

7.01 Communication Policy

INTRODUCTION

Positive, open communication between all parties involved in the Centre is essential and forms part of a high-quality care and Education Service. Positive relationships help to aid with excellent communication skills to allow effective running's of the service, the program, and being attuned to the needs of all Children, Families and our community.

PURPOSE

Cubby OOSH promotes respectful communication and conduct between all associated parties within the service operations, and outside of the service operations where Cubby OOSH is affiliated. Staff, parents and management must be aware of appropriate communication avenues and procedures.

SCOPE

All Cubby OOSH Team members, Family and community participates to ensure all communication mirrors the below behaviours. All members associated with Cubby OOSH have expectations to follow to ensure mutual and positive relationships are founding.

- Promote effective communication at the Centre.
- Establish and utilise appropriate methods of communication between all those involved in the Centre's activities.
- Provide guidelines to assist with effective communication.
- Use active listening.
- Listen with respect.
- Create atmosphere/areas that encourage open communication.
- Show empathy.
- Communicate feelings constructively.
- Use supportive body language.

IMPLEMENTATION

1. Staff/Management

- Educators and members of Management treat each other with respect, courtesy and understanding.
- Appropriate and positive language is maintained at all times.
- The Centre Director is the main line of communication between the team members and Management.
- Where necessary, team members are invited to Management meetings to discuss their concerns.
- Where the matter is seen as urgent, the Centre Director may raise the issue with Management before the meeting and discuss if there is a need for immediate action to be taken at that time.
- If team members have an issue they do not wish to address with the Centre Director, they may personally write to Management identifying the problem and asking for the help of Management.
- A copy of this letter must be given to the Centre Director.
- The issue is to be raised at the next Management meeting. The team member involved or nominated is asked to attend the meeting to discuss the issue in person.

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Links to Documents:	Communication diaries, Grievance Forms	

- Where there is a distinct conflict between a staff member and a member of Management, the team member or Management member may invoke formal grievance procedures.
- A mediator or union representative can be brought in to discuss any concerns that have not been able to be resolved by the normal procedures.

2. Staff/Parent or Guardian

- Educators create a comfortable and supportive environment for parents/guardians and strive for open communication and good relations with parents/guardians.
- Educators recommend and discuss issues with parents/guardians without imposing their own view.
- Confidentiality of family records/information is maintained at all times (refer to Privacy Policy).
- Educators refrain from making personal judgements.
- Educators and parents/guardians treat each other with respect, courtesy and understanding.
- Appropriate language is maintained at all times.
- Staff are not judgemental of parents/guardians and respect their need to use child care.
- Educators respect and value cultural and individual differences in the raising of children and strive to use home routines within the environment, ensuring the centre policies and procedures are followed.
- Educators ensure that parents/guardians are greeted and fare-welled in all sessions.
- Educators have regular communication with parents/guardians about their child's current development, needs, interests, concerns and achievements and respond to parent or guardian advice, suggestions and input. When having a conversation, it will begin with an achievement, may lead to an issue and will finish with another achievement.
- When parents/guardians contact the centre to see how a child is settling in, the team member will provide the parent/guardian with the correct information of the child's day or will pass the phone to an educator that is primarily caring for the child.
- Conversations are maintained at a positive level.
- Communication with parents/guardians is maintained in a variety of ways such as:
 - Greeting and farewelling
 - Personal conversations
 - Notices
 - Emails
 - Learning stories
 - Newsletters
 - Individual communication books
- Educators ensure that parents/guardians are fully aware of all lines of communication and ensure that they are followed.
- Educators are aware of their limitations about parents'/guardians' problems and ensure they are referred to the appropriate personnel when necessary.
- Parents and team members are requested to maintain confidentiality at all times.
- Parents/guardians are informed that if they wish to discuss their child in detail, that an interview time can be arranged that is mutually suitable to them and the Centre Director and/or Management.

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3. Staff/Children

- Staff and children treat each other with respect, courtesy and understanding.
- Programming and planning are created to stimulate and encourage involvement by all and provide opportunities for child involvement and input.
- The developing and emerging needs of children are catered and responded to.
- Educators attend to children’s needs before their own.
- Educators are to avoid ‘favouritism’ towards children.
- Educators role model positive behaviours.
- Staff use appropriate voice tone and level when talking to children. Shouting is not appropriate.
- Educators communicate with children and develop an understanding of their interests and needs.
- Educators reinforce positive feedback to children regularly.
- Educators form friendly, warm relationships with the children in their care.
- Educators are to use clear, an appropriate language with children at their level.
- Children are never singled out or made to feel inadequate at any time.
- Educators are to respect the dignity of the child. This includes never speaking about an issue involving the child in front of the child unless that child is included in the conversation.
- Educators never threaten or verbally abuse the children in any way.
- Children are encouraged to use the terms “Please!” and “Thank you!”
- Specific individual needs are identified for each child in care.
- Children upset and/or crying are attended to immediately and sympathetically.

4. Staff/Staff

- Team members treat each other with respect, courtesy and empathy.
- Appropriate language is used between team members at all times.
- Team members are expected to work together as a team and be supportive of each other in the workplace.
- Team meetings are appropriate times to raise matters of interest or concern to other educators.
- The Centre Director arranges for staff contributions to be placed on the meeting agenda.
- Educators are expected to read minutes of team meetings and to take notice of changes to Centre policies and procedures.
- Educators are to read the daily communication book prior to the commencement of each roster.
- Team members with concerns about work practices or standards of another team member are encouraged to approach them first to discuss the matter appropriately and respectfully. If unresolved, the grievance procedure is to be followed.
- Team members are professional at all times and do not discuss/involve parents/guardians or demonstrate inappropriate behaviours in relation to matters of grievance or complaints.
- Confidentiality about other team members and their families is maintained at all times.

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STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Section 172 Offence to fail to display prescribed information
 - Section 175 Offence relating to requirement to keep enrolment and other documents
- [Education and Care Services National Regulations](#)
 - Regulation 73 Educational program
 - Regulation 75 Information to be kept available
 - Regulation 76 Information about educational program to be given to parents
 - Regulation 86 Notification to parents of incident, injury, trauma and illness
 - Regulation 102 Authorisation for excursions
 - Regulation 111 Administrative space
 - Regulation 155 Interactions with children
 - Regulation 157 Access for parents

 - Regulation 168 Education and care services must have policies and procedures
 - Regulation 171 Policies and procedures to be kept available
 - Regulation 173 Prescribed information to be displayed
- [National Quality Standards](#)
 - Standard 5.1 Relationships between Educators and Children
 - Standard 6.1 Supportive relationships with Children
 - Standard 4.2 Professionalism

SOURCES

- [The Early Years Learning Framework](#)
- [My Time Our Place Framework](#)
- [Victorian Early Years Learning and Development Framework](#)
- [ACECQA](#)
- Stone (1998) "Human Resource Management"
- Nelson-Jones (1991) "Human relationship Skills"
- Cubby OOSH Philosophy

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7.02 Philosophy Policy

INTRODUCTION

The Centre's Philosophy is developed through an understanding and appreciation of the needs of parents and children, their values and beliefs and through the life experiences and knowledge of both the team members and parents. Parents are integral participants in formulating the Centre's Philosophy as they are viewed as the most important model in the lives of our attending children and act as a link between:

- Home and OOSH;
- OOSH and the chosen primary school;
- OOSH and the wider community.

Management, however, does reserve the right to make the final decision on the Centre's Philosophy.

PURPOSE

- To ensure that all aspects of the Centre's operation relating to the Centre's guiding Philosophy.
- To consult parents in the process of formulating or modifying the Centre's childcare Philosophy.
- To ensure that the Centre's Philosophy manifests itself in practical, developmental, affordable, enjoyable childcare programs for children.

SCOPE

- A basic draft for the Centre's Philosophy is presented by Management.
- Parents and team members are invited to comment upon and suggest changes to the draft.
- Agreed principles are included within the Philosophy.
- A final statement of the Centre's Philosophy is published for reference by parents and staff and displayed in all the rooms

Cubby OOSH PHILOSOPHY

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IMPLEMENTATION

- Cubby OOSH philosophy to be displayed within each service visible for Families, Educators, and the wider community to understand Cubby OOSH, and our collaborative way of life.
- Ensure the philosophy is displayed and current within the services Quality Improvement Plan.
- Ensure the philosophy is displayed and current within our Website.
- Educators are to reflect on the philosophy when programming, ensuring our curriculums encompass our overarching goal.
- The service is to ensure to seek feedback from all stakeholders across the year, and ensure the philosophy always remains current to the vision of Cubby OOSH and our services.
- Ensure the Philosophy forms part of the agenda for Staff Meetings, Pit stop meetings and management meetings.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
- [Education and Care Services National Regulations](#)
- [National Quality Standards](#)
- Standard 7.1 Governance

SOURCES

- [The Early Years Learning Framework](#)
- [My Time Our Place Framework](#)
- [Victorian Early Years Learning and Development Framework](#)
- [ACECQA](#)
- [UNICEF: The united Nations Convention of the rights of a Child](#)

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7.03 Assessment & Rating Process Policy

INTRODUCTION

Cubby OOSH makes a commitment to its Educators, Families and Children to achieve the highest standard of care possible according to the National Quality Standards. All stakeholders are represented in the Centre's endeavour to maximise its strengths and to eliminate any perceived weaknesses in the areas assessed by the Regulatory Authority. Centre educators co-operate fully with the Regulatory Authority as required.

PURPOSE

- Provide the highest possible quality of childcare service.
- Ensure that Children, Parents, Team members and Management participate in the assessment process.
- Strive for a rating of "Exceeding" by the Regulatory Authority and "Excellent" by ACECQA.

SCOPE

- The National Quality Framework ensures that the Quality of Care and Education provided by all Child Care services in Australia is progressively assessed and enhanced.
- It is a positive, constructive, easily comprehended system which child care providers can use to facilitate high standards.
- Management, staff and parents can utilise a self-study process to analyse the centre's policies and operation. This provides accurate information regarding the overall standard of care provided and its impact on individual children.
- The Regulatory Authority in each State assesses Centres in accordance with the National Quality Framework.
- To maintain high quality standards, Cubby OOSH regularly consults with all Team members, Families, Children and the community to receive feedback and input into the operations of the service.
- Bi-monthly Assessment and Rating meetings are held with all Educators to investigate each Quality Area and ensure Authorised Officers are able to collect necessary evidence through 'Observing', 'Discussing' and 'Sighting'.
- To achieve a rating of "Excellent", Cubby OOSH:
 - Assesses all factors relating to the current standard of care;
 - Identifies evident strengths and areas for further/ongoing improvement;
 - Plans for any changes required to bring about improvements;
 - Includes the changes and maintains and reviews the Centre's Quality Improvement Plan;
 - Implements the changes within the program of care;
 - Assesses the new standard of care facilitated by the changes made;
 - Values the input of families, educators and children and provides feedback in relation to changes within the centre.

There are seven quality areas in the National Quality Standard:

1. Educational program and practice
2. Children's health and safety

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3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and Leadership

The National Quality Standard is linked to the Framework for Australia: Belonging, Being & Becoming, My Time our Place Framework and approved state Framework.

After assessment by the Regulatory Authority, if successful, the Centre will strive to maintain these standards for the prescribed period. If unsuccessful in gaining a rating of “Exceeding”, a review by Management of the Centre’s practices and operation will take place and necessary improvements implemented prior to the next assessment with a view to achieving an “Exceeding” rating, and there after “Excellent” rating deemed by ACECQA.

National Quality Rating Standards

Excellent – Indicates that a service demonstrates excellence and is recognised as a sector leader. The Centre will be assessed fully every three years.

Exceeds National Quality Standard – Indicates that the service is exceeding the National Quality Standard. Generally, the Centre will be assessed fully every three years.

Meets National Quality Standard – Indicates that the Centre is meeting the National Quality Standard. The Centre will be assessed fully every two years.

Working Towards National Quality Standard – Indicates that the Centre is almost at National Quality Standard. Generally, the Centre will be assessed fully every year.

Significant Improvement Required – The Regulator is working closely with the service to immediately improve its quality (otherwise the service’s approval to operate will be withdrawn). The Centre will frequently be assessed until the required standard is met.

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IMPLEMENTATION

- All Services to devise a Quality Improvement Plan within the first three months of Operating with Service Approval.
- The Quality Improvement Plan will be utilised as a live document, ensuring the QIP is current and updated Regularly. The QIP must be updated on a monthly basis and will not exceed a 12-month period where by the Quality Improvement Plan has not had amendments and contributions made.
- A Self-Assessment Tool would be submitted as part of the Assessment and rating process
- All Team members, Children, Family and the community will play a part in contributing to the quality improvement plan and ensuring the service is on a journey of working towards achieving further goals and improvements.
- Ongoing feedback will be sought from all stakeholders to gain valuable input into the service operations, stipulating the strengths of the service, and desires/needs for future improvements/strengths, using informal discussion, regular questionnaires and surveys, and Internet links to involve families in the review process.
- The Nominated Supervisor must ensure to take final accountability for ensuring the Quality Improvement Plan is current and reflective of service and meeting and exceeding the Three Key Exceeding Themes across all 7 Quality Areas. The three Key Themes are as follow:
 1. Key Theme 1: Practise is embedded in service operations
 2. Key Theme 2: Practise is informed by critical reflection
 3. Key Theme 3: Practise is shaped by meaningful with families and /or the community
- The Area Manager must also ensure to have visual over, and input towards the services Quality Improvement Plan, ensuring to be guiding and mentoring the Team in producing a Quality Improvement Plan of excellence.
- The service to ensure the Assessment and Rating process is embedded as part of their every day life, and ensure when notification arrives from the Regulatory Authority, the service is well equipped and ready for the process to take place.
- The service will ensure all regulatory requirements are met when response is provided to the Regulatory Authority when QIP Submission is required, along with any supporting evidence asked by an Authorised Officer.
- The QIP is available to all educators and families enrolled or looking to enrol at Cubby OOSH Early Learning Centre, through the Cubby OOSH App, and within the foyer of the service.
- The service must ensure to notify families that the service will be embarking on the Assessment and Rating Process, informing families of the dates and name of any Authorised Officers to ensure adequate communication is shared with families of this journey, and to ensure they embark on this journey with us.
- On the day of Assessment and Rating, the Nominated Person/Responsible person must ensure to identify the Authorised Officer by checking Identification and ensuring the visitor log is complete.
- The Nominated Supervisor to introduce the Authorised officer to all team members, and ensure all Evacuation points are clearly shown upon arrival to the service.
- The nominated supervisor and all Team members to follow any instructions of the Authorised Officer, and be available when required to answer any questions throughout the process.
- Once the Assessment and Rating visits conclude, the Authorised Officer may request further information in the following weeks to aid in the draft Report for the service.

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- Once the Draft report for the service has arrived, the service has the opportunity to provide feedback prior to final report being issued. Centres are required to take this opportunity and provide further feedback if they need necessary to highlight any information that may not have been sighted by the Authorised Officers during their assessment visit to the service.
- Once the final report has been received, services are then required to have this updated within their foyers and join in with the Cubby OOSH families in recognising the achievements of the service.
- It is important that the service then utilise the Final report and any comments outlined for future ongoing improvements.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Links to Children (Education and Care Services) National Law, Part 5 Assessments and Ratings
- [Education and Care Services National Regulations](#)
 - Chapter 3 Assessment and Ratings
 - Regulation 238 Quality Improvement Plans
 - Schedule 1 National Quality Standard
- [National Quality Standards](#)
 - Standard 1.3 Assessment and Planning
 - Standard 7.2. Leadership

SOURCES

- [The Early Years Learning Framework](#)
- [Victorian Early Years Learning and Development Framework](#)
- [My Time Our Place Framework](#)
- [ACECQA](#)
- ACECQA – [Self Assessment Tool](#)
- Victoria State Government – Education and Training: [Update your Quality Improvement Plan](#)
- [State Regulatory Authority Contact](#)

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7.04 Security of Child Portfolios Policy

INTRODUCTION

The “Privacy act 1988 (PDP Act)” and Australian Privacy Principles (APPs) aims to promote and protect individuals and uphold their privacy. Everyone has a right to privacy and protection of personal information. Protection of the privacy and confidentiality of personal and sensitive information collected at the Centre is integral to the provision of a high-quality child-care service.

PURPOSE

At Cubby OOSH we respect and promote the rights of the children within our services, protecting the sensitive information as outlined within each Child’s portfolio. We ensure all Team Members, families members and visitors to the service abide by the Federal Privacy Act.

SCOPE

- Allow certain information to be collected in accordance with the regulatory framework of operating a quality child care service.
- Ensure the security of confidential and private information.
- Ensure that information collected is accurate and current.
- Use computer technology, to provide parents with a convenient, lasting record of their children’s development.

IMPLEMENTATION

- Portfolios are accessed only by educators and the parent/guardian of the child. Cubby OOSH Centres will have these portfolios stored in a lockable storage unit.
- Children’s portfolios will include children’s observations, spontaneous and creative experiences and documentation of these intentional learning opportunities and highlights if any. Portfolios are created for children when they commence and will be given to the parent/guardian when the child’s enrolment ends.
- During any parent/staff conferences, the portfolio file can provide a focus for discussion as required
- Cubby OOSH encourages families to access their child’s portfolio at any time to view their child’s learning & development.
- Educators may only access and develop children’s portfolio files on the Cubby OOSH premises.
- Families will receive their child’s photos twice a year via a secure online link protected by a password.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
- [Education and Care Services National Regulations](#)
- [National Quality Standards](#)
 - Standard 7.1 Governance
- [The Privacy Act 1988](#)
- [Australian Privacy Principles](#)

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7.05 Privacy & Confidentiality Policy

INTRODUCTION

For the collection and use of personal information, the principles expressed in the Federal Privacy Act 1988, form the basis of this policy. Cubby OOSH applies this policy to the collection, use and storage of confidential information. Cubby OOSH also adheres to the standards expressed in the National Privacy Principles and the Federal *Health Records Act 2012*.

PURPOSE

At Cubby OOSH we respect and promote the rights of the Team Members, Family's, Children within our service, and the right to privacy with any external agency and wider community. Our aim is to protect sensitive information as outlined within this policy. We ensure all Team Members, family members and visitors to the service abide by the Federal Privacy Act and Principles.

SCOPE

- Ensure that confidential information received by our centres is dealt with in accordance with the appropriate legislation.
- Ensure that all Centre permanent, casual and part-time team members, students, volunteers, visitors and management team recognise and adhere strictly to the policy.
- Ensure that all Centre personnel recognise that confidentiality principles apply to accident and incident reports, children's illnesses whether congenital or temporary, the administration of medicines and the requirements inclusive for children with additional needs and support.

IMPLEMENTATION

- Information collected by the Centre Supervisor upon enrolment of a child, recruitment of staff, financial details, observations and program documents, incidents or accidents, etc., must be filed individually into secure, lockable storage facilities.
- The Centre Supervisor and Licensee are the only people authorised to have access to the confidential information storage facility.
- Children's personal details such as birthdays, photographs, etc. may only be displayed by staff in a Centre after being given written permission by a parent or guardian.
- Upon request to the Centre Supervisor, families and team members may access their stored confidential information in order, personally, to change details.

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- Medicare numbers and other personal identifiers are used only in an emergency situation (e.g. when taking a child to the hospital) and, if possible, with the express permission of a parent/guardian.
- Confidential documents and records which involve Commonwealth or State Regulatory Authorities are stored in the secure facility for the periods required by law and are able to be accessed only by those with the appropriate authorisation.
- When team members create any records pertaining to individual children, references which might identify other children must be avoided.
- Information Team members may be privy to, must remain confidential. Under no circumstances, is gossip or confidential information to be shared with other Team Members in or outside the workplace, resulting in a breach to the Privacy ACT.
- Team members are not to pass confidential information on to any Third Party, other Company / Business, without Managements consent, and abiding to the Privacy Act.
- Team members must be diligent when handling any form of technology, ensuring confidential information is not left open for other parties to see, and all confidential access codes and passwords are to be kept in a safe and secure location.
- If team members are unsure of the need for confidentiality in any situation, they must consult the Centre Supervisor.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Section 273 Duty of confidentiality
- [Education and Care Services National Regulations](#)
 - Regulation 168 Education and care service must have policies and procedures
 - Regulations 181 to 184
- [National Quality Standards](#)
 - Standard 4.2 Professionalism
 - Standard 7.1 Governance
- [The Privacy Act 1988](#)
- [Australian Privacy Principles](#)

SOURCES

[OAIC: Rights and Responsibility; Privacy ACT](#)

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7.06 Acceptance & Refusal of Authorisations Policy

INTRODUCTION

Under the National Law and Regulations Services are required to obtain written authorisation from Parents/Guardians for some circumstances, to ensure that the health, safety, wellbeing, and best interests of the child are met and upheld.

PURPOSE

We aim to ensure that all educators and volunteers are consistent in how authorisations are managed and understand what does or does not constitute a correct authorisation, which consequently may lead to a refusal.

SCOPE

Our Service will ensure we comply with the current Education and Care Services National Regulations, which require parent or guardian authorisation to be provided in matters including:

- Administration of medication to children.
- Administration of medical treatment, dental treatment, and general first aid treatment.
- Ambulance transportation.
- Excursions including regular outings.
- Incursion attendance.
- Taking of photographs by people other than educators.
- Water based activities.
- Enrolment of children, including providing details of persons nominated to authorise consent for medical treatment or trips outside the service premises.
- Children leaving the premises in the care of someone other than a parent.

IMPLEMENTATION

Management will ensure that:

The acceptance and refusal authorisation policy is reviewed and maintained by Service management and adhered to at all times by educators.

- All staff follow the policies and procedures of our Service.
- All parents/guardians have completed the authorised person's section of their child's enrolment form (refer to *Enrolment and Orientation Policy*), and that the form is signed and dated before the child commences at the Service.
- Permission forms for excursions are provided to the parent/guardian or authorised person prior to the excursion (refer to *Excursion Policy*).
- Parent/guardians are provided with a copy of relevant policies for our Service or are aware of how they can be accessed.
- Attendance records are maintained for all children attending the Service.
- A written record of all visitors to the Service, including time of arrival, departure, and reasons for visit is documented.

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- Where a child requires medication (excluding Paracetamol) to be administered by educators/staff, that this is authorised in writing, signed and dated by the parent/guardian or authorised person and included with the child's record (Refer to *Administration of Medication Policy*).
- Educators/staff do not administer medication without the authorisation of parent/guardian or authorised person, except in the case of an emergency, including an asthma or anaphylaxis, or epilepsy or diabetes emergency (refer to *Administration of Medication Policy, Incident, Injury, Trauma and Illness Policy, Emergency, Evacuation and Lock Down Policy, Asthma Policy, Anaphylaxis Policy, Diabetes Policy*).
- Educators and staff allow a child to participate in excursions only with the written authorisation of a parent/guardian or authorised person.
- Educators/staff allow a child to depart the Service only with a person who is the parent/guardian or authorised person, or with the written authorisation of one of these, except in the case of a medical emergency or an excursion (Refer to *Arrival and Departure of Children Policy* and *Child Safe Environment Policy*).
- There are procedures in place if an inappropriate person attempts to collect the child from the Service (refer to *Arrival and Departure of Children Policy*).

A Nominated Supervisor/ Responsible Person will:

- Follow the policies and procedures of the Service.
- Ensure documentation relating to authorisations contains:
 1. The name of the child enrolled in the service
 2. Date
 3. Signature of the child's parent/guardian and nominated contact person as named on the enrolment form.
- Keep all authorisations relating to children in their enrolment record.
- Exercise the right to refusal if written or verbal authorisations do not comply with National Regulations. If an authorisation is refused by the Service, it is best practice to document:
 1. The details of the authorisation,
 2. Why the authorisation was refused, and
 3. Actions taken by the service. For example: if the service refused an authorised nominee named in the child's enrolment record to collect the child from the service as they were under the influence of alcohol, the action taken to ensure that the child was collected (Refer to *Refusal of Authorisation Record*).
- **Exception to authorisation requirement—anaphylaxis or asthma emergency**
 1. Medication may be administered to a child without an authorisation in case of an anaphylaxis or asthma emergency.
 2. If medication is administered without authorisation, the Approved Provider or the Nominated Supervisor must ensure that the following are notified as soon as practicable—
 - a. a parent of the child;
 - b. emergency services.
- Ensure a child only departs from the Service with a person who is the parent/guardian or authorised person, or with the written authorisation of one of these, except in the case of a medical emergency or an excursion (refer to *Arrival and Departure of Children Policy*).
- Ensure a child is not taken outside the Service premises on an excursion except with the written authorisation of a parent/guardian or authorised person.
- Inform the Approved Provider when a written authorisation does not meet the requirements outlined in the Service's policies.

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Links to Policies:	4.01, 4.04, 4.07, 4.12, 4.18, 5.01, 5.02, 6.01, 6.02, 6.03, 6.04, 6.05, 6.06, 7.05	
Links to Documents:	Communication diaries, Grievance Forms	

Educators will:

- Follow the policies and procedures of the Service.
- Ensure that parents/guardians sign and date permission forms for excursions prior to the excursion being implemented.
- Allow a child to participate in an excursion only with the written authorisation of a parent/guardian or authorised person.
- Check that parents/guardians or authorised persons sign the attendance record as their child arrives and departs from the Service.
- Administer medication only with the written authorisation of a parent/guardian or authorised person, except in the case of an emergency, including an asthma, anaphylaxis, epilepsy, or diabetes emergency.
- Allow a child to depart from the Service only with a person who is the parent/guardian or authorised person, or with the written authorisation of one of these, except in the case of a medical emergency or an excursion.
- Follow procedures if an inappropriate person attempts to collect a child from the Service (for example, an intoxicated person).
- Inform the Approved Provider when a written authorisation does not meet the requirements outlined in Service's policies.

Families will:

- Read and comply with the policies and procedures of the Service.
- Complete and sign the authorised person section of their child's enrolment form before their child commences at the Service.
- Ensure that changes to nominated authorised persons are provided to the Service in a timely manner.
- Advise nominated authorised persons that they will require photo identification (such as a driver's licence) in order to collect their child from the Service.
- Sign and date permission forms for excursions.
- Sign the attendance record as their child arrives and departs from the Service.
- Provide written authorisation where children require medication to be administered by educators/staff, including signing and dating it for inclusion in the child's medication records.

Authorisation Requirements

- The name of the child.
- The authorisation to administer medication, signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication.
- The name of the medication to be administered.
- The time and date the medication is to be administered.
- The dosage of the medication to be administered.
- The period of authorisation (actual days and dates: from and to).
- The date the authorisation is signed.

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Links to Documents:	Communication diaries, Grievance Forms	

- Medication in its original container and bearing the correct child’s name.
- Medication is not past its expiry or use-by date.
- Medication is administered in accordance with any instructions attached to the medication or provided by a registered medical practitioner.
- A second person checks the signed Authority to Administer Medication record, checks the dosage of the medication, and witnesses its administration.
- The Educator administering medication and witness must write their full name and sign the medication record.
- Details of the administration must be recorded in the medication record.

Medical treatment of the child including transportation by an ambulance service (included and authorised initially as part of the child’s enrolment record):

- the name of the child;
- authorisation to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service;
- authorisation for the transportation of the child by an ambulance service;
- the name, address and telephone number of the child's registered medical practitioner or medical service and, if available, the child's Medicare number;
- the name of the parent or guardian providing authorisation;
- the relationship of the parent/guardian to the child;
- the signature of the person providing authorisation and date.

Excursions (including regular outings). If the excursion is a regular outing, the authorisation is only required to be obtained once in a 12-month period, *

- the name of the child;
- the date of the excursion (if not for a regular outing);
- the reason for the excursion;
- the proposed destination for the excursion;
- the method of transport to be used;
- the activities to be undertaken by the child during the excursion;
- the period the child will be away from the premises;
- the anticipated number of children likely to be attending the excursion;
- the ratio of educators attending the excursion to the number of children attending the excursion;
- the number of staff members and any other adults who will accompany and supervise the children on the excursion;
- that a risk assessment has been prepared and is available at the service;
- the name of the parent or guardian providing authorisation;
- the relationship of the parent/guardian to the child;
- the signature of the person providing authorisation and date.

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Links to Documents:	Communication diaries, Grievance Forms	

Emergency medical treatment (included and authorised initially as part of the child’s enrolment record or as updates during enrolment):

- The service is able to seek emergency medical assistance for a child as required without seeking further authorisation from a parent or guardian in the case of an emergency (i.e. medical practitioner, ambulance or hospital) including for those emergencies relating to asthma and anaphylaxis.

Collection of children (included and authorised initially as part of the child’s enrolment record or as updated during enrolment): (on the I App-in the event that the app is unavailable this information is available through QikKids):

- The name of the child;
- the name of the parent or the guardian of the child or the authorised nominee on the enrolment form providing authorisation;
- the name of the person/s authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises;
- the relationship to the child of the persons authorised to collect the child from the premises; and
- the signature of the person providing authorisation and date.

Confirmation of Authorisation

- All authorisation forms received (including the initial enrolment form) are to be checked for completion.
- All authorisations (excluding the initial enrolment form) are checked to ensure that the authoriser (name and signature) is the nominated parent or guardian on the enrolment form.
- If incomplete or inappropriately signed, the authorisation form should be returned to the parent or guardian for correction.
- Children will be suspended from any activity requiring authorisation until the appropriate form has been correctly completed and signed.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
- [Education and Care Services National Regulations 2011](#)
 - Regulation 92 Medication Record
 - Regulation 93 Administration of medication
 - Regulation 99 Children leaving the education and care service
 - Regulation 102 Authorisation for excursions
 - Regulation 160 Child enrolment records to be kept by approved provider
 - Regulation 161 Authorisation to be kept in enrolment record
 - Regulation 168 Education and care services must have policies and procedures
- [National Quality Standards](#)
 - Standard 2.1 Health
 - Standard 2.2 Safety
 - Standard 7.1 Governance

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Links to Policies:	4.01, 4.04, 4.07, 4.12, 4.18, 5.01, 5.02, 6.01, 6.02, 6.03, 6.04, 6.05, 6.06, 7.05	
Links to Documents:	Communication diaries, Grievance Forms	

SOURCES

- [My Time Our Place Framework](#)
- [Victorian Early Years Learning and Development Framework](#)
- [ACECQA](#)

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Links to Policies:	4.01, 4.04, 4.07, 4.12, 4.18, 5.01, 5.02, 6.01, 6.02, 6.03, 6.04, 6.05, 6.06, 7.05	
Links to Documents:	Communication diaries, Grievance Forms	

7.07 Enrolment Procedure

INTRODUCTION

Enrolment and orientation is an exciting and emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families and the Service. Such partnerships enable the Service and families to work toward the common goal of promoting consistent quality outcomes for individual children and the Service.

PURPOSE

We aim to ensure children and families receive a positive and informative enrolment and orientation process that meets their individual needs. We strive to establish respectful and supportive relationships between families and the Service to promote positive outcomes for children whilst adhering to legislative requirements.

SCOPE

Our Service accepts enrolments of children aged between 5- 12 years of age.

Enrolments will be accepted providing:

- a) The maximum daily attendance does not exceed the licensed capacity of the Service
- b) A vacancy is available both for the booking required and the agreed number of children is in accordance with the licensing requirements
- c) The adult to child ratio is maintained

Priority of Access guidelines

The Department of Family and Community Services and Indigenous Affairs have set priority of access guidelines for all children's services eligible for Child Care Subsidy. Every Child Care Subsidy approved childcare service is required to abide by the guidelines which families will be informed of during the enrolment process.

The Priority Lists are used when there is a waiting list for the Service or when a number of parents are applying for a limited number of vacant places. When families apply to join the list they are asked a series of questions to determine their particular circumstances. A scoring system is applied based on their responses. This determines their child's place on the waiting list. As places become available, they are offered to those highest on the list as stated in the guidelines above.

Families are required to pay an enrolment fee and two weeks in advance which is calculated at full fee to secure the position. Failure to pay the upfront fees will lead to the child not being accepted.

Children with disabilities will be enrolled, if in the opinion of management, the Service can meet the child's needs. Additional resources and funding may be required.

The Priority of Access levels, which the Service must follow when filling vacancies, include:

1. A child at risk of serious abuse of neglect.
2. A child of a single parent/guardian who satisfies, or of parents/guardians who both satisfy the work/training/study test under Section 14 of the Family Assistance Legislation Amendment (Child Care) Act 2010.
3. Any other child.

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Within these three categories priority is also given to:

- Children in Aboriginal and Torres Strait Islander families
- Children in families, which include a disabled person
- Children in families on low income
- Children in families from culturally and linguistically diverse backgrounds
- Children in socially isolated families
- Children of single parents/guardian

IMPLEMENTATION

Enrolment

When a family has indicated their interest in enrolling their child in our Service, the following will occur:

1. The family proceeds to create a Kangaroo Time account to start online process.
2. After the account is created the family are prompted to create a Booking Request and pay \$100 Admin Fee. An offer is created to be accepted within 24 hours and pay the bond, after which they are able to complete and submit the Enrolment Forms.
3. Parents must provide all relevant details relating to personal, medical and custodial arrangements for each child, parent or guardian and emergency contacts as well as any special requirements relating to that child.
4. The Centre does not collect cash payments so the enrolment form must be accompanied by a completed direct debit form.
5. When all documentation is fully completed, children may commence attendance at the Centre.
6. Parents are requested to inform the Centre immediately should any of the child's contact, health or special needs information change.
7. Every 12 months, parents are reminded to update appropriate information, if necessary. Parents are notified of the updating procedure through the Centre newsletter.
8. The following areas of enrolment are signed at the time of completion that is read and understood by the family:
 - Enrolment Form confidentiality;
 - Additional and Emergency contact details and numbers
 - Permissions and authorisations for consent to collect the child(ren) in case of an emergency;
 - Immunisation History Statements (photocopied);
 - Birth certificate (photocopied);
 - Direct Debit Form;
 - A clear indication of hours of attendance to enable correct staffing and a requirement for parents to inform the centre in advance if a child will be absent;
 - Children's special needs, disabilities or health issues. (Acceptance of special needs children may be subject to approval by the Centre's Insurance Provider.)
 - Media consents;
 - Parent Handbook has been read;
 - Withdrawal and change of days' notice periods.
9. Parents having difficulty in completing the enrolment form independently may do so with assistance at an enrolment interview and, if necessary, be provided with the form in their language of preference.

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Links to Documents:	Communication diaries, Grievance Forms	

10. If a child is subject to an access order or agreement, the Centre must have a copy on record and be provided with any subsequent alterations occurring in the future. Provision of documented evidence of Court Orders or agreements is considered part of the enrolment procedure and will minimise the likelihood of distressing situations arising in the future.
11. All enrolment forms are kept in a locked file and are available only to the approved persons who enrolled the child, parents or guardians and the appropriate Commonwealth and/or State Department Officers.
12. At Orientation, parents are invited to the Centre and are introduced to the staff. The following topics are explained where relevant:
 - Lockers
 - Meals, including breakfast, morning tea, lunch, afternoon tea and late afternoon snack
 - Menu displayed near the kitchen
 - Program explained
 - Daily routine displayed
 - Children grouped according to developmental levels, abilities, and ages (LDC)
 - Nappy change procedures for parents (LDC)
 - Several complete changes of clothes (labelled) need to be packed in the child's bag (LDC)
 - Medication forms can be completed electronically or at the service in which you attend
 - Parents to place bottles of formula/breast milk in the fridge upon arrival
 - Rest period – individual beds/cots (LDC)
 - Developmental programming and evaluations (LDC)
 - Group time – language, music and movement, drama, theme-related concepts, gross motor development, art/craft experiences. (LDC)
13. Depending on availability of places, children may be enrolled at any time throughout the year.
14. Parents are given the opportunity to read the Centre Policy Manual (located in the foyer) if they wish and are encouraged to discuss any policy with the Centre Supervisor prior to confirmation of enrolment.

Management will ensure:

- Enrolment form is completed accurately and, in its entirety
- Inform the Room leader of the new child who will be in the room, highlighting any medical conditions, interests, needs and strengths
- Immunisation certificate and birth certificate have been sighted and photocopied
- Parent/Guardians Drivers licences to be photocopied and placed in file
- Enrolment lodged with DEEWR
- File for Child's information created
- Families are provided with an orientation survey to complete within the first 6 weeks of starting to gain feedback about the orientation and enrolment process.
- Child Care Subsidy is explained to families

Child Care Subsidy

- Child Care Subsidy (CCS) replaces the Child Care Benefit (CCB) and Child Care Rebate (CCR) with a single, means-tested subsidy
- Families will need to complete the 'Child Care Subsidy Assessment' Task online through the myGov website.
- Child Care Subsidy is paid directly to providers to be passed on to families as a fee reduction
- Families will contribute to their child care fees and pay to the Service the difference between the fee charged and the subsidy amount

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Links to Documents:	Communication diaries, Grievance Forms	

Enrolment Record Keeping

- Our Record Keeping Policy outlines the information and authorisations that we will include in all child enrolment records

On the child's first day:

- The child and their family will be welcomed into their room for the first day.
- They will be greeted by one of the educators who will show them where to sign in and out, discuss what is happening in the room, and show where the child's locker is located.
- Management will ensure the orientation checklist has been completed and all required documents and information has been received from families.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
- [Education and Care Services National Regulations 2018](#)
 - Regulation 77 Health, hygiene and safe food practices
 - Regulation 78 Food and beverages
 - Regulation 79 Service providing food and beverages Regulation 80
 - Regulation 80 Weekly menu
 - Regulation 88 Infectious diseases
 - Regulation 90 Medical conditions policy
 - Regulation 92 Medication record
 - Regulation 93 Administration of medication
 - Regulation 96 Self-administration of medication
 - Regulation 97 Emergency and evacuation procedures Regulation 99
 - Regulation 99 Children leaving the education and care service premises
 - Regulation 100 Risk assessment must be conducted before excursion
 - Regulation 101 Conduct of risk assessment for excursion
 - Regulation 102 Authorisation for excursions
 - Regulation 157 Access for parents
 - Regulation 160 Child enrolment records to be kept by approved provider and family day care educator
 - Regulation 161 Authorisations to be kept in enrolment record
 - Regulation 162 Health information to be kept in enrolment record
 - Regulation 168 Education and care service must have policies and procedures
 - Regulation 173 Prescribed information is to be displayed
 - Regulation 177 Prescribed enrolment and other documents to be kept by approved provider
 - Regulation 181 Confidentiality of records kept by approved provider
 - Regulation 183 Storage of records and other documents
- [National Quality Standards](#)
 - Standard 6.1 Supportive relationships with families
 - Standard 7.1 Governance

SOURCES

- The Business of Childcare, Karen Kearns
- [Department of Human Services \(Centrelink\)](#)
- <https://www.humanservices.gov.au/customer/services/centrelink/child-care-benefit>
- Revised National Quality Standard

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Links to Policies:	4.01, 4.04, 4.07, 4.12, 4.18, 5.01, 5.02, 6.01, 6.02, 6.03, 6.04, 6.05, 6.06, 7.05	
Links to Documents:	Communication diaries, Grievance Forms	

COVID-19 Return to Care Policy

PURPOSE

To ensure that available childcare places are offered equitably to those with the highest priority during the COVID-19 pandemic, where a service has the capacity to do so whilst continuing to meet their obligations under the National Quality Framework, National Law and National Regulations in Education and Care Services.

SCOPE

- The Government has made recommendations on who to prioritise care for along with guidelines that centres must follow to receive the Early Childhood Education and Care Relief Package.

In order to receive the payment centres must:

- o remain open and provide sessions of care to at least one child, unless closed on public health advice or advice by a State Regulatory Authority for COVID-19 health and safety reasons
 - o ensure families are not charged a fee, including an out of pocket or gap fee for sessions of care provided
 - o continue and prioritise care to essential workers, vulnerable and disadvantaged children and previously enrolled children
 - o continue to record attendance of children
 - o where children enrol at a service who otherwise would be considered 'at risk' for the purposes of Additional Child Care Subsidy (ACCS) (child wellbeing), services are required to make a referral to an appropriate support agency as per the existing ACCS (child wellbeing) referral requirements
 - o comply with all other **provider obligations including the National Quality Framework** and other relevant conditions of approval under Family Assistance Law.
- Priority access may be reviewed if parental circumstances change.
 - Parents are advised to inform the centre immediately should their circumstances change.

Priority of Access is as follows:

Priority 1:

- 1.A Children at risk of serious abuse or neglect
- 1.B Children of families where both parents are working in emergency services or the defence force

Priority 2:

2. Children of families where both parents cannot do their jobs from home

Priority 3:

3. Families where both parents are working from home

All other applications not falling into one of the above categories are considered in order of application.

Note: All centres need to be assessed prior to offers of placement to ensure they are still operating under their obligations under the National Quality Framework. **Regulated staff to child ratios must be adhered to at all times.** Where centre's staffing capacity has changed throughout these unprecedented times, places are only able to be offered up to the educators available on premises to care for each child under their regulated ratio requirements.

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Links to Documents:	Communication diaries, Grievance Forms	

Failure to operate in accordance with the National Quality Framework can result in the relief package being revoked and serious legal repercussions for the approved provider.

In addition to the priorities listed above, a Centre Director may also assess priority within these groups. Within each group, considerations which govern access decisions are:

- The benefit of childcare to the child and family
- The alternative arrangements available to achieve that benefit

PROCESS

- Families contact Cubby OOSH's enrolments team with their request to return to care providing a minimum of 1 week's notice.
- Enrolment officer to cross check family occupation in each family's enrolment documents.
- Families may be requested to provide supplementary evidence or documentation.
- Enrolment officer to check centres have the capacity to cater for return to care and, in doing so, will continue to meet their obligations under the National Quality Framework, National Law and National Regulations for education and care services.
- Where requests can be accommodated, placements will be offered and a date of return to care will be provided to the family and Centre Director.
- Depending on each individual circumstance, this could be a timeframe of anywhere between 1-2 weeks before return to care can be facilitated or may be when the CCS system is due to return. This will depend on notice to employees or changes in rosters that may need to be actioned. Relevant obligations under Fair Work legislation and each relevant Employment Award must also be adhered to in facilitating each request.
- Where requests cannot be accommodated, families will be placed on a wait list and will be contacted in order of priority wherever circumstances may change, up until and including when the normal CCS system returns.

WHAT TO DO IF A SERVICE CANNOT PROVIDE CARE TO A CHILD?

The Government is relying on services to provide care to as many children as they can, giving priority to essential workers, vulnerable and disadvantaged children and previously enrolled children.

However, each service is dealing with new circumstances and having to reconsider available staff, health and other business challenges. This means each service has to make decisions on its own capacity to offer care, based on these new considerations.

While repeated, serious breaches of conditions of the Relief Package may result in a service losing access to payments under the Relief Package, the significant impact of COVID-19 on operating arrangements will mean some services will not be able to continue to offer the same care to all families.

<https://www.dese.gov.au/covid-19/childcare/childcare-faq#section-information-for-families>

EXCEPTIONAL CIRCUMSTANCE SUPPLEMENTARY PAYMENT

Cubby OOSH is aware of the 'Exceptional Circumstance Supplementary Payment' component of the Early Childhood Education and Care Relief Package. However, despite having made numerous applications for this supplementary payment, Cubby OOSH has been assessed by the DESE as not eligible in all but one case (where a very small amount of funding has been provided to one centre, as it was not open during the reference fortnight and therefore receiving no fees at all under the Relief Package).

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Links to Documents:	Communication diaries, Grievance Forms	

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
- [Education and Care Services National Regulations](#)
- [National Quality Standards](#)
 - Standard 7.1 Governance

SOURCES

- [Department of Education and Training: Priority Access guidelines for Childcare Services](https://www.dese.gov.au/covid-19/childcare)
<https://www.dese.gov.au/covid-19/childcare>

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Links to Documents:	Communication diaries, Grievance Forms	

7.09 Waiting List Policy

INTRODUCTION

It is the practice of Cubby OOSH to have a waiting list for children wishing to enrol at the Centre on a future date.

PURPOSE

To ensure that available places are offered equitably to those with the highest priority.

SCOPE

- The Government has put in place “Priority of Access” guidelines that govern how places on the waiting list are to be allocated.
- The Centre follows these guidelines.
- Access priority may be reviewed if parental circumstances change.
- Parents are advised to inform the centre immediately should their circumstances change.

Priority of Access is as follows:

Priority 1: children of parents who serves in armies

- Children of single parents who work or both parents work;
- Children of single parents/both parents who are actively seeking work;
- Children of single/both parents who are training for future employment.

Priority 2: Children or parents having a continuing disability or incapacity.

Priority 3: Children at risk of serious abuse or neglect.

Note: All other applications not falling into one of the above categories are considered in order of application.

In addition to the priorities listed above, a Centre Director may also assess priority within these groups. Within each group, considerations which govern access decisions are:

- The benefit of childcare to the child and family;
- The alternative arrangements available to achieve that benefit.

Priority is also given to siblings for the following reasons:

- To assist working families with one child already enrolled at the centre;
- To allow children from the same family to be enrolled at the same centre;
- To create a family environment.

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Links to Policies:	4.01, 4.04, 4.07, 4.12, 4.18, 5.01, 5.02, 6.01, 6.02, 6.03, 6.04, 6.05, 6.06, 7.05	
Links to Documents:	Communication diaries, Grievance Forms	

IMPLEMENTATION

- Families are required to complete a Waiting List Application Online.
- A \$100 administration fee is required when the above-mentioned form is submitted.
- Upon enrolment, the \$100 wait list fee goes towards the Enrolment.
- \$ 100 administration fee is refunded if no position is offered within 12 months of preferred start date.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
- [Education and Care Services National Regulations](#)
- [National Quality Standards](#)
 - Standard 7.1 Governance

SOURCES

- [Department of Education and Training: Priority Access guidelines for Childcare Services](#)

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Links to Policies:	4.01, 4.04, 4.07, 4.12, 4.18, 5.01, 5.02, 6.01, 6.02, 6.03, 6.04, 6.05, 6.06, 7.05	
Links to Documents:	Communication diaries, Grievance Forms	

7.10 Arrival & Departure of Children Policy

INTRODUCTION

To ensure the safety of children at our Service our Arrival and Departure policy is strictly adhered to, allowing only nominated authorised persons to collect children at any time throughout the day. The daily sign in and out register is not only a legally required document to record children’s attendance but also used as a record of the children on the premises should an emergency evacuation be called.

PURPOSE

We aim to ensure the protection and safety of all children, staff members, and families accessing the Service. Educators and Staff will only release children to an authorised person as named by the parent/guardian on the individual child’s enrolment form.

SCOPE

Guidelines for delivery and collection of children are put in place to ensure the safety and wellbeing of each individual child.

- Arrival
- Departure
- Visitors
- Late Collection of Children

IMPLEMENTATION

Arrival:

- In order for children to feel secure and safe, it is important that children and families are greeted upon arrival by a member of staff and have the chance to say goodbye to the person dropping them off. Saying goodbye helps to build trust, while parents/guardians leaving without saying goodbye could cause the child to think they have been left behind.
- All children need to be signed in by an authorised person: Note that the signing in of a child is verification of the accuracy of the record. Information required on the register includes the time and the signature of the person dropping off the child. The parent/nominated person must also advise staff who will be collecting the child/children.
- Families will be reminded to sign their child/children into the Service and will be encouraged to do so immediately upon arrival to avoid forgetting.
- Should families forget to sign their child/children in, National Regulations requires the nominated supervisor to sign the child in.
- Sign in sheets are to be used in the case of an emergency to account for all children.
- Children are to be sighted by an educator before the parent or person responsible for the child leaves. This ensures that the educator is aware that the child has arrived and is in the building.
- A child’s medication needs, or any other important or relevant information should be passed on to one of the child’s educators by the person delivering the child.
- A locker will be made available to children and their families.
- In the case of a separated family, either biological parent is able to add a contact in writing unless a court order is provided to the Supervisor stating that one parent has sole custody and responsibility.

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Links to Policies:	4.01, 4.04, 4.07, 4.12, 4.18, 5.01, 5.02, 6.01, 6.02, 6.03, 6.04, 6.05, 6.06, 7.05	
Links to Documents:	Communication diaries, Grievance Forms	

- In the case of an emergency, where the parent or a previously authorised contact is unable to collect the child, the parent or person responsible for the child (as listed on enrolment form as having a parenting role) may telephone the service and arrange an alternative person to pick up the child. This contact must then be confirmed in writing to the Service.

Departure:

- Parents are to advise their child’s educator if someone different is picking up their child, both verbally and on the sign in/out sheet. This person is to be named on the enrolment form or added in writing to Management as an authorised contact for the child.
- Photo identification must be sighted by a Primary Contact Educator before the child is released. If educators cannot verify the person’s identity, they may be unable to release the child into that person’s care, even if the person is named on the enrolment form.
- All children must be signed out by their parent (or a person authorised by the parent) when the child is collected from our Service. If the parent or other person forgets to sign the child out, they will be signed out by the nominated supervisor.
- Children must be signed out on the same sheet that they were signed in on.
- Parents are requested to arrive to collect their child/children by 6.30pm.
- No child will be withheld from an authorised contact or biological parent named on the enrolment form unless a current court order is on file at the Service.
- In the case of a particular person (including a biological parent) being denied access to a child, the service requires a written notice (court order) from a court of law.
 - Educators will attempt to prevent that person from entering the service and taking the child; however, the safety of other children and educators must be considered.
 - Educators will not be expected to physically prevent any person from leaving the service.
 - In such cases, the parent with custody will be contacted by the Nominated Supervisor or the Responsible Person along with the local police.
 - Where possible the educator will provide police with the make, colour, and registration number of the vehicle being driven by the unauthorised person, and the direction of travel when they left the Service.
 - A court order overrules any requests made by parents to adapt or make changes. For the protection of the children and educators, parents are asked not to give our front door code to anyone other than those absolutely necessary.
- Nominated Supervisors will ensure that the authorised nominee pick-up list for each child is kept up to date. It is our policy that we do not allow anyone under the age of 18 to collect children.
- If the person collecting the child appears to be intoxicated or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators will:
 - Discuss their concerns with the person, without the child being present if possible, and
 - Suggest they contact another parent or authorised nominee to collect the child.
 - If the person insists on taking the child, Educators will inform the police of the circumstances, including the name of the person, and if possible, the make, colour, and registration number of the vehicle being driven, and the direction of travel when they left the Service.
- Educators cannot prevent an incapacitated parent from collecting a child but must consider their obligations under the relevant child protection laws.
- At the end of each day educators will check indoor and outdoor premises including all rooms and storage rooms, beds and cots, and storage sheds to ensure that no child remains on the premises after the service closes.
- Children may leave the premises in the event of an emergency, including medical emergencies.
- Details of absences during the day will be recorded.

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Children Absent from care:

- Parents/guardians must advise the Centre before 10:00am if their child(ren) will be absent on a day that they are booked into care.
- If parents/guardians are aware that children will be absent prior to the regular day of attendance, they are required to email the centre Supervisor or mark as absent on the Kangaroo time app.
- If an absence is known only on the day of scheduled attendance, parents/guardians must personally telephone the centre and inform an educator as early as possible. Where possible, the change should be confirmed by email.
- In all instances of absence, where possible, parents/guardians should indicate the expected duration of absence.
- On enrolment, parents and guardians will be given clear information regarding absence procedures and the importance of clear communication when an absence is to take place. These requirements are also detailed in the Family Information Handbook.

Visitors:

To ensure we can meet Work Health and Safety requirements and ensure the safety of our children, individuals visiting our Service must sign in when they arrive at the service and sign out when they leave. It is also a requirement of the National Regulations that Visitors are not left alone with children at any time.

Late Collection of Children:

- If there are children still present at the Service upon closing, it is best practice to ensure a minimum of two Educators are present.
- Instruction to parents; “Please remember that our Educators have families to go home to and their own children to collect by a designated time. If you are late to collect your child two Educators have to stay behind and therefore both have to be paid overtime. To cover this, a late fee of \$20 per 15 minutes or part thereof will be charged (e.g. if you are 5 minutes late you will be charged for a 15-minute block. If you are 20 minutes late you will be charged for two 15-minute blocks, etc.)”.
- If you know that you are going to be late, please notify the Service: If possible, make arrangements for someone else to collect your child.
- If you have not arrived by 6:30pm you will be contacted. If we are unable to contact you and your child has not been collected, we will call alternative contacts as listed on your enrolment form to organise the collection of your child.
- Due to licensing and insurance purposes, if by 6.30pm neither you nor any of your authorised contacts are available or contactable, we will contact the Police and arrange for the child to be picked up. Under no circumstances will the Centre arrange for the child to be delivered to a Police station.
- A sign will be displayed at the Service notifying you of your child’s whereabouts. If this occurs, we will be obligated to contact Family and Community Services and inform them of the situation.

Uncollected Children:

- Two educators must stay with the child. The Educators will first endeavour to contact the child’s Parent’s/Guardian’s and nominated emergency contacts who are authorised to collect the child.
- If unsuccessful in contacting any of the people mentioned above after several attempts, the Educators will call the local police to seek information about any incidents or accidents that may have delayed the parents/guardians (or persons collecting).
- Contact Approved Provider/Nominated Supervisor.
- The Educators will contact the Child Protection Helpline, for advice and support:

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State	Child Protection Helpline
VIC	13 12 78
NSW	132 111
QLD	1800 177 135 or (07) 3235 9999
ACT	1300 556 729

- If the child is to be taken from the Service, the Police or Family and Community Services will be responsible for the child's safe transportation. The Educators are not to transport the child.
- The Educators must record all details of the situation and any actions taken on an incident form. It is important that the person removing the child - the Police or Department of Education signs this form.
- The Department of Education and Communities and/or Police are now responsible for the ongoing attempts to locate the Parent's/Guardian's and for the well-being of the child.
- A sign will then be placed at the Service's entrance for the Parent's/Guardian's (or collecting person), advising
 - that they contact the Police or Child Protection Helpline for information about the whereabouts of the child.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Regulation 159 Children's attendance record to be kept by family day care educator
- [Education and Care Services National Regulations 2011](#)
 - Regulation 99 Children leaving the education and care service premises
 - Regulation 158 Children's attendance record to be kept by approved provider
 - Regulation 176 Time to notify certain information to Regulatory Authority
- [National Quality Standards](#)
 - Standard 2.2 Safety
 - Standard 7.1 Governance

SOURCES

- [Early Childhood Australia Code of Ethics](#)
- [Guide to the National Quality Framework. \(2018\)](#)
- [ACECOA](#)
- [Kids First Australia](#)

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7.11 Fee and Debt Management Policy

INTRODUCTION

The prompt payment of fees enables Cubby OOSH to provide a high-quality Education service to parents and guardians. All fees must be paid on time in order to maintain quality and continuity. The non-payment of fees jeopardises a child's place at the Centre.

This policy is circulated to all families prior to their children commencing care to give them an awareness and understanding of the consequences should fees fall into arrears.

PURPOSE

For parents to gain a clear understanding of the Service fee structure ensuring children's fees are paid on time and that there are consequences for failure to pay fees on time.

- Ensure that parents and guardians are aware of the fee structure applying to Cubby OOSH
- Ensure that fees are paid promptly in order to allow childcare programs to operate effectively.
- Ensure all families are aware of our Debt Management Policy and abides by this. Cubby OOSH accounts team strive to work with families for best outcomes, and accounts be paid as per Payment of Fees policy.

SCOPE

Payment of Fees Policy & Billing Process constitutes the following:

- Enrolment Fee
- Scheduled payments / Billing Process
- Late Fees
- Change of Fees
- Termination of enrolment
- Responsibility of Management

IMPLEMENTATION

- A new enrolment fee is required before children commence at the Centre.
- An Enrolment Fee is to be paid via Credit or Debit card (this is deducted during the KT (Kangaroo time) Enrol process.)
- Upon enrolment, parents/guardians are required to pay two (2) weeks' fees in advance which is a Holding Deposit.
- Fees must always be paid two (2) weeks in advance.
- The first fee payment is made in the corresponding billing fortnight that the child commences at the Centre.
- Fees are paid fortnightly by a direct debit system, in accordance with the direct debit schedule.
- Late fees are charged for each week your account is in arrears, at a cost of \$25.00.

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- Late fees are charged after the Centre closes at a cost of \$20.00 per 15 minutes or part thereof will be charged (e.g. if you are 5 minutes late you will be charged for a 15-minute block. If you are 20 minutes late you will be charged for two 15-minute blocks, etc.)”.
- When a child is to be withdrawn from care, the parents must give 2 weeks’ notice in writing. If your child is withdrawn without notice, two weeks, full fees must be paid regardless.
- The notice of withdrawal is effective from the date it is lodged in writing with the Support Office.
- It is not acceptable for parents/guardians to give four weeks’ notice to withdraw then re-enrol as positions may not be available upon re-enrolment.
- Billing Process - Statements will be emailed to families on a Monday at the beginning of a billing fortnight. The amount due will then be direct debited from your direct debit account the next business day. Families will have 11am on the day following day to dispute the payment. The dispute can be made by emailing support@cubbycc.com.au. The direct debit can take up to 3 business days to clear so funds must be available during this time to avoid a dishonour of payment occurring.
- Late fees are charges in any instance that the fortnightly direct debit (per the direct debit schedule) is not met. An additional \$14.80 fee is incurred for every subsequent week the fee remains outstanding.
- Payment plans available for families with outstanding fees.
- Any parent/guardian who is one week or more in arrears and has not reached an agreement with the support office to make good such arrears must make an appointment with the support office to discuss the situation immediately or the child’s place will be jeopardised.
- Failure to pay an outstanding debt leaves Cubby OOSH no other alternative but to seek legal action to recover outstanding monies
- If fees continue to be unpaid, children, unfortunately, are not permitted to attend their next session and the parents/guardians are advised that their child’s place will be given to the next child on the waiting list.
- Upon determination by Cubby OOSH that the child’s position has been terminated, fees are still payable inclusive of the current and next billing fortnight of fees based on current enrolment.
- If any outstanding monies are not paid, Cubby OOSH can seek legal action

Change of Fees

- Fees are subject to change at any time provided a minimum of four weeks written notice is given to all families

Termination of Enrolment

- Parents are to provide four weeks written notice of their intention to withdraw a child from the centre. Eight weeks notice is required from the 1st October till 1 March.
- If termination from the Service is required without notification, families can lose their Child Care Subsidy resulting in the payment of full fees to be charged.

Responsibility of Management

- The Nominated Supervisor is responsible for the billing and chasing of fees.
- Should families wish to discuss fees, they will need to see the Nominated Supervisor.

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Links to Documents:	Communication diaries, Grievance Forms	

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
- [Education and Care Services National Regulations](#)
 - Regulation 168 Education and care service must have policies and procedures
- [National Quality Standards](#)
 - Standard 7.1 Governance

SOURCES

- Goodwin & Chivas: Chartered Accountants
[Child Care Subsidy](#)

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7.12 Child Care Subsidy Policy

INTRODUCTION

The Centre operates within the Australian Government’s Child Care Subsidy (CCS) Scheme. All children attending the Centre are entitled to CCS which is means tested. Confidential enrolment and attendance records are kept to assist parents in gaining the appropriate benefits available through the CCS scheme.

PURPOSE

- Provide a high-quality childcare facility at an affordable cost to parents.
- Assist parents in gaining the appropriate CCS.
- Maintain all records pertaining to enrolment and attendance efficiently, effectively and confidentially.

SCOPE

- The Centre keeps records of enrolled children’s attendance by using Kangaroo Time that maintains a record of children signed in and out daily.
- An information guide to CCS is available at the Centre for parental guidance. The guide includes: how to apply, where to apply and other steps to receive a CRN for adults and children.
- Records pertaining to parents’ CCS is kept in accordance with legislative guidelines.
- The Nominated Supervisor conducts daily cross-checks of the roll on Kangaroo Time. They must match exactly.
- If a parent has not signed in or out, the educators sign the child in on their behalf when calling the roll daily.
- Under no circumstances do staff members provide any written records directly to a parent.
- Parents requiring access to written records (especially for legal purposes) must apply to Management personally or through a Solicitor.

IMPLEMENTATION

Records Kept:

Prescribed Enrolment Records & Other Documents to be kept by the Approved Provider. All documents are backed up on external storage and are accessible on the main office computer and the centre directors Ipad and Phone. These records are secure with a passcode.

Document Descriptions & Time Frame to be kept;

- Documentation of child assessments or evaluations for delivery of the educational program - Until the end of 3 years after the last date on which the child attended the centre.

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- Incident, Injury, Trauma and Illness Records For the death of a child – Until the end of 7 years after the death of the child. For all others – Until the child is 25 years of age
- Medication Records until the end of 3 years after the record was made.
- Staff Records Until the end of 3 years after the last date that the staff member was engaged at the centre.
- Records of Students & Volunteers Until the end of 3 years after the last date the person was engaged at the centre.
- Records of the Responsible Person Until the end of 3 years after the record was made
- Records of Educators working directly with the children Until the end of 3 years after the record was made.
- Record of access to Early Childhood Teachers Until the end of 3 years after the record was made
- Children Attendance Records Until the end of 3 years after the record was made.
- Child Enrolment Records Until the end of 3 years after the last day the child attended the centre
- Record of the Centre's compliance with the Law Until the end of 3 years after the last day on which the Approved Provider last operated the service.
- Record of Certified Supervisors placed in day-to-day charge of the centre for staff files – Until the end of 3 years after the last date that the staff member was engaged at the centre. For Supervisor Timesheets – Until the end of 3 years after the record was made.

Relating to daily operations

- Full enrolment forms:- Electronically saved on the share point and in alphabetical order containing information required under section 5.3.1 of the National Standards.
- Waiting lists:- are handled by the support team. Wait lists indicate priority of access status, date placed on list, care required and if a sibling of a child already in care.
- Daily records of attendance:- including the roll taken by Educators and the sign in/out KT report retrieved from Kangaroo Time which records daily arrival and departure times of children.
- Phone/ message book:- recording all phone, fax or email messages to ensure that staff is fully aware of relevant information. (Staff regularly checks.)
- Grievances and complaints:- records of grievances and complaints and how they were resolved in accordance to our Complaints and Grievance Policy.
- Accident/illness records:- detailing the nature of an accident or illness, who attended the child and what course of action was taken. Note - Accident and illness records are kept until the child turns 24.
- Medication book:- containing parents/guardians' signed instructions and/or permission to administer medication, the date, time and dosage of its administration, who administered it, and who witnessed the administration.
- Information folder:- containing relevant up-dated information such as infectious diseases leaflets, community events.

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Relating to Fees

- Child Care Benefit records are retained for a period of 3 years.
- Child Care Subsidy records are retained for a period of 7 years.
- Accounting documents:- retaining all records relating to fees accounting and bank statements for a period of 7 years. These are scanned and sent through to the Accounts department at head office. **Relating to Team Members**
- Employment Details:- indicating personal details, date of employment, hours of work roster, position title and job description, resume and references, date for review, “Working with Children Check” number and expiry date, and any discipline or grievance procedures.
- Staff Wages, Holiday and Sick Leave Entitlements:- retaining employment periods and wage records for 7 years.
- Union and Superannuation Details
- Occupational Health and Safety Details

Relating to Management

- Management structure - including position titles, current persons holding the positions and duties.
- Minutes- relating to all meetings and Annual General Meetings.
- Policy folder - including centre details, philosophy and policies.
- Insurance and financial details- retaining Insurance documents for 7 years.
- Centre’s Finances- retaining all records relating to the Centre’s finances such as school/hall usage agreements, special conditions etc. for a period of 7 years.
- All records are kept in an orderly fashion, updated as required and appropriate information passed on to any new staff or management member.
- Records requiring retention for a specified, extended period of time are stored securely in the designated place.
- Records and other information cannot be removed without the knowledge of the management and may be provided only to those who are legally empowered to access the information.

Who needs to be a fit and proper person?

The following people (or entities) are required to be fit and proper persons to be involved in the receiving and passing on of the Child Care Subsidy and the Additional Child Care Subsidy:

- the provider itself
- any person with management of control of the provider
- any person responsible for the day-to-day operation of a child care service.

This includes (but is not limited to) a child care provider's directors, managers and staff, staff with management or control and people responsible for the day-to-day operation of the service.

Whether or not a person is a fit and proper person is determined based on Family Assistance Law, which sets out the matters that must be considered in making this determination. (see [What matters should be considered?](#)).

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Staff not identified in these specified personnel roles but who deliver care to or interact with children at the service must be suitable to do so. However, their suitability relates not to the administration of payments but to the safety of children and the quality of care provided. As such, their suitability requirements are governed by the child care licensing laws and regulations of the state regulatory body in the state or territory in which the service is located.

What matters should be considered?

When determining whether a person is a fit and proper person to be involved in the administration of the Child Care Subsidy and the Additional Child Care Subsidy, matters involving fraud, dishonesty, financial management, compliance with the law and administration of funds are all relevant considerations. Matters considered in determining whether someone is a fit and proper person include:

- evidence of activity that does not comply with criminal or civil law, including (but not limited to) activity related to children or indicating dishonesty or violence
- court proceedings and convictions or findings of guilt, including (but not limited to) activity related to children or indicating dishonesty or violence
- any past administrative decisions relating to a person's suitability to be involved in child care
- evidence of fraud or dishonesty
- the person's history of managing public funds; and any past or current debts to the Commonwealth
- the person's record of financial management, including any instances of bankruptcy, insolvency or external administration
- any potential conflicts of interest between managing or delivering the child care service and other business or financial interests of the person
- any other matter relevant to the suitability of the provider and their staff.

Specified personnel must be fit and proper persons, regardless of whether they are required to use the Child Care Subsidy System.

What background checks are required?

Under Family Assistance Law, Cubby OOSH are required to undertake certain background checks of:

- each person who has management or control of the provider
- each person who has responsibility for the day-to-day operation of the service
- Family Day Care educators (if any)
- In Home Care educators (if any).

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The background checks for each specified person are set out in Table 4.

Cubby OOSH will provide a written record of these checks, including the evidence provided in support of the applications, at any time if requested.

In addition, we will keep the department notified of certain circumstances, including for these persons—such as if we become aware of any event or circumstance that may indicate the person is not a fit and proper person.

A police check must be no more than six months old, and other checks no more than three months old, at the time of the application or the engagement of additional specified persons by the provider. However, new checks are not required every three or six months.

Working with children checks (where required) must always be kept current. Expired checks are unacceptable.

Table 4: The roles of people employed in or managing child care and the checks required to determine they are fit and proper persons.

Checks required	A person with management or control of the provider	A person with responsibility for day-to-day operation of the service
A National Police Certificate from the state or territory police service (or an agency accredited by the Australian Criminal Intelligence Commission) no more than six months before the date of the application.	✓	✓
A working with children card (if required to hold one).	✓	✓
A National Personal Insolvency Index check performed using the Bankruptcy Register Search service provided by the Australian Financial Security Authority.	✓	
Evidence that the person does not appear on the banned and disqualified register held by the Australian Securities and Investments Commission.	✓	

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Checks required	A person with management or control of the provider	A person with responsibility for day-to-day operation of the service
A current and historical personal name extract search of the records of the Australian Securities and Investments Commission.	✓	

The Approved Provider Cubby OOSH will administer CCS using Kangaroo Time software. Operational staff have, in most cases many years' experience in family assistance law as it pertains to child care but have also been further trained through:

- (a) A thorough reading of the Child Care Provider Handbook;
- (b) Undertaking further professional development in family assistance law;
- (c) Undertaking webinars provided by Kangaroo Time and other companies.

The Approved Provider completes a weekly audit of all data and submits that data itself for CCS/ACCS claims through Kangaroo Time and PRODA.

Ensuring accurate data submission to the Department

1. The software package Kangaroo Time ensures that family and attendance data supplied is accurately reflected in data submitted to the Department. The Director of the service double checks all data that is submitted including:
 - child data such as first and last name, gender, date of birth, CRN, address;
 - family data such as the first and last name, gender, date of birth, CRN and address of the parent or guardian to whom each child is linked for CCS purposes;
 - attendance data including absences;
 - ensuring that relevant documentation is retained for allowable absences that are claimed;
 - fees information;
 - any ACCS data.
2. The software package Kangaroo Time ensures that attendance data including days of attendance, sign in and out times and the names of the person signing in and out are captured accurately and reflected accurately in the data submitted to the Department.
3. A further check of the data is carried out through the submission process by following up any errors that are detected.

How We Check Data

- A member of the Support team will provide an independent check of the attendance recorded in KT.
- These two independent checks are done every week.

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- KT's also has a self-notification of unmarked days where this works as a pop up upon logging into KT.

- Absences in the system prior to starting or at the end of care are still recorded but we will not claim CCS on these days and families are provided correspondence to help avoid such scenarios. If we have notification of none attendance, we will either move their start date or stop attend them after their last day of attendance which will remove CCS claims after that date.

ACCS

- Confirm approval from centre and request for documentation to be provided for the relevant care.
- Require families to be CCS approved.
- Processes requested through Kangaroo Time based on the ACCS type claim.
- The department then decides on approval based on the validity of the third-party document.
- Schedule updates based on child's situation and future claims.
- Cubby OOSH does not actively provide information on ACCS and recommends families speak with third party support organisations.

Complying Written Agreement Process:

All enrolments must agree to the Complying Written Agreement (CWA) via the enrolment form and cannot submit the form unless this has been selected

Complaints – Fees:

Families can contact Cubby OOSH via email or phone to raise any issues regarding fees.

Their concern will be recorded in our system and investigated on the phone call. If a solution cannot be agreed to then the family is asked to send their concern to us in writing to escalate to the operations department where it can be investigated further.

Payments can be delayed should there be a dispute regarding the fee's charged on their account until approved by senior management.

Third Party Software Security:

Cubby OOSH uses Kangaroo Time as our third party provider which have software security based on standard regulatory requirements outlined by governing bodies.

Assurance - Fraud/Risk/Audit

To claim the CCS families are required to provide the Name, DOB and CRN of the child and parent claiming the CCS. This information is then uploaded onto Kangaroo Time. Kangaroo Time is designed to only accept valid information based on the booking and account. The current procedure makes it impossible for families to defraud the system as it requires all information to match the enrolment. This process eliminates any attempt to defraud the system to gain CCS or ACCS.

In addition to this, we regularly evaluate the training of our support staff and check that all billing and estimates have been correctly processed. The Enrolments and Billing Manager has been trained in the use of Kangaroo Time and he;

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- checks the markings are completed in each room prior to running request. Benefits of this check are that it reduces errors in reports and has a faster turnaround time for claims;
- identifies errors in markings in the roles;
- has a checklist for processes for staff to adhere to and follow step by step;
- regularly reviews the checked items and processes to make sure they are correct and efficient;
- asks the Centre Directors for updates at the end of every week after he has reviewed the roles and attendances.

STATUTORY LEGISLATION & CONSIDERATIONS

- **Education and Care Services National Law Act 2010**
 - Section 175 Offence relating to requirement to keep enrolment and other documents
- **Education and Care Services National Regulations 2011**
 - Regulation 160 Child enrolment records to be kept by approved provider and family day care educator
 - Regulation 161 Authorisations to be kept in enrolment record
 - Regulation 162 Health information to be kept in enrolment record
 - Regulation 177 Prescribed enrolment and other documents to be kept by approved provider
 - Regulation 181 Confidentiality of records kept by approved provider
 - Regulation 183 Storage of records and other documents
- **National Quality Standards**
 - Standard 7.1 Governance

SOURCES

- Australian Government Department of Education and Training - [Child Care Subsidy](#)
- Cubby OOSH Management
- [Child Care Provider Handbook](#)
- [Governance Workbook](#)
- [Governance Factsheet](#)

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Links to Policies:	4.01, 4.04, 4.07, 4.12, 4.18, 5.01, 5.02, 6.01, 6.02, 6.03, 6.04, 6.05, 6.06, 7.05	
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7.13 Governance & Service Management Policy

INTRODUCTION

The Governance & Service Management Policy provides the overall direction, effectiveness, supervision and accountability of a Service. Management are responsible for guiding the direction of the service, ensuring that its goals and objectives are met in line with the philosophy, and all legal and regulatory requirements governing the operation of the service.

PURPOSE

Our Service aims to ensure all legal and financial requirements are implemented and recognised through appropriate governance practices of Family Assistance Law and National Law. We provide quality education and care to meet the principles, practices and elements of the Early Years Learning Framework, My Time our Place Framework, Victorian Early Years Learning and Development Framework and the National Quality Standards.

SCOPE

Governance is the process that our Service is directed, controlled and held accountable to ensure the right decisions are made. The Approved Provider and Nominated Supervisor of the Service accept the legal responsibilities associated with establishing and administrating the Service.

Governance and Service Manager Structure

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IMPLEMENTATION

Governance is the process that our Service is directed, controlled and held accountable to ensure the right decisions are made. The Approved Provider and Nominated Supervisor of the Service accept the legal responsibilities associated with establishing and administrating the Service. We consider the fit and proper checks under Family Assistance Law to ensure we comply with family assistance law and everyone working for Cubby OOSH also complies with family assistance law in order to protect the integrity of public funds

The Approved Provider is responsible for:

- Ensuring compliance with the Education and Care Services National Law and Education and Care Services National Regulations
- Complying with Family Assistance Law
- Appointing a Nominated Supervisor, an Educational Leader and a Director/coordinator for the Service
- Supporting the Nominated Supervisor and Responsible Persons in their role, providing adequate resources to ensure effective administration of the Service.
- Complying with funding agreements where appropriate
- Ensuring the Service remains financially viable and can meet its debts and other obligations as they fall due
- Managing control and accountability systems
- Complying with all Australian and State governments' legislation that impact upon the management and operations of a Service.
- Acting honestly and with due diligence
- Developing coherent aims and goals that reflect the interests, values and beliefs of all stakeholders of the Service
- Developing a clear and agreed philosophy which guides business decisions and the work of all staff
- Ensuring there is a sound foundation of policies and procedures that complies with all legislative and regulatory requirements, and that enables the daily operation of the Service to be in line with the Service's philosophy and goals.
- Maintaining up to date and current policies and procedures for compliance by all Educators.
- Establishing clearly defined roles and responsibilities for the members of the Management Committee and staff, individually and as a collective - clearly articulate the relationship between all stakeholders.
- Reviewing the Service's budget and monitoring financial performance and management to ensure the Service. is solvent at all times and has good financial strength.
- Appointing staff and monitoring their performance.
- Ensuring all Educators and staff have a clear understanding about the hierarchy of management.
- Reviewing the work process regularly.
- Providing clear, and direct feedback and instruction that is suitable and communicated in writing.

The Nominated Supervisor is responsible for:

- Adhering to the National Education and Care Service Regulations and National Law.
- Developing ethical standards and a code of conduct which guide actions and decisions in a way that is consistent and reflective of the Service's expectations.

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- Undertaking periodical planning and risk assessments and having appropriate risk management strategies in place to manage risks faced by the Service.
- Ensuring that the actions of and decisions made are clear and consistent and will help build confidence in all stakeholders.
- The day to day management of the Service.
- Completing a Quality Improvement Plan for the Service and update it at least annually.
- Producing outcomes together with Educators and Staff. Educators must agree on their responsibilities and work according to current policies and procedures.
- Providing educators with training, resources and support.
- Review of educators fit and proper checks including WWCC, police checks, child protection, First Aid qualifications.
- Identifying and reporting if something significant occurs.
- Identifying work required for completion and delegate to Educators/staff
- Ensuring Educators and Staff do not delegate responsibilities for which they are accountable for or have been delegated to them by Management.
- Ensuring Educators are adhering to service policies and procedures.

Service Philosophy

- The development and review of the philosophy and policies will be a continuous process on an annual basis or when required.
- The philosophy and associated statement of purpose will reinforce all other documentation and the practices of the Service. The philosophy will reflect the principles of the approved national framework “Being, Belonging Becoming” and “My Time, Our Place”, and State approved Framework ‘Victorian Early Years Learning and Development Framework”.
- There will be a collaborative and consultative process to support the development of the philosophy that will include children, parents and Educators.

Confidentiality

All members of Management along with the Nominated Supervisor, Educators and Staff who gain access to confidential information, whether in the course of their work or otherwise, shall not disclose information to anyone unless the disclosure of such information is required by law and will respect the confidentiality of all documents and meetings that occur. This also includes:

- Using information acquired for their personal or financial benefit, or for the benefit of any other person
- Permitting any unauthorised person to inspect or have access to any confidential documents
- This obligation, placed on a member of the Committee of Management, Nominated Supervisor, Educator and Staff shall continue even after the individual has completed their term and is no longer on the Management Committee or employed by the Service. The obligation to maintain confidentiality also applies to any person who is invited to any meetings of the Management Committee.

Ethical decision-making

Our Service will make decisions which are consistent with our policies and procedures which work in conjunction with the National Education and Care Law and Regulations, our approved learning framework: Early Years Learning Framework, Victorian Early Years Learning and Development Framework, My Time our Place Framework and the ethical standards.

Review and Evaluation of the Service

- Ongoing review and evaluation will support the continuing development of the Service. We will ensure that the evaluation involves all stakeholders.

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- The development of a Quality Improvement Plan (QIP) will form part of the reflection procedure. Reflection on what works within the Service and what needs additional development. This will be included in the QIP.

Maintenance of Records

- The Service will adhere to record keeping requirements outlined in the National Regulations.
- The Service will adhere to the storage of confidential records outlined in the National Regulations.
- The Service has a responsibility to keep sufficient records about staff, families and children in order to operate dependably and lawfully.
- The Service will safeguard the interests of the children and their families and the staff, using procedures to ensure appropriate privacy and confidentiality practice is upheld
- The Approved Provider assists in determining the process, storage place and timeline for storage of records.
- The Service's orientation and induction processes will include the provision of significant information to managers, educators, children and families to comply with National Regulations and Standards.
- The Approved Provider will need to ensure that the record retention procedure meets the requirements of the following government departments:
 - Australian Tax Office (ATO)
 - Family Assistance Office (FAO)
 - Early Childhood Education and Community (ECEC)

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Section 175 Offence relating to requirement to keep enrolment and other documents
- [Education and Care Services National Regulations 2011](#)
 - Regulation 168 Education and care service must have policies and procedures
 - Regulation 181 Confidentiality of records kept by approved provider
- [National Quality Standards](#)
 - Standard 7.1 Governance

SOURCES

- [ACECQA](#)
- [ECA Code of Ethics](#)
- [Guide to the National Quality Standard.](#)
- [Work Health and Safety Act 2011](#)
- [Australian Government: Department of Education](#)

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