The Scheme may take action against Educators who refuse, neglect, or fail to observe safety and health practices and requirements

RELATED POLICIES

Acceptance and Refusal of authorisations

Assessment of Family Day Care Venues

Assist Educators

Children in Care

Collaborative Partnerships with Families and Communities

Critical Incident

Educator Household Members

Educator Record Keeping

Enrolment and Orientation

Ethical Conduct

Excursions

Children's Health and Hygiene

Incidents, Injuries, Trauma and Illness

Monitoring, Support and Supervision of Educators

Non Compliance

Nursery, Toy and Equipment Safety

Nutrition and Activity

Play sessions

Privacy and Confidentiality

Providing a Child with a Safe Environment

Professionalism

Protection from Harm and Hazards

Relief Educators

Sun Protection

Supervision

Work Place Health and Safety

RELATED FORMS

Approval for 24 Hour Care

Assist Educator Participation Agreement

Attendance Records

Authorisation to administer medication

Before and After School Care

Child Registration and Authorisation Form

Children with Additional Needs

Complaint/ Feedback Form

Developmental Milestones

Emergency Contact Details

Educator Registration Agreement

Excursion Risk Assessment

Household Members Agreement

Illness Form

Incident, Trauma and Injury Form

Monitor, Support and Supervision Visit Form

Non Compliance Form

Non Routine Excursion Permission

Parent / Educator Agreement

Parent Handbook

Pet Authority

Risk Assessment

Routine Excursion Permission

Statutory Declaration

Student Placement Form

Swimming Pool Authority

Water Activities Authority Visitors Sign-in Sheet Volunteer Notification

RELEVANT LEGISLATION

Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Work Health and Safety Act 2011 (NSW)
Work Health and Safety Regulation 2011 (NSW)

KEY RESOURCES

National Quality Standards 2011 (ACECQA) – Quality Area 2, Quality Area 6 Managing the Risks in Children's Services, Caton, S. Roche D., 1999; Managing OHS in Children's Services, Tarrant, S., 2002. Workcover NSW www.workcover.nsw.gov.au