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# Attachment 1 - Action Sheet Template

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Action arising from …………………………………………………. meeting held**  **………………………………………………. (date)** | | | | | | | |
| Item num. | Action item | Responsibility  Primary/delegated | | Target date  Start/end | | Completed  Yes/no | |
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# Attachment 2 - Agenda - Annual and Special General Meetings

Annual General Meeting agenda

[Service Name]

Venue: ………………………………………………………………………………………………………………

Date: ………………………… Time: ……………………

**1** Opening and welcome

Apologies/attendance list circulated

**2** Confirmation of minutes of last Annual General Meeting and of any Special General Meeting held since   
that meeting

**3** Business arising from the minutes

**4** Presentation of reports:

• President

• Treasurer

• Enrolment

• Teacher/coordinator

• Fundraising

• Other

**5** General business

Business may be conducted if advertised according to the constitution; for example, amendments   
to the constitution, amalgamation with another service, etc.

**6** Guest speaker/information session for new parents (optional)

**7** Election of new committee

**8** Close meeting

Special General Meeting agenda

[Service Name]

Venue: ………………………………………………………………………………………………………………

Date: ………………………… Time: ……………………

**1** Opening and welcome

Apologies/attendance list circulated

**2** General business

The business, as advertised in the notification of the Special General Meeting, would be stated on   
the agenda or as an Attachment to it.

**3** Close meeting

# Attachment 3 - Agenda - Committee Meetings

*[Service Name]*

Venue: ……………………………………………………………………………………………………………….

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Item | Attachment | Purpose | Presenter |
|  | Opening and welcome Apologies/attendance list circulated |  |  | Chairperson |
|  | Confirmation of minutes of previous committee meeting |  | Formal  motion |  |
|  | Business arising from previous minutes |  |  |  |
|  | Review of action sheet |  |  | All |
| 1 | [Insert text] |  | Decision  required | All |
| 2 | [Insert text] |  |  |  |
|  | Correspondence Outgoing – list all items | List of  incoming mail |  | Secretary |
|  | Reports |  |  |  |
|  | Quality Improvement plan update |  |  |  |
|  | Financial report | Monthly  report | Discussion  and approval | Treasurer |
|  | Staff report |  |  | Staff |
|  | Occupational health and safety |  |  | OHS Officer |
|  | Other reports | e.g. Fundraising  report | Discussion  and decision | Fundraising coordinator |
|  | General business |  |  |  |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
|  | Next meeting:  Venue: | | | |
|  | Date: |  | Time: |  |

# Attachment 4 - Characteristics of a healthy and well-functioning committee checklist

A healthy and well-functioning committee:

* has a mix of skill and experience required to run the organisation, appropriate representation and effective succession planning
* is cohesive, with committee members having an agreed vision for the organisation, values and understanding of their role
* has committee members as leaders who are willing to work together for the success of the organisation
* has a commitment to continuous improvement
* adheres to a clear set of systems and principles
* has clarity about roles, responsibilities and tasks, including documented job   
  or role descriptions
* adheres to the Committee's code of conduct and the service's Child Safety Code of Conduct and has strategies in place to address breaches of these codes
* strives for teamwork and cooperative interaction between committee members, active participation   
  in meetings and decision making
* has a clear understanding of operations, strategy and financial responsibilities
* has strong links to constituent community
* has strong structure and integrated management system
* has good relationships with staff and clear reporting procedures
* has clear guidelines for ‘delegated authority’ and subcommittee tasks
* has clear processes and ways to review activity
* is accountable to community and stakeholders
* ensures ongoing policy development
* ensures good documentation.

# Attachment 5 - Code of Conduct for members of the committee of management of [Service Name]

This code of conduct has been drawn up to outline the standard of conduct expected of members of the committee of management of *[Service Name]*. The fundamental principles outlined in this code of conduct are intended to guide the members of the committee of management to act in a fair and ethical manner for the benefit of *[Service Name]* and its members.

The *[Service Name]* is committed to the following values underpinning the interactions that members of the committee of management have with one another and when they are representing the service.

(Note: The committee needs to identify the values that are most relevant to the service and list them here. Some examples are: trustworthiness, respect, responsibility, fairness, courtesy).

All committee of management members will:

• strive to achieve *[Service Name]* the vision and mission of the organisation and uphold its core values

• ensure all [Service Name] activities and decisions are in compliance with relevant legislation, and in line with the constitution, by-laws and policies of *[Service Name]*

• promote the work of *[Service Name]* and keep informed about its programs and activities

• ensure that the activities of *[Service Name]* are responsive to the needs and interests of members

• acknowledge that the organisation is funded by public money and ensure that decisions are made appropriately, and are open to public scrutiny (while recognising the need to be confidential and comply with the *[Service Name]* privacy policy when individual users and staff are under discussion)

• ensure accountability to the members by documenting and communicating actions and decisions, as appropriate

• apply the principles of equality and diversity, and ensure that the organisation is fair and open in all of its activities

• actively seek input from and communicate with members

• act with honesty, fairness and openness in all dealings as representatives of *[Service Name]*

• uphold and assist others within the organisation to uphold the highest standard of professional conduct

• conduct themselves in a manner which does not undermine the reputation of *[Service Name]*  
or its staff

• exercise the powers vested in them in whatever capacity for the good of all members of *[Service Name]* and not secure any benefit or advantage for themselves

• disclose any real, potential or perceived conflicts of interest promptly and comply with agreed processes   
for the management of such conflicts

• respect the confidentiality of all information, papers, discussions, and decisions and use information gained in their roles appropriately

• act prudently and with probity to protect all financial assets and resources of *[Service Name]* and ensure that they are used to deliver the service’s objectives

• Committee members must ensure that the committee performs effectively by:

– ensuring cooperation of all committee members to manage the committee’s operations

– striving to attend all committee meetings and contribute productively to meetings

– acknowledging and respecting diverse views on the committee and amongst members

– participating in annual committee performance appraisal, renewal and succession planning

– developing a risk management plan and taking actions to mitigate identified risks

• accept collective responsibility for the decisions of the committee

• utilise their individual skills, personal qualities and knowledge for the benefit of the organisation.

Endorsed at the committee meeting held on: ……………………………………………

# Attachment 6 - Child Safety Code of Conduct

***[Service Name]***

**Statement of commitment**

*[Service Name]* is committed to the safety and wellbeing of children and young people as outlined in *[Service Name]*’s Statement of Commitment to Child Safety and *[Service Name]*’s Child Safe Environment Policy.

**PURPOSE**

This Code of Conduct aims to protect children, reduce any opportunities for child abuse or harm to occur and to ensure a response where there are concerns about abuse or harm. It also assists in understanding how to avoid or better manage risky behaviours and situations.

**Definitions**

* Child means a person under the age of 18 years (Children Safety and Wellbeing Act 2005).

**Responsibilities**

* The Committee of Management and staff at *[Service Name]* have a leadership role in ensuring safe, supportive and enriching environments which respect and foster the dignity and self-esteem of children, and enable them to thrive in their learning and development.
* Members of the Committee and staff are required to have a Working with Children Check or to be registered by the Victorian Institute of Teaching.
* As part of *[Service Name]*’s plan for the implementation of Child Safe Standards, the Committee will support the implementation and monitoring of this Child Safety Code of Conduct.
* All Committee members and staff are required to comply with this Child Safety Code of Conduct by observing expectations for appropriate behaviour as outlined below.

**Acceptable behaviours**

Committee members and staff are responsible for actively supporting and promoting the safety of children by:

* upholding *[Service Name]*’s Child Safe Environment Policy
* taking all reasonable steps to protect children from abuse
* treating everyone with respect, including listening to and valuing the ideas and opinions of all who come into contact with *[Service Name]*
* listening to children and responding to them appropriately, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
* welcoming all children who come into contact with [Service Name], their families and carers and being inclusive
* promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children
* respecting cultural, religious and political differences and acting in a culturally sensitive way
* promoting the safety and participation of children with a disability
* complying with this code of conduct and *[Service Name]*’s Child Safe Environment Policy when in contact with children including physical and other forms of contact, ensuring that where contact occurs with children, that this happens in an open and transparent way – so other adults know what you are doing with children
* understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
* ensuring as quickly as possible, if child abuse is suspected, that the child(ren) is/are safe and protected from harm
* reporting and acting on any breaches of this Code of Conduct, complaints or concerns
* reporting allegations of child abuse or other child safety concerns to the *[Service Name]*'s Child Safety Officer
* respecting the privacy of children and their families, and only disclosing information to people who have a need to know.
* treating children and their families with respect both in relation to *[Service Name]*’s activities and outside of *[Service Name]* as part of normal social and community activities

**Unacceptable behaviours**

Committee members and staff must NOT:

* ignore or disregard any concerns, suspicions or disclosures of child abuse
* seek to use children in any way to meet the needs of adults
* develop a relationship with any child that could be seen as favouritism or amount to ‘grooming’ behaviour (for example, offering gifts or inappropriate attention)
* ignore behaviours by other adults towards children when they appear to be overly familiar or inappropriate
* ignore or disregard any concerns, suspicions or disclosures of child abuse
* treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
* exchange personal contact details such as phone number, social networking site or email addresses with children who you come into contact with through your role at *[Service Name]*
* have unauthorised contact with children and young people who you come into contact with through your role at *[Service Name]* online or by phone
* photograph or video a child who you come into contact with through your role at *[Service Name]* except in accordance with *[Service Name]*’s policies.

# Attachment 7 - Committee Handover checklist (not relevant for parent advisory groups)

The purpose of the handover meeting is for the outgoing committee of management to exchange relevant information and hand over the books/documents related to the management of the organisation to the incoming committee. It will also be necessary to complete the appropriate financial and Approved Provider forms to transfer information and authority for signing cheques and operating bank accounts. It is important that all information is up-to-date and accurate and that forms to be completed are current prior to convening this meeting.

**Committee handover meeting**

All members should be included in the following:

|  |  |  |
| --- | --- | --- |
| **Information to be discussed** | **Comments** | **Completed** |
| Meeting dates and venues – the constitution will determine how often the committee must meet |  |  |
| Current issues within the service, who is involved and who is dealing with it, for example:   * Quality Improvement Plan * employment of new staff * staff validation/performance management * finance issues, if any * grant applications |  |  |
| Incomplete tasks, such as any policy reviews underway, next fundraising event, etc. |  |  |
| Strategic/long-term plans, e.g. playground redevelopment |  |  |
| Meeting procedures, including minutes, agendas, action sheets, reports, who attends, decision making |  |  |
| Financial status of the organisation and budget |  |  |
| Current state of enrolments and fee level |  |  |
| Service security:   * alarm systems and codes * key register, access to keys |  |  |
| Outline of duties of office bearers: president, vice-president, secretary, treasurer.  These people will also need to meet with their outgoing counterparts to discuss all relevant information and handover documents. |  |  |
| Responsibilities of general members who have specific roles, such as fees officer, enrolment officer, fundraising, maintenance, other positions created by the committee.  These people will also need to meet with their outgoing counterparts to discuss all relevant information and handover documents. |  |  |
| Confidentiality, including:   * importance of acting responsibly and complying with the organisation’s privacy policy * guidelines for communicating with media |  |  |
| Regulatory and funding requirements, including:   * responsibilities of the committee as Approved Provider * legal requirements as set out in the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011 * funding requirements as set out in the DET Kindergarten Funding Guide * Quality Improvement Plan * Child Safe Standards * Reportable Conduct Scheme - Head of Organisation |  |  |
| ELAA membership services:   * telephone advisory service * resources * training * newsletters, website, e-news   Due to the voluntary nature of committees, and the changeover of its members from year to year, committee training is vital and cannot be underestimated. It is important that as many committee members as possible attend the ELAA free committee training sessions held throughout the year and access online webinars, online learning modules and resources via the ELAA website. |  |  |
| **Documents/information to be handed over or located** | **Comments** | **Completed** |
| Committee member operational handbook (for each member) |  |  |
| Parent information book/service handbook |  |  |
| Details of the organisation’s operational structure for the following year |  |  |
| Staff planning sheet (rosters, contact/non-contact attendance times) |  |  |
| Staff personnel files |  |  |
| Telephone numbers of important contacts – that is, ACECQA, DET Regional and Central Office, ELAA, local council etc |  |  |
| Location of:   * approval certificate – displayed in the foyer * Education and Care Services National Law Act 2010 * Education and Care Services National Regulations 2011 * service’s policy book, containing copies of all current policies (those required by legislation, operational policies and procedures and staff policies) * ELAA membership certificate and number * Quality Improvement Plan * Child Safe Standards Information * Constitution * Personnel files * Approved Provider and Service Approval certificate * Access to employment agreement |  |  |
| Resources, including:   * DET & ACECQA publications (Early childhood organisations should have a copy of each of the following): * *Guide to the National Quality Framework* * *DET Kindergarten Funding Guide* * VMIA Insurance Guide and FAQs for CSOEs (services receiving DET funding) * ELAA resources (recommended): * *Early Childhood Management Manual* * *PolicyWorks Manual – NQF* * *Fundraising Made Simple* * *Preschool Matters* * ELAA website and *e-news* bulletin |  |  |
| **Actions** | **Comments** | **Completed** |
| Complete the *Notification of Change to information about Approved Provider (PA08)* form, online - [www.acecqa.gov.au](http://www.acecqa.gov.au). This form must be completed within 14 days of the AGM or when changes have occurred. |  |  |
| The Executive members of the committee are considered to have management or control of the approved service (as outlined in the *Education and Care Services National Law Act 2010* and the *Education and Care Services National Regulations 2011)* and must complete a *Declaration of Fitness and Propriety (PA02)* form. The form can be downloaded from [www.acecqa.gov.au](http://www.acecqa.gov.au). |  |  |
| Sight and verify police records check and *Working With Children* check cards for any relevant committee members, as determined by legislation, the organisation’s constitution or organisational requirements agreed to by the committee.  (ELAA recommends all people handling money have a police check). |  |  |
| Notify the Australian Business Register (ABR) (within 28 days) regarding the change of office bearers details,   * online through [Australian Business Register External Link](https://abr.gov.au/For-Business,-Super-funds---Charities/Updating-or-cancelling-your-ABN/Update-your-ABN-details/) or [Business Portal External Link](https://bp.ato.gov.au/) * by phone – if you're an authorised contact for the business, phone the business enquiries line (not applicable for adding or updating public officer details) * by lodging a form – order the Change of registration details form (NAT 2943) using the [online publication ordering service for business](https://business.iorder.com.au/blogin.aspx) |  |  |
| Complete contact details of committee members. |  |  |
| Change to login details - NQA ITS ACECQA |  |  |
| Distribute contact details to all committee members. |  |  |
| Distribute list of meeting dates, times and venues as discussed. |  |  |
| Decide who will be responsible for following up any current issues/incomplete tasks. |  |  |
| Handover keys to appropriate people. Record details in key register. |  |  |
| Handover any electronic devices/accessories such as laptops, tablets, external hard disk, USB storage device etc. |  |  |
| Complete committee member declaration. |  |  |
| Set up subcommittees. (It is recommended that three or four committee members are nominated for each of the following subcommittees.)   * complaints subcommittee * staffing subcommittee. |  |  |
| Other committee members may be nominated to be chairperson for other subcommittees, including:   * fundraising * quality assessment * policy review * maintenance * other subcommittees as determined by the committee. |  |  |
| The committee needs to determine the responsibilities of the subcommittees and the extent of their authority - Terms of reference, and record decisions in the meeting minutes |  |  |

**President**

The retiring president needs to inform the incoming president of the statutory operating requirements and any issues with which the service is currently dealing, providing a ‘big picture’ of the organisation’s operation.

|  |  |  |
| --- | --- | --- |
| **Information to be discussed** | **Comments** | **Completed** |
| Service’s constitution |  |  |
| Incorporation responsibilities – information about the responsibilities of an Incorporated Association can be found at [www.consumer.vic.gov.au](http://www.consumer.vic.gov.au) |  |  |
| Details of the:   * organisation’s operational structure * staff employment * parent involvement |  |  |
| Service and provider approval obligations |  |  |
| Organisation’s relationship with the local council and/or landlord (for example, church):   * service agreement * maintenance processes |  |  |
| Funding requirements |  |  |
| Projected budget and financial status of the organisation |  |  |
| Information about supporting staff, including:   * professional development * performance appraisals process and status * staff validation (where appropriate) |  |  |
| **Documents/information to be handed over or located** | **Comments** | **Completed** |
| Staffing conditions, employer responsibilities, processes for staff appraisals and professional development. Where copies of the relevant industrial awards are kept, which may include:   * *Victorian Early Childhood Teachers and Educators Agreement (VECTEA) 2016 (or an equivalent Agreement)* * *The Children’s Services Award 2010* * *The Clerks – Private Sector Award 2010* * *Educational Services (Teacher’s) Awards 2010* |  |  |
| Information on committee training and the Early Childhood Education Conference and Professional Learning and Development program (for staff) provided by ELAA |  |  |
| Annual report, including the audited financial report |  |  |
| Details of computer passwords, pathways,  software programs |  |  |
| Other relevant legislation:   * *Associations Incorporation Reform Act 2012 (Vic)* * *Information Privacy Act 2000 (Vic)* * *Health Records Act 2001* * *Food Act 1984 (Vic), as amended 2012* * *Equal Opportunity Act 2010 (Vic)* * *Occupational Health and Safety Act 2004 (Vic)* * *Racial and Religious Tolerance Act 2001 (Vic)* * *Long Service Leave Act 1992 (Vic)* * *Fundraising Act 1998 (Vic)*   For more up-to-date versions of relevant legislation, please visit [www.legislation.vic.gov.au](http://www.legislation.vic.gov.au) (Victorian legislation) and [www.comlaw.gov.au](http://www.comlaw.gov.au) (Commonwealth legislation). |  |  |
| Information on the online ADP payroll training provided by ADP |  |  |
| Contact details of past committee members. |  |  |
| **Actions** | **Comments** | **Completed** |
| Exchange phone numbers for ongoing support. |  |  |

**Secretary**

The secretary is responsible for many aspects of the operation of the organisation. It is important they have a good understanding of procedures for handling correspondence, meeting requirements, reporting to outside organisations, communicating with members of the organisation and how to access the necessary forms and information to ensure the continued smooth operation of the organisation.

|  |  |  |
| --- | --- | --- |
| **Information to be discussed** | **Comments** | **Completed** |
| Records and documents required by the organisation and the process for updating files and archiving. |  |  |
| Processes for:   * collecting, recording and distributing incoming mail * preparing, recording and sending of outgoing mail |  |  |
| Filing system and location of files |  |  |
| Process for recording and distributing minutes |  |  |
| Process for preparation and distribution of agendas for committee meetings |  |  |
| Process for communicating information approved by the committee to parents, such as newsletter articles/noticeboard displays |  |  |
| Computer information:   * passwords and pathways * software * email processes * information technology policy |  |  |
| Log-in and password details for the Funded Agency Channel to access the Kindergarten Information System (KIM) for completing DET forms e.g. SACC forms |  |  |
| Log in and password details for the organisations 'mycav' account on the Consumer Affairs website |  |  |
| Log in and password details for the ELAA website (members only) |  |  |
| Log in NQA ITS ACECQA |  |  |
| Responsibilities of the Secretary of an Incorporated Association:   * the common seal (if there is one) * maintaining the membership register * communicating with Consumer Affairs Victoria, preparing and filing the annual statement, changes to the committee, changes to the constitution etc. |  |  |
| Any extra tasks that may be the responsibility of the secretary, such as finding relief staff.  (Ensure contact details of relief agency used is provided as part of the handover) |  |  |
| **Documents/information to be handed  over or located** | **Comments** | **Completed** |
| Minute book, which includes copies of minutes of general and committee meetings |  |  |
| Action sheets/agendas |  |  |
| Correspondence book for recording incoming and outgoing mail |  |  |
| Any outstanding correspondence |  |  |
| Personnel files, including employment letters and position descriptions for all staff |  |  |
| Record of incorporation and secretary’s details, common seal of the incorporation |  |  |
| Register of the members of the association |  |  |
| Key register |  |  |
| Post office or letterbox key |  |  |
| Location of:   * letterhead * copies of proforma letters (that is, standard letters which are sent on a regular basis) * stamps |  |  |
| Facility lease/maintenance agreement (if applicable) |  |  |
| Insurance policies |  |  |
| *VMIA –* VMIA CSO Education Insurance Program (services receiving DET funding) |  |  |
| *Risk Management Attestation* |  |  |
| List of suppliers |  |  |
| Information technology policy |  |  |
| If there is a new secretary a *Change of Association Details* form must be completed and sent to Consumer Affairs Victoria within 14 days. This form is accessed through the organisations mycav account - [www.consumer.vic.gov.au](http://www.consumer.vic.gov.au). |  |  |
| Follow up any outstanding correspondence |  |  |
| Update contact details for executive  members on the ELAA website |  |  |
| Ensure annual statement has been completed and sent to Consumer Affairs Victoria within one month of the AGM. You will be required to submit the same documents presented to the members at the AGM (depending on your level of Financial reporting requirements)  The secretary will have been emailed a notice on or after your association's end of financial year which included a link to the sign in page to lodge your annual statement. |  |  |

**Treasurer**

The treasurer’s role may be divided into a number of smaller roles, so the following checklists will need to be adjusted according to the individual requirements of the organisation.

If the financial role has been divided across several committee members – for example, treasurer, payroll officer, fees officer, fundraising officer – each person needs to understand the elements and limitations of their position. The designated treasurer must oversee all positions, including the administrator/bookkeeper (if one is employed), for the organisation’s financial accountability.

|  |  |  |
| --- | --- | --- |
| **Information to be discussed** | **Comments** | **Completed** |
| Source/s of income and when they can be expected:   * fees (each term) * DET grant (paid In advance on the first Tuesday of each month for eligible 3 and 4 year old children only) * fee subsidies (Kindergarten fee subsidy, ratio supplement, early childhood teacher supplement) * fundraising |  |  |
| Ongoing expenses: staff salaries, electricity, gas, phone, contractors (for example, cleaner, bookkeeper) |  |  |
| Intermittent general expenses:   * art supplies * equipment * cleaning supplies |  |  |
| Processes for payment and recording of petty cash |  |  |
| Purchasing and payment procedures |  |  |
| Fees for the next year |  |  |
| How to find and use applicable software |  |  |
| Current financial issues relating to fees |  |  |
| Current and projected budget, including:   * how the projected figures were determined * how to adjust the budget to reflect changes in enrolments |  |  |
| Information to be included in the monthly reports, for example, proforma report |  |  |
| Financial accountability reports to DET, including name and details of DET regional contact |  |  |
| Any other financial accountability reporting requirements, such as local government, ACNC |  |  |
| Auditor’s name and contact details |  |  |
| Different bank accounts and what they are used for, for example, provisions account |  |  |
| **Documents/information to be handed  over or located** | **Comments** | **Completed** |
| Treasurer’s financial records: cash book, cheque book, bank deposit book, investment and provision accounts, outstanding invoices, taxation records, insurance policies, assets register, petty cash records, bank statements and copies of previously submitted Business Activity Statements |  |  |
| Details of current signatories and bank account details, including name and location of banks |  |  |
| Current and previous audited financial reports |  |  |
| Current and previous budgets |  |  |
| Projected budget and how those figures were determined |  |  |
| Previous monthly financial reports |  |  |
| List of debtors |  |  |
| List of current expense accounts at local businesses, for example, newsagent, post office |  |  |
| Purchasing policies for those accounts, such as authorised signatories, limits |  |  |
| Fee policy |  |  |
| Documentation for the collection and receipt of fees |  |  |
| Registered child care number and receipt template |  |  |
| Copy of the administrator/bookkeeper’s job description, rostered hours and contact details |  |  |
| Current service agreement with DET |  |  |
| DET *Kindergarten Funding Guide* |  |  |
| Copies of previous DET financial accountability reports (FAR). |  |  |
| **Actions** | **Comments** | **Completed** |
| Complete change of signatories form for bank accounts |  |  |
| Change names of authorised persons on store accounts |  |  |
| Ensure financial information has been provided to Consumer Affairs Victoria via the annual statement completed by the Secretary |  |  |

**Payroll officer**

The processes for payment of staff will vary from service to service. It is important that the treasurer   
is also involved in this handover.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Information to be discussed** | | **Comments** | | **Completed** | |
| Information on ADP payroll processing and other requirements if different system is used | |  | |  | |
| Attendance at ADP training online and face-to-face | |  | |  | |
| When next pay is due and the process for dealing with it | |  | |  | |
| **Documents/information to be handed  over or located** | **Comments** | | **Completed** | |
| The ADP binder with all of the reports since July 1 (the earlier records should be bundled up and stored at the service for seven years) |  | |  | |
| ADP Welcome Kit |  | |  | |
| All ADP bulletins from the previous year |  | |  | |
| Personnel records location and information including:   * letter of employment * sick leave * long service leave accrued and taken * increment dates |  | |  | |
| Staff planning sheet (rosters, contact/non-contact attendance times) |  | |  | |
| The terms of employment for each staff member, including:   * roster * award/agreement * current pay rate * next increment date * superannuation, including names and details of funds |  | |  | |
| Emergency/relief staff procedure |  | |  | |
| List of approved relievers |  | |  | |
| Employment agency contact details |  | |  | |
| Contact phone numbers for:   * staff * support organisations (ELAA,ADP) * WorkCover insurer. |  | |  | |
| ELAA Industrial bulletins and wages bulletins folder. |  | |  | |
| **Actions** | **Comments** | | **Completed** | |
| ADP is notified, in writing on letterhead, of the change of details for the authorised person. |  | |  | |

**Enrolment officer**

|  |  |  |
| --- | --- | --- |
| **Information to be discussed** | **Comments** | **Completed** |
| Enrolment processes |  |  |
| Current state of enrolments |  |  |
| Level of fees |  |  |
| Any current issues relating to enrolments; for example, unpaid fees, which may affect future enrolment at the service |  |  |
| **Documents to be handed over** | **Comments** | **Completed** |
| Enrolment book and waiting lists or central enrolment information |  |  |
| Enrolment policy |  |  |
| Proforma letters |  |  |
| **Actions** | **Comments** | **Completed** |
| Follow up any outstanding enrolment offers or replies |  |  |

**Fundraising officer**

|  |  |  |  |
| --- | --- | --- | --- |
| **Information to be discussed** | **Comments** | **Completed** | |
| Any bookings or regularly occurring events, which have already been organised |  |  | |
| **Documents to be handed over** | **Comments** | **Completed** |
| Record of past events, successful and unsuccessful |  |  |
| Details of future events such as bookings, regular events |  |  |
| Account and banking details |  |  |
| List of suppliers, contacts and ideas |  |  |
| Downloaded copy of ELAA publication *Fundraising Made Simple* (available from the ELAA website) |  |  |
| **Actions** | **Comments** | **Completed** |
| Advertise for members to join |  |  |
| Decide on first meeting and begin brainstorming and planning |  |  |

# Attachment 8 - Committee Health Check

This is a useful tool, based on aspects of good governance, to check the health of the   
committee as seen through the eyes of the committee members. When all committee members participate in this check, the feedback will enable the committee to review their processes and performance as a group and improve their effectiveness as a committee.

|  |  | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** |
| --- | --- | --- | --- | --- | --- |
| **1** | The size of the committee complies with  the constitution |  |  |  |  |
| **2** | Committee members bring a diverse mix  of skill sets necessary for the effective operation of the service |  |  |  |  |
| **3** | Committee members are encouraged  to utilise their skills |  |  |  |  |
| **4** | Committee members have a copy of,  or easy access to, the organisation’s constitution and policies |  |  |  |  |
| **5** | Committee members have a clear understanding of their role on the committee |  |  |  |  |
| **6** | Committee members have a clear understanding of their responsibilities  as a committee |  |  |  |  |
| **7** | The committee is aware of, and has mechanisms in place to comply with,  relevant legislation, including the National Quality Framework |  |  |  |  |
| **8** | Committee members understand the requirements of service agreements  with funding bodies, e.g. DET,  Local Government |  |  |  |  |
| **9** | The committee is participating in the development and ongoing evaluation of the organisations Quality Improvement Plan (QIP) |  |  |  |  |
| **10** | All committee members are regular attendees and prepare for committee meetings |  |  |  |  |
| **11** | Committee members participate in  discussions and decision making, listening  to and respecting other people’s opinions |  |  |  |  |
| **12** | Committee members work well as a team  with personal differences put aside for the  sake of the organisation |  |  |  |  |
| **13** | The committee is well led but not dominated by one person or group of people. All views are treated equally |  |  |  |  |
| **14** | An accurate and informative financial report  is considered at each committee meeting |  |  |  |  |
| **15** | A budget has been developed and is  monitored at each monthly meeting |  |  |  |  |
| **16** | Committee members understand  their obligations in relation to good  financial management |  |  |  |  |
| **17** | Meetings commence on time and  are conducted efficiently |  |  |  |  |
| **18** | Committee members share the workload,  are reliable and complete assigned tasks  on time |  |  |  |  |
| **19** | The committee has commenced planning  for next year |  |  |  |  |
| **20** | Subcommittees have clear guidelines (Terms of Reference) and understand expectations of them |  |  |  |  |
| **21** | The committee communicates well with  the members of the organisation |  |  |  |  |
| **22** | The committee is aware of and uses the resources available to them effectively |  |  |  |  |

# Attachment 9 - Committee Member Declaration

*[Service Name]*

Committee member declaration

I, ……………………………………………………………………………., undertake to:

* abide by the values and principles of the Code of Conduct for committee members and the *[Service Name]* Child Safety Code of Conduct
* carry out the role of committee member to the best of my ability
* disclose all actual, potential and perceived conflict of interest immediately and abide by the processes to manage the conflict
* treat all information I receive as a committee member in utmost confidence unless otherwise specified by the committee
* comply with *[Service Name]* privacy policy.

Signed: ……………………………………………………………………………………….

Date: ………………………………………………………………………………………….

# Attachment 10 - Committee Member Operational Handbook

Access to and shared knowledge of critical documents supports the smooth and effective operation of the committee.

An operational handbook (also sometimes called an induction kit) containing copies of essential documents relating to the responsibilities of a committee of management will support all committee members to understand their roles and enable them to make informed decisions and perform effectively.

Committee members need to be familiar with the contents of the handbook/induction kit and other documents that are critical to the operation of the service. These folders should be bought to each committee meeting, updated as required and then handed over to new committee members as part of the handover process.

The handbook/induction kit (some of the information may be provided as a link or on a USB rather than printing off large documents) could contain essential documents such as:

* the association's constitution
* copy of the service’s management structure
* information about the committee’s responsibilities in managing the service
* copy of legal liability insurance information for committee members
* copy of the service’s code of conduct for committee members
* governance policies of the service and links or information about how to access other service policies
* committee member roles and responsibilities or position descriptions
* terms of reference of subcommittees, if any
* annual service budget for the current and previous two years
* minutes of three committee meetings (minimum) immediately preceding their appointment/election
* committee member declaration
* committee yearly planner
* the service's Quality Improvement Plan
* meeting action sheets
* list of committee members for the current year, telephone numbers and email addresses
* list of subcommittee participants for the current year, telephone numbers and email addresses
* list of committee meeting dates and venue for the year
* copy of current year’s program model, including session times
* list of staff and contractors’ names – teachers and educators for each group, cleaners and administration staff – and their rostered employment hours.

It would also be helpful to have copies of the following documents accessible to committee members for their reference, as required:

* *Education and Care Services National Law Act 2010*
* *Education and Care Services National Regulations 2011*
* DET Kindergarten funding guide
* DET service agreement
* copies of relevant employment agreements/awards

You could also provide filing sections for relevant committee information including a minutes section, agenda and action sheets section.

# Attachment 11 - Delegating Authority for Emergency Situations

Purpose

Delegation is the assignment of authority and responsibility to another person/s to carry out specific activities.   
It is important to remember that the person who delegated the work remains accountable for the outcome of the delegated work.

The purpose of delegation in the context of a committee is to allow certain approved individuals to undertake urgent or immediate action in situations where it is not possible for a matter to be dealt with by the committee. This authority will allow temporary and/or limited action to be taken to remove or deal with an immediate hazard, threat or risk until the matter can be dealt with by the committee.

This is of particular importance given the roles and responsibilities set down for Approved Providers, Persons with management control, Nominated Supervisors and Persons in day to day charge under the Education and Care Services National Law Act 2010 (the ‘Act’) and the Education and Care Services National Regulations (the ‘Regulations’).

Procedure

The committee is responsible for:

• ensuring that where circumstances exist that require an urgent or immediate response, authority to determine and take appropriate temporary and/or limited action has been formally delegated at a committee meeting

• deciding who will have delegated authority. Authority will normally be delegated to the president or, in their absence, the vice-president; or to the Nominated Supervisor or to the Person in day to day charge, in that order of priority

• the authority that will be delegated – usually temporary or limited action related only to the current urgent issue, until the matter can be dealt with by the committee

• the circumstances under which the authority will be exercised – usually very general, to remove immediate hazard, threat or risk

• how much the delegate is authorised to spend

• the method of reporting back to the committee

• ensuring that all people with delegated authority are formally notified of all of the above

• ensuring that all staff are aware of the process to follow if urgent action is required.

**NOTE**

Any delegation of authority arrangements should be reviewed each year following the election of the new committee of management.

Flow chart on use of delegation

Is it urgent?

No

Yes

Immediate action is necessary

Circumstances arise that require immediate action, e.g., ensuring the health and safety of children.

Immediate action is not required

[Insert service letterhead]

The committee informs/advises staff and others where relevant, in writing, of the outcome.

The committee implements necessary actions such as new policies etc.

The committee deals with the situation as appropriate.

The situation is referred to the committee verbally and followed up with a written report to the next committee meeting.

A written report must be presented at the next committee meeting outlining the incident and action taken. The committee may take further action if required.

Where the committee member is not available, the Nominated Supervisor or in their absence the Person in day to day charge will take limited action to remove or respond to the immediate threat, risk or danger.

The decision maker must report as soon as practicable to the authorised committee member.

In the first instance, contact the committee member who has the delegated authority to decide what limited action is required to remove or respond to the immediate threat, risk or danger.

delegation of authority form

[Insert date]

[Insert name and position of person to whom authority is delegated]

This delegation of authority can only be exercised in situations where immediate action is required and when it is not possible for the matter to be dealt with by the committee; for example, to ensure the health and/or safety of children in accordance with the Education and Care Services National Law Act 2010 and/or Education and Care Services National Regulations.

The purpose of this authority is to authorise temporary and/or limited action, which will remove the immediate hazard, threat or risk until the matter can be dealt with by the committee. Therefore, the committee:

a) authorises decision making responsibility to be exercised by:

* the president, [Insert name], or in their absence
* the vice-president, [Insert name], or in their absence
* the Nominated Supervisor, [Insert name], or in their absence
* the Person in day-to-day charge [Insert name/s]

b) authorises the expenditure of up to $ ……………………………… to support any action to remove the immediate hazard, threat or risk.

This delegation was authorised by the committee at its meeting held on .............…………. (insert date of committee meeting).

Signature Date

[Insert name of committee member who will sign authorisation]

[Insert position of committee member who will sign authorisation]

# Attachment 12 - Financial Risk Management Checklist

|  |  |
| --- | --- |
| Money to be used for staff entitlements, such as long service leave and sick leave are ‘quarantined’ This means that amounts of money are set aside strictly for these purposes. | 🞏 |
| Monthly report details |  |
| - opening and closing balances for the month | 🞏 |
| - income and expenditure, by category, for the month | 🞏 |
| - year-to-date income and expenditure, by category | 🞏 |
| - budget allocations for income and expenditure, by category, for comparison | 🞏 |
| - whether the association can meet its debts as and when they fall due. | 🞏 |
| A copy of all bank statements is made available to a committee member other than the treasurer to ensure the independent verification of all information contained in reports to committee meetings. | 🞏 |
| All payments are approved by the committee first (unless part of agreed budget allocation for regular expenses such as utilities and standard payroll). | 🞏 |
| All payments are signed by two authorised signatories once all details have been completed and the goods or services have been checked that they have been received. | 🞏 |
| All money received is counted by 2 authorised people at the time of receipt and the total amount is signed by those people at that time (See *Record of monies counted/receipted template*). | 🞏 |
| Bank signatories are regularly updated and in line with the requirements of the constitution. | 🞏 |
| There are clear processes in place for the management of Petty cash and any credit/debit cards. | 🞏 |
| A budget is developed each year and reviewed at every committee meeting. | 🞏 |
| Processes are in place to ensure that the association does not trade while insolvent. This is particularly important and means that the association must be able to pay its debts as and when they fall due. Temporary cash flow problems (resulting in a dishonoured cheque, for example) do not mean the association is insolvent – financial difficulties must be so serious that the association cannot pay its debts without regularly borrowing more money. | 🞏 |
| Directors’ and officers’ liability insurance is maintained. This covers committee members for legal costs and court awards for breach of duty, breach of trust, neglect, error and various other wrongful acts.  The Department of Education and Training (DET) provides automatic free insurance for associations that are funded to provide funded kindergarten programs. This cover is administered through the Victorian Managed Insurance Authority (VMIA). The coverage includes public and private liability, directors’ and officers’ liability, property, non-Medicare medical and personal accident insurance for volunteers. It is important for services to operate in accordance with insurance policies’ requirements, which include reporting all incidents that could give rise to an insurance claim.  To ensure protection, all incidents should be reported to VMIA as soon as they become known. | 🞏 |
| Where DET insurance for directors’ and officers’ liability is not available, private insurance cover should be obtained. This is essential, and failure to properly insure the association may be a breach of the fiduciary duties (duty of care) outlined above. | 🞏 |
| Ensure that your association is authorised to trade. DET funded kindergarten services that were incorporated as at 8 November 1995 (listed in the *Government Gazette*, 19 April 1996) are authorised to trade. However, these services should have amended their constitution to include a relevant trading provision at an opportune time. Other incorporated associations should ensure a relevant trading provision is included in their constitution that authorises them to trade in accordance with the *Associations Incorporations Reform Act 2012*. | 🞏 |
| Financial statements are prepared and presented to the members of the Association at the Annual General Meeting as per auditing requirements. | 🞏 |

# Attachment 13 - Guidelines for Chairing Meetings

**Opening**

* make sure people know one another
* start the meeting on time
* briefly go over the agenda
* request people to help keep the meeting on time
* ask for any other items that people might want to put on the agenda (general business)
* remind people of the importance of confidentiality, declaring conflict of interest if any
* clarify any rules and the purpose of the meeting.

**During the meeting**

* follow the agenda and keep discussion to the issue being dealt with
* on matters requiring decisions at the meeting, remind people if necessary, that a decision is an expected outcome of the meeting
* don’t assume everyone understands or has sufficient knowledge
* practise active listening and acknowledge speakers by name and with appropriate gestures, summarising their position when necessary
* try not to add too much other business towards the end of the meeting
* finish the meeting on time, unless agreed to by the members.

**Making decisions**

* keep the issue as clear as possible
* be objective and impartial
* provide any necessary background or reasons why a decision needs to be made
* ensure that each person is given the opportunity to have their say on each point
* make sure everyone has enough information
* summarise the discussion before a final decision is called for
* clarify how the decision will be made, such as informal/formal vote, authorisation to someone/subcommittee to make the decision following the meeting
* for important decisions, ‘thinking time’ between meetings can sometimes be useful – it is important to be clear about when the decision will be made and whether any work needs to be done between meetings and who will do it.

At the end of each agenda item, make sure that if a decision is required, it is made and the results are clear. If a decision requires action, ensure someone is nominated to undertake the action and that is recorded in the minutes.

For important decisions, ask the secretary/minute taker to read out the relevant section in the minutes for the committee’s agreement.

Where possible, reach agreement on actions or decisions by consensus.

**After the meeting**

* evaluate the meeting – preferably with someone who was there. Use this to help you plan the next meeting
* ensure minutes are prepared and signed, and distributed to all committee members within a reasonable time after the conclusion of the meeting.

# Attachment 14 - Individual committee member satisfaction survey

This tool can be used to assist committees of management to evaluate their effectiveness in the provision of good governance. It also provides an opportunity for individual members of the committee to reflect on their own experience and performance as a committee member.

**a) The committee’s performance**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Not sure** |
| All committee members are familiar with the current philosophy/mission statement of the organisation |  |  |  |
| The current philosophy/mission reflects the  organisation’s needs |  |  |  |
| Policy decisions and activities reflect the philosophy |  |  |  |
| Committee member roles are clear |  |  |  |
| Committee members know and understand the  organisation’s current programs and services |  |  |  |
| Committee members understand and regularly discuss  and monitor the budget |  |  |  |
| The committee receives regular financial reports that  are easy to understand, accurate and timely |  |  |  |
| An annual audit is completed by an appropriately  qualified accountant/auditor |  |  |  |
| Members of the committee have access to, understanding  and knowledge of, the association’s constitution |  |  |  |
| Roles of staff and committee are clearly defined  and understood |  |  |  |
| There is a climate of mutual trust between staff and  the committee |  |  |  |
| Committee members promote a positive image of the organisation in the community |  |  |  |
| Policies are clearly understood, implemented and reviewed  by committee members |  |  |  |
| Agendas and copies of minutes and discussion papers  are available a week before the meeting |  |  |  |
| Documentation, including minutes, is clear and accurate |  |  |  |

**b) Your performance**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Not sure** |
| I understand the organisation’s philosophy |  |  |  |
| I support the philosophy |  |  |  |
| I have a good working relationship with other committee members and staff |  |  |  |
| I am knowledgeable about the organisation’s programs |  |  |  |
| I follow trends and important developments within the  early childhood sector |  |  |  |
| I willingly volunteer and assist in committee activities,  including fundraising |  |  |  |
| I read and understand the organisation’s financial statements |  |  |  |
| I act prudently when making recommendations about the  use of the organisation’s funds |  |  |  |
| I prepare for and participate in committee meetings |  |  |  |
| I suggest agenda items for future committee meetings |  |  |  |
| I complete all tasks in a timely manner |  |  |  |
| I respect the confidentiality of committee information |  |  |  |
| I avoid conflicts of interest and disclose any conflict  in a timely manner |  |  |  |
| I find being a committee member a satisfying and  rewarding experience |  |  |  |

Adapted from: Larry H. Slesinger, Self-assessment for non-profit governing boards.

# Attachment 15 - Nomination form – Annual General Meeting

*[Service Name]*

Nomination form for election to the committee of management

Completed nomination forms must reach the:

Secretary: ………………………………………………………………… by ……………………. [insert date]

I, (print name in full) ……………………………………………………, accept nomination to the position of:

🞏 President 🞏 Treasurer

🞏 Vice-president 🞏 General committee

🞏 Secretary

Signed: …………………………………………………………………… Date: ………………………………...

(Nominee)

Proposer: (print name) …………………………………………………………………………………………….

Signed: …………………………………………………………………… Date: ………………………………...

Seconder: (print name) …………………………………………………………………………………………….

Signed: …………………………………………………………………… Date: ………………………………...

I am aware that, in order to fulfil the responsibilities for this role, I may be required to provide a current   
criminal history check and/or Working with Children assessment.

Signed: …………………………………………………………………… Date: ………………………………...

Contact phone number: ………………………………………………………………………………………….

# Attachment 16 - Recording incoming & outgoing mail/Emails template

* Clear mail from your post office/mailbox regularly
* Incoming emails are checked on a daily basis by an authorised staff member or member of the committee
* Mail/email addressed to staff or individual committee members should be directed to the appropriate   
  person, unopened
* All other mail is opened by the secretary or a duly authorised person
* All mail/emails are entered into a correspondence book.

|  |  |  |  |
| --- | --- | --- | --- |
| Incoming mail/emails | | | |
| Date | From | Contents | Copies to |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Outgoing mail/emails | | | |
| Date | Sent to | Contents | Copies to |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Attachment 17 - Record of monies counted/receipted template

Any monies received for fundraising or special events (for example, photographs or excursions) should be   
counted and receipted by two committee members at the same time. This enables a record to be verified   
by a second person. This is particularly important if monies placed in envelopes were incorrect.

This record is then given to the treasurer with the money received prior to banking and kept as a record to match the bank statements.

Event/purpose: ………………………………………………………………………………………....

Date held: ……………………………………………………………………………………………….

Date money counted: ………………………………………………………...……………………….

By whom:

Name: ………………………………………………………………. Position …………………………………….

Signature: ………………………………………………………….

Name: ………………………………………………………………. Position …………………………………….

Signature: ………………………………………………………….

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Notes | No. | Amount |  | Coins | No. | Amount |
| $100 |  |  |  | $2 |  |  |
| $50 |  |  |  | $1 |  |  |
| $20 |  |  |  | 50c |  |  |
| $10 |  |  |  | 20c |  |  |
| $5 |  |  |  | 10c |  |  |
| Total notes |  |  |  | 5c |  |  |
| Total cheques |  |  |  | Total coins |  |  |

|  |  |
| --- | --- |
| Total to be banked |  |

Any comments: ……………………………………………………………………………………………………………

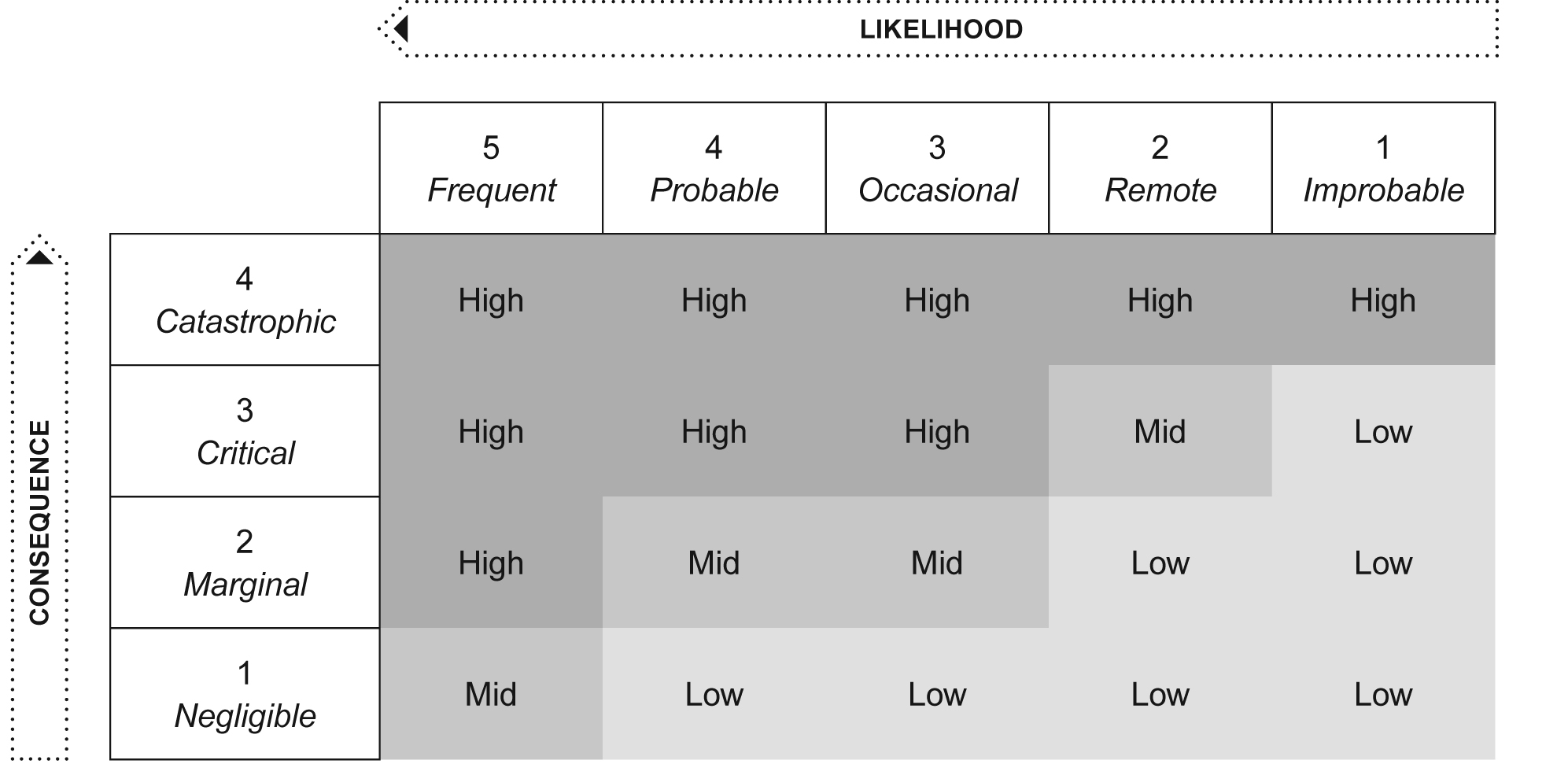
………………………………………………………………………………………………………………………………..

# Attachment 18 - Risk Analysis

1 Evaluate the likelihood of a risk occurring according to the ratings in the top row.

2 Evaluate the consequences if the incident occurred according to the ratings in the left-hand column.

3 Calculate the level of risk by finding the intersection between the likelihood and the consequences.



**Consequence**

• Negligible: No injuries, no adverse outcome, no financial loss

• Marginal: Minor injuries, temporary impact on life, minor financial loss

• Critical: Moderate to severe injury/disability, impairment with prolonged effect on life, medium to major financial loss

• Catastrophic: Death/severe disability with permanent lifelong effect, huge financial loss or threat to goodwill

**Likelihood**

• Improbable: May occur only in exceptional circumstances

• Remote: Could occur in some time

• Occasional: Might occur at some time

• Probable: Will occur in most circumstances

• Frequent: Is expected to occur in most circumstances

**Risk rating**

• Low: Manage by routine procedures

• Medium: Management responsibility must be specified

• High: Immediate senior management attention/action is required

# Attachment 19 - Risk evaluation proforma

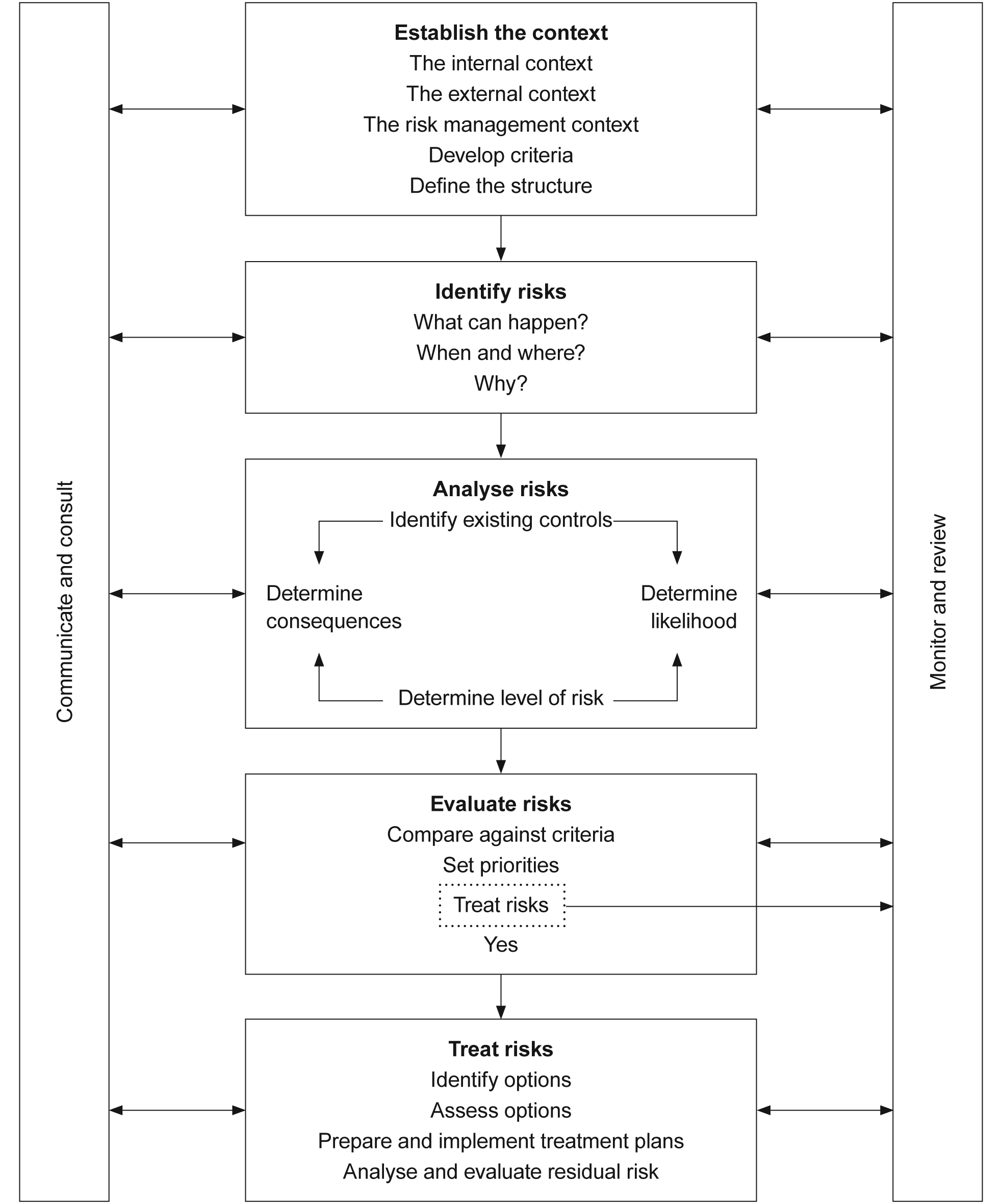
|  |  |  |
| --- | --- | --- |
| Acceptable risks | | |
| Identified risk | Level of risk (high, medium, low) | Reason for acceptance |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Unacceptable risks | | |
| Identified risk | Level of risk (high, medium, low) | Order of priority |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# Attachment 20 - Risk management – establishing the context

|  |  |  |
| --- | --- | --- |
| Describe the activity |  | |
| What do you intend  to achieve through  this activity? What is  its purpose? |  | |
| Identify significant factors in the environment that are relevant to the risk | Political |  |
| Social |  |
| Economic |  |
| Legal |  |
| Technological |  |
| Environmental |  |
| Other |  |
| Who has an interest  in the risk? | Within the service |  |
| Outside the service |  |
| What criteria will be  used to work out whether a risk is acceptable  or not? |  | |

# Attachment 21 - Risk management process - Summary



# Attachment 22 - Risk treatment plan

|  |  |
| --- | --- |
| **Risk event**  How can risk arise? |  |
| **Source of risk**  What can happen? |  |
| **Priority**  What priority does risk  have in relation to others? |  |
| **Likelihood** |  |
| **Consequences** |  |
| **Level of risk** |  |
| **Risk treatment**  What will be done to avoid, reduce, transfer or retain  the risk? |  |
| **Responsibility**  What is the name of the  person/s who will implement  the risk treatment? |  |
| **Resources required**  What physical and human resources do you need to implement the risk treatment? |  |
| **Performance measure**  How will you know the risk treatment is working? |  |
| **Timetable**  When will the treatment  be implemented? |  |

# Attachment 23 - Steps to a successful AGM Checklist

**Two months beforehand**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action** | **Notes** | **Responsibility** | **Due date** | **Date completed** |
| Determine the date and venue for the AGM: | * consider when last year’s meeting was held * avoid excessively busy periods * consider when the following year’s enrolments have been confirmed to ensure that all future families will be involved * ensure it complies with the requirements of the constitution and the Incorporated Associations legislation |  |  |  |
| Pass a resolution at the committee meeting to call the AGM at the agreed date. |  | Committee |  |  |
| Ensure the register of members is accurate and up to date | * Register to Include: Name, address and date of entry (e.g. date of application to go on service's waiting list or acceptance of offer of a place as per the constitution definition of membership) of each member * The register is used to   + Notify members of the AGM   + Determine eligibility for election to the committee of management   + Voting rights | Secretary |  |  |
| Notification and advertising | * the constitution will state the minimum period of time required to notify all members of the date of the AGM. The constitution will also state where the notification must occur and what must be included in the notice of the AGM * consider other appropriate means of advertising, for example, personal invitations in children’s notice pockets and to new families, posters, regular spots in service newsletter * check constitution in relation to proxy voting and nomination process, this information should be clearly communicated to all members |  |  |  |
| Decide on nomination process and prepare nomination forms | * determine committee member requirements as set out in the constitution * prepare brief outline of the responsibilities of each committee member to be included with the nomination form * Nominations should be made in writing * Ensure that the final date for nominations to be received is clear and there is a system in place for nominations to be received safely. * Include a copy of the nomination form with the notice of the AGM |  |  |  |
| Decide on the format of the meeting | * determine the general format of the night * will there be a guest speaker, if so, who? |  |  |  |
| Nominate an independent returning officer for if there is an election of committee members. |  |  |  |  |
| Organise a financial review/audit as outlined below |  | Treasurer |  |  |

* The requirement to review or audit financial statements before submitting them to members at the AGM is set out in the *Associations Incorporation Reform Act 2012* and alsoby theAustralian Charities & Not for profit Commission (ACNC) if the organisation is a registered charity, as follows:

|  |  |  |
| --- | --- | --- |
| **Type of association** | **Description** | **Requirement regarding review or audit of financial statements** |
| Tier 1 association | * Total revenue\* of less than the prescribed amount, or if no amount is prescribed an amount of $250,000; or * Where the Registrar has declared the association as a Tier 1 association | There is no requirement to review or audit the financial statements before submitting it to the annual general meeting.  However, financial statements must be reviewed before being submitted to the annual general meeting if:   * at a general meeting of the association, a majority of the members present vote to do so, or * the association is directed by the Registrar to do so.   The review must be done by an independent person, who is a member of, or holds a current practising certificate from:   * CPA Australia, or * The Institute of Chartered Accountants in Australia, or * The Institute of Public Accountants, or * who is approved by the Registrar to review financial statements. |
| Tier 2 association | * An association which is not a Tier 1 or Tier 3 association as defined in the Act; or * Where the Registrar has declared the association as a Tier 2 association | Before the financial statement of a Tier 2 association is submitted to members at the annual general meeting, it must be reviewed by an independent person who is a member of, or holds a current practising certificate from:   * CPA Australia, or * The Institute of Chartered Accountants in Australia, or * The Institute of Public Accountants, or * who is approved by the Registrar to review financial statements. |
| Tier 3 association | Total revenue of less than the prescribed amount or if no amount is prescribed, an amount of more than $1,000,000 | Before the financial statement of a Tier 3 association is submitted to members at the annual general meeting, it must be audited by an independent person who is:   * a registered company auditor, or * a firm of registered company auditors, or * a member of, or holds a current practising certificate from:   – CPA Australia, or  – The Institute of Chartered Accountants in Australia, or  – The Institute of Public Accountants   * independent person who is approved by the Registrar to review financial statements. |

\* Total revenue for this purpose is total income of the association during the last financial year from all its activities, before any expenses including the cost of goods sold are deducted.

**One month beforehand**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action** | **Notes** | **Responsibility** | **Due date** | **Date completed** |
| Determine what reports are required | * President's report about the activities of the committee throughout the past year, highlighting any special projects or achievements. Potential committee members need to be reassured that the current committee is leaving the service in a healthy state in terms of staff/committee relations, program and budget * Treasurer presents a statement of receipts and expenditure with a balance sheet and the audited report. This report should also include explanations for any significant changes or reasons for large amounts of income/expenditure, brief overview of the budget and plans for next year. The treasurer should also ensure the financial statements are presented to the committee and certified by two members of the committee as a true and fair record of the Association’s financial position * staff report about the education program and children’s involvement and development * there may be other reports received, such as fundraising, but these are often incorporated into the president’s report. | Committee |  |  |
| Prepare reports | Presidents report | President |  |  |
|  | Treasurer’s report | Treasurer |  |  |
|  | Staff report |  |  |  |
| Prepare the agenda | Refer to the constitution for information about the business of the meeting  The Agenda should include   * starting time, date and place * welcome and apologies * confirmation of the minutes from the last AGM * list of reports to be presented * guest speaker if applicable * election of new committee * appointment of auditor (if applicable) * general business (if previously advertised in accordance with the constitution, for example, changes to constitution) * close of meeting |  |  |  |
| Consider how to encourage people to attend | * personal invitations, phone calls, social occasions to meet current committee, reminders at the door before and after sessions * guest speakers to present on topics that may be of interest to parents. If inviting a guest speaker, make contact with the speaker and book them for the meeting. |  |  |  |
| Special guests | Mail invitation to special guests such as local councillors, representatives from local schools, local maternal–child health nurses, church representatives if part of a church community, and other local community organisation representatives. |  |  |  |

**One week beforehand**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action** | **Notes** | **Responsibility** | **Due date** | **Date completed** |
| Prepare running sheet for the meeting. |  |  |  |  |
| Ensure financial reports are confirmed and certified |  | 2 committee members |  |  |
| Confirm guest speaker and returning officer: | * phone to ensure they are still available and have all the correct details, such as time, date, address * any special requirements needed, such as overhead projection or computer facilities * send copies of the agenda to committee member, guest speaker and anyone else involved in the AGM |  |  |  |
| Establish a subcommittee to be responsible for setting up the venue | * determine seating requirements * ensure any audio/video equipment that is required for the AGM has been secured at the venue * consider time for setting up beforehand (when do the children finish?) * when is the regular cleaner required, and who will let them know if there are any changes to the regular routine? * draw up a plan of the room to assist with re-setting following the meeting. * ensure there are enough tables for signing in, committee, others |  |  |  |
| Determine catering requirements (set up a subcommittee if required) | * Food and beverages: * set a budget for expenses * organise catering and drinks for the event * when will it be served? * ensure adequate supply of cups, saucers, spoons, plates, hot water and so on * finalise set up and clean up arrangements |  |  |  |
| Prepare (photocopy) documentation for distribution to all attendees | * agenda * past AGM and/or Special General Meeting minutes * reports such as the President's report, auditor’s report if applicable * prepare information for distribution, for example, booklets, folders * if it is also an information night, there may be additional requirements such as handbooks, group information and enrolment forms |  |  |  |

**On the night**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action** | **Notes** | **Responsibility** | **Due date** | **Date completed** |
| Prepare the venue | * name tags for current committee members and staff * sign-in table, membership list, attendance forms, pens * information packs ready to be handed out to members and guests * prepare a table for payment of fees, * provide an adequate supply of receipt books, * determine staffing requirements * determine the process for dealing with cash/cheques collected |  |  |  |
| Conduct the meeting as per the agenda: | * current president chairs the meeting * start on time and keep as brief as possible * make sure any special guests are welcomed |  |  |  |
| Conduct elections | As set out in the constitution. |  |  |  |
| Determine date of handover meeting |  |  |  |  |
| Exchange contact details of new committee members |  |  |  |  |

**One week after the meeting**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action** | **Notes** | **Responsibility** | **Due date** | **Date completed** |
| Send thank you notes to special guests. |  |  |  |  |
| Type up minutes and store in a safe place to have confirmed at the next AGM | They are an official record of what took place and should be handed over to the new secretary | Secretary |  |  |
| Send AGM minutes and financial reports to local council if required |  | Secretary |  |  |
| Notify the Registrar of Associations about the change of details of committee members and of the Secretary within 14 days of the AGM |  |  |  |  |
| Convene the handover meeting | * set a time for the first meeting of the new committee to meet * complete and submit the change to Approved Provider form to DET within 14 days * ensure that the executive committee members complete and submit the declaration of fitness and propriety form to DET * organise change of signature requirements with the service's bank * complete the process for change of authorised person with the Australian Tax Office * complete the process for change of authorised person for ADP * ensure a good exchange of information – roles and responsibilities, constitution, policies, legislative requirements, unfinished business, plans for next year, useful contacts, quality assessment process, documents (refer to [Attachment 7: Handover checklist](#_Attachment_7_-)) * hand over keys and record in key register * hand over any electronic devices and/or accessories such as laptops, tablets, external hard drives, USB devices, etc., that belong to the association |  |  |  |

**Three weeks after the meeting**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action** | **Notes** | **Responsibility** | **Due date** | **Date completed** |
| Complete and submit the annual statement to the Registrar of Associations within one month of the AGM/ACNC | These reports/forms must be kept for seven years. | Secretary |  |  |
| Ensure required documentation has been sent to DET within 14 days of the AGM |  |  |  |  |
| Convene the first meeting of the new committee |  |  |  |  |
| At the first meeting | * distribute contacts list * set the meeting dates for the year * follow up any unfinished business from the previous committee * set up staffing subcommittee (liaison officer), complaints subcommittee and any other subcommittees that may be required * decide and authorise any required delegation of authority to executive and subcommittees * sign confidentiality agreements * plan to attend ELAA committee training. |  |  |  |

# Attachment 24 - Strategic planning - SWOT and TOWS analyses

Managers of early childhood services need to plan for the future (just as in any business) to ensure the service can continue to operate and be relevant to the needs of the community. A SWOT and TOWS analyses is a useful element of the strategic planning process.

Step 1: SWOT (strengths, Weaknesses, Opportunities, Threats) analysis

This table provides an example of the information that might be included under the four elements involved In a SWOT analysis.

|  |  |
| --- | --- |
| **Strengths (S)**  What are the service’s strengths? What do we  do well? What do we have or do that others don’t?  For example:  Handy location? Interesting grounds?  Bright, attractive rooms? Childcare options?  Special interest sessions? Three-year-old groups? Flexible program? Long-day sessions?  Traditional sessions? Fabulous outdoor area? SunSmart accreditation? Caring staff?  New building? Old and established building? Identified curriculum? High degree of parent participation? Administrative support for committees? Low fees? High fees and  no fundraising?  Some time should be spent asking people  what they believe the service does well. | **Weaknesses (W)**  Weaknesses should be understood so that resolution and/or compensation can be implemented. What do we do poorly? What could we do better? Are there any activities  we should not do?  For example:  Short sessions? No financial reserves?  Several kindergartens and childcare facilities nearby? Hard to access/poor parking? Hard  to find? Old building? Limited parent support? Inflexible programs? Small playground?  No shade? |
| **Opportunities (O)**  The outside world always presents opportunities. Some time should be taken to brainstorm. What could we do? What do we know now that we didn’t earlier? Are there logical next steps?  For example:  A connection with people in the community  who could help? A new issue or approach  that could interest the media? A new building  or equipment development? Cultural diversity? Language opportunities? Redevelopment  of the playground with a service club?  Applying for community grants? | **Threats (T)**  All the barriers that can be pinpointed that  might restrict the success or viability of the service should be brainstormed. These might be long-term, such as changing demographics in the community, or immediate, such as the local school closing.  For example:  Is the government changing regulations/policy? Early childhood services are being developed in private schools, childcare services and community buildings. Other promotional angles should be sought. Other threats could include funding changes, staffing changes and so on. |

This table provides a template to help services complete their own SWOT analysis.

|  |  |
| --- | --- |
| **Strengths (S)** | **Weaknesses (W)** |
| **Opportunities (O)** | **Threats (T)** |

After completing the SWOT analysis, many services ask themselves: ‘How well is our service   
placed to take advantage of the current opportunities, or how well can we respond to potential threats?’

**Step 2: TOWS analysis**

After the SWOT analysis has been completed, the committee will be in a better position to plan for the future.   
A useful way to do this is by using the TOWS (Threats, Opportunities, Weaknesses, Strengths) analysis.

The purpose of the TOWS analysis is to take each ‘threat and/or opportunity’ and match these with service strengths and weaknesses. This will allow services to identify how well they are placed to respond to both potential opportunities and potential threats.

This table provides guidelines on completing a TOWS analysis

|  |  |  |
| --- | --- | --- |
|  | **Strengths** | **Weaknesses** |
| Threats | Where your service has limited capacity to maximise opportunities;  for example, local childcare service  or school is opening a kindergarten program in competition to your service.  **TIP** These areas are where you are well placed to respond to potential threats. | Where there are potential or real  threats, but your service does not  have capacity to overcome threats;  for example, substantial gap in  financial resources.  **TIP** These areas could be your  ‘Achilles heel’, or problem areas,  in the future. That is, where there are potential or real threats, but you do not have the service capacity/resources  to respond at this time. |
| Opportunities | Where your service is able to capitalise on opportunities, such as high level of interest by parents in flexible programs.  **TIP** Items in this box are your best chance of success – that is, you have  the service strengths to maximise potential opportunities. | Where your service is unable to  capitalise on opportunities, for example, lack of capacity or resources such as limited room size.  **TIP** Items in this box will require  further allocation of resources or skills. That is, we don’t have the necessary skills/capacity to take advantage  of opportunities. |

This table provides a template for services to complete their own TOWS analysis template

|  |  |  |
| --- | --- | --- |
|  | **Strengths** | **Weaknesses** |
| Opportunities |  |  |
| Threats |  |  |

# Attachment 25 - Subcommittee 'terms of reference'

**Name of subcommittee**

[Insert name]

**Purpose**

State the purpose of this [Insert name] subcommittee

**Membership**

Define the make-up and number of members – for example, staff, parents, committee members, members   
of the public with a specific skill.

**Convenor/Chair**

This person will be nominated by the committee of management and is usually the committee member   
on the subcommittee.

**Time period nominated**

Define a start and an end date, for example, the next AGM or completion of the project etc.

**Expected number of meetings**

Outline the location, frequency and number of meetings.

**Resources**

List what resources can be provided by the organisation or are available for the subcommittee to use.

**Decision making authority**

This should clearly define the decision-making authority of the group and reporting and accountability requirements; for example, a monthly report and copy of any financial reports to be presented at every committee meeting.

**Budget allocation**

Specify budget, if any, allocated to the committee for its work. Any expenditure must be approved by the committee of management at the monthly committee meetings. A request in writing must be submitted by the subcommittee.

**Tasks and functions of the subcommittee**

An outline of the general responsibilities and tasks should be included in this section.

The tasks outlined in these terms of reference should be reviewed by the group, both at the commencement and on completion of the term. Any alterations will need to be presented to, and approved by, the committee.

**Related documents/resources**

It may be helpful to list any relevant documents or resources here.

🞏 Copy provided to all members on the subcommittee

🞏 Copy attached to minutes of committee meeting

# Attachment 26 - Survey for families at the service

*[Service Name]*

[Insert association’s registration number]

[Insert address of service]

[Insert telephone number of service]

[Insert name of contact person]

***Note: A contact person may be beneficial in case someone wishes to discuss the survey.***

Dear Parent/Guardian,

This survey is designed to assist the committee of management, in collaboration with staff, in evaluating our service to determine our future needs. It will assist greatly if you would take the time to complete the following   
questions. Your contribution as a user of the service is extremely valuable.

Thank you,

[Insert name of president]

President

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*When completed, please return to* [insert where] *by* [insert date].

**1. GENERAL – INTRODUCTION TO THE SERVICE**

Why did you select this service?

Please tick as many boxes as applicable.

🞏 Older brother/sister attended 🞏 Type of sessions offered

🞏 Close to home 🞏 Experience of staff

🞏 Close to child care 🞏 Quality of the program

🞏 Close to public transport 🞏 General appearance of service

🞏 Close to school child will attend 🞏 Cost of attending – that is, fees charged

🞏 Recommended by friend/relative 🞏 Reputation of the service – long standing, established, new

Adequacy of the pre-enrolment information

🞏 Adequate 🞏 Not adequate

Enrolment process

🞏 Excellent 🞏 Satisfactory 🞏 Unsatisfactory

What information was most useful?

Please tick as many boxes as applicable.

🞏 Information handbook 🞏 Open day

🞏 Parent/teacher interview 🞏 Informal discussion with staff/committee/other parents

🞏 Information night

Which aspects of the service are most important to you?

🞏 Good quality educational program 🞏 Staff

🞏 Parent involvement in the program 🞏 Social aspects

🞏 Parent involvement in the service’s management

🞏 Length of sessions and number of hours for children to attend per week

🞏 Other: ……………………………………………………………………………………….

**2. OPERATIONAL STRUCTURE**

Has the current operational structure suited your own and your child’s needs (that is, the times and length of sessions your child attends)?

🞏 Yes 🞏 No

Which of the following models would have been of interest to you if they had been available   
when you enrolled at the service?

It is important here to list only models you are prepared to consider. However, be flexible in thinking   
about the needs of parents.

Comments: ………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

**3. COMMUNICATION**

Please consider the following and tick the most appropriate box for each question.

Information provided to parents about the management of the service is:

🞏 Excellent 🞏 Satisfactory 🞏 Unsatisfactory

The level of information given to parents about the child’s progress is:

🞏 Excellent 🞏 Satisfactory 🞏 Unsatisfactory

The information given to parents regarding the educational program is:

🞏 Excellent 🞏 Satisfactory 🞏 Unsatisfactory

The service’s newsletter is:

🞏 Excellent 🞏 Satisfactory 🞏 Unsatisfactory

The information displayed and on notice boards is:

🞏 Excellent 🞏 Satisfactory 🞏 Unsatisfactory

The service’s information booklet is:

🞏 Excellent 🞏 Satisfactory 🞏 Unsatisfactory

The service's website is:

🞏 Excellent 🞏 Satisfactory 🞏 Unsatisfactory

Comments: ………………………………………………………………………………………………………………………

**4. FACILITIES**

Please indicate your level of satisfaction with the following.

Building and playgrounds:

🞏 Excellent 🞏 Satisfactory 🞏 Unsatisfactory

Equipment indoors:

🞏 Excellent 🞏 Satisfactory 🞏 Unsatisfactory

Equipment outdoors:

🞏 Excellent 🞏 Satisfactory 🞏 Unsatisfactory

Comments:

………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

**5. EDUCATIONAL PROGRAM**

Are the needs/expectations of you and your child being met?

🞏 At all times 🞏 Most of the time 🞏 Rarely

Is the content of the program developmentally appropriate and meaningful for your child?

🞏 At all times 🞏 Most of the time 🞏 Rarely

Is the program sensitive to cultural needs and individual situations?

🞏 At all times 🞏 Most of the time 🞏 Rarely

Does the program offer a balance of active/quiet activities and indoor/outdoor activities?

🞏 At all times 🞏 Most of the time 🞏 Rarely

Comments:

………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

**6. PARENT INVOLVEMENT**

Are parents made to feel welcome?

🞏 At all times 🞏 Most of the time 🞏 Rarely

Are parents encouraged to stay for sessions or contribute to the program?

🞏 At all times 🞏 Most of the time 🞏 Rarely

Are parents encouraged to take part in setting goals for the children, and discussing their children’s individual records/progress?

🞏 At all times 🞏 Most of the time 🞏 Rarely

Comments: ………………………………………………………………………………………………………………………

**7. FEES**

Fees are paid in advance. What is your preferred option for the payment of fees? Please tick.

🞏 Annually 🞏 Each term 🞏 Cash 🞏 Cheque

🞏 Monthly 🞏 By instalments 🞏 BPay 🞏 Credit card

Comments: ………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

**8. FUNDRAISING**

Income from the government grant and fees do not generally cover the full cost of providing   
the program. What approach to fundraising do you prefer?

🞏 Levy on all parents 🞏 No fundraising and pay extra fees

🞏 Social fundraising events 🞏 Product drives

🞏 A variety of activities

🞏 Other: …………………………………………………………………………….

Comments: ………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

**9. MAINTENANCE**

Did you attend working bees throughout the year?

🞏 All 🞏 Some 🞏 None

Would you have preferred to pay a maintenance levy for the year?

🞏 Yes 🞏 No

Comments: ………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

Thank you very much for completing this survey. Every response provides valuable input regarding the   
future direction of *[Service Name].* Further comments are welcome.

# Attachment 27 - Survey for future users of the service

*[Service Name]*

[Insert association’s registration number]

[Insert address of service]

[Insert telephone number of service]

[Insert name of contact person]

***Note: A contact person may be beneficial in case someone wishes to discuss the survey.***

Dear Parent/Guardian,

This survey is designed to assist the committee, in collaboration with staff, in evaluating our service   
to determine our future needs. It will assist greatly if you would take the time to complete the following   
questions. Your contribution as a future user of the service is extremely valuable.

Thank you,

[Insert name of president]

President

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*When completed, please return to* [insert where] *by* [insert date].

**1. GENERAL – INTRODUCTION TO THE SERVICE**

Why would you select this service?

Please tick as many boxes as applicable.

🞏 Older brother/sister attended 🞏 Type of sessions offered

🞏 Close to home 🞏 Experience of staff

🞏 Close to child care 🞏 Quality of service

🞏 Close to public transport 🞏 General appearance of service

🞏 Close to school child will attend 🞏 Cost of attending – that is, fees charged

🞏 Recommended by friend/relative 🞏 Reputation of the service – long standing, established, new

🞏 Other: ……………………………………………………………………………………………….

Which aspects of the service are most important to you?

🞏 Quality educational program (rating) 🞏 Staff

🞏 Parent involvement in the program 🞏 Social aspects

🞏 Parent involvement in the service’s management

🞏 Length of sessions and number of hours for children to attend per week

🞏 Other: ………………………………………………………………………….

How/where did you receive information about the service?

🞏 Mailed information 🞏 Maternal and child health service

🞏 Friend/s 🞏 Local council

🞏 Website 🞏 Visiting the service

🞏 Other: ………………………………………………………………………………………………….

Comments: ………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

**2. SESSIONS AND PROGRAM MODELS**

Currently, this service offers: [Enter appropriate information. For example, 4-year-old sessions,   
3-year-old sessions, lunch care, extended care.]

Which of the following models would you be interested in if they were available at the service?

It is important here to list only models you are prepared to consider. However, be flexible in thinking   
about the needs of parents.

Comments: ………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

**3. PARENT INVOLVEMENT**

The service is managed by a voluntary committee, which encourages parent involvement.   
Are you interested in any of the following forms of involvement?

Please tick appropriate box.

🞏 A position on the committee

🞏 Assisting with fundraising

🞏 Helping at the service, for example, during the session

🞏 Participating in working bees

🞏 Maintenance

**4. FEES**

Fees are paid in advance. What is your preferred option for the payment of fees? Please tick.

🞏 Annually 🞏 Each term 🞏 Cash 🞏 Cheque

🞏 Monthly 🞏 By instalments 🞏 BPay 🞏 Credit card

Comments: ………………………………………………………………………………………………………………………

Would you like the opportunity to purchase additional hours in the service program for   
an additional fee if available?

🞏 Yes 🞏 No

Comments: ………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

**5. FUNDRAISING**

Income from the government grant and fees do not generally cover the full cost of providing   
a kindergarten program. What approach to fundraising do you prefer?

🞏 Levy on all parents 🞏 No fundraising and pay extra fees

🞏 Social fundraising events 🞏 Product drives

🞏 A variety of activities

🞏 Other: ……………………………………………………………………………………………………

Comments: ………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

**6. MAINTENANCE**

If assistance is required with maintenance, would you prefer to:

Attend up to four working bees throughout the year?

🞏 All 🞏 Some 🞏 None

Assist with maintenance tasks as required?

🞏 Yes 🞏 No

Pay a maintenance levy for the year?

🞏 Yes 🞏 No

Comments: ………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………

**If you would like to discuss any aspects of this survey or the service with someone from *[Service Name]* please fill in your contact details:**

Name: ……………………………………………………………………………………………….

Contact details (phone or email): ………………………………………………………………....

Thank you very much for completing this survey. Every response provides valuable input regarding the   
future direction of *[Service Name].* Further comments are welcome.

………………………………………………………………………………………………………………………

# Attachment 28 - Survey guidelines

A survey is a tool for obtaining information about ‘client’ satisfaction and can be used to determine   
future planning.

Important aspects of a survey concern: Why, Who, What and When.

**Why conduct a survey?**

• To determine what is working well – evaluate and reflect.

• To determine what is not working well – improvement.

• To find out what parents want; for example, short sessions, long sessions, lunch care program, purchase more hours, integrated sessions.

• To establish a position in the ‘big picture’ and make changes, if necessary, to remain competitive in the field of early childhood educational services.

• To provide marketing strategies.

It is a requirement of the DET Kindergarten funding guide to conduct an annual survey.

**Who are the best people to survey?**

• Past, present and/or future users of the service.

**What to ask in a survey?**

• Ask for the information and be prepared to act on it.

• Keep it simple! Collating responses to surveys can be complicated.

• It may be necessary to have surveys translated into other languages.

• Be prepared to take notice of all responses and to act on them – a survey is not a ‘token gesture’: it is used to encourage genuine feedback from users of the service and requires thoughtfulness and flexibility.

**When is the best time to conduct a survey?**

• Around July/August, when the service is investigating and designing the operational structure for the   
coming year.

|  |
| --- |
| TIPS  – The current users’ survey may assist in the completion of the service’s quality assurance assessment.  – When asking questions about the type of operational structure that would suit the parent’s/child’s   needs at the service, it would be advisable to only propose options that are practical.  – Some committees have developed their own survey based on some of the questions within these surveys and have surveyed parents personally by phone with some success.  – These surveys provided in Attachments [26](#_Attachment_26_-) and [27](#_Attachment_27_-) are a guide only. Committees should consider them as a basis for designing their own survey. Once the committee has made the decision to undertake a survey, a subcommittee can be established to develop the questionnaire, collate the responses and report to the committee on the findings. Surveys that reflect the service’s local community would,  in most cases, be far more relevant than using these proformas. |

# Attachment 29 - Collection of Property checklist

*[Service Name]*

|  |  |
| --- | --- |
| **Property** | **Received** |
| Service keys | 🞏 |
| Security ID card | 🞏 |
| Parking sticker | 🞏 |
| Documentation, including computer files or disks/books | 🞏 |
| Computer equipment | 🞏 |
| Other (please specify): |  |
|  | 🞏 |
|  | 🞏 |
|  | 🞏 |

Staff member leaving: …………………………………………………………………………………………….

Signature: …………………………………………………………………. Date: ………………………………

Committee representative: ………………………………………………………………………

Position: ………………………………………………………………………………………………...

Signature: …………………………………………………. Date: ………………………………

# Attachment 30 - Committee checklist for a new employee

The employer representative may complete this form with the new employee.

Full name of employee: …………………………………………Start date: ………………

|  | Completed  (please initial) | Date |
| --- | --- | --- |
| Prior to appointment | | |
| Reference check |  |  |
| Qualifications checked (photocopied for placement in employee's file) |  |  |
| First aid qualification check (if applicable) - photocopied for placement in employee's file), expiry date recorded |  |  |
| Evidence of the following (photocopy or record number and expiry date):   * Working with Children Card (unless exempt) * Registration (or provisional registration if relevant) with the Victorian Institute of Teaching - Early Childhood Teachers only * Police records check (if required) |  |  |
| Prior to commencement | | |
| Set up staff file as per the Employee Records checklist and Personnel File checklist |  |  |
| If Nominated Supervisor, complete and submit to the regulatory authority:  NS01 Nominated Supervisor Consent Form  NS02 Notification of change to Nominated Supervisor |  |  |
| Work history check (for classification purposes) completed |  |  |
| Letter of appointment, outlining probationary period, sent  to employee and signed copy received back from employee |  |  |
| Activate any IT requirements e.g., email address, internet access etc. |  |  |
| Set up employee details on payroll system |  |  |
| Copy of the Fair Work Information statement has been provided to the employee |  |  |
| First day | | |
| Welcome and complete orientation program as per the staff orientation checklist |  |  |
| First week | | |
| Finalise orientation program |  |  |
| First month | | |
| Organise a briefing with committee executive to clarify their roles and responsibilities |  |  |
| Arrange a review meeting during the probationary period to provide and receive feedback on the employee's performance/progress in the role (see probation review form) |  |  |
| At the end of the probationary period | | |
| Meet to evaluate the employee's performance during the probationary period |  |  |
| Confirm (or terminate) employment based on the results of the evaluation and all required processes relevant to the Industrial Agreement. |  |  |

On completion of this process, this documentation is to be filed in the staff member’s personnel file.

…………………………………………………. ………………………………………………….

Signed by employer representative Signed by employee

…………………………………………………. ………………………………………………….

Role/position Date of completion

***For further information about staff orientation employers can refer to the Employee Management and Development Kit which is freely available on the ELAA website***

# Attachment 31 - Contractors Agreement example

[Insert service letterhead]

service agreement

This service agreement made on the [insert day] day of [insert month] between:

1 *[Service Name]* of [insert address of service] (the principal)

2 [Insert full name of contractor and ABN/ACN, if applicable] of [insert address of registered office or business   
of contractor] (the contractor).

**RECITALS**

A The Principal requires [specify service to be performed] (hereinafter called ‘the services’)   
to be performed at its premises.

B The contractor carries on the business of [specify service to be performed] services.

C The contractor has agreed at the Principal’s request to perform the services on the terms   
of this document.

**OPERATIVE PROVISIONS**

**1 Engagement of contractor**

By an agreement evidenced by this document (‘agreement’), the Principal will engage the contractor   
and the contractor will perform the service as set out in the services schedule attached to this agreement.

**2 Term**

The period over which the agreement will operate commences on [insert date] and expires on   
[insert date].

**3 Performance**

3.1 Equipment and materials

The contractor will provide all materials and equipment necessary for the performance of the services   
and ensure that, at all relevant times, all equipment and materials provided to the Principal under the agreement are suitable for the provision of the services and that their use and operation complies with   
all relevant statutes, regulations, by-laws, ordinances, codes or other laws in force. The contractor will   
be responsible to ensure all materials and equipment are kept in safe working order.

3.2 Expenses

The contractor will be responsible for payment of all expenses ordinarily incurred in respect of the performance of the contractor’s obligations under the agreement, and will reimburse the Principal   
for all expenses incurred by it on behalf of the contractor in respect of such obligations.

3.3 Manner of performance of the service

The contractor will ensure that the task is performed in a careful, skilful, diligent and efficient manner normally exercised by members of the contractor’s trade.

3.4 Time and place for performance of the service

The contractor will provide the services at the premises and during the periods set out in the   
services schedule.

3.5 Duties

The contractor will, while performing the contractor’s obligations under the agreement:

a) act with the utmost good faith

b) not intentionally do anything that is harmful to the service

c) maintain confidentiality regarding information concerning the service.

3.6 Warranty

The contractor warrants that it is capable of performing the services in a professional manner.

3.7 Other work

The contractor may perform work for any other person during the term provided that this does not prejudice the agreement.

**4 Delegation**

4.1 Delegation

The contractor may delegate the performance of some or all of the services to another person or   
persons (‘delegate’), provided that the service consents in writing and the contractor makes a contract with the delegate that does not prejudice the agreement and contains the same terms about performance and delegation as are in the agreement.

4.2 Warranty

The contractor warrants that any delegate is capable of performing the services and will meet the standards, which apply to the contractor’s trade.

4.3 Indemnity

The contractor will be insured against and will indemnify the service against any loss, claim, action,   
liability or proceeding in relation to any act or omission of the contractor or a delegate in respect of the performance of the contractor’s obligations under the agreement.

**5 Taxes**

5.1 Contractor to pay taxes

The contractor will pay when due and payable any taxes, excise duties, fees, penalties, levies and   
other charges imposed by any governmental authority (‘taxes and charges’) arising out of or in relation   
to the agreement and any remuneration payable to a delegate.

5.2 Service not liable

The service will not be liable to pay or reimburse the contractor, or any delegate, in respect of any additional taxes and charges, or expenses arising out of a delegation under the agreement, and the contractor will indemnify the service against any such liability.

**6 Payment for services**

6.1 Payment

The service will, on receipt of an invoice from the contractor, pay the amount specified in the fee   
schedule (‘contractor’s fee’) to the contractor in consideration for the provision of the services.

6.2 Early payments

The service may, by agreement between the parties and on receipt of an invoice from the contractor,   
pay the contractor’s fee in instalments, provided that a minimum period of one month elapses   
between instalments.

**7 GST**

7.1 Meaning of terms

In this clause, the expressions ‘GST’, ‘input tax credit’, ‘supply’, ‘tax invoice’, ‘recipient’ and ‘supplier’   
have the meanings given to those expressions in the A New Tax System (Goods and Services Tax)   
Act 1999.

7.2 Prices GST exclusive

a) Unless otherwise expressly stated, all prices or other sums payable are exclusive of GST.

b) If GST is imposed on any supply:

i) The recipient of the taxable supply must pay to the supplier an additional amount equal   
to the GST payable at the same time as making payment for the taxable supply.

ii) The supplier will ensure that the recipient receives a valid tax invoice in respect of the supply   
at or before the time of payment.

7.3 Reimbursement clause

If this contract requires a party to pay for, reimburse or contribute to any expense, loss or outgoing (‘reimbursable expense’) suffered or incurred by another party, the amount required to be paid, reimbursed or contributed will be the amount of reimbursable expense net of input tax credits (if any).

**8 Termination**

8.1 Termination of this agreement

Either party may give the other thirty days notice to terminate the agreement, after which the service   
may retain the contractor for all or part of the 30 days.

8.2 Termination by the service

The service may immediately terminate the agreement by giving written notice to the contractor,   
if the contractor:

a) commits a serious or persistent breach of the agreement, which is incapable of being remedied   
to the reasonable satisfaction of the service.

b) is convicted of any offence involving fraud or dishonesty or any other offence (except a traffic offence), which is punishable by imprisonment (whether the contractor is imprisoned or not).

8.3 Termination by the contractor

Subject to Clause 8.4, the contractor may terminate the agreement immediately by giving written notice   
to the service if, without the contractor’s consent, the service:

a) reduces or fails to pay the contractor’s fee

b) breaches any provision of the agreement.

8.4 Contractor to give notice

Before terminating the agreement under Clause 8.3, the contractor must first give the service:

a) written notice of the grounds on which the contractor relies to terminate the agreement

b) where the grounds relate to circumstances that are, in the contractor’s opinion, capable of being rectified, 14 days to rectify those circumstances.

8.5 Entitlements on termination

Upon termination of the agreement, the contractor is entitled to a pro-rata amount based on the contractor’s fee and calculated for that part of the term that has expired, less amounts already paid towards the contractor’s fee.

**9 Nature of relationship**

9.1 Independent contractor

The contractor will provide the services under the agreement to the service as an independent   
contractor, and neither the contractor nor any delegate is an employee, servant or agent of the service.

9.2 Contractor not to bind the service

The contractor will not, and ensures that any delegate does not:

a) bind or commit or purport to bind or commit the service in any way

b) pledge the credit of the service for any purpose.

**10 Miscellaneous**

10.1 Amendment

The parties may vary the agreement only by signing another document.

10.2 Governing law

The law relating to the agreement is the law of Victoria.

10.3 Assignment

A party may not assign a right under the agreement unless the other party gives prior written consent.

10.4 Acknowledgment

Each party acknowledges that:

a) the terms of the agreement are fair and not harsh or unconscionable

b) the agreement is entered into voluntarily.

10.5 Notices

A party will give notice to the other party under the agreement if posted by certified mail to the address of that party.

**Executed** as an agreement on: ……………………………………………………………………….

**Signed** for and on behalf of the service: …………………………………………………

Position: ……………………………………………………

In the presence of:

………………………………………………………………………………………………………………………

Witness Date

……………………………………………………………………….

Name of witness (print)

**Signed** for and on behalf of the contractor: …………………………………………………….

Position: ……………………………………………………

In the presence of:

………………………………………………………………………………………………………………………

Witness Date  
  
……………………………………………………………………….

Name of witness (print)

**SCHEDULES**

**1 Equipment and materials schedule**

The contractor will provide the following materials and items of equipment in such quantities as are necessary to provide the services outlined in Clause 2 of this schedule:

**2 Services schedule**

a The services to be provided by the contractor are listed below: [insert services to be provided]

b The periods each week in which the services will be provided are: [insert periods in which the services   
will be provided]

c The premises at which the services will be performed is: [insert name and address of premises at which services will be performed]

**3 Fee schedule**

The amount of $ ………………………. per ……………………………………………………   
will be paid by the service on a monthly basis on receipt of an invoice from the contractor.

# Attachment 32 - Developing the selection criteria

Selection criteria should be developed based on the key duties and responsibilities outlined in the position description. These can be divided into essential and desirable skills, knowledge and experience.

**Essential skills, knowledge and experience**

This part must cover the following:

* qualifications, knowledge and experience that are essential for the role, and must include all qualifications and knowledge that are legislated, and are a pre-requisite for the job, for example, degree qualifications for a teacher, VIT registration, *Working With Children* Check, knowledge of learning and development frameworks etc.
* skills and attributes that are critical for the role, e.g., interpersonal and communication skills, working in a team etc.
* prior experience such as teaching, working with other educators, developing programs etc.
* awareness of and training in Child Safe Standards and legislation

**Desirable skills, knowledge and experience**

This part must list skills, knowledge and experience that will enhance the performance of the employee, but are not a requirement of the job. This section could include requirements such as:

* knowledge of the local community
* current driver’s licence
* knowledge of a language other than English, if appropriate.

Sample selection criteria for early childhood teachers

***Note: These criteria should be modified for other staff as appropriate***

**Essential**

***Qualifications***

* As set out in the *Education and Care Services National Regulations* and approved by ACECQA for employment as an early childhood teacher, including required first aid qualifications/anaphylaxis and asthma management training etc.
* Current VIT registration as an Early Childhood Teacher

***Prior industry experience***

A minimum of *[insert number of years]* of service as an early childhood teacher.

***Knowledge***

Demonstrated knowledge of current legislation affecting the operation of early childhood services

***Program development***

* Demonstrated knowledge of contemporary teaching practice and the learning and development frameworks.
* Demonstrated understanding of early childhood development and its importance in program planning.
* Demonstrated ability to develop, document and implement a written program plan, which is based on written individual children’s records.

***Inclusive child development***

* Demonstrated ability to work effectively with children to maximise each individual child’s potential, including children with a disability
* Demonstrated ability to adapt programs to reflect cultural safety and inclusion of all children

***Parental involvement***

* Demonstrated ability to encourage parental involvement, acknowledging family diversity.

***Effective communication***

* Demonstrated awareness of the ECA Code of Ethics/VIT Code of Conduct and service's Code of Conduct
* Demonstrated understanding of Child Safe Standards
* Demonstrated ability to communicate effectively with parents, other staff, management, committee and other relevant people.
* Demonstrated ability to work as a member of a team.
* Demonstrated ability to effectively manage staff who report to this position on a day-to-day basis.

***Administration skills***

* Demonstrated ability to prioritise tasks, manage time effectively and undertake all administrative duties required for the day-to-day management of the service.
* Demonstrated understanding of relevant statutory and regulatory requirements.

**DESIRABLE**

* Knowledge of the local community.
* Current driver’s licence.
* Experience in consulting effectively with parents.
* Working with funding bodies such as DET

# Attachment 33 - Employee application form

*[Service Name]*

Position being applied for: ………………………………………………………………………….

Given name: ………………………………………… Family name: ……………………………...

Address: …………………………………………………………………………………………………………….

…………………………………………………………………………………………… Postcode: …………

Contact phone: ……………………………Home phone……………………………

Mobile: ………………………………Email address: …………………………….….

**Educational qualifications**

|  |  |  |
| --- | --- | --- |
| Institution | Major areas of study | Year completed |
|  |  |  |
|  |  |  |
|  |  |  |
| Other relevant training |  |  |
|  |  |  |

**Employment history**

Please complete the attached Work history form ([Attachment 81](#_Attachment_81_-)).

Special interests and other relevant experience

|  |
| --- |
|  |
|  |

**Legislative requirements**

You will be required to have a current *Working with Children* Check (card) (unless registered with VIT) and if relevant to the position the following: (Please delete those that don't apply)

* registration with the Victorian Institute of Teaching (VIT)
* current approved first aid qualifications
* current approved emergency asthma management qualifications
* current approved anaphylaxis management qualifications

**Keeping application on file**

If unsuccessful in your application for this position, would you agree to permit the service to hold your application details for consideration for future vacancies? 🞏 Yes 🞏 No

**Regulatory requirements**

The committee is required to run the early childhood service in accordance with the provisions of the   
Education and Care Services National Law and the Education and Care Services National Regulations. We have designed the following questions to assist us to meet our responsibilities under this legislation.

**Medical conditions**

You are requested to disclose all pre-existing disabilities, injuries and/or diseases you have, which:

• could be affected by the nature of your proposed job

• will require the committee to make special allowance for, or provide additional facilities or equipment   
to assist you.

Please note that if you fail to disclose this information or make a false or misleading disclosure, Section 82(8) of the Accident Compensation Act 2005 will apply. This means that you will not be entitled to workers compensation for any recurrence, aggravation, acceleration, exacerbation or deterioration of the pre-existing injury or disease (if it is sustained in the course of, or due to, the nature of your employment with the service).

You are not obliged to divulge questions relating to medical conditions that do not fall into the above categories. However, your overall health management may be assisted if you do. It will provide the committee with a more complete picture of your health status.

This information will be treated as confidential.

The only time any information will be used is when it is relevant to your capacity to carry out your employment duties. It will only be revealed to those people who need to know in the interests of your health and safety   
(or the health and safety of fellow employees).

Are you aware of any medical conditions, such as a pre-existing disability, injury or disease that may affect your ability to perform any of the duties of this position, or be impacted by the duties of this position? (Please read the attached position description before completing this section.) 🞏 Yes 🞏 No

If yes, please provide details of any pre-existing disability, medical conditions, injury or disease in the table below.

|  |  |
| --- | --- |
| Pre-existing disability, medical condition,  injury or illness | State any duties or position requirements  or abilities that may need special  accommodation or be affected |
|  |  |
|  |  |
|  |  |

Please advise whether you require any accommodation/additional services or facilities to enable you   
to perform the duties of the position.

|  |
| --- |
|  |
|  |

**Privacy statement**

The service’s privacy policy is attached and outlines how the service will use and manage the personal information, including health information you provide by completing this application and the Work history form.

A position description is attached.

**Declaration**

I make this declaration in the firm belief that all the information provided in this form is, to the best of my knowledge, true and correct. I have read and understood the position description provided.

Signature: …………………………………………………………………. Date: ………………………………

Applicant

Please attach your curriculum vitae and any other relevant information, including the names of two   
referees with their contact telephone numbers.

Requirements for interviews – applicants attending an interview need to bring the following:

• either original or certified copy of qualifications and first aid certificate/anaphylaxis management/emergency asthma management qualifications

• VIT registration card or Working with Children Check card

• Early childhood teachers and Activity Group Leaders – an example of their programming for children.

# Attachment 34 - Employee data form (to be placed in the employee's file)

Today's date: …………………………………. ADP no (if relevant): ……………………….

Service Name (Employer): ……………………………………………………………………………...

Full name of employee: ……………....………………………………………………………………….………

Residential address: …………………………………………………………………………………………

Postal address (if different from above): ……………………………………………………………………

Phone: ……………………………………. Mobile: …………………………………………….…

Email address: …………………………………………………………………………………………….

Date of birth: (for superannuation registration) …………………………....

Contact person in an emergency: …………………………………………………………………………

Phone: ………………….………………… Mobile: …………………………………………………

Relationship………………………………………………………………....

Position appointed to: ……………………………………………………………………………………………

Commencement date: ……………………………………….

Increment date: ………………………………………………………….…

**Qualfications and classification (as per work history):**

**Early childhood teacher:**

Qualifications: ………………………………………………………………………………………………………

Classification level: ………………………………………………………………………………

**activity group leader /EARLY CHILDHOOD EDUCATOR (Diploma qualfified/certificate iii):**

Qualifications: ………………………………………………………………………………………

Classification level: ………………………………………………………………………………………

**Other (please specify)** …………………………………………………………………………………………….

Classification level: ……………………………………………………………………………………

Weekly hours of employment:

Teaching/contact time: …………………….

Non-teaching/contact time: …………………….…

Total: …………………….

**Confirmation of key details:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pre-conditions of employment | Checked | Expiry date of certificate where relevant | | Date checked | Checked by |
| Qualifications acceptable (certified copy provided) |  | |  |  |  |
| VIT registration sighted ([Attachment 76](#_Attachment_76_-)) |  | |  |  |  |
| *Working With Children* Check(card) sighted and approved, as suitable ([Attachment 76](#_Attachment_76_-))  ***(Not required for teachers registered with VIT)*** |  | |  |  |  |
| First aid certificate (certified copy provided) |  | |  |  |  |
| Emergency asthma management training (certified copy provided) |  | |  |  |  |
| Management of anaphylaxis training (certified copy provided) |  | |  |  |  |
| Work history completed and assessed |  | |  |  |  |

**Probationary period:**

Review dates: ……………………………………… Completion dates: ………………………………

Comments: …………………………………………………………………………………………………………

……………………………………………………………………………………………………………………….

**Form completed by:**

Name: …………………………………………………. Position: …………………………………………...

Signed: ………………………………………………. Date: ……………………………………….

# Attachment 35 - Employee records checklist

**Content requirement for employee records**

The record relating to the employee must contain the matters specified in accordance with   
the *Fair Work Act 2009*.

The Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011 also contain matters which must be included in an employee’s record.

| **Content of records** | **Location** | ✓ |
| --- | --- | --- |
| **1. General** |  |  |
| a The name of the employer | Letter of employment |  |
| b The name of the employee | Letter of employment Tax File Number (TFN) declaration |  |
| c The date of birth of the employee as provided by the employee | TFN declaration |  |
| d The name of each instrument under which the employee derives entitlements of employment | Letter of employment |  |
| e The classification of the employee under each such instrument | Letter of employment |  |
| f Whether the employee’s employment is: | Letter of employment |  |
| i) Full-time | Letter of employment |  |
| ii) Part-time | Letter of employment |  |
| g If the employee is full-time or part-time, a specification of the   number of hours to be worked by the employee per week | Letter of employment |  |
| h Whether the employee’s employment is: |  |  |
| i) Permanent | Letter of employment |  |
| ii) Temporary | Letter of employment |  |
| iii) Casual | Letter of employment |  |
| i The date on which the employee’s employment began. | Letter of employment |  |
| **2. Hours worked** |  |  |
| a The employee’s daily starting and finishing times | Letter of employment |  |
| b The total number of hours worked by the employee during   each day | Letter of employment Employee time-sheet |  |
| c The employee’s nominal hours and any variations to those hours | Letter of employment |  |
| **3. Reasonable additional hours** |  |  |
| If the employer and employee agree in writing to an averaging   of the employee’s hours of work under Division 3 Clause 3 of the Act, the employer must keep a copy of that agreement. | N/A |  |
| **4. Pay** |  |  |
| a The basis on which the employee’s rate of pay is determined | Letter of employment Pay records |  |
| b The gross rate of pay expressed as an hourly rate | Letter of employment Pay records |  |
| c Details of any incentive based payment, bonus, loading monetary allowance, penalty rate or other separately identifiable entitlement that the employee is entitled to | N/A |  |
| d The period to which the payment relates | Pay records |  |
| e The total remuneration received by the employee during that period, including the gross and net amounts | Pay records |  |
| f The dates on which the employee was paid | Pay records |  |
| g The deductions (if any) made from that remuneration and the  name of the fund or account into which the deductions were paid | Pay records |  |
| **5. Annual leave** |  |  |
| a The rate of the employee’s accrual of annual leave | Letter of employment and industrial instrument |  |
| b The date on which the employee was credited with annual leave | Pay records |  |
| c The balance of the employee’s entitlement to that annual leave   from time-to-time | Pay records |  |
| d The amount of annual leave taken by the employee | Pay records |  |
| e The amount paid to the employee while on annual leave | Pay records |  |
| f If the employee has elected to forgo an entitlement to take an amount of annual leave, an employer must keep the following: | N/A |  |
| i A copy of the employee’s written election to forgo an amount   of annual leave | N/A |  |
| ii A record of the rate of payment for the amount of annual leave forgone and when the payment was made | N/A |  |
| g If the employee is a shift worker, the employer must keep   a record of the following: | N/A |  |
| i The periods the employee was a shift worker | N/A |  |
| ii The date on which the employee was credited with additional   annual leave. | N/A |  |
| **6. Personal leave** |  |  |
| a The rate of the employee’s accrual of personal leave | Letter of employment and industrial instrument |  |
| b The date on which the employee was credited with   personal leave | Pay records |  |
| c The balance of the employee’s entitlement to personal leave   from time-to-time | Pay records |  |
| d The amount and type of personal leave taken by the employee | Pay records |  |
| e The amount paid to the employee while on personal leave. | Pay records |  |
| **7. Other leave** *(Long Service Leave Act 1992*) |  |  |
| a The amount and type of leave taken by the employee   (including whether the leave is paid or unpaid) | Pay records |  |
| b Details of the accrual of that leave | Pay records |  |
| c The date on which the employee was credited with that leave | Pay records |  |
| d The balance of the employee’s entitlement to that leave from   time-to-time | Pay records |  |
| e The amount paid to the employee while on that leave. | Pay records |  |
| **8. Superannuation contributions** |  |  |
| a The amount of the contributions made | Pay records |  |
| b The period over which the contributions were made | Pay records |  |
| c The dates on which the contributions were made | Pay records |  |
| d The name of any fund to which the contributions were made | Pay records |  |
| e The basis on which the employer became liable to make   the contributions, including: |  |  |
| i The keeping of a record of any election made by the employee   as to the fund to which contributions are to be made | Choice of fund form |  |
| ii The date of any relevant election. | Choice of fund form |  |
| **9. Termination of employment** |  |  |
| a Whether the employment was terminated: | Pay records |  |
| i By consent | Resignation letter |  |
| ii By notice | Termination letter |  |
| iii Summarily | Termination letter |  |
| iv In some other manner, specifying the manner | Termination letter,  deed of release |  |
| b The name of the person who acted to terminate the employment | Resignation or termination letter |  |
| **10. Pay slips** (Sec 836 (2) of the Fair Work Act 2009) |  |  |
| A written pay slip must be issued to the employee within 1 day of the payment to which it relates, and must contain the following information: |  |  |
| a The name of the employer | Pay records |  |
| b The name of the employee | Pay records |  |
| c The classification of the employee under each instrument   under which the employee derives entitlements of employment | Pay records |  |
| d The date on which the payment to which the pay slip relates   was made | Pay records |  |
| e The period to which that pay slip relates | Pay records |  |
| f If the employee is paid at an hourly rate of pay: | Pay records |  |
| i The ordinary hourly rate | Pay records |  |
| ii The number of hours in that period for which the employee   was employed at that rate | Pay records |  |
| iii The amount of the payment made at that rate | Pay records |  |
| g If the employee is not paid at an hourly rate of pay – that rate as at the latest date to which the payment relates expressed as an hourly rate |  |  |
| h The gross amount of the payment | Pay records |  |
| i The net amount of the payment | Pay records |  |
| j Any amount paid that is an incentive-based payment, bonus,   loading, monetary allowance, penalty rate or other separately identifiable entitlement the employee has | Pay records |  |
| k The details in respect of each amount deducted from the gross  amount of the payment, including the name, or the name and  number of the fund or account into which the deduction was paid; | Pay records |  |
| l If the employer is required to make superannuation contributions for the benefit of the employee: |  |  |
| i The amount of each contribution made for the benefit of the employee during the period to which the pay slip relates | Pay records |  |
| ii The name of any fund to which that contribution was made. | Pay records |  |
| **Additional requirements under the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011** |  |  |
| Evidence of relevant Qualifications including Teaching/Diploma/ Certificate (or working towards a relevant qualification where applicable) | Copy in employee's file |  |
| VIT registration or WWCC details (number and expiry date) | Copy in employee's file |  |
| If nominated supervisor - full name, address and date of birth | Employee's file |  |
| Evidence of approved training (including first aid training) | Employee's file |  |
| Record of hours in attendance at the service including when working directly with children | Staff roster |  |

The Fair Work Act 2009 requires all employers to provide to all employees a copy of the Fair Work   
Information statement before, or as soon as practical after, the employee commences employment.   
The employer is not required to provide this statement to the employee more than once in a 12 month   
period (Division 12 Clause 125).

# Attachment 36 - Exit Interview form

*[Service Name]*

Employee’s name and position: ………………………………………………………………………………………….

**Reason for leaving:**

🞏 Terminated 🞏 Retirement 🞏 Redundancy

🞏 Salary/benefits 🞏 Poor relationships 🞏 Physical work environment

🞏 Type of work 🞏 Lack of recognition 🞏 Balance between work and home

🞏 Illness 🞏 Training opportunities

🞏 Quality of supervisors 🞏 Location/moving Other: ……………………………………

**Levels of satisfaction with:**

Induction 🞏 High 🞏 Medium 🞏 Low Comment: …………………….

Training/opportunities 🞏 High 🞏 Medium 🞏 Low Comment: …………………….

Career prospects 🞏 High 🞏 Medium 🞏 Low Comment: …………………….

Performance management 🞏 High 🞏 Medium 🞏 Low Comment: …………………….

Supervision/management 🞏 High 🞏 Medium 🞏 Low Comment: …………………….

Values of the organisation 🞏 High 🞏 Medium 🞏 Low Comment: …………………….

Physical work environment 🞏 High 🞏 Medium 🞏 Low Comment: …………………….

The work itself 🞏 High 🞏 Medium 🞏 Low Comment: …………………….

What will you miss most? ………………………………………………………………………………………...

.........................................................................................................................................................................

Ideas for improvements: Would anything have prevented your leaving? ………………………………….

………………………………………………………………………………………………………………………

What prompted you to leave? …………………………………………………………………………………..

………………………………………………………………………………………………………………………

Major dissatisfactions: ……………………………………………………………………………………………

………………………………………………………………………………………………………………………

Comparisons between old and next position (for example, location, remuneration, responsibility):

………………………………………………………………………………………………………………………

Any other comments: …………………………………………………………………………………………………….

………………………………………………………………………………………………………………………

Committee representative: ……………………………………………………………………

Position: ……………………………………………………………………………

Signature: ………………………………………………………Date: …………………………………….

# Attachment 37 - Interview questions for an administration officer

**Preparation for the interview**

It is essential to prepare a list of interview questions and ask all applicants the same questions.

Questions should elicit information about:

• how the applicant will interact with children, parents and other staff

• ability to manage conflict and difficult situations

• why the applicant wants the job

• what the applicant believes the job will entail

• the applicant’s level of motivation, initiative and commitment.

The questions should be based on the position description and be clear and concise.

Questions should be open ended – that is, requiring more than a yes/no response. Beginning a question   
with words such as ‘tell me about’, ‘explain’, ‘elaborate’, rather than ‘do you’, ‘can you’, will ensure a more open question.

Input into the development of interview questions from all members of the interview panel is recommended.   
An interview scoresheet sheet ([Attachment 69](#_Attachment_69_-)) should be kept for each candidate.

The candidate should be given the opportunity to ask questions and to provide any additional information they wish to at the end of the interview.

**Sample Interview questions – administration officer**

Listed below are some sample questions. Select those that best reflect the needs of your service, taking some from each of the categories.

**introduction**

At the commencement of the interview, the interview chairperson (or delegate) should welcome the candidate and introduce the panel, thank the candidate for coming and provide information regarding the service, its values, management structure etc.

1 Can you tell us about yourself including a short account of your previous experience and why you have applied for this role?

2 What particular skills/qualities will you bring to the position?

3 What strategies do you use to manage your time effectively?

4 How would your current colleagues describe you?

**Payroll**

1 Can you tell us about your experience with payroll administration?

2 What experience have you had with using a payroll system such as ADP?

3 What is your experience with the administration of sick leave and long service leave?

4 What do you consider to be the most important feature of a payroll system so that staff members are paid accurately and provided with regular information?

1. What would you do if a staff member told you that they needed to be paid for overtime or queried they pay rate.

**Finances**

1. What experience have you had in budget preparation and how would do you go about preparing a budget?
2. What experience have you had in preparing Business Activity Statements?
3. What experience do you have in preparing financial reports, such as a profit/loss statement or balance sheet?
4. How would you ensure that financial reports are accurate and easily understood?
5. What do you believe to be the critical elements of financial risk management and sound financial processes?

**Administration**

1 Can you please describe your experience in general administrative duties?

2 Can you please describe your experience in maintaining personnel files?

**WORKING WITH CHILDREN**

1. In your role you will come into regular contact with children at the service. If a child raises an issue about a staff member's behaviour with you, what would you do?

**working with the parents**

1 How do you see the role of administrative officer in relation to parents involved in the service?

2 If a parent asks you about a child’s welfare or development, what would you do?

**Working with staff**

1 How do you see your role as relating to other staff in the service, to the committee and to parents?

2 Staff at this service work as a team. How would you ensure an effective working relationship with other staff? Please provide an example of your team work.

**working with the committee**

1 What do you see as the role of the committee of management at the service?

2 What do you think is important in working with the committee?

3 What would you do if you did not agree with a decision made by the committee?

**Professional development**

1. How do you keep informed and up-to-date with changes in legislation?
2. What professional development have you recently undertaken and why?
3. What professional development is of interest to you?

**Ability to communicate**

1 What do you believe is important for effective communication to occur between staff and employer?

1. Early childhood services operate in a very competitive environment on limited budgets. How could you assist in the promotion of the service to potential users you come in contact with?

If you’re application is successful what do you think you might need from us to assist you in your role?

**Do you have any questions for us?**

**Committee representative to inform applicant of:**

• Terms and conditions of employment.

• The relevant industrial agreement (VECTEA 2016) or other award conditions.

• Hours, salary and leave.

• When a decision will be made in regard to the appointment of someone to the position

• Requirement to have read, understood and act in accordance with the Education and Care Services National Law and the Education and Care Services National Regulations, DET Kindergarten Funding Guide and relevant curriculum frameworks.

• Requirement of the appointee to be prepared to be appointed as the Nominated Supervisor, person in a leadership position or day-to-day charge or the Educational Leader and undertake all responsibilities associated with that position according to the Act and Regulations.

* Details of the probationary period.
* Confirmation of referees

# Attachment 38 - Interview questions for an early childhood teacher /Activity group Leader (AGL)

**Preparation for the interview**

It is essential to prepare a list of interview questions and ask all applicants the same questions.

Questions should elicit information about:

• how the applicant will interact with children, parents and other staff

• ability to manage conflict and difficult situations

• why the applicant wants the job

• what the applicant believes the job will entail

• the applicant’s level of motivation, initiative and commitment.

The questions should be based on the position description and be clear and concise.

Questions should be open ended – that is, requiring more than a yes/no response. Beginning a question   
with words such as ‘tell me about’, ‘explain’, ‘elaborate’, rather than ‘do you’, ‘can you’, will ensure a more open question.

Input into the development of interview questions from all members of the interview panel is recommended.   
An interview scoresheet sheet ([Attachment 39](#_Attachment_39_-)) should be kept for each candidate.

The candidate should be given the opportunity to ask questions and to provide any additional information they wish to at the end of the interview

**Sample Interview questions – early childhood teacher /agl**

Listed below are some sample questions. Select those that best reflect the needs of your service, taking some from each of the categories.

**introduction**

At the commencement of the interview, the interview chairperson (or delegate) should welcome the candidate and introduce the panel, thank the candidate for coming and provide information regarding the service, its values, management structure etc.

1 Can you tell us about yourself including a short account of your previous experience and why you have applied for this role?

2 What particular skills/qualities will you bring to the position?

3 Can you tell us about your philosophy for early childhood education? Also, please provide an example of -how you implement your philosophy in your program.

4 What strategies do you use to manage your time effectively?

5 How would your current colleagues describe you?

**Programming and working with children**

1 As you are aware one of the main tasks for this position is developing the program. Tell us about a particular program you have planned; how you went about it and how you implemented it, what pedagogical understanding/philosophy did you base it on?

2 All children are individuals and have individual needs - can you give us an example of how you tailored a program to meet a particular child's individual needs?

3 Could you tell us how you incorporate the cultural identity of children in your everyday practice?

4 What experience have you had with the inclusion of children with additional needs in a program? Can you provide an example of how you worked with a child, their family and other professionals to enhance the child's participation in the program? How would you go about implementing a program for a child with additional needs?

5 Could you provide an example of a situation where you have dealt with (use the following or   
alternative anecdotes):

• disruptive behaviour

• aggressive behaviour

• a child who was reluctant to follow your request

6 What strategies did you use to deal with the situation and is there anything you would do differently   
the next time you are in a similar situation?

7 What techniques do you use to encourage positive social interactions – child-to-child, and staff-to-child? Please provide an example.

8 Tell us how you believe children learn and how you encourage learning in your program?

9 Tell us some of the ways you would encourage/develop children’s self-esteem and self-concept,   
and why is it important to do so?

10 How would you set up the environment and interact with children to encourage gender equity in   
your program?

11 What do you believe are the essential elements of supervision of children, and how would you ensure   
there is excellent supervision at all times?

**Working with staff**

1 What do you consider to be the roles of the teacher/AGL and the early childhood educator to entail?

2 What do you believe are the necessary elements of effective team work and can you give us an example of how you make that happen?

3 How do you see this role as relating to other staff in the service, to the committee and to parents?

4 Have you ever experienced a time when your philosophy and beliefs about working with children were in contradiction with those of a fellow employee? How did you resolve the conflict?

5 Please provide some examples of what you think ‘shared workload’ means.

6 What information and guidance do you think an early childhood educator needs to work with children?

7 Staff at the service work as a team. How would you ensure that this happens? Can you tell us about a time when you felt that you worked well within a team e.g. busy day, special event

8 How would you involve an early childhood educator in the planning and implementation of the program?

9 How would you manage a situation in which an early childhood educator is not performing according to the requirements of the position description?

**working with parents**

1. How would you go about getting information from parents about their needs and expectations?
2. Can you tell us how you might involve parents in the program?
3. Tell us of any instances in which you have assisted a parent to seek additional advice and resources to resolve an issue regarding their child.
4. What information do you think is necessary to provide to parents about their child’s development? What methods would you use to do this effectively?
5. What experience have you had with writing Transition Statements and how did you manage the process
6. A parent approaches you to discuss the fees just moments before the session is about to commence, what do you do?

**working with the committee**

1 What do you see as the role of the committee of management at the service?

2 What do you think are the important aspects of working with a volunteer committee of management who are also parents of the children in your group?

3 What would you do if you did not agree with a decision made by the committee?

**understanding the community, the sector and Government policy**

1 How do you keep informed and up-to-date with changes in the early childhood sector?

2 What professional development have you recently undertaken and why?

3 What professional development is of interest to you, and are there any areas in which you feel you need   
to improve your skills?

**Ability to communicate**

1 What do you believe is important for effective communication to occur between staff, parents and the committee as employer?

2 Early childhood services operate in a very competitive environment on limited budgets. How would you assist in the promotion of the service to potential users?

If you’re application is successful what do you think you might need from us to assist you in your role?

**Do you have any questions for us?**

**Committee representative to inform applicant of:**

• Terms and conditions of employment.

• The relevant industrial agreement (VECTEA 2016) or other award conditions.

• Hours, salary and leave.

• When a decision will be made in regard to the appointment of someone to the position

• Requirement to have read, understood and act in accordance with the Education and Care Services National Law and the Education and Care Services National Regulations, DET Kindergarten Funding Guide and relevant curriculum frameworks.

• Requirement of the appointee to be prepared to be appointed as the Nominated Supervisor, person in a leadership position or day-to-day charge or the Educational Leader and undertake all responsibilities associated with that position according to the Act and Regulations.

* Details of the probationary period.
* Confirmation of referees

# Attachment 39 - Interview questions for an educator (Diploma or Certificate III)

**Preparation for the interview**

It is essential to prepare a list of interview questions and ask all applicants the same questions.

Questions should elicit information about:

• how the applicant will interact with children, parents and other staff

• ability to manage conflict and difficult situations

• why the applicant wants the job

• what the applicant believes the job will entail

• the applicant’s level of motivation, initiative and commitment.

The questions should be based on the position description and be clear and concise.

Questions should be open ended – that is, requiring more than a yes/no response. Beginning a question   
with words such as ‘tell me about’, ‘explain’, ‘elaborate’, rather than ‘do you’, ‘can you’, will ensure a more open question.

Input into the development of interview questions from all members of the interview panel is recommended.   
An interview scoresheet sheet ([Attachment 69](#_Attachment_69_-)) should be kept for each candidate.

The candidate should be given the opportunity to ask questions and to provide any additional information they wish to at the end of the interview

**Sample Interview questions – educator**

Listed below are some sample questions. Select those that best reflect the needs of your service, taking some from each of the categories.

**introduction**

At the commencement of the interview, the interview chairperson (or delegate) should welcome the candidate and introduce the panel, thank the candidate for coming and provide information regarding the service, its values, management structure etc.

1 Can you tell us about yourself including a short account of your previous experience and why you have applied for this role?

2 What particular skills/qualities will you bring to the position?

3 Can you describe to us what you believe to be important elements of quality early childhood education

4 What strategies do you use to manage your time effectively?

5 How would your current colleagues describe you?

**Programming**

1 What do you understand the role of the educator to entail?

2 What do you think is the role of the teacher?

**Working with children**

1 Tell us about why you want to work with children?

2 What do you see as your duties in working with the children?

3 What would you do if you suspected a child was unwell?

4 Can you explain how you would work with a child (use the following or alternative anecdotes):

a. if you saw that child biting another child

b. if while reading a story to a group of children a child continually interrupts?

5 How would you make sure that the environment for the children was welcoming, and ensured the safety and wellbeing of the children?

6 What skills would you need when listening to a child? Please provide an example that demonstrates   
your listening skills.

7 What would you consider as important when communicating with children?

8 How would you ensure that children under your care were adequately supervised?

**Working with other staff**

1 How do you see your role as relating to other staff in the service?

2 How would you resolve differences between yourself and another staff member? Please provide   
an example of when you have had to deal with conflict and how you resolved it.

3 If the teacher gave you a direction you did not wish to carry out, how would you deal with that situation?

4 If you found communication with the teacher was difficult, what strategies would you use to improve it?

**Parents and the committee**

1 How do you see the role of an educator in relation to parents involved in the service?

2 If a parent asks you about a child’s welfare or development, what would you do?

3 What do you think is the role of the committee?

4 How would you interact with the committee of management?

If you’re application is successful what do you think you might need from us to assist you in your role?

**Do you have any questions for us?**

**Committee representative to inform applicant of:**

• Terms and conditions of employment.

• The relevant industrial agreement (VECTEA 2016) or other award conditions.

• Hours, salary and leave.

• When a decision will be made in regard to the appointment of someone to the position

• Requirement to have read, understood and act in accordance with the Education and Care Services National Law and the Education and Care Services National Regulations, DET Kindergarten Funding Guide and relevant curriculum frameworks.

• Requirement of the appointee to be prepared to be appointed as the Nominated Supervisor, person in a leadership position or day-to-day charge or the Educational Leader and undertake all responsibilities associated with that position according to the Act and Regulations.

* Details of the probationary period.
* Confirmation of referees

# Attachment 40 - Interview scoresheet Example

Date: …………………………………

Position being interviewed for: ………………………………………………………….

Applicant: ……………………………………………………………………………………

Interviewers: ……………………………………………………………………………………

Note: Select your criteria by referring to the requirements in your position description. Advertised key selection criteria should be specifically part of the questions put to applicants and scored accordingly. Please ensure you determine an appropriate maximum score for each criterion.

Sample criteria are provided below.

|  |  |  |
| --- | --- | --- |
| Criteria to be scored | Maximum score | Score allocated |
| Philosophy/approach to kindergarten teaching | 10 |  |
| Ability to relate to parents | 10 |  |
| Ability to relate to children | 10 |  |
| Communication skills | 10 |  |
| Organisational ability | 10 |  |
| Interpersonal skills | 10 |  |
| Previous experience and qualifications | 8 |  |
| Listening skills | 8 |  |
| Creativity | 6 |  |
| Attention to detail | 4 |  |
| Total |  |  |

Additional comments……………………………………………………………………………………………

……………………………………………………………………………………………………………………….

Essential requirements:

🞏 VIT registration 🞏 Relevant Qualification 🞏 First aid certificate 🞏 Anaphylaxis and Asthma training

**Score**

Provide each applicant with a score up to the maximum allocation for each criterion.

**Total score**

The total score is then achieved by adding up all the totals on the right side of the page.

# Attachment 41 - Introduction of change letter to employee

*[Service Name]*

[Insert date]

[Insert employee name and address]

Dear [insert name of employee],

**Re: Introduction of change**

The purpose of this letter is to notify you of the changes that *[Service Name]*, has decided to   
implement to your work arrangements. This notification is provided pursuant to 12.2(a) of the VECTEA 2016. Details of the changes are as follows:

**[Insert details of the changes to occur. Be specific, such as change in weekly hours from X to Y and if there is a change in rostered hours of work, please insert revised roster etc.]**

Your new roster is attached to this letter.

These changes will commence on **[insert date].**

The committee considers these changes are necessary for the following reasons:

**[Insert reasons e.g. changes to enrolments, financial viability of the service, parent/community demand]**

The committee has valued your contribution to our educational program in the past, and   
we sincerely hope that together we will be able to continue the high standard of service for our children   
and families.

You may wish to consult the union. An introduction of change letter can be sent to your relevant union  
upon request.

If there are any questions or issues relating to this change, which you wish to discuss with the committee,   
please advise us within 14 days.

Yours sincerely,

[Insert name of president]

President

Important note: [Delete before sending]

If the employer has appointed a representative as part of the consultation process then a copy of this letter should also be provided to that representative.

Please contact ELAA if you require further assistance.

# Attachment 42 - Introduction of change - Letter notifying employee’s representative of change

*[Service Name]*

[Insert date]

[insert representatives name and address]

Dear [insert name of representative],

**Re: Introduction of change**

*[Service Name]* has decided to implement changes to the employment of [insert name of employee] who is employed in the position of [insert position, such as teacher/early childhood educator], which will commence on [insert date].

Details of the changes are outlined in the attached letter, notifying the staff member of the changes.

In the event that either the employee and/or their representative wish to make comments regarding this matter, please contact the undersigned within 14 days of receiving this letter.

Yours sincerely,

[Insert name of president]

President

**Attached:** Introduction of change letter to employee

Important note [Delete before sending]

This is a sample letter to be used as a guide when following the introduction of change procedure. ELAA members who wish to nominate ELAA as their representative to support them in this matter must inform the employee and their representative about this nomination, and send a copy of the letter to ELAA.

# Attachment 43 - Letter acknowledging receipt of application

[Insert service letterhead]

[Insert date]

[Insert applicant name and address]

Dear [insert name of applicant],

***Re: Application for [insert name of position]***

Thank you for your application for the above position. All applications are currently being assessed,   
and you will be contacted shortly if you are required to attend an interview.

Thank you for your interest in the position of [insert name of position] at *[Service Name].*

Yours sincerely,

[Insert name of president]

President

# Attachment 44 - Letter confirming granting of request for an approved unpaid absence

*[Service Name]*

[Insert date]

[Insert employee name and address]

Dear [insert name of employee],

**Confirmation of application for a period of *Approved Unpaid Absence***

The purpose of this letter is to confirm the following arrangements regarding a period of *Approved Unpaid Absence* as approved by *[Service Name]* following a request initiated by [insert name of employee], the employee.

The employee will commence a period of *Approved Unpaid Absence* on [insert date when unpaid leave/absence commences] and will resume duty on [insert date when employee returns to paid employment].

The employer has granted your request for a period of *Approved Unpaid Absence* for the following reason/s: [Insert reason for unpaid leave/absence]

This period of *Approved Unpaid Absence* granted to [insert name of employee] shall not break continuity of employment but will not count as service for the purposes of determining entitlements, such as long service, annual and sick leave.

During any period of *Approved Unpaid Absence*, it remains the employee’s responsibility to maintain a postal address and to keep the employer informed of any change. Any formal requirement for the employer to notify the employee will be deemed to be met if such correspondence is posted to the employee’s last known address.

**Declaration**

The parties to this agreement for a period of *Approved Unpaid Absence* acknowledge that they have read and understood the terms and conditions set out herein and accept them in their entirety.

………………………………………………………………………………………………………………………

Signed on behalf of the service Date

[Insert name and position of person  
signing letter, such as president]

………………………………………………………………………………………………………………………

Signed by employee Date

# Attachment 45 - Letter Confirming hours and/or employment arrangements for the following year

[Insert service letterhead]

[Insert date]

[Insert employee name and address]

Dear *[insert name of employee]*,

**Re: Confirmation of hours, and employment arrangements for [*insert year*]**

Firstly, the *[Service Name]* Committee of Management would like to acknowledge and thank you for the ongoing commitment and professionalism you have shown towards your role at *[Service Name]* throughout [*insert year*].

This letter confirms your position as [insert position] and outlines your rostered hours for [*insert year*] as discussed with you [*insert date*].

You will also be entitled to increment to Level [*insert level*] on [insert date]. **Delete if not applicable.**

All pay rates will continue to increase as per the [*insert name of applicable Agreement/Award*).

It is important to note that this letter does not represent a new employment contract as the conditions under which you are employed have not changed and therefore remain as per your Letter of Employment.

We look forward to continuing to work with you through [*insert year*] and wish you all the best for the year ahead. Should you have any questions or need any further information pertaining to the details outlined within this letter, please don’t hesitate to [*insert name*].

Your rostered hours of work that have been set in accordance with operational needs are set out below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Arrangement of hours | | | |
| Day | Start time | Finish time | Session times | Non-contact times | Meal break  time | Meal break paid /unpaid |
| **Monday** |  |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |  |
| **Friday** |  |  |  |  |  |  |

Yours sincerely,

………………………………………………………………………………………………………………………

Signed on behalf of the service Date

[Insert name and position]

………………………………………………………………………………………………………………………

Signed by employee Date

# Attachment 46 - Letter confirming successful completion of probationary period

[Insert service letterhead]

[Insert date]

[Insert employee name and address]

Dear [insert name of employee],

Re: Confirmation of employment following probation

The committee of management (employer) is pleased to advise you that you on [insert date] you successfully completed your probationary period of employment. The purpose of this letter it to confirm your ongoing employment in accordance with the conditions set out in your letter of employment.

On behalf of the committee, I would like to welcome you to *[Service Name]* and look forward to continuing working with you.

Yours sincerely,

[Insert name of president]

President

# Attachment 47 - Letter of employment - development guidelines

Explanatory notes

**Letter of employment**

It is important to provide a letter of employment to all employees. This letter does not need to be reissued each year as employment is ongoing. However, if there is a significant change to the terms and conditions, following a consultation process, an Introduction of Change letter ([Attachment 40](#_Attachment_40_-)) would be issued.

In early childhood services, due to changes in rosters etc, it may be useful to provide a short letter to employees working with children at the end of each year to confirm their hours and any increments due in the following year (Attachment 44).

Letters of employment should be provided on the service’s letterhead, and must clearly state the terms and conditions of employment and employment arrangements. An authorised person, such as the president, should sign the letter of employment on behalf of the committee. A duly signed copy of this letter should be placed in the employee's personnel file (Attachment 55).

**Pre-employment Working with Children Check (WWC)**

Prior to appointing staff, it is necessary to ensure all staff have a WWC card as part of determining suitability for employment, consistent with the Working with Children Act 2005, the Education and Care Services National Law Act 2010 (the Act) and the Education and Care Services National Regulations (the Regulations).

Early childhood teachers are required to be registered with the Victorian Institute of Teaching (VIT), and renew their registration annually. The requirement to have a WWC is waived for teachers as a result of this registration process with VIT.

**Completing the letter of employment**

**Confirmation of employment**

State clearly the title of the position being confirmed.

**Probationary period (for new employees only)**

If employers wish to place employees on probation prior to confirmation of ongoing employment, it is important to advise the employee prior to commencement, of the duration and nature of the probationary qualifying period. The employer should schedule tow dates - one midway to provide feedback on hot the employee is progressing, and the other just prior to the expiry of the probationary period - to review the employee's performance.

Before determining the probationary period for an employee, it is important to check relevant provisions, If any, in the applicable industrial agreement/award.

**Employment arrangements**

Employees need to be classified appropriately into their employment category, based on their qualifications   
and experience. The applicable industrial agreement or award will provide guidance on the appropriate classification.

**Arrangement of hours**

It is important to specify the rostered hours of work.

The arrangements regarding the breakdown of teaching/contact time, non-teaching/non-contact time, breaks (paid or unpaid) should be clearly stated.

It may also be appropriate to outline leave and term break arrangements

**Professional Development**

If there are any requirements in the relevant industrial agreement/award or specified by other legislation e.g. VIT registration, regarding professional development, this should be stated in the letter of employment.

**Adherence to legislation, service policies and confidentiality**

The letter of employment should specify all relevant policies and procedures of the service that employees are expected to adhere to. Copies of these policies must be accessible by employees. Any expectations placed on employees as a result of regulatory and legal requirements should also be clearly specified in the letter.   
For example, the Act and Regulations place obligations on both the Approved Provider and the employees at the service, and the OHS legislation places certain obligations on employees.

**Fair Work Statement**

From 1 January 2010 the Fair Work Information Statement (the Statement) is to be provided to all new employees by their employers as soon as possible after their commencement of employment, The Statement provides basic information on matters that will affect their employment. The Statement can be provided in a number of ways including in person, by mail, by email, by emailing a link to the Fair Work website or by fax.

**Signing of letter**

The employment letter should be made in duplicate and signed by both the employer’s representative and the employee. One copy is retained by the employee and the other placed in the personnel file of the employee.

# Attachment 48 - Letter of employment - Early Childhood Teacher

*[Service Name]*

[Insert date]

[Insert employee name and address]

Dear [insert name of employee],

**Confirmation of appointment**

*[Service Name]* has pleasure in confirming your appointment to the position of [insert title], commencing on *[Insert date].* The purpose of this letter is to provide details about your employment arrangements.

Please sign both copies of this letter and return one copy to *[Service Name]* by [specify date of return] for our records.

**Period of employment**

This employment is subject to ongoing funding and the financial viability of the service. Either party may choose to terminate employment by providing appropriate notice to the other party as specified in the relevant award/agreement. Where the termination of your employment is initiated by *[Service Name]* it will be in accordance with the termination of employment provisions contained in the relevant award/agreement, under which you are employed, and the policies and procedures of the service.

**Probationary period (for new employees only)**

A probationary period[[1]](#footnote-1) of *12 weeks within term time* shall apply, and employment may be terminated before the expiration of this period by either party by giving one week's written notice or by the payment of one week's wages in lieu of notice. Such payment shall be in addition to payment for time worked up to the date of termination of employment. The probation period may be extended by agreement between the employer and the employee for a further period not to exceed six months from the date of commencement of the initial probationary period. During the probation period you may be required to participate in regular performance reviews to review your progress. Continued employment beyond the probation period may depend on satisfactory performance during the probationary period.

**Adherence to service’s policies and confidentiality**

You are required to become familiar with, and adhere to, the service’s policies, as amended by the employer   
from time-to-time, and to maintain confidentiality of information. You are also required to become familiar with, and to be guided by, the Early Childhood Australia Code of Ethics and the Victorian Teaching Profession Code of Conduct and Ethics within your professional practice.

**Regulatory requirements**

It is to be a condition of your employment that:

* You must conduct yourself at all times in accordance with the requirements of the Education and Care Services National Law Act 2010, the Education and Care Services National Regulations and the DET Kindergarten Funding Guide
* You must hold a current registration as an Early Childhood Teacher under the Victorian Institute of Teaching (VIT) and the continuation of your employment is subject to successful ongoing renewal of this registration as prescribed by VIT.
* You must be a fit-and-proper person for, and be willing to be nominated for the position of Nominated Supervisor, or as a person in a leadership position or day-to-day charge of the service under the Regulations, if required by your employer. *Please Note:* The Nominated supervisor and persons in day to day charge of a service must undertake Child Protection training as required by the regulatory authority within Victoria
* You must maintain a current First Aid qualification including management of anaphylaxis and asthma and annual CPR in accordance with the *Education and Care Services National Regulations* and service policies.

**Professional Development**

You will be allocated two child-free days each year (pro rata for part time staff), as determined by the employer, in order to undertake professional development. Professional development activities will be determined jointly by the employer and employee to facilitate the designated outcomes.

**Employment arrangements**

***Terms of employment***

The employer is bound by the following in respect of your employment:

• [insert name of relevant award/agreement e.g. Victorian Early Childhood Teachers and Educators Agreement (VECTEA) 2016]

The terms of your employment are set out below:

• Classification on commencement:

• Paid hours per week: [insert number of hours].

• Rate of pay on commencement: $ ……………………. per hour

• [Insert for casual employees] Your hourly rate contains an additional loading of 25 per cent in lieu of any entitlement to holidays, annual leave loading and sick leave.

***Arrangement of hours***

Your weekly hours of work are given in the table below.

|  |  |
| --- | --- |
|  | **Weekly hours** |
| Teaching time |  |
| Non-Teaching time |  |
| Total |  |

***Break from teaching duties*** [This section is only relevant where teachers covered by the VECTEA 2016 are rostered to work more than 5.5 hours on any day]

• Paid break

Where daily rostered hours of work exceed 5.5 hours, you will have a break from teaching duties of 30 minutes duration to be taken as part of your non-teaching time. During this break from teaching duties, you will undertake non-teaching tasks as agreed with the employer and this break will count as time worked.

• Unpaid break

Where daily rostered hours of work exceed 5.5 hours, you will have an unpaid break of 30 minutes *[specify time]* duration and this break will not count as time worked.

***[Delete whichever of the above options is not applicable]***

***[For teachers employed under other Awards/Agreements different break requirements may apply]***

Your rostered hours of work that have been set in accordance with operational needs are set out below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Arrangement of hours | | | |
| Day | Start time | Finish time | Session times | Non-teaching times | Meal break  time | Meal break paid /unpaid |
| **Monday** |  |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |  |
| **Friday** |  |  |  |  |  |  |

**Fair Work Information Statement (for new employees only)**

A copy of the Fair Work Information Statement is attached/will be provided [insert where and method e.g. via email or in person] [delete whichever is not applicable].

This Statement provides basic information on matters that will affect your employment.

Yours sincerely,

………………………………………………………………………………………………………………………

Signed on behalf of the service Date

[Insert name and position]

………………………………………………………………………………………………………………………

Signed by employee Date

# Attachment 49 - Letter of employment - Educator (Diploma/Certificate III) or Activity Group Leader (AGL)

*[Service Name]*

[Insert date]

[Insert employee name and address]

Dear [insert name of employee],

**Confirmation of appointment**

*[Service Name]* has pleasure in confirming your appointment to the position of [insert title], commencing on *[insert date].* The purpose of this letter is to provide details about your employment arrangements.

Please sign both copies of this letter and return one copy to *[Service Name]* by [specify date of return] for our records.

**Period of employment**

This employment is subject to ongoing funding and the financial viability of the service. Either party may choose to terminate employment by providing appropriate notice to the other party as specified in the relevant award/agreement. Where the termination of your employment is initiated by *[Service Name]* it will be in accordance with the termination of employment provisions contained in the relevant agreement/award, under which you are employed, and the policies and procedures of the service.

**Probationary period (for new employees only)**

A probationary period of *12 weeks within term time* shall apply, and employment may be terminated before the expiration of this period by either party giving one week's written notice or by the payment of one week's wages in lieu of notice. Such payment shall be in addition to payment for time worked up to the date of termination of employment. The probation period may be extended by agreement between the employer and the employee for a further period not to exceed six months from the date of commencement of the initial probationary period. During the probation period you may be required to participate in regular performance reviews to discuss your progress. Continued employment beyond the probation period will depend on satisfactory performance during the probationary period.

**Adherence to service’s policies and confidentiality**

You are required to become familiar with, and adhere to, the service’s policies and procedures, as amended by the employer from time-to-time, and to maintain confidentiality of information.

**Regulatory requirements**

It is to be a condition of your employment that:

* You must conduct yourself at all times in accordance with the requirements of the Education and Care Services National Law Act 2010, the Education and Care Services National Regulations and the DET Kindergarten Funding Guide
* You hold and maintain a current Working with Children (WCC) check card in accordance with the Working with Children Act 2005
* You must be a fit-and-proper person for, and be willing to be nominated for the position of Nominated Supervisor, or as a person in a leadership position or day-to-day charge of the service under the Regulations, if required by your employer. *Please Note:* The Nominated supervisor and persons in day to day charge of a service must undertake Child Protection training as required by the regulatory authority within Victoria
* You must hold and maintain a current First Aid qualification including management of anaphylaxis, emergency asthma and annual CPR in accordance with the Education and Care Services National Regulations and service policies.

**Professional Development**

The Committee supports professional development for all staff and therefore you will be encouraged to develop, in consultation with the Committee an Individual Development Plan (IDP) and participate in relevant, approved professional development.

**Employment arrangements**

***Terms of employment***

The employer is bound by the following in respect of your employment:

• [insert name of relevant award/agreement e.g. Victorian Early Childhood Teachers and Educators Agreement (VECTEA) 2016]

The terms of your employment are set out below:

• Classification on commencement; [insert level]:

• Paid hours per week:

• Rate of pay on commencement: $ ……………………. per hour

• [Insert for casual employees] Your hourly rate contains an additional loading of 25 per cent in lieu of any entitlement to holidays, annual leave loading and sick leave.

***Arrangement of hours***

Your weekly hours of work are given in the table below.

|  |  |
| --- | --- |
|  | **Weekly hours** |
| Contact time |  |
| Non-contact time |  |
| Total |  |

***Break from contact duties*** [This section is only relevant where educators covered by the VECTEA 2016 are rostered to work more than 5.5 hours on any day]

• Paid break

Where daily rostered hours of work exceed 5.5 hours, you will have a break from contact duties of 30 minutes duration to be taken as part of your non-contact time. During this break from contact duties, you will undertake non-contact tasks as agreed with the employer and this break will count as time worked.

• Unpaid break

Where daily rostered hours of work exceed 5.5 hours, you will have an unpaid break of 30 minutes *[specify time]* duration and this break will not count as time worked.

***[Delete whichever of the above options is not applicable]***

***[For educators employed under other Awards/Agreements different break requirements may apply]***

Your rostered hours of work that have been set in accordance with operational needs are set out below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Arrangement of hours | | | |
| Day | Start time | Finish time | Session times | Non-contact times | Meal break  time | Meal break paid /unpaid |
| **Monday** |  |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |  |
| **Friday** |  |  |  |  |  |  |

**Fair Work Information Statement (for new employees only)**

A copy of the Fair Work Information Statement is attached/will be provided [insert where and method e.g. via email or in person] [delete whichever is not applicable].

This Statement provides basic information on matters that will affect your employment.

Yours sincerely,

………………………………………………………………………………………………………………………

Signed on behalf of the service Date

[Insert name and position]

………………………………………………………………………………………………………………………

Signed by employee Date

# Attachment 50 - Letter of employment - Generic

**[Service letterhead]**

[insert date]

[insert employee name]

[Insert employee address]

Dear [insert employee name]

**Confirmation of employment**

*[Service Name]* has pleasure in confirming your appointment to the position of [*insert title*], commencing on *[insert date].* The purpose of this letter is to provide details about your employment arrangements.

Please sign both copies of this letter and return one copy to *[Service Name]* by [*specify date of return*] for your records.

**Period of employment**

Specify the nature of the employment - ongoing or temporary. If it is a temporary position then stipulate the period of time. Also include details about termination of the appointment.

**Probationary period**

If a probationary period is to be included then detail the period of time and expectations regarding meetings etc.

**Adherence to services policies and confidentiality**

You are required to become familiar with, and adhere to, the services policies and procedures, as amended by the employer form time - time and to maintain confidentiality of information.

**Regulatory requirements**

It is a condition of your employment that you:

* Conduct yourself at all times in accordance with the requirements *[Insert any applicable legislation or funding requirements]*
* You hold and maintain a current Working With Children Check (WWCC) In accordance with the Working With Children Act 2005
* *[Insert any other legislative or qualifications such as First Aid, Criminal History Check]*

**Professional Development**

[Insert any details about requirements for Professional Development or reference to the services policies and procedures in relation to Professional Development].

**Employment Arrangements**

***Terms of employment***

The employer is bound by the [Insert name of relevant industrial agreement/award] in respect of your employment.

The terms of your employment are set out below

* Classification on commencement: [insert level]
* Paid hours per week: [insert level]
* Rate of pay on commencement: [insert hourly rate]
* [Insert for casual employees} Your hourly rate contains an additional loading of 25 per cent In lieu of any entitlement to holidays, annual leave and sick leave.
* If there are any over agreement/over award conditions that have been agreed between the employer and the employer then these should be described here including options for review etc.
* Any specific leave arrangements e.g. when annual leave cane be taken, arrangements during term breaks etc. can be included here.

***Arrangement of hours***

Your weekly hours of work are given in the roster below.

Insert roster

**Fair Work Information Statement (For new employees only)**

A copy of the Fair Work Information Statement is attached/will be provided [insert where and method e.g. via email or in person] [delete whichever is not applicable].

This Statement provides basic information on matters that will affect your employment.

Yours sincerely

…………………………………………………………………………………………………………………………

Signed on behalf of *[Service Name]* Date

[Insert name and position]

…………………………………………………………………………………………………………………………

Signed by employee Date

# Attachment 51 - Letter of employment - Temporary appointment - Early Childhood Teacher

*[Service Name]*

[Insert date]

[Insert employee name and address]

Dear [insert name of employee],

**Confirmation of appointment**

*[Service Name]* has pleasure in confirming your appointment to the position of [insert title]. The purpose of this letter is to provide details about your employment arrangements.

Please sign both copies of this letter and return one copy to *[Service Name]* by [specify date of return] for our records.

**Period of employment**

This is a temporary position that is available for a specified period commencing on [insert date] and expiring on [insert date]. Either party may choose to terminate employment prior to the expiry date by providing appropriate notice to the other party as specified in the relevant award/agreement. Where the termination of your employment is initiated by *[Service Name]* it will be in accordance with the termination of employment provisions contained in the relevant award/agreement, under which you are employed, and the policies and procedures of the service.

Nothing in this letter of employment shall be construed as requiring the employer to provide ongoing employment to the employee beyond the expiry date.

**Probationary period (for new employees only)**

A probationary period[[2]](#footnote-2) of *12 weeks within term time* shall apply, and employment may be terminated before the expiration of this period by either party by giving one week's written notice or by the payment of one week's wages in lieu of notice. Such payment shall be in addition to payment for time worked up to the date of termination of employment. The probation period may be extended by agreement between the employer and the employee for a further period not to exceed six months from the date of commencement of the initial probationary period. During the probation period you may be required to participate in regular performance reviews to review your progress. Continued employment beyond the probation period may depend on satisfactory performance during the probationary period.

**Adherence to service’s policies and confidentiality**

You are required to become familiar with, and adhere to, the service’s policies, as amended by the employer   
from time-to-time, and to maintain confidentiality of information. You are also required to become familiar with, and to be guided by, the Early Childhood Australia Code of Ethics and the Victorian Teaching Profession Code of Conduct and Ethics within your professional practice.

**Regulatory requirements**

It is to be a condition of your employment that:

* You must conduct yourself at all times in accordance with the requirements of the Education and Care Services National Law Act 2010, the Education and Care Services National Regulations and the DET Kindergarten Funding Guide
* You must hold a current registration as an Early Childhood Teacher under the Victorian Institute of Teaching (VIT) and the continuation of your employment is subject to successful ongoing renewal of this registration as prescribed by VIT.
* You must be a fit-and-proper person for, and be willing to be nominated for the position of Nominated Supervisor, or as a person in a leadership position or day-to-day charge of the service under the Regulations, if required by your employer. *Please Note:* The Nominated supervisor and persons in day to day charge of a service must undertake Child Protection training as required by the regulatory authority within Victoria
* You must maintain a current First Aid qualification including management of anaphylaxis, emergency asthma and annual CPR in accordance with the *Education and Care Services National Regulations* and service policies.

**Professional Development**

You will be allocated two child-free days each year, as determined by the employer, In order to undertake professional development. Professional development activities will be determined jointly by the employer and employee to facilitate the designated outcomes.

**Employment arrangements**

***Terms of employment***

The employer is bound by the following in respect of your employment:

• [insert name of relevant award/agreement e.g. Victorian Early Childhood Teachers and Educators Agreement (VECTEA) 2016]

The terms of your employment are set out below:

• Classification on commencement:

• Paid hours per week: [insert number of hours].

• Rate of pay on commencement: $ ……………………. per hour

• [Insert for casual employees] Your hourly rate contains an additional loading of 25 per cent in lieu of any entitlement to holidays, annual leave loading and sick leave.

***Arrangement of hours***

Your weekly hours of work are given in the table below.

|  |  |
| --- | --- |
|  | **Weekly hours** |
| Teaching time |  |
| Non-Teaching time |  |
| Total |  |

***Break from teaching duties*** [This clause is only relevant where teachers covered by the VECTEA 2016 are rostered to work more than 5.5 hours on any day]

• Paid break

Where daily rostered hours of work exceed 5.5 hours, you will have a break from teaching duties of 30 minutes duration to be taken as part of your non-teaching time. During this break from teaching duties, you will undertake non-teaching tasks as agreed with the employer and this break will count as time worked.

• Unpaid break

Where daily rostered hours of work exceed 5.5 hours, you will have an unpaid break of 30 minutes *[specify time]* duration and this break will not count as time worked.

***[Delete whichever of the above options is not applicable]***

***[For teachers employed under other Awards/Agreements different break requirements may apply]***

Your rostered hours of work that have been set in accordance with operational needs are set out below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Arrangement of hours | | | |
| Day | Start time | Finish time | Session times | Non-teaching  times | Meal break  time | Meal break paid /unpaid |
| **Monday** |  |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |  |
| **Friday** |  |  |  |  |  |  |

**Fair Work Information Statement (for new employees only)**

A copy of the Fair Work Information Statement is attached/will be provided [insert where and method e.g. via email or in person] [delete whichever is not applicable].

This Statement provides basic information on matters that will affect your employment.

Yours sincerely,

………………………………………………………………………………………………………………………

Signed on behalf of the service Date

[Insert name and position]

………………………………………………………………………………………………………………………

Signed by employee Date

# Attachment 52 - Letter of employment - Temporary appointment- Educator (Diploma/Certificate III) or Activity Group Leader (AGL)

*[Service Name]*

[Insert date]

[Insert employee name and address]

Dear [insert name of employee],

**Confirmation of appointment**

*[Service Name]* has pleasure in confirming your appointment to the position of [insert title]. The purpose of this letter is to provide details about your employment arrangements.

Please sign both copies of this letter and return one copy to *[Service Name]* by [specify date of return] for our records.

**Period of employment**

This is a temporary position that is available for a specified period commencing on [insert date] and expiring on [insert date]. Either party may choose to terminate employment prior to the expiry date by providing appropriate notice to the other party as specified in the relevant award/agreement. Where the termination of your employment is initiated by *[Service Name]* it will be in accordance with the termination of employment provisions contained in the relevant award/agreement, under which you are employed, and the policies and procedures of the service.

Nothing in this letter of employment shall be construed as requiring the employer to provide ongoing employment to the employee beyond the expiry date.

**Probationary period (for new employees only)**

A probationary period of *12 weeks within term time* shall apply, and employment may be terminated before the expiration of this period by either party giving one week's written notice or by the payment of one week's wages in lieu of notice. Such payment shall be in addition to payment for time worked up to the date of termination of employment. The probation period may be extended by agreement between the employer and the employee for a further period not to exceed six months from the date of commencement of the initial probationary period. During the probation period you may be required to participate in regular performance reviews to discuss your progress. Continued employment beyond the probation period will depend on satisfactory performance during the probationary period.

**Adherence to service’s policies and confidentiality**

You are required to become familiar with, and adhere to, the service’s policies and procedures, as amended by the employer from time-to-time, and to maintain confidentiality of information.

**Regulatory requirements**

It is to be a condition of your employment that:

* You must conduct yourself at all times in accordance with the requirements of the Education and Care Services National Law Act 2010, the Education and Care Services National Regulations and the DET Kindergarten Funding Guide
* You hold and maintain a current Working with Children (WCC) check in accordance with the Working with Children Act 2005
* You must be a fit-and-proper person for, and be willing to be nominated for the position of Nominated Supervisor, or as a person in a leadership position or day-to-day charge of the service under the Regulations, if required by your employer. *Please Note:* The Nominated supervisor and persons in day to day charge of a service must undertake Child Protection training as required by the regulatory authority within Victoria
* You must hold and maintain a current First Aid qualification including management of anaphylaxis, emergency asthma and annual CPR in accordance with the Education and Care Services National Regulations and service policies.

**Professional Development**

The Committee supports professional development for all staff and therefore you will be encouraged to develop, in consultation with the Committee an Individual Development Plan (IDP) and participate in relevant, approved professional development.

**Employment arrangements**

***Terms of employment***

The employer is bound by the following in respect of your employment:

• [insert name of relevant award/agreement e.g. Victorian Early Childhood Teachers and Educators Agreement (VECTEA) 2016]

The terms of your employment are set out below:

• Classification on commencement [insert level]:

• Paid hours per week:

• Rate of pay on commencement: $ ……………………. per hour

• [Insert for casual employees] Your hourly rate contains an additional loading of 25 per cent in lieu of any entitlement to holidays, annual leave loading and sick leave.

***Arrangement of hours***

Your weekly hours of work are given in the table below.

|  |  |
| --- | --- |
|  | **Weekly hours** |
| Contact time |  |
| Non-contact time |  |
| Total |  |

***Break from contact duties*** [This section is only relevant where educators covered by the VECTEA 2016 are rostered to work more than 5.5 hours on any day]

• Paid break

Where daily rostered hours of work exceed 5.5 hours, you will have a break from contact duties of 30 minutes duration to be taken as part of your non-contact time. During this break from contact duties, you will undertake non-contact tasks as agreed with the employer and this break will count as time worked.

• Unpaid break

Where daily rostered hours of work exceed 5.5 hours, you will have an unpaid break of 30 minutes *[specify time]* duration and this break will not count as time worked.

***[Delete whichever of the above options is not applicable]***

***[For educators employed under other Awards/Agreements different break requirements may apply]***

Your rostered hours of work that have been set in accordance with operational needs are set out below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Arrangement of hours | | | |
| Day | Start time | Finish time | Session times | Non-contact times | Meal break  time | Meal break paid /unpaid |
| **Monday** |  |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |  |
| **Friday** |  |  |  |  |  |  |

**Fair Work Information Statement (for new employees only)**

A copy of the Fair Work Information Statement is attached/will be provided [insert where and method e.g. via email or in person] [delete whichever is not applicable].

This Statement provides basic information on matters that will affect your employment.

Yours sincerely,

………………………………………………………………………………………………………………………

Signed on behalf of the service Date

[Insert name and position]

………………………………………………………………………………………………………………………

Signed by employee Date

# Attachment 53 - Letter of regret to Applicant

[Insert service letterhead]

[Insert date]

[Insert applicant name and address]

Dear [insert name of applicant],

***Re: Application for [insert name of position]***

Thank you for your application for the above position. We had a very strong field of applicants for this   
position and I regret to advise you that in this instance, your application has not been successful.

Thank you again for your interest in the position of [insert name of position] at *[Service Name]*.

Yours sincerely,

[Insert name of president]

President

# Attachment 54 - Letter of regret – interview attendees

[Insert service letterhead]

[Insert date]

[Insert applicant name and address]

Dear [insert name of applicant],

**Re: Application for** [insert name of position]

Thank you for attending the interview for the above position. We had a very strong field of candidates at the interview, and I regret to inform you that you have not been successful in this instance.

On behalf of the panel members, I thank you for your interest in the position of [insert name of position]   
at *[Service Name]* and wish you well in your career.

Yours sincerely,

[Insert name]

President

# Attachment 55 - Long Service Leave calculation request form

This form is also available online for ELAA members in the Members Area of the website at: <https://elaa.org.au/account/calculations/information-for-long-service-leave-calculation/>

**Please note:** Due to the complexity of long service leave calculations please allow up to three business days for completion. For urgent calculations please contact the ELAA Member Services Team on 94893500 (1300 730 119 – rural) to request a more rapid response.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Information Required** | | **Details** | | | | | |
| **Name of service** | |  | | | | | |
| **Service contact** | |  | | | | | |
| **Contact telephone number** | |  | | | | | |
| **Name of employee** | |  | | | | | |
| **Former surname (if applicable)** | |  | | | | | |
| **Do you use ADP? (please circle yes or no)** | | **Yes No** | | **ADP Client ID** | | |  |
| **Current employment history** | | **Details** | | | | **Additional notes** | |
| **Start date in the industry** | | **(dd/mm/yyyy)** | | | |  | |
| **Start date with current employer** | | **(dd/mm/yyyy)** | | | |  | |
| **Is the employee terminating?** | | **Yes/No (please circle)** | | | |  | |
| **Termination date (or date leave to be taken)** | | **(dd/mm/yyyy)** | | | | If not terminating indicate which date leave to be taken. | |
| **Current hours per week** | |  | | | | Hours must be **weekly.** | |
| **Has the employee had a change in hours in the previous 12 months?** | | **Yes/No (please circle)** | | | |  | |
| ***If the hours have changed in the previous 12 months please list hours per week for the past 5 years and dates when hours changed.*** | | **Date** | **Hours per week** | | | *Do not complete* this section if hours have not changed in last 12 months. | |
|  |  | | |
|  |  | | |
|  |  | | |
|  |  | | |
|  |  | | |
| **Current pay rate (per hour)** | |  | | | |  | |
| **Dates of unpaid approved absences e.g. parental leave, approved unpaid absence** | |  | | | |  | |
| **Position (Early Childhood Teacher, AGL, Educator, administrator etc.)** | |  | | | |  | |
| **Dates and weeks of any LSL already taken.** | | **Date** | **No. of weeks taken** | | | **The number of working weeks taken is essential.** | |
|  |  | | |
|  |  | | |
|  |  | | |
| **DHS (DET) entitlement claimed.** | |  | | | |  | |
| **Please Note:** If there has been a long service leave deferment agreement signed please attach a copy. | | | | | | | |
| **Employment history with previous kindergarten employers**  **(Where there have been no breaks of 3 months or more between employers. The current employer should contact the previous employer(s) to verify details.)** | | | | | | | |
| **Previous employer 1** | | | | | | | |
| Name of service |  | | | |  | | |
| Position |  | | | |  | | |
| Hours per week |  | | | |  | | |
| Start date |  | | | |  | | |
| Finish date |  | | | |  | | |
| Dates and length of any LSL or approved unpaid absence taken e.g. parental leave |  | | | |  | | |
| DHS (DET) entitlement claimed? |  | | | |  | | |
|  |  | | | |  | | |
| **Previous employer 2** | | | | | | | |
| Name of service |  | | | |  | | |
| Position |  | | | |  | | |
| Hours per week |  | | | |  | | |
| Start date |  | | | |  | | |
| Finish date |  | | | |  | | |
| Dates and length of any LSL or approved unpaid absence taken e.g. parental leave |  | | | |  | | |
| DHS (DET) entitlement claimed? |  | | | |  | | |
|  |  | | | |  | | |
| **Previous employer 3** |  | | | |  | | |
| Name of service |  | | | |  | | |
| Position |  | | | |  | | |
| Hours per week |  | | | |  | | |
| Start date |  | | | |  | | |
| Finish date |  | | | |  | | |
| Dates and length of any LSL or approved unpaid absence taken e.g. parental leave |  | | | |  | | |
| DHS (DET) entitlement claimed? |  | | | |  | | |

# Attachment 56 - Personnel files

This Attachment provides information on what should be included in the personnel files of employees.

A personnel file is a comprehensive record of employment of each staff member employed at the service, containing employment related information. The Education and Care Services National Regulations, (Regulation 145) requires approved services to ensure staff records are kept, and Regulations 146, 147, 148, 149 and 150 specify the information to be stored in those files. Separate files should be kept for each staff member employed at the service.

As the files contain personal information, including health information, the service’s privacy policy would apply to the information in these files. Therefore, to maintain confidentiality, it is very important they are stored in a secure place, such as a locked filing cabinet and accessible only to authorised people in the service.

**Information to be stored in a personnel file**

* Employee data form (refer to [Attachment 34](#_Attachment_34_-)): This should include the name, address, phone, date of birth of the employee as provided by the employee, and a contact in case of emergency.
* Salary record which shows the employee's Classification, rates of pay, allowances paid to staff, anniversary and increment dates.
* Letter of application for the position and employee application form ([Attachment 33](#_Attachment_33_-)).
* Information about the staff members Working with Children Check assessment notice ([Attachment 82](#_Attachment_82_-)).
* Resume (or curriculum vitae) submitted with the application for the position.
* Position description.
* Certified copies of original qualification documents: The Approved Provider must keep a copy of the employee’s qualifications (Education and Care Services National *Regulations:* Regulations146 and 147).
* Certified copies of current and approved first aid qualification, emergency asthma management training and anaphylaxis management training certificates.
* The employee’s work history ([Attachment 81](#_Attachment_81_-)).
* Copies of letters from previous employers with a record of accrued leave being held by the previous employer.
* Letter of employment and all changes to employment conditions confirmed in writing.
* Probation review report ([Attachment 71).](#_Attachment_71_-)
* Staff orientation checklist ([Attachment 78](#_Attachment_78_-)).
* Staff planning sheet ([Attachment 79](#_Attachment_79_-)): The Education and Care Services National Regulations, Regulation 151, requires the Approved Provider to keep a record of educators that includes the name of the educator and the hours they work directly with children.
* Signed Nominated Supervisor consent form (where relevant).
* Copy of employee record card from ADP (if the service uses ADP).
* Record of leave taken ([Attachment 75](#_Attachment_75_-)): Included with this should be copies of correspondence, medical certificates, relating to any leave taken, including sick leave, long service leave, approved leave of absence and study leave. Record the decision the committee makes, regarding an approved leave of absence without pay, including maternity leave. (Include duration of leave and anticipated date, or actual date of return.)
* Duplicates of the Tax File Number Declaration Form (Australian Taxation Office).
* Records of disciplinary action taken in the last 12 months (if applicable).
* WorkCover claims: Duplicate copies, medical certificates relating to this.
* Copies of correspondence between the employee and the employer.
* Copies of any letters of introduction of change (if applicable).
* Records of professional development undertaken. Include content, cost and date, as well as copies of Professional Development Plans submitted by teacher and approved by the committee.

# Attachment 57 - Policy - Equal Employment Opportunity

*[Service Name]*

**Authorisation**

This policy was approved on [insert date of committee meeting] by the *[Service Name]* committee.

**Review date**

This policy will be subject to regular review by the committee in consultation with employees (and parents   
of students, as appropriate).

**Scope of the policy**

This policy applies to all persons, paid or voluntary, who attend the service. All persons, paid and voluntary,   
are to act in accordance with the principles set down in this policy. The employer can be held responsible for the behaviour of all employees.

**Relevant legislation**

• Equal Opportunity Act 2010 (Vic)

• Racial and Religious Tolerance Act 2001 (Vic)

• Sex Discrimination Act 1984 (Cwlth)

• Racial Discrimination Act 1975 (Cwlth)

• Disability Discrimination Act 1992 (Cwlth)

• Human Rights and Equal Opportunity Commission Act 1986 (Cwlth)

• Fair Work Act 2009 (Cwlth)

**Definitions**

Equal Employment Opportunity (EEO): requires that all employees and volunteers are treated fairly and   
on merit without regard to criteria unrelated to performance, such as race, sex, age, marital status or other attributes covered by the Equal Opportunity Act 2010 (Vic). A discrimination free workplace allows for   
diversity in the workforce, ensures fair treatment of individuals and eliminates direct, indirect or systematic discrimination.

**Policy statement**

The service actively encourages applications from Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability.

The service is committed to ensuring that all aspects of the workplace are free from unlawful discrimination   
and that:

• The selection and appointment of employees and volunteers for employment, promotion or advancement, training and development will be merit based.

• Review of employment will be considered without unlawful discrimination and in accordance with requirements set out in relevant legislation, industrial awards or agreements.

• No employee will be subjected to any form of detriment on the basis of a personal attribute.

Discrimination is unlawful and is not acceptable in any form by the employer. This policy will be displayed prominently in the workplace, form part of information given to all employees (including students on placement) and committee members and made available to all parents of kindergarten students attending the service.   
To avoid any perceived conflict of interest, if the president, vice-president or other committee members are personally involved in issues as a complainant, or in allegations of discrimination, they will stand aside from participation in subcommittees or procedures related to the investigation or management of complaints.

**Employment of employees**

• The service is committed to and will apply the principles of equal employment opportunity in the selection   
of all employees, promotion or advancement, training and development opportunities.

• The committee will ensure that the selection criteria do not exclude disadvantaged groups from equitable consideration for positions.

• Selection panels will be sensitive to the needs of applicants from disadvantaged groups, particularly language difficulties and cultural differences.

• Applicants who have a disability will be assessed against the selection criteria. The panel will apply the principle of reasonable adjustment to any impact the applicant’s disability may have on the operations   
of the service.

**Access to training and development**

The committee will provide equitable access to training and development opportunities for all employees.

**Equal employment opportunity complaints procedure**

The service will ensure that all complaints/grievances in relation to discrimination, regardless of whether   
they are of a major or minor nature, will be treated seriously and an investigation carried out fairly, efficiently and expeditiously.

All parties to a grievance have the right to:

• have grievances conducted in a fair, objective and unbiased manner

• be treated with respect

• be kept informed about the progress of the grievance

• only have relevant factors taken into account in addressing the matter

• not be subjected to any form of retribution, either stated or implied

• have a support person present at all stages of the process, but not a legal representative. A support person may be a work colleague or union representative who may offer support but not act as an advocate

• be informed, orally and in writing, of the outcome of the grievance including reasons

• confidentiality.

All parties to the grievance are expected to:

• respect and consider alternative opinions

• fully participate in the grievance process

• not personalise issues.

**Step 1: Opportunity for resolution (informal process)**

Any employee, volunteer or student on placement who considers they have been discriminated against should raise their concern/s directly with the party or parties involved to resolve their concerns without recourse to the formal complaints procedure. The employee may approach the president or, in his/her absence, the vice-president to notify the committee of their concern and to clarify possible strategies for resolving their concerns without recourse to the formal complaints procedure.

**Step 2: Lodgement of a complaint (formal process)**

If the problem is not, or cannot, be resolved to the satisfaction of the aggrieved person through informal means, the following should be implemented:

• The aggrieved person should place their complaint in writing with the employer, marked for the attention of the president or, in his/her absence, the vice-president. The complaint should set out the nature and details of the matter, as well as any suggestions they may have to resolve the complaint.

• Once the complaint has been lodged, care will be taken not to discriminate against or victimise the complainant or any other party.

• In order to expedite the complaint process the president/vice-president will advise committee members of the receipt of the complaint at the earliest opportunity but not exceeding the next scheduled committee meeting.

**Step 3: Consultation about a complaint (consultation phase)**

Ideally, the staffing subcommittee, if one exists in the service, will be nominated to deal with the complaint. If no such subcommittee exists, the committee should establish a panel comprising at least three people, one of whom should be an executive member of the committee, to deal with the complaint.

This subcommittee/panel should be given the authority to deal with the formal complaint lodged and to consult with the complainant and respondent, investigate and resolve the complaint as appropriate. It may be necessary to make a recommendation to the committee in order to resolve the matter. Attempts will be made   
in all cases to resolve the complaint to the mutual satisfaction of those involved. This should occur as soon as   
is reasonably practicable.

If the complaint is resolved as a result of formal consultation, the subcommittee/panel (to the extent confidentiality allows) will report to the committee on the outcome of the process.

**Step 4: Complaint investigation phase**

If it is not possible to resolve the complaint through discussions with relevant parties expeditiously, the subcommittee/panel will conduct a formal investigation into the complaint. This investigation should be completed within 10 working days of the conclusion of the consultation phase.

All documents related to the complaint will be kept confidential and shall not be produced or made available   
for inspection, except on instruction from a relevant authority consistent with the service’s privacy policy. The subcommittee will report (within the confidential terms of the investigation) back to the committee on completing the investigation.

**Step 5: Resolution of complaint following investigation**

If, following investigation, a complaint is found to have substance, the committee (or the parties to the formal investigation) will determine an appropriate plan of action to resolve or further advance resolution of the grievance. This may include the use of an external mediator – for example, from the Department of Justice Victoria, Dispute Settlement Service of Victoria – to mediate on the grievance between the parties, but only   
if both parties agree to participate in the mediation.

If, following investigation, the complaint has not been substantiated, the complainant may be offered counselling.

**Application to an external organisation**

Where resolution is not achieved through the service’s internal procedures (or at any stage during the process), the complainant may lodge a complaint with an appropriate court of competent jurisdiction (for example the Equal Opportunity Commission).

Note: The committee is responsible for:

• implementing this policy

• ensuring confidentiality is maintained

• authorising changes to this policy.

The staffing subcommittee/panel is responsible (among other things) for:

• responding to any complaints to the service that are covered by this policy, in accordance with this policy

• seeking assistance and advice from relevant organisations or persons in dealing with the complaint.

The employees are responsible for complying with this policy.

**Resources and support**

• The Department of Justice Victoria, Dispute Settlement Service of Victoria: (03) 9603 8370 or 1800 658 528

• Equal Opportunity Commission of Victoria: (03) 9281 7111 or 1800 134 142

• Human Rights and Equal Opportunity Commission: (02) 9284 9600 or 1300 656 419

**Evaluation**

To assess whether this policy has achieved its purposes the committee will:

• monitor complaints received in relation to equal employment opportunity and assess the success of the processes used in addressing the complaint

• take into consideration feedback on this policy from employees, students, volunteers, parents and   
committee members.

# Attachment 58 - Policy - Managing Complaints, Misconduct and Unsatisfactory Performance

**Explanatory notes**

The attached policy has been developed by ELAA to provide the employer with guidelines to ensure a procedurally and substantially fair process is applied when handling problems or concerns about an employee’s work performance or conduct. While it is envisaged that in most cases, any problems or concerns will be resolved as they arise without any need to resort to formal complaints processes, in a few situations problems will arise that need to be addressed formally.

The employer is responsible and accountable for the standard and content of the program, care and education provided by the service, and for ensuring that it meets both the needs of families using the service and the requirements of relevant government legislation and funding agreements.

Staffing will change from time-to-time and problems may arise with employees that cannot be resolved other than through formal processes. Therefore employers are advised to adopt a policy on managing complaints about staff behaviour and performance as part of the service’s staff policies. This will ensure that if the need arises, a fair process ensuring principles of natural justice is observed, will be applied in a way that allows the employer to address the issues of concern while still protecting the rights of employees. Even if workplace counselling or disciplinary processes are used, the aim should always be to try and resolve the issue positively.

The attached policy, which has been developed following consultation with the unions – the Australian Education Union (AEU) and United Voice (formerly LHMU) – clearly sets out, for the employer and employees, the procedures to be followed if a problem arises in relation to an employee’s performance or conduct.

**Important actions required to adopt the policy**

• Draft policy circulated to all committee members and employees.

• Discussions held with all employees in relation to the draft policy, prior to the committee meeting at which it is to be discussed and adopted.

• Draft policy placed on the agenda for committee meeting, and at the meeting the committee discusses both the policy and comments from employees.

• Committee formally adopts the policy at the committee meeting.

**Implementation of policy**

• Copy of policy placed at the service.

• Committee provides all employees with a copy of the final policy.

• Copy of the policy provided to all new employees as part of their orientation process.

• Copy provided to all new committee members as part of the handover process each year.

• ELAA is contacted if any further information is required, or assistance is needed in implementing the policy.

Note: The following policy is written in the context of a community-based service (that is, operated by a committee). For those services where the employer is not a committee, references to a committee can be replaced with the appropriate authority.

Staff Counselling and Discipline Policy

*[Service Name]*

**Authorisation**

This policy was approved on [insert date of committee meeting] by the *[Service Name]* committee.

**Review Date**

This policy will be subject to regular review by the committee in consultation with employees (and parents of students, as appropriate).

**Scope**

This policy applies to the employer (committee) and all employees.

In implementing this policy, the employer will act in accordance with the requirements specified under relevant awards, industrial agreements or legislation, and in a fair and equitable manner.

Employees are to act in accordance with this policy.

**Definitions**

Child abuse: (In the context of this policy) refers to an act or omission by an adult that endangers or impairs a child’s physical and/or emotional health or development. Child abuse can be a single incident but often takes place over time. Abuse, neglect and maltreatment (refer to *Definitions*) are generic terms used to describe situations in which a child may need protection. Child abuse includes any and all of the following:

* *Physical abuse****:*** When a child suffers or is likely to suffer significant harm from an injury inflicted by a parent/guardian, caregiver or other adult. The injury may be inflicted intentionally, or be the consequence of physical punishment or the physically aggressive treatment of a child. Physical injury and significant harm to a child can also result from neglect by a parent/guardian, caregiver or other adult. The injury may take the form of bruises, cuts, burns or fractures, poisoning, internal injuries, shaking injuries or strangulation.
* Sexual abuse: When a person uses power or authority over a child, or inducements such as money or special attention, to involve the child in sexual activity. It includes a wide range of sexual behaviour from inappropriate touching/fondling of a child or exposing a child to pornography, to having sex with a child and grooming with the intent of committing child sexual abuse.
* *Emotional and psychological abuse:* When a child's parent or caregiver repeatedly rejects the child or uses threats to frighten the child. This may involve name calling, put downs or continual coldness from the parent or caregiver, to the extent that it significantly damages the child's physical, social, intellectual or emotional development.
* *Neglect:*The failure to provide a child with the basic necessities of life, such as food, clothing, shelter, medical attention or supervision, to the extent that the child’s health and development is, or is likely to be, significantly harmed.
* *Family violence:* When children and young people witness or experience the chronic, repeated domination, coercion, intimidation and victimisation of one person by another through physical, sexual and/or emotional means within intimate relationships. Contrary to popular belief, witnessing episodes of violence between people they love can affect young children as much as if they were the victims of the violence. Children who witness regular acts of violence have greater emotional and behavioural problems than other children.
* *Racial, cultural, religious abuse:* Conduct that demonstrates contempt, ridicule, hatred or negativity towards a child because of their race, culture or religion. It may be overt, such as direct racial vilification or discrimination, or covert, such as demonstrating a lack of cultural respect (attitude and values) and awareness (knowledge and understanding) or failing to provide positive images about another culture.
* *Bullying:*Repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying occurs when one or more people deliberately and repeatedly upset or hurt another person, damage their property, reputation or social acceptance.

Counselling procedure: A method of dealing with the work performance of an employee, or a complaint   
relating to an employee, through discussion between the employer and employee without recourse to formal disciplinary procedures.

Discipline procedure: A formal procedure normally consisting of one or more written warnings and, if warranted, can result in termination of employment.

Employer: For the purpose of this policy, a legally constituted committee or employing body.

Reportable allegation: any allegation that an employee, volunteer or student has committed child abuse (refer to *Definitions*)

Unacceptable conduct: Behaviour of an employee that justifies the implementation of immediate disciplinary processes, which may lead to termination of employment, including termination without notice or pay in lieu   
of notice.

Warning: A formal discipline procedure issued both verbally and in writing.

**Policy**

This policy sets out the procedures and guidelines for:

1 Staff counselling

2 Disciplinary procedures

**Purpose**

The purpose of this policy is to guide the employer in managing problems or concerns about an employee’s work performance or conduct.

Issues related to employee work performance or conduct will normally be addressed by the employer through   
a procedure that commences with discussion/counselling before proceeding to a formal and structured discipline procedure (where necessary). Open communication is encouraged between the employer and employee to ensure that matters of concern are clearly articulated and both parties have the opportunity to address matters raised in the discussion.

The right of all parties to confidentiality must be respected. The procedures set out in this policy will be implemented within the context of rights and obligations on both employers and employees under relevant awards, industrial agreements or legislation.

**Procedures**

**Conflict of interest**

Committee members, who may have lodged a complaint or have been personally involved in the matter   
should refrain from involvement in the discussion or decision making processes relating to the complaint or performance issues, or participating in the subcommittee investigating the issues. This does not apply to a committee member who, as the employer's representative, has observed poor performance or misconduct and brought it to the attention of the rest of the committee.

**Investigation and verification of the issues to be raised**

In relation to complaints about a staff member’s work performance or conduct the committee will ensure that the issues and concerns to be raised with employees can be substantiated. This includes identifying appropriate and specific examples of those issues or concerns prior to any action being taken. It may also include consideration of any written complaints.

The committee delegates authority to the president to appoint any two committee members (one of whom may be the president) to a subcommittee to conduct an investigation to assess the nature of the complaint to form a view as to the appropriate course of action. This investigation should take place prior to the committee authorising any action to address the matter/s considered. If the president has a conflict of interest in relation to the complaint then the vice president will appoint the sub-committee.

Where complaints have been received in relation to the conduct or performance of an employee, the individual employee concerned should be given the opportunity to respond to the contents of the complaint as part of that investigation.

This subcommittee will, when it has completed its investigation, provide a report to the committee.

In ensuring that the principles of natural justice are applied when managing complaints and work performance issues relating to staff the following should be observed:

• the right of an employee to know the allegation/s being made against her or him

• the right of each party to be heard in respect to the allegations

• the right of each party to be treated fairly

• the right of the employee to have a support person present during interviews

• the right of each party to a decision maker who acts fairly and in good faith.

**Reportable conduct**

The Approved provider is responsible for

* notifying the Commission for Children and Young People within 3 business days of becoming aware of a reportable allegation (refer to *Definitions)*
* investigating an allegation (subject to police clearance on criminal matters or matters involving family violence), advising the Commission for Children and Young People who is undertaking the investigation
* managing the risks to children whilst undertaking the investigation
* updating the Commission for Children and Young People within 30 days with detailed information about the reportable allegation and any action
* notifying the Commission for Children and Young People of the investigation findings and any disciplinary action taken (or the reasons no action was taken).

**Committee approval**

No action in relation to complaints or work performance of an employee will occur without the prior approval of the committee. All decisions relating to complaints or performance of staff will be made at a committee meeting, and all committee members will respect the confidentiality of the information discussed.

**Work performance counselling procedure**

**Purpose of counselling**

This counselling procedure will not apply in situations where there is conduct by the employee that has been substantiated by an investigation and justifies immediate disciplinary action or termination of employment.

The counselling procedure is intended as a positive exercise to facilitate communication between the parties and to assist (where applicable) the employee to address matters related to their work performance or conduct, and for the employer to identify concerns raised and to articulate required conduct/work performance levels.   
It provides an opportunity for the employer to discuss, and attempt to resolve, problems or concerns relating to an employee’s work performance/conduct, without needing to issue a formal written warning.

In the event that issues relating to an employee’s work performance or conduct are not resolved, the matters would be dealt with under the formal discipline procedure.

**Counselling procedure**

The employee must be notified in writing of the date, time and venue of the counselling meeting and the nature of issues to be discussed/complaints made.

The employer should meet with the employee to discuss identified areas of concern related to the employee’s work performance or conduct. Discussions should identify what changes or outcomes are required to address the concerns raised by the employer. During the counselling meeting, both the employer and employee should listen to, and carefully consider, the views, reasoning and explanations provided by the other party.

The general content of the counselling meeting, and any specific outcomes and the timelines for these to be achieved, should be recorded in writing, a copy of which will be kept by the employer and a copy will be given to the employee.

**Work discipline procedure**

**Purpose of the discipline procedure**

The discipline procedure is intended to address areas of concern related to the employee’s conduct, through a formal structured process within reasonable timelines, using relevant strategies for conflict resolution and a process of evaluation/review. It is not appropriate to use a discipline process for performance matters where the employee is making genuine attempts to improve the performance in question.

Following completion of the formal investigation and where the allegations/complaints are substantiated,   
the employee will be given a warning, issued in writing as well as verbally, in relation to the conduct issues. It is important for employees to understand that the discipline procedure normally consists of two warnings and, if necessary, will end in termination of employment where the conduct of an employee fails to meet the required standard within appropriate timelines. Conduct that falls within the scope of serious unacceptable behaviour that justifies disciplinary action may also result in termination of employment.

**Discipline procedure**

The employee will be notified in writing of the date of the disciplinary meeting and the issues of concern.   
The employee may request the attendance of a union representative or other support person at the meeting.

During the disciplinary meeting, both the employer and employee should listen to and carefully consider the views, reasoning and explanations provided by the other party. The general content of the disciplinary meeting, and any specific outcomes, will be recorded in writing by the employer and a copy given to the employee. Records of disciplinary procedures and the issuing of warnings will be kept on the employee’s personnel file normally for a period of twelve months, after which, if there are no further warnings, they will be removed and either destroyed or returned to the employee at the discretion of the employer.

The employer will respect the right of the employee to request in writing a review of the decision to issue   
a warning in light of any additional information provided by the employee.

The employer will abide by any obligations relating to disciplinary procedures, including maintaining employee entitlements, contained in any relevant industrial agreement, to which the employer is a respondent party.

The section Guidelines for meeting with employees on the following pages contains some guidelines for meetings between employers and employees convened as part of this procedure.

**Unacceptable conduct by employees**

The employer is required to promote an environment that is free of any harassment, intimidation or abuse.   
Staff shall not treat children, parents, visitors or other employees in a manner involving any form of harassment, intimidation or any treatment of a demeaning, threatening or abusive manner. Staff will at all times act   
in accordance with the requirements of the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011.

Conduct that falls within the scope of unacceptable behaviour that justifies disciplinary action and that may result in termination of employment including instant dismissal, includes, but is not limited to:

• verbal abuse or threats

• any form of physical abuse or corporal punishment

• remarks that could be seen as offensive or constitute sexual harassment

• intimidatory behaviour

• treatment, particularly of children, that involves frightening, threatening or demeaning techniques

• a serious breach of the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011.

Specific examples relating to an early childhood service include:

• failing to take every reasonable precaution to protect children from any hazard likely to cause injury

• failing to ensure that any child is adequately supervised

• subjecting children to any form of corporal punishment

• any discipline of children that is unreasonable in the circumstances

• endangering the health and safety of the children

• fraud and theft

• attendance at work while under the influence of alcohol or non-prescription drugs.

In the event of a suspected breach of this policy related to unacceptable conduct, an investigation of the suspected breach will be undertaken by the employer as soon as possible, giving consideration to the relevant circumstances. The committee delegates authority to the president to decide whether a suspected breach of this policy has occurred, and the president will appoint two committee members (one of whom may be the president) to a subcommittee to conduct an investigation. The subcommittee should report itsr findings back to the committee.

Where the employer has reasonable grounds to conclude that a breach of this policy may have occurred, the employee may be suspended from duty without loss of ordinary pay, pending an investigation. The committee delegates to the president the authority for any decision relating to the standing down/suspension of employees with pay, pending an investigation.

The employee will be given an opportunity to respond to the matters raised before the employer makes any final decision.

The committee will meet as soon as possible after the investigation has been completed and, based on the report received from the subcommittee, will decide action to be taken and refer this back to the subcommittee for implementation.

The sub-committee, on behalf of the employer, will notify the employee in writing of the outcome of the investigation and any decision or actions to be taken by the employer.

**Guidelines for meeting with employees**

The following are guidelines for meetings held with employees as part of the Staff Counselling and   
Discipline Policy.

**Convening a meeting with employees**

The procedures in this policy may necessitate meetings between a subcommittee, or committee members appointed by the committee, and employees to discuss and address issues of concern. The following are guidelines for the conduct of these meetings.

During the meeting with employees

• The subcommittee/committee members will define the employee’s work performance issues or conduct that are of concern, and refer as appropriate to the employee’s position description.

• The subcommittee/committee members will provide details to the employee of specific instances in which there has been a failure to comply with requirements relating to work performance or conduct.

• The employees will be given an opportunity to comment on and explain their own view of the work performance issues or conduct.

• The subcommittee/committee members will outline outcomes the committee requires in relation to the particular work performance issues or conduct.

• Employees may request the attendance of a union representative or support person at a warning meeting, where this is consistent with a relevant federal award or industrial agreement.

**Outcomes**

• The subcommittee/committee members will clearly identify and inform the employee of necessary requirements and/or changes so that the employee can address issues related to work performance   
or conduct.

• The subcommittee/committee members will consider any requests made by the employee for appropriate and affordable training or support that could be of assistance to the employee.

• Where appropriate, a monitoring period and date will be set to review performance/conduct.

**Record of meetings**

Where appropriate, the content and any specific outcomes or requirements identified during the meeting with the employee will be recorded in writing by the subcommittee/committee members and a copy given to the employee. In situations where interviews or meetings are conducted with employees as part of the discipline procedure, an appropriate written record of the meeting will be prepared by the subcommittee/committee members and a copy given to the employee.

**Key responsibilities and authorities**

The committee will determine whether it is necessary to take action under this policy in relation to:

• counselling procedures

• disciplinary procedures, including the handling of unacceptable conduct by employees.

All employees and members of the committee need to be aware of the policy and its contents.

The committee will provide a copy of the policy to:

• all current employees

• all new employees as part of orientation process

• all committee members when policy is adopted and as part of the handover process each year.

**Resources and support**

• ELAA Managing Employment Related Concerns available on the ELAA website

• Commission for Children and Young People for information an about Child Safe standards and the

Reportable Conduct Scheme

• ELAA members services officers will provide advice and support when required

**Evaluation**

To assess whether this policy has achieved the purposes outlined in this policy, the committee will:

• obtain feedback from employees and committee members on the effectiveness of the policy

• assess whether the issues dealt with under the policy were resolved.

# Attachment 59 - Policy - Non-Smoking

*[Service Name]*

**Authorisation**

This policy was approved on [insert date of committee meeting] by the *[Service Name]* committee.

**Review Date**

This policy will be subject to regular review by the committee in consultation with employees (and parents/guardians of students, as appropriate).

**Scope**

The policy applies to all staff, committee members, parents and other persons visiting or working at the service.

**Background and relevant legislation**

* Occupational Health and Safety Act 2004 (Vic)
* Education and Care Services National Law Act 2010,' clause 167 'Offence relating to protection of children from harm and hazards'
* *Education and Care Services National Regulations*, Reg. 82 'Tobacco, drug and alcohol-free environment'
* Tobacco Act 1987 (Vic).

**Policy statement**

*[Service Name]* aims to provide its employees, children and other users of the service with a healthy work environment. The non-smoking policy is an integral part of our health and safety policies. Smoking is therefore not permitted anywhere within the service premises, indoor or outdoor, including playgrounds. Smoking is also not permitted during any activities organised by the service held away from the service premises, where children are present.

**Procedures**

Display non-smoking signs at the front gate and throughout the workplace.

**Key responsibilities and authorities**

The committee is responsible for both the implementation and compliance with this policy.

The employees are responsible for complying with the policy and assisting the committee in its implementation.

**Resources and support**

For information, advice and support on creating a smoke-free workplace contact:

* Quit Victoria on 13 78 48 or go to [www.quit.org.au](http://www.quit.org.au)
* The Department of Human Service’s Tobacco Information Line on 1300 136 775 or go to [www.health.vic.gov.au/tobaccoreforms/workplaces](http://www.health.vic.gov.au/tobaccoreforms/workplaces)

**Evaluation**

The committee will monitor compliance with the policy and take into consideration feedback on the policy.

# Attachment 60 - Policy - Prevention of Harassment and Bullying

*[Service Name]*

**Authorisation**

This policy was approved on [insert date of committee meeting] by the *[Service Name]* committee.

**Review date**

This policy will be subject to regular review by the committee in consultation with employees   
(and parents/guardians of students, as appropriate).

**Scope of the policy**

This policy applies to all persons, paid or voluntary, who attend the service. All persons, paid and voluntary are to act in accordance with the principles set down in this policy. The employer can be held responsible for the behaviour of all employees.

**Background and relevant legislation**

• Equal Opportunity Act 2010 (Vic)

• Racial and Religious Tolerance Act 2001 (Vic)

• Sex Discrimination Act 1984 (Cth)

• Racial Discrimination Act 1975 (Cth)

• Disability Discrimination Act 1992 (Cwlth)

• Human Rights and Equal Opportunity Commission Act 1986 (Cth)

• Fair Work Act 2009(Cth)

• Occupational Health and Safety Act 2004 (Vic)

**Definitions**

Sexual harassment: Under the Sex Discrimination Act 1984 and the Equal Opportunity Act 2010, sexual harassment refers to unwanted, unwelcome behaviour of a sexual nature that is offensive, embarrassing, intimidating or humiliating. Sexual harassment can involve physical contact or suggestive behaviour or comments, propositioning and unnecessary and/or unwelcome familiarity.

Harassment: Includes, but is not limited to, unwanted, unwelcome behaviour that is offensive, embarrassing, intimidating or humiliating.

Bullying: Includes systematic/repetitive physical and/or psychological abuse.

Workplace bullying: Is repeated, unreasonable behaviour directed towards an employee, or group   
of employees, that creates a risk to health or safety.

Unreasonable behaviour: Means behaviour that a reasonable person, having regard to all of the circumstances, would expect to victimise, humiliate, undermine or threaten.

For the purpose of this policy, harassment will include sexual and other forms of harassment, including bullying.

**Policy statement**

The committee acknowledges and supports the right of all employees, committee members, parents and other visitors to the service to experience an environment free of sexual and other forms of harassment, including bullying. Sexual and other forms of harassment, including bullying, are unlawful and are not acceptable in any form by the employer. Distress caused by harassment or bullying can be the same whether the conduct is intentional or unintentional.

This policy will be displayed prominently in the workplace, form part of information given to all employees (including students on placement) and committee members and made available to all parents of kindergarten students attending the service.

**Harassment complaints procedure**

Confidentiality is a cornerstone of this procedure. Any employee, committee member, parent or student   
on placement who uses the harassment reporting procedure will have the matter treated in the strictest confidence. Particular attention will be paid to the sensitive nature of a sexual harassment complaint and confidentiality will be maintained.

To avoid any perceived conflict of interest, if the president, vice-president or other committee members are personally involved in issues as a complainant, or in allegations of discrimination, they will stand aside from participation in subcommittees or procedures related to the investigation or management of complaints.

The service will ensure that all complaints/grievances in relation to harassment, regardless of whether they   
are of a major or minor nature, will be treated seriously and an investigation carried out fairly, efficiently   
and expeditiously.

All parties to a grievance have the right to:

• have grievances conducted in a fair, objective and unbiased manner

• be treated with respect

• be kept informed about the progress of the grievance

• only have relevant factors taken into account in addressing the matter

• not be subjected to any form of retribution, either stated or implied

• have a support person present at all stages of the process, but not a legal representative. A support person may be a work colleague or union representative who may offer support but not act as an advocate

• be informed, orally and in writing, of the outcome of the grievance, including reasons.

All parties to the grievance are expected to:

• respect and consider alternative views and opinions

• fully participate in the grievance process.

**Harassment reporting procedure**

**Step 1: Opportunity for resolution**

If an employee is offended or believes he/she is the subject of harassment, the best response is to take firm and positive action. The aggrieved person is encouraged to make the person or persons aware that their actions are unwelcome/offensive/intimidating.

If the behaviour continues or, if the aggrieved person feels he/she is unable to confront the person directly,   
the employer (once advised) should go to the president or, in their absence, the vice-president to:

• advise that the nature of the behaviour may constitute harassment

• explore possible strategies for resolving the difficulty without recourse to a formal complaint.

**Step 2: Lodgement of complaint**

If the problem is not, or cannot be, rectified by approaching the perpetrator of the alleged inappropriate behaviour, the following steps should be taken:

• The aggrieved person should place a complaint in writing to the employer, marked for the attention of the president or, in their absence, the vice-president. The complaint should set out the nature and details of the matter, as well as any suggestions they have to resolve the complaint.

• Once the complaint has been made, care will be taken not to discriminate against or victimise the complainant or the alleged harasser.

• The president/vice-president should advise committee members of the receipt of the complaint at the earliest opportunity but no later than the next committee meeting.

**Step 3: Consultation about complaint**

The committee should establish a staffing subcommittee (ideally three people, one of whom should be an executive member of the committee) to be elected at the first meeting of the year of the committee. This subcommittee should be given the authority to deal with any formal complaint lodged and to consult with the complainant   
and respondent and investigate and resolve the complaint as appropriate. It may be necessary to make a recommendation to the committee in order to resolve the matter. If a staffing subcommittee is not in existence, authority is delegated to the president or, in his/her absence, the vice-president, to appoint a minimum of three committee members (one of whom should be an executive member of the committee) to investigate the complaint.

Attempts will be made in all cases to resolve the complaint to the mutual satisfaction of those involved.   
This should occur as soon as is reasonably practicable.

If the complaint is resolved as a result of formal consultation, the subcommittee (to the extent confidentiality allows) will report to the committee on the outcome of the process.

Attempts will be made to resolve the complaint in consultation with and to the mutual satisfaction of those involved. Depending on the nature and severity of the matter the following action may be undertaken.

The subcommittee will meet with the alleged harasser to formally notify him/her of the written complaint.   
This person must be advised of the following:

• The right to have a support person present at all stages of the process, but not a legal representative.   
A support person may be a work colleague, union representative or friend who can offer support only as he/she is not there to act as an advocate.

• Not to contact the complainant.

• No action will be taken until he/she has had an opportunity to be heard.

• If, after discussions with the alleged harasser, it appears that a simple modification of behaviour on the part of the alleged harasser will, to the satisfaction of the complainant, resolve the complaint, the subcommittee should agree with the complainant that no further action should be taken. If after a period of three months there are no further complaints, the matter will be closed.

• The subcommittee will report back on their actions and findings (within the agreed confidentiality parameters) to the committee on completing their consultation processes.

**Step 4: Complaint investigation phase**

If it is not possible to resolve the complaint through discussions with relevant parties within an expeditious time, the subcommittee will conduct a formal investigation into the complaint. This investigation should be completed within five working days of the conclusion of the consultation phase.

All documents related to the complaint will be kept confidential and shall not be produced or made available for inspection, except on instruction from a relevant authority consistent with the service’s privacy policy. The subcommittee will report (within the confidential terms of the investigation) back to the committee on completing the investigation.

All documents related to the complaint will be kept confidential and shall not be produced or made available for inspection, except on instruction from a relevant authority in line with the service’s privacy policy.

The committee will be kept informed of the progress of the investigation.

During the period of investigation of serious sexual or other harassment, wherever possible the complainant and alleged harasser should not be required to work with each other in the same physical area, if requested by either party. Wherever possible, alternative working arrangements should be made if requested by either party. If this is not possible, the committee will arrange for a third person to be present whose role will be to monitor all contact.

Within the constraints of confidentiality provisions of the investigation the subcommittee will report back to the committee on completing the investigation.

**Step 5: Resolution of complaint following investigation**

If, following investigation and resolution, a complaint is found to have foundation, the committee will determine an appropriate action plan that addresses the matters of concern and will take steps to immediately prevent a recurrence of the behaviour. Both parties will be told of the outcome of the investigation, recommendations (if any) and reasons. If the harasser is an employee, the complaint and resolution are to be noted on relevant personnel files.

Where the incident involved an employee and disciplinary action taken was effective, or the action taken with a non-employee was effective, a check should be made at regular intervals to ensure that the behaviour has stopped and that the solution is working satisfactorily.

Redress or compensation for the complainant may include a private or public written or verbal apology from the harasser.

If, following investigation, the complaint is found to have no foundation, the complainant may be offered counselling. If it is considered that the complaint was made maliciously, action may be taken against the complainant.

**Application to an external organisation**

As sexual and disability harassment are breaches of Victorian and Commonwealth legislation, the aggrieved party is entitled to take their complaint at any time to a court of competent jurisdiction (for example The Equal Opportunity Commission (02) 9281 7111 or 1800 134 142) or The Human Rights and Equal Opportunity Commission, (02) 9284 9600 or 1300 656 419).

**Key responsibilities**

The committee is responsible for:

• implementing this policy

• ensuring confidentiality is maintained

• authorising change to this policy.

The staffing subcommittee is responsible for:

• responding to and investigating any complaints to the service that are covered by this policy

• seeking assistance and advice from relevant organisations or persons in dealing with the complaint.

Staff are responsible for:

• complying with this policy.

**Resources and support**

• Prevention of Bullying and Violence at Work, which is available from WorkSafe offices or their website   
on [www.workcover.vic.gov.au](http://www.workcover.vic.gov.au)

• Victorian Equal Opportunity and Human Rights Commission: [www.equalopportunitycommission.vic.gov.au](http://www.equalopportunitycommission.vic.gov.au/)

**Evaluation**

To assess whether this policy has achieved the purposes set out in this policy the committee will:

• monitor complaints received in relation to harassment

• take into consideration feedback on this policy from employees, students on placement, volunteers, parents and committee members.

# Attachment 61 - Policy - Staff grievance policy

[Insert service letterhead]

Staff grievance policy

**Authorisation**

This policy was adopted by the *[Service Name]* committee, at a committee meeting, on [insert date].

**Scope**

This policy applies to staff employed at the service and the committee.

**Background and relevant legislation**

**Background**

From time-to-time, individual employees may have grievances related to their employment that need to be resolved to maintain positive working relationships. All parties to a grievance should try to resolve the matter informally through discussion, proceeding to formal processes only if this does not succeed. The enterprise agreement and industry awards in operation at the time will provide further guidance on the process to be followed.

**Policy statement**

The service aims to maintain a harmonious work environment. This policy aims to assist staff and management to resolve staff grievances effectively and to the satisfaction of all concerned.

The service is committed to addressing staff grievances in a prompt and effective manner. The rights of employees will be respected in the grievance process. Both the employer and employee will abide by their obligations under any relevant industrial award or agreement.

The aim of this policy is to ensure that grievances are resolved by discussion between the parties. The employer recognises that, from time-to-time, individual employees may have grievances that need to be resolved in the interest of good relationships.

**Procedures**

• Confidentiality is to be respected all times. Information about a grievance will not be disclosed or discussed outside of the grievance procedures, except as required by law

• A staff member who has commenced a grievance process may withdraw and stop the process at any time without penalty.

• No staff member will suffer any personal or professional disadvantage because they decide to pursue   
a grievance in accordance with this policy and procedures.

• Employees may elect to have a support person of their choice present as a witness at any meetings   
or interviews. This may be a union representative if this is consistent with   
a relevant federal award or industrial agreement.

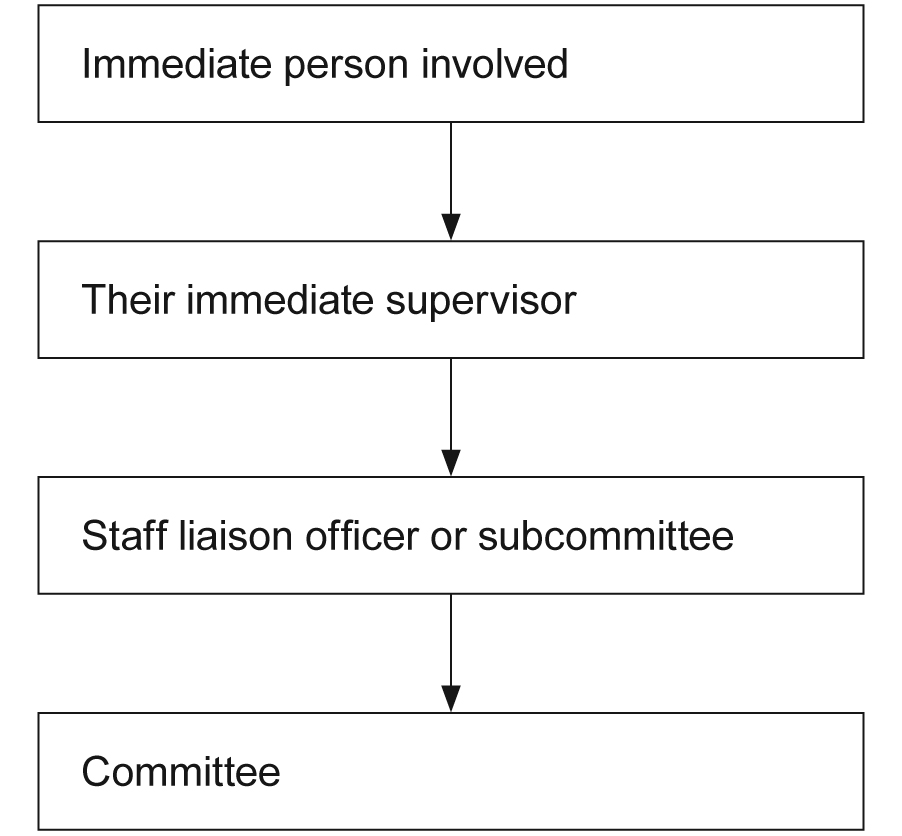
• Until the grievance is resolved, work shall continue as normal unless there is a clear threat to any employee's health or safety.

**Step 1: Direct resolution**

Staff members who wish to raise a grievance should, in the first instance, attempt to resolve the issue directly with the person/s involved.

**Step 2: Line management**

If matters are not resolved, or the staff member is unwilling to raise it with the person/s involved or with the line manager, the staff member should raise their grievance with the next level of management as set out below. Staff will move through each level only if they consider that their grievance has not been resolved.



**Step 3: Resolution and documentation**

When a grievance is resolved, the relevant parties will be notified accordingly. Where it is considered appropriate to document outcomes of a grievance procedure, it will be placed on the employee’s personnel file and a copy given to the employee. Any such documentation will be destroyed after a period of 12 months if no

**Key responsibilities and authorities**

• The committee is responsible for approving any changes to this policy.

• The staff are responsible for raising grievances in line with this policy.

**Evaluation**

To assess whether the policy has achieved the purpose set out in the policy statement above, the committee will review this policy every two years, and obtain feedback from staff as part of this review process.

# Attachment 62 - Position Description – Activity Group Leader

*[Service Name]*

**Background**

[Insert paragraph about the service]

**STATEMENT OF COMMITMENT TO CHILD SAFETY**

We are committed to child safety. We want children to be safe, happy and empowered and have zero tolerance of child abuse. We understand our legal and moral obligations to treat all concerns seriously and to report allegations and concerns about a child/ren’s safety and wellbeing to authorities.

We are committed to the cultural safety of all children including Aboriginal children, children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

**Position objective**

* Develop and provide a quality, developmentally appropriate program for the children. This program is to be developed in consultation with the committee (employer), educational leader and the parents of children attending, and be responsive to the needs of the community.
* Provide leadership while working as a member of a cooperative team
* Operate in a professional manner at all times and ensure that the service meets the requirements of the Education and Care Services National Law (National Law), Education and Care Services National Regulations (Regulations), relevant curriculum framework, the Quality Improvement Plan and policies and procedures of the service

**Organisational relationships**

The activity group leader is accountable to, reports to, and takes direction from the committee (employer).

**Responsibilities and duties**

**General responsibilities**

* Be responsible to the committee for the operation of the program for [insert name of group/s], which includes the children, their parents, the program, staff (if appropriate), volunteers etc.
* Be fit and proper and able to fill the of position Nominated Supervisor, a person in a leadership position or day–to-day charge if required and in accordance with the requirements of the Regulations
* Act in accordance with the authority delegated by the committee, in dealing with situations of an urgent nature that require immediate action, in order for the service to comply with the National Law and Regulations
* Operate the program within the requirements of the Regulations, the Act, the service’s Quality Improvement Plan and policies and procedures
* Operate within the limits of the service budget allocation and financial policies and procedures of the service
* Encourage enrolments and provide written information and referral as appropriate, in accordance with the enrolment policy and procedures, as specified by the committee (employer)
* Respect the confidentiality of information relating to parents and children and comply with the service’s privacy policy
* Be responsible for sharing the housekeeping tasks of preparation, hygiene, safety and packing away with other staff related to the program
* Be actively involved in the development and implementation of the Quality Improvement Plan of the service
* Other duties as directed by the committee (employer)

**Specific responsibilities**

Children

* Plan and implement, in consultation with parents, the educational leader and other educators, activities appropriate to the developmental needs and interests of children who attend
* Provide a culturally rich and inclusive program that reflects the service’s philosophy and is consistent with the service’s policies
* Display the program, updated every fortnight at a minimum
* Develop, record and maintain specific records of individual children and share this information with parents as appropriate
* Provide a safe, healthy and welcoming environment and ensure that children for whom the position is responsible are supervised at all times

Parents/volunteers

* Support parents and be available to discuss the child/children’s participation within the program
* Ensure that new families are appropriately orientated to the group
* Actively encourage, as appropriate, parent participation in the program
* Coordinate volunteers in the program

Staff

* Be responsible for the day-to-day supervision of relevant staff performing duties in the program for which   
  the activity group leader is directly responsible
* Facilitate effective communication with other educators in the program to ensure they are able to carry out their responsibilities within the program
* Participate in an annual staff review
* Ensure Child Safe Standards are adhered to at all times
* Ensure correct OHS procedures are followed at all times
* Liaise with relevant early childhood support services and other professional services and organisations   
  within the community as required

Committee (employer)

* Work in a cooperative manner with the committee (employer), ensuring open communication on all issues pertaining to employment, management, finances, program and regulatory requirements of the service
* Prepare written reports concerning the overall operation of *[insert name of group/s]* for the committee (employer)as required
* Attend committee meetings as required
* Report to the committee or authorised person responsible for maintenance on both urgent and on-going maintenance

**Accountability and extent of authority**

* The activity group leader is directly accountable to the committee (employer)
* The activity group leader has the authority to take such action as is necessary to ensure the health and safety of children and their families are maintained within the service and on approved activities outside   
  the service
* The activity group leader is responsible for making recommendations to the committee (employer) on matters relevant to the operation of the group for which they are responsible

**Essential skills and competencies**

**Specialist skills and knowledge**

* A sound understanding and knowledge of early childhood development
* The ability to provide, with parental involvement, a detailed developmentally appropriate program for   
  the children
* An ability to plan, work and manage time effectively with minimal supervision
* A sound knowledge of the National Law and Regulations

**Interpersonal skills**

* Excellent interpersonal skills and an ability to communicate effectively with staff, parents and professionals
* Well-developed leadership and self-motivation skills
* An ability to ensure confidentiality of information

**Essential requirements**

* Hold a suitable (Diploma) qualification pursuant to the Education and Care Services National Law and the Education and Care Services National Regulations
* Be able to fill the position Nominated Supervisor or person in a leadership position or day-to-day charge if required by the Approved Provider in accordance with the Education and Care Services National Regulations
* Hold a current *Working with Children* Check (or equivalent)
* Hold and maintain an approved:
  + first aid qualification
  + emergency asthma management qualification
  + management of anaphylaxis qualification

in accordance with the Education and Care Services National Regulations and service policies

# Attachment 63 - Position Description – Administration Officer

*[Service Name]*

***Note: The responsibilities and duties need to be modified to suit each position.***

**Background**

[Insert paragraph about the service]

**STATEMENT OF COMMITMENT TO CHILD SAFETY**

We are committed to child safety. We want children to be safe, happy and empowered and have zero tolerance of child abuse. We understand our legal and moral obligations to treat all concerns seriously and to report allegations and concerns about a child/ren’s safety and wellbeing to authorities.

We are committed to the cultural safety of all children including Aboriginal children, children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

**Position objective**

* Assist the committee (employer) with the efficient administration of the service in accordance with all applicable legislation including the *Education and Care Services National Law* and *Education and Care Services National Regulations*
* Provide administrative support to the committee

**Organisational relationships**

* The administrative officer is responsible to the treasurer on a day-to-day basis and is accountable to the committee (employer) for all employment matters
* The administrative officer will work closely with all other relevant committee members and members of the executive as required

**Responsibilities and duties**

**General responsibilities**

* Administrative assistance to the treasurer and committee as required
* General administration duties and preparation of appropriate reports
* Word processing and secretarial duties as required
* Liaison with external organisations such as the Department of Education and Training (DET), ELAA and local government as directed
* Maintain administrative records and perform other duties as directed by the committee
* To be familiar with, and adhere to, all policies and procedures of the service
* Ensure Child Safe Standards are adhered to at all times

**Specific responsibilities**

Staff/payroll

* Develop and keep up-to-date personnel files of all staff
* Organise payment of salaries
* Maintain payroll records, including the collection and collation of staff time-sheets and communication   
  with any payroll service, such as ADP, for the processing of pay
* Check and maintain payroll reports, including tax, sick leave and long service leave
* Maintain leave records and audit leave entitlements of all employees
* Administer tax and superannuation payments, termination pays and other relevant payroll matters

Finances

* Assist the treasurer in preparing the annual budget
* Order purchases in conjunction with staff, consistent with the budget and committee approval processes
* Check incoming deliveries
* Prepare cheques/electronic payments to be signed by the authorised signatories of the service.
* Maintain a cashbook, journal or equivalent; and on a monthly basis, reconcile cheque and petty cash   
  books, bank statements and other journals
* In conjunction with the treasurer, compile monthly reports, such as income and expenditure compared   
  with budget and balance sheet
* Prepare the Business Activity Statement (BAS) and end-of-year financial statements
* Ensure fees are collected consistent with the service’s policy
* Operate within the budget allocation and financial policies and procedures of the service

Administration

* Record, sort and distribute incoming mail; record and post all outgoing mail; and prepare a list of incoming and outgoing correspondence for each monthly committee meeting
* Process minutes and action sheets from committee meetings, and distribute to all committee members.
* Assist the committee to meet the requirements set by DET within the required time lines, including health care card numbers and rebates, financial accountability requirements and all data collection forms
* Assist with enrolment enquires and procedures

Staff

* Work cooperatively with the other staff in the service
* Attend workshops and professional development approved by the committee
* Work cooperatively with the committee of management (employer) and all staff to ensure the service operates in a safe work environment and that employees adhere to all service OHS safety procedures

Committee

* Report on a monthly basis on the administrative duties and tasks completed
* Work in a cooperative manner with the committee, ensuring open communication
* Support the committee’s role as manager of the service
* Attend when required and contribute to committee meetings in an ex-officio capacity
* Maintain confidentiality and comply with the service’s privacy policy
* Other duties as directed

**Accountability and extent of authority**

The position is accountable to the committee and to the treasurer in relation to daily duties. All payments must be authorised by the committee and signed by two authorised signatories

**Essential skills and competencies**

**Specialist skills and knowledge**

* Extensive experience in the administration of records, financial accounts and administrative procedures.
* Ability to plan, work and manage time effectively with limited direction and supervision

**Interpersonal skills**

* Work in a cooperative and professional manner, with other staff, the committee and all other persons who contact or interact with the service.

**Essential requirements**

* Ability to prepare budgets, reconciliations and day-to-day financial management of the service
* Experience in bookkeeping, administrative work, knowledge of office procedures, filing and   
  record management
* Ability to work as a member of a team and with the committee, and effective communication skills,   
  including both written and verbal skills
* Ability to plan and manage tasks effectively
* Computer literacy and ability to use a computer bookkeeping package
* Be able to fill the position Nominated Supervisor or person in a leadership position or day-to-day charge if required by the Approved Provider in accordance with the *Education and Care Services National Regulations.*
* Hold a current Working with Children Check (or equivalent)

# Attachment 64 - Position Description – Cleaner

*[Service Name]*

**Background**

[Insert paragraph about the service]

**STATEMENT OF COMMITMENT TO CHILD SAFETY**

We are committed to child safety. We want children to be safe, happy and empowered and have zero tolerance of child abuse. We understand our legal and moral obligations to treat all concerns seriously and to report allegations and concerns about a child/ren’s safety and wellbeing to authorities.

We are committed to the cultural safety of all children including Aboriginal children, children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

**Position objective**

Clean the premises in line with the list of duties.

**Organisational relationship**

The cleaner is responsible to [insert position to which cleaner is accountable, such as teacher, co-ordinator or committee representative] on a day-to-day basis, and is accountable to the committee (employer) for all employment issues.

**Responsibilities and duties**

* Provide a high standard of cleanliness and hygiene in completing all tasks as specified in the list of duties
* Adhere to all service OHS safety procedures
* Ensure Child Safe Standards are adhered to at all times
* Replace any equipment or furniture to the original place if moved as a part of nominated duties
* Use appropriately designated cleaning equipment for specific areas
* Work in a cooperative manner with the committee (employer) and staff, ensuring open communication on issues pertaining to all requirements of the service
* Notify the committee (employer) or *[insert name of the position to whom the cleaner is accountable]* of any requirements or concerns in relation to equipment and supplies involved in cleaning the service
* Meet regularly with either a staff or committee representative to ensure ongoing communication and ability   
  to resolve any issues as they arrive

**Essential characteristics and competencies**

* Reliability
* The ability to plan, work and manage time effectively with limited directions and supervision

**Essential requirements**

* Must hold a current WWC check
* Experience in cleaning
* Ability to plan and manage tasks effectively

**Sample list of duties for cleaners**

*(Note: This list of duties can be modified in line with the requirements of the service and the amount   
of time provided for the cleaner).*

**Use of specific cleaning equipment**

Only non-toxic and environmentally friendly products will be used and supplied by *[Service Name]*

When undertaking the duties listed below, the cleaner must ensure a high level of hygiene is maintained   
and that cleaning equipment for a specific area, such as kitchens and toilets are only used in those   
designated areas.

The cleaner is required to perform the following duties.

**Each day:**

Children’s and adult toilet area:

* thoroughly clean all toilets and wash basins
* mop floors using detergent or disinfectant provided

Children’s playroom, office and entry area:

* thoroughly clean sink and lockers
* clean windows of finger marks, paint and so on
* sweep and mop floors and vacuum mats/carpet

Kitchen:

* mop floors using detergent or disinfectant provided
* thoroughly clean all benches and sink
* collect and put out rubbish

**Each week:**

* vacuum all carpets or mats
* dust shelving
* clean telephone with disinfectant

**Each fortnight:**

* spot clean carpets/mats and furnishings
* other duties as required

**Maintenance:**

* conduct minor maintenance duties incidental and/or peripheral to cleaning function where necessary

Perform other duties as directed.

# Attachment 65 - Position Description - Early Childhood Teacher

*[Service Name]*

**Background**

[Insert paragraph about the service]

**STATEMENT OF COMMITMENT TO CHILD SAFETY**

We are committed to child safety. We want children to be safe, happy and empowered and have zero tolerance of child abuse. We understand our legal and moral obligations to treat all concerns seriously and to report allegations and concerns about a child/ren’s safety and wellbeing to authorities.

We are committed to the cultural safety of all children including Aboriginal children, children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

**Position objective**

The objectives of the position are as follows:

* Develop and provide a high quality, developmentally appropriate educational program (based on an approved curriculum framework) for the children at *[Service Name]* in consultation with the committee of management (employer) and the parents of children attending *[Service Name]*.
* Provide educational leadership while working as a member of a collaborative service team.
* Operate in a professional manner at all times and ensure that the service meets the requirements of the Department of Education and Training (DET) Kindergarten Funding Guide; Education and Care Services National Law (National Law); Education and Care Services National Regulations (Regulations) and functions in line with approved policies, procedures and the Quality Improvement Plan of *[Service Name]*.

**Organisational relationship**

The early childhood teacher is accountable to, reports to and takes direction from the committee of management (employer).

(In larger organisations, if there are different reporting arrangements, e.g., reporting to the service director etc., please specify here. Some of the responsibilities listed here may also need to be adapted to reflect specific reporting arrangements).

**Responsibilities and duties**

**General responsibilities**

* Be responsible to the committee of management (employer) for the development and delivery of the programs for which they are responsible.
* Undertake all responsibilities and activities associated with being a Nominated Supervisor, and act within the requirements of that position, the *National Law* and *Regulations* *[delete if not appointed as the Nominated Supervisor].*
* Act in accordance with the authority delegated by the committee of management (employer) in dealing with situations of an urgent nature requiring immediate action, ensuring compliance with the Act and the Regulations.
* Operate within the requirements of the service’s policies and procedures, as well as funding and regulatory requirements.
* Operate within the limits of the service budget allocation and financial policies and procedures of the service
* Be actively involved in the development and implementation of the Quality Improvement Plan of the service
* Encourage enrolments and provide relevant written information and referrals in accordance with the enrolment policy and procedures, as specified by the committee of management (employer)
* Respect the confidentiality of information relating to parents and children, and comply with the service’s privacy policy
* Work in accordance with the standards outlined in the Early Childhood Australia (ECA) Code of Ethics, the Victorian Institute (VIT) Code of conduct and *[Service Name]*'s Code of Conduct and Child Safety Code of Conduct
* Other duties as directed by the committee of management (employer) from time-to-time.

**Specific responsibilities**

Children

* Develop, in consultation with parents, educators and educational leader, an educational program that is culturally respectful, inclusive of all abilities and appropriate to the individual developmental needs and interests of the children. The program will be based on an approved curriculum framework, reflect the service’s philosophy and policies, the needs of the community, and be culturally appropriate
* Display the educational program, updated every fortnight at a minimum
* Develop, record and maintain specific objectives for individual children based on regular written observations across all aspects of the child’s development and share this information with parents as appropriate
* Link specific objectives for individual children into the program plan
* Complete Transition Statements in accordance with funding requirements
* Provide a safe, healthy, and welcoming environment and ensure that children are supervised at all times
* Discuss with relevant service staff, such as other educators working with the Early Childhood teacher, the educational program, needs of families and children attending the service so that they can carry out their duties effectively

Parents

* Actively encourage parental involvement in developing and implementing the program at the service
* Provide regular information about the program, the operation of the service and child development for parents in the form of newsletters, posters and notices
* Communicate with parents on their child’s development and progress at the service
* Ensure that new families are appropriately enrolled and orientated at the service

Staff

* Be responsible for the day-to-day supervision of employees performing duties related to the group/s for which the position is directly responsible
* Hold or attend regular staff meetings, within paid time, to facilitate effective communication, internal staff development and discussion on management and programming for the service. The frequency of staff meetings will be determined by the committee of management (employer), following consultation with the staff
* Provide leadership while working as a member of a cooperative team and encourage educators who are involved in the program to contribute to the planning and implementation of the educational program
* Share housekeeping tasks of preparation, packing up, hygiene, and safety related to the program, with   
  other staff
* Work cooperatively with the committee of management (employer) and all staff to ensure the service operates in a safe work environment and that employees adhere to all service OHS safety procedures
* Participate in an annual performance review and development process
* Keep abreast of current issues relating to the provision of children’s services and liaise with relevant early childhood services and other professional services and organisations within the community
* Comply with the professional development requirements for maintaining VIT registration or as requested by the committee of management (employer)
* Assist with the induction of new staff.
* Participate (with the committee of management) in the formal performance appraisal of educators for whom the position is responsible
* Ensure Child Safe Standards are adhered to at all times

Committee of management (employer)

* Work in a cooperative manner with the committee of management (employer), ensuring open communication on all issues pertaining to employment, management, finances, program and regulatory requirements of the service
* Support the committee’s role as manager of the service, including the provision of relevant information to ensure the service meets all regulatory and funding requirements
* Provide monthly written reports concerning the educational program and any issues relating to the service, to the committee of management prior to/at the monthly committee meetings
* Attend and contribute to regular committee meetings as required by the committee
* Provide necessary information, within agreed time lines, for the completion of all relevant program related reports and data collections as required by the committee of management (employer)
* Report to the committee on urgent and ongoing maintenance at the service
* Report to the committee on equipment and materials needed and purchase of approved supplies
* Undertake other functions as delegated by the committee of management

**ACCOUNTABILITY AND EXTENT OF AUTHORITY**

* The early childhood teacher is directly accountable to the committee of management (employer). (If a different arrangement exists, please specify the reporting/accountability arrangement here)
* The early childhood teacher has the authority to take such action as is necessary to ensure that the safety and wellbeing of children and their families are maintained within the service and on approved activities outside the service
* The early childhood teacher is responsible for making recommendations to the committee of management on matters relevant to the educational program and its impact on the operation of the service

**Essential skills and competencies**

**Specialist skills and knowledge**

* Have a sound understanding and knowledge of early childhood development and education
* Have a sound understanding and knowledge of legislation, regulations and standards, including Child Safe Standards governing the operation of children’s services
* Ability to develop, document and implement a high quality, developmentally appropriate education program for kindergarten children in consultation with relevant stakeholders
* The ability to plan, work and manage time effectively with minimal supervision

**Interpersonal skills**

* Excellent interpersonal skills and an ability to communicate effectively with children, the committee of management (employer), parents, other staff and professionals
* Ability to work in a cooperative, flexible and professional manner with children, parents, staff and committee of management
* Well-developed leadership and self-motivation skills
* Ability to ensure confidentiality of information

**Essential requirements**

* Qualifications suitable for an early childhood teacher under the Education and Care Services National Law. Education and Care Services National Regulations and the DET Kindergarten Funding Guide
* Be registered as an Early Childhood Teacher with the Victorian Institute of Teaching, and continue to renew/maintain the registration during the course of employment
* Must be able to fill the position of Nominated Supervisor or be nominated as a person in a leadership position or with responsibility for the day-to-day operations of the service in accordance with the Regulations if required by the Approved Provider
* Hold a current
  + approved first aid qualification,
  + approved anaphylaxis management qualification and
  + approved emergency asthma management qualification,

in accordance with the *Education and Care Services National Regulations* and service policies.

# Attachment 66 - Position Description - Educational Leader

*[Service Name]*

**Background**

[Insert paragraph about the service]

**STATEMENT OF COMMITMENT TO CHILD SAFETY**

We are committed to child safety. We want children to be safe, happy and empowered and have zero tolerance of child abuse. We understand our legal and moral obligations to treat all concerns seriously and to report allegations and concerns about a child/ren’s safety and wellbeing to authorities.

We are committed to the cultural safety of all children including Aboriginal children, children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

**Position objective**

The objectives of the position are as follows:

• Provide educational leadership while working as a member of a collaborative service team

• Lead and guide the development and implementation of a high-quality educational program, based on an approved curriculum framework that promotes each child's learning across five learning outcomes. This will be undertaken in consultation with children, the committee of management (employer) and the families of children attending *[Service Name]*

• Operate in an ethical, professional manner at all times and work with others in the leadership team to ensure that the service meets the requirements of the *Education and Care Services National Law (National Law)*; *Education and Care Services National Regulations (Regulations)*, the Department of Education and Training (DET) *Kindergarten Funding Guide*; and functions in line with approved policies, procedures and the Quality Improvement Plan of *[Service Name]*

• To motivate other educators at the service to achieve the best learning outcomes for children

**Organisational relationship**

The Educational Leader is accountable to, reports to and takes direction from the committee of management (employer).

**Responsibilities and duties**

**General responsibilities**

* Be responsible to the committee of management (employer) for the establishment of clear goals and expectations for teaching and learning across the educational program of *[Service Name]*
* Be responsible for accessing current information about curriculum and contemporary pedagogy and provide this to all educators as appropriate
* Lead all educators in critical reflection of their practice and the ongoing self-assessment of strengths, identified issues and goals across the service
* Operate within the requirements of the service’s policies and procedures, as well as funding and regulatory requirements
* Be actively involved in the development and implementation of the Quality Improvement Plan of the service and the ongoing self-assessment for continuous improvement
* Create an inspirational vision for children's learning which guides pedagogical decisions and a shared approach about how to achieve the best learning outcomes for children
* Respect the confidentiality of information relating to parents and children, and comply with the service’s privacy policy
* Comply with the professional development requirements for maintaining VIT registration (if appropriate) or as required by the committee of management (employer)
* Keep abreast of current issues relating to the provision of children's services and liaise with relevant early childhood services and other professional services and organisations within the community
* Operate within the limits of the service budget allocation and financial policies and procedures of the service
* Work cooperatively with the committee of management (employer) and all staff to ensure the service operates in a safe work environment and that employees adhere to all service OHS safety procedures
* Other duties as directed by the committee of management (employer) from time-to-time

**Specific responsibilities**

Children

* In collaboration with other early childhood teachers, educators, children and families, lead the development of an educational program that is appropriate to the individual strengths, abilities, needs and interests of each child. The program will be:
  + based on an approved curriculum framework,
  + reflect the service’s philosophy and policies,
  + reflect the needs of the families and community
  + inclusive of all children, including Aboriginal and Torres Strait Islander children, children of culturally and linguistically diverse backgrounds and children with a disability
* Work alongside early childhood teachers and educators to reflect on the goals and outcomes of the program with children and other relevant stakeholders
* Share knowledge of individual learning styles with other early childhood teachers, educators and families as appropriate

Families

* Support all early childhood teachers and educators to actively encourage collaborative partnerships with families as part of the educational program and practice of the service
* Provide regular information about the educational program, as well as the learning and development of individual children to families on a regular basis across a variety of means of communication\

Staff

* Be responsible for collaborating with other early childhood teachers and educators to identify meaningful and measurable goals that align the educational program with approved curriculum frameworks and the philosophy of the service
* Effectively unite a team of early childhood teachers and educators to work towards a consistent approach to curriculum
* Lead thinking and discussion relating to the inclusion of all children within the program, including Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with a disability and other children experiencing social disadvantage, such as children in out-of-home care and children living in poverty
* Explore, design and provide feedback on strategies and tools to assist early childhood teachers and educators to gather and analyse information about children's learning
* Promote reflection on methods of documenting the educational program which ensures a consistent approach and supports the ongoing cycle of review including planning, documenting and evaluation
* Regularly review the pedagogy that reflects the context of the service and evaluate the effectiveness of the learning opportunities this provides for each child within the program
* Guide and question teaching practices at the service and challenge the relationship between practice and theory
* Recognise and respect the contribution of colleagues and proactively support the growth of the team within the service
* Provide leadership while working as a member of a cooperative team and be willing to coach and mentor other early childhood teachers and educators involved in the educational program to contribute to positive learning outcomes for each child
* Hold or attend and contribute to staff meetings to facilitate effective communication, professional development and critical reflection of educational program and practice across the service. The frequency of staff meetings will be determined by the committee of management (employer), following consultation with staff.
* Participate (with the committee of management) in the formal performance reviews of staff for whom this position is responsible
* Assist with the orientation of new staff and provide information on the established goals in relation to the educational program and practice at the service
* Ensure Child Safe Standards are adhered to at all times

Committee of management (employer)

• Work in a cooperative manner with the committee of management (employer), ensuring open communication on all issues pertaining to the educational program and practice

* Provide feedback to the committee of management (employer) as required in relation to the teaching strategies utilised across the program

• Attend and contribute to regular committee meetings as required by the committee of management (employer)

• Actively participate in the ongoing self-assessment process as it relates to the Quality Improvement Plan of the service and the National Quality Standards and support all early childhood teachers and educators to be involved in this process

**ACCOUNTABILITY AND EXTENT OF AUTHORITY**

• The Educational Leader is directly accountable to the committee of management (employer)

• The Educational Leader is responsible for making recommendations to the committee of management (employer) on matters relevant to the educational program and its impact on the operation of the service

**Essential skills and competencies**

**Specialist skills and knowledge**

* Have a sound knowledge and understanding of contemporary early childhood learning and development theories and learning styles
* Have a strong understanding of contemporary curriculum approaches, specifically a thorough knowledge of the approved curriculum frameworks
* Ability to research and disseminate information to others in a manner that is easily understood.
* Have a sound knowledge of legislation governing the operation of children’s services, as well as a solid understanding of the quality areas under the National Quality Standard
* Have a thorough understanding of the Early Childhood Australia (ECA) Code of Ethics, Victorian Institute of Teaching (VIT) Code of Conduct and the service's Code of Conduct and be able to support other staff in their understanding of these Codes
* Ability to coach and mentor early childhood teachers and educators in the development of a robust educational program
* Ability to facilitate professional discussions and lead and support critical reflection in all aspects of program delivery across the service in consultation with relevant stakeholders
* The ability to plan, work and manage time effectively with minimal supervision

**Interpersonal skills**

* Excellent interpersonal skills and an ability to communicate effectively with the committee of management (employer), parents, other staff and professionals.
* Ability to work in a cooperative, flexible and professional manner with staff, children, families and the committee (employer).
* Ability to challenge and support early childhood teachers and educators to improve their approach to teaching children
* Well-developed leadership and self-motivation skills.
* Ability to identify and utilise people's strengths and build relationships.
* Ability to ensure confidentiality of information

**Essential requirements**

* A suitable qualification for this role e.g. Early Childhood Teacher/Diploma as approved by ACECQA in accordance with the *Regulations*
* Experience working in education and care services
* Must be able to fill the position of Nominated Supervisor, or be nominated as a person In a leadership position or with responsibility for the day-to-day operations of the service as required under the Regulations if required by the Approved Provider
* A current WWC or VIT registration.
* A current
  + approved first aid qualification,
  + approved anaphylaxis management qualification and
  + approved emergency asthma management qualification,

in accordance with the *Education and Care Services National Regulations* and service policies.

# Attachment 67 - Position Description - Educator (Additional needs)

*[Service Name]*

**Background**

[Insert paragraph about the service]

**STATEMENT OF COMMITMENT TO CHILD SAFETY**

We are committed to child safety. We want children to be safe, happy and empowered and have zero tolerance of child abuse. We understand our legal and moral obligations to treat all concerns seriously and to report allegations and concerns about a child/ren’s safety and wellbeing to authorities.

We are committed to the cultural safety of all children including Aboriginal children, children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

**Position objective**

* Assist in the inclusion of children with additional needs into the program
* Assist with the development and provision of a quality, developmentally appropriate program for children, in particular children with additional needs. This program is to be developed in consultation with the committee, the parents of children attending and the early childhood teacher/AGL in charge of the program and be responsive to the needs of the community.
* Work cooperatively as a member of a team to provide a developmentally appropriate program
* Operate in a professional manner at all times and ensure that the service meets the requirements of the *Education and Care Services National Law Act 2010 (National Law)*, Education and Care Services *National Regulations 2011 (the Regulations)*, relevant curriculum framework, the Quality Improvement Plan and policies and procedures of the service

**Organisational relationships**

The educator is responsible to the early childhood teacher/AGL on a day-to-day basis for assisting in the implementation of the program and is accountable to the committee of management (employer).

**Responsibilities and duties**

**General responsibilities**

* Be responsible to the committee, in partnership with the early childhood teacher/AGL, for planning and delivering developmentally appropriate programs for the children in the group/s in which they are working and in particular the child/children with additional needs for whom they are responsible
* Fulfil the requirements of the position of Nominated Supervisor or a person in day-to-day charge if required and in accordance with the requirements of the *Regulations,* if required by the approved provider
* Act in accordance with the authority delegated by the committee, in dealing with situations of an urgent nature that require immediate action, in order for the service to comply with the *Education and Care Services National Law* and *Regulations and OHS*
* Assist in ensuring the program operates within the requirements of the Regulations, the Act, the Quality Improvement Plan and policies and procedures of the service
* Operate within the limits of the service budget allocation and financial policies and procedures of the service
* Encourage enrolments and provide written information to parents/guardians as appropriate, in accordance with the enrolment policy and procedures
* Respect the confidentiality of information relating to parents and children and comply with the service’s privacy policy
* Be responsible for sharing the housekeeping tasks of preparation, hygiene, safety and packing away with other staff related to the program
* Be actively involved in the development and implementation of the Quality Improvement Plan of the service
* Ensure Child Safe Standards are followed at all times
* Other duties as directed by the committee

**Specific responsibilities**

Children

* Assist in the planning and implementation, in consultation with the early childhood teacher/AGL, parents and other educators, of activities appropriate to the developmental needs and interests of children who attend the service
* Assist with the inclusion of the child/children with additional needs, for whom they are responsible, into the program
* Assist in developing, recording and maintaining, in partnership with the early childhood teacher/AGL, specific records of individual children
* Assist in the provision of a healthy, safe and welcoming environment
* Working with all staff to ensure that children are adequately supervised at all times

Parents/volunteers

* Assist in the orientation of new families to the service
* Support the participation of parents in the program
* Assist in developing good relationships and effective communication with the family/families of the child/children with additional needs, other families, staff and committee

Staff

* As part of a team, facilitate effective communication and assist in the day-to-day supervision of relevant staff/volunteers performing duties in the program for which the educator is working
* Participate in regular performance reviews
* Participate in discussions with relevant early childhood support services and other professional services and organisations within the community as required
* Work cooperatively with the committee of management (employer) and all staff to ensure the service operates in a safe work environment and that employees adhere to all service OHS safety procedures
* Attend staff meetings, within rostered hours of work as directed by the early childhood teacher/AGL

Committee

* Work in a cooperative manner with the committee, ensuring open communication on all issues pertaining   
  to employment, management, finances, program and regulatory requirements of the service
* Assist with written reports concerning the overall operation of [insert name of group/s] for the committee   
  as required
* Attend committee meetings as required
* Attend meetings outside the rostered hours, or away from the workplace, as required by the committee, with appropriate notice and remuneration in accordance with the relevant industrial agreement/award
* Report to the early childhood teacher/AGL/nominated supervisor and/or committee (as relevant) on both urgent and on-going maintenance requirements of the service

**Accountability and extent of authority**

* The educator is directly accountable to the committee. Daily duties will be directed by the early childhood teacher/AGL.
* The educator has the authority to take such action as is necessary to ensure the health and safety of children and their families are maintained within the service and on approved activities outside   
  the service
* The educator in consultation with the early childhood teacher/AGL may be responsible for making recommendations to the committee on matters relevant to the operation of the group in which they are working

**Essential skills and competencies**

**Specialist skills and knowledge**

* Experience in working with young children, especially those with additional needs
* A reasonable understanding and knowledge of early childhood development
* An ability to assist in the provision of a developmentally appropriate program for the children; in partnership with the early childhood teacher/AGL and parents
* An ability to plan, reflect, work and manage time effectively with minimal supervision
* A reasonable knowledge and understanding of the National Law and Regulations

**Interpersonal skills**

* Excellent interpersonal skills and an ability to communicate effectively with staff, parents and professionals
* Work in a cooperative, flexible and professional manner with children, parents, staff, other professionals and the committee
* Well-developed self-motivation skills and initiative

**Essential requirements**

* Be able to fill the position Nominated Supervisor or person in a leadership position or day-to-day charge if required by the Approved Provider in accordance with the *Education and Care Services National Regulations*
* Hold a current Working with Children Check (or equivalent).
* Hold and maintain an approved:
* first aid qualification
* emergency asthma management qualification
* management of anaphylaxis qualification

in accordance with the Education and Care Services National Regulations *and service policies*

**Note:** *If the educator is to be included in the child/staff ratios they will be required to hold an approved Diploma of Children’s Services or Certificate III (depending on the ratio requirements) qualification or equivalent pursuant to the Education and Care Services National Law and Regulations (or be working towards a qualification in accordance with the Regulations).*

# Attachment 68 - Position Description - Educator (Diploma or Certificate III)

*[Service Name]*

**Background**

[Insert paragraph about the service]

**STATEMENT OF COMMITMENT TO CHILD SAFETY**

We are committed to child safety. We want children to be safe, happy and empowered and have zero tolerance of child abuse. We understand our legal and moral obligations to treat all concerns seriously and to report allegations and concerns about a child/ren’s safety and wellbeing to authorities.

We are committed to the cultural safety of all children including Aboriginal children, children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

**Position objective**

* Assist with the development and provision of a quality, developmentally appropriate program for the children. This program is to be developed in consultation with the committee, the parents of children attending and the early childhood teacher/AGL in charge of the program and be responsive to the needs of the community.
* Work cooperatively as a member of a team to provide a developmentally appropriate program.
* Operate in a professional manner at all times and ensure that the service meets the requirements of the Education and Care Services National Law Act 2010 (National Law), Education and Care Services National Regulations 2011 (Regulations), relevant curriculum framework, Quality Improvement Plan and policies and procedures of the service.

**Organisational relationships**

The educator is responsible to the early childhood teacher/AGL on a day-to-day basis for assisting in the implementation of the program and is accountable to the committee of management (employer).

**Responsibilities and duties**

**General responsibilities**

* Be responsible to the committee, in partnership with the early childhood teacher/AGL, for planning and delivering developmentally appropriate programs for the children in the group/s in which they are working.
* Fulfil the requirements of the position of Nominated Supervisor or a person in day-to-day charge if required and in accordance with the requirements of the Regulations.
* Act in accordance with the authority delegated by the committee, in dealing with situations of an urgent nature that require immediate action, in order for the service to comply with the National Law and Regulations and OHS.
* Assist in ensuring the program operates within the requirements of the Regulations, the Act, the Quality Improvement Plan and policies and procedures of the service.
* Operate within the limits of the service budget allocation and financial policies and procedures of the service.
* Encourage enrolments and provide written information to parents/guardians as appropriate, in accordance with the enrolment policy and procedures.
* Respect the confidentiality of information relating to parents and children and comply with the service’s privacy policy.
* Be responsible for sharing the housekeeping tasks of preparation, hygiene, safety and packing away with other staff related to the program.
* Be actively involved in the development and implementation of the Quality Improvement Plan of the service.
* Work cooperatively with the committee of management (employer) and all staff to ensure the service operates in a safe work environment and that employees adhere to all service OHS safety procedures
* Other duties as directed by the committee.

**Specific responsibilities**

Children

* Assist in the planning and implementation, in consultation with the early childhood teacher/AGL, parents and other educators, of culturally rich and welcoming learning environments and activities which are appropriate to the developmental needs and interests of all children including the provision of an accessible and inclusive program for children with a disability.
* Assist in developing, recording and maintaining, in partnership with the early childhood teacher/AGL, specific records of individual children.
* Assist in the provision of a safe, healthy and welcoming environment
* Working with all staff to ensure that children are adequately supervised at all times

Parents/volunteers

* Assist in the orientation of new families to the service
* Support the participation of parents in the program.

Staff

* As part of a team, facilitate effective communication and assist in the day-to-day supervision of relevant staff/volunteers performing duties in the program for which the educator is working.
* Participate in regular performance reviews
* Ensure Child Safe Standards are followed at all times.
* Participate in discussions with relevant early childhood support services and other professional services and organisations within the community as required.
* Attend staff meetings, within rostered hours of work as directed by the early childhood teacher/AGL

Committee

* Work in a cooperative manner with the committee, ensuring open communication on all issues pertaining   
  to employment, management, finances, program and regulatory requirements of the service.
* Assist with written reports concerning the overall operation of *[insert name of group/s]* for the committee   
  as required.
* Attend committee meetings as required.
* Attend meetings outside the rostered hours, or away from the workplace, as required by the committee, with appropriate notice and remuneration in accordance with the relevant industrial agreement/award.
* Report to the early childhood teacher/AGL/nominated supervisor and/or committee (as relevant) on both urgent and on-going maintenance requirements of the service.

**Accountability and extent of authority**

* The educator is directly accountable to the committee. Daily duties will be directed by the early childhood teacher/AGL.
* The educator has the authority to take such action as is necessary to ensure the health and safety of children and their families are maintained within the service and on approved activities outside   
  the service.
* The educator in consultation with the early childhood teacher/AGL may be responsible for making recommendations to the committee on matters relevant to the operation of the group in which they are working.

**Essential skills and competencies**

**Specialist skills and knowledge**

* An understanding and knowledge of early childhood development relevant to their level of qualification and position
* Ability to assist in the provision of a developmentally appropriate program for the children; in partnership with the early childhood teacher/AGL and parents
* An ability to plan, reflect, work and manage time effectively with minimal supervision.
* Reasonable knowledge and understanding of the National Law and Regulations

**Interpersonal skills**

* Excellent interpersonal skills and an ability to communicate effectively with staff, parents and professionals.
* Work in a cooperative, flexible and professional manner with children, parents, staff, other professionals and the committee.
* Well-developed self-motivation skills and initiative.

**Essential requirements**

* Hold an approved Diploma of Children’s Services or Certificate III (depending on the role for which they are being employed) qualification or equivalent pursuant to the National Law and Regulations (or be working towards a qualification in accordance with the Regulations).
* Be able to fill the position Nominated Supervisor or person in a leadership position or day-to-day charge if required by the Approved Provider in accordance with the Regulations.
* Hold a current Working with Children Check (or equivalent).
* Hold and maintain an approved:
  + first aid qualification
  + emergency asthma management qualification
  + management of anaphylaxis qualification

in accordance with the Education and Care Services National Regulations and service policies

# Attachment 69 - Preparing and placing a recruitment advertisement

**Preparing the advertisement**

A recruitment advertisement should not be placed until the present incumbent in the anticipated vacant position has formally presented their written resignation or leave request and it has been received and accepted by the committee.

The advertisement needs to include the following:

1 tenure and status of position i.e. whether the position is temporary, permanent, part-time or full-time

2 qualifications and experience required for the position

3 the terms and conditions of employment, for example, consistent with relevant industrial agreement

4 any specific requirements for the position, e.g. VIT registration, WWC certification, anaphylaxis management certificate etc.

5 the service's statement of commitment to children's safety in accordance with the requirements of the child safe standards and legislation

6 the service’s commitment to being an equal opportunity employer and that applications from Aboriginal and Torres Strait Islander people, people from culturally and linguistically diverse backgrounds and people with a disability are encouraged.

7. closing date for receiving applications and mailing address.

The employer may also decide to:

• include in the advertisement essential and desirable selection criteria depending on the cost of the advertisement and available budget

• include a contact number or person through whom applicants may make inquiries about the position   
and/or obtain a job description.

**Placing the advertisement**

When advertising for an Early Childhood teacher, it is advisable to place the advertisement in a daily newspaper, preferably in the school teaching or professional sections. This will reach a larger pool of applicants, and generally produces the best response. While the same section can be used for unqualified staff, such as educators, most services would use local suburban papers for advertising these positions.

The internet is also a cheap and effective option for advertising positions, and should be considered by services. ELAA members can place a free advertisement on the McArthur Jobs Board on ELAA's website. Please contact ELAA on 9489 3500 or visit [www.elaa.org.au](http://www.elaa.org.au) for further information. ELAA non-members can also advertise on the McArthur Jobs Board for a small fee.

**Sample advertisements**

|  |
| --- |
| Standard advertisement – sample 1  EARLY CHILDHOOD TEACHER  Written applications are invited for the full-time position of early childhood teacher for *[Service Name]* [suburb], commencing [date]. Approved Early Childhood teaching qualification, VIT registration, first aid including anaphylaxis/asthma management qualifications essential. Applications should be submitted in writing to [service address] by [closing date]. For further information and a copy of the position description, please contact [insert name and phone number]. |
| Standard advertisement – sample 2  EARLY CHILDHOOD CERT iii educator  Applications are invited for an early childhood certificate III educator, 26 to 30 hours per week, for *[Service Name]* commencing [date]. Must have approved Certificate III and Working with Children Check, Written applications, including to [service address] by [closing date]. For further information and a copy of the position description, please contact [insert name and phone number]. |

|  |
| --- |
| Standard advertisement – sample 3  EARLY CHILDHOOD TEACHER (temporary appointment)  The *[Service Name]* committee of management invites applications  for a full-time early childhood teacher to commence [date] for a maximum period of 12 months. The position is a maternity leave vacancy. Please forward your application, and resume, to [service address] by [closing date]. For further information and a copy of the position description, please contact [insert name and phone number]. |

|  |
| --- |
| Display advertisement – sample (to place on noticeboard)  EARLY CHILDHOOD (TEACHER)/CO-ordinator  A [insert number of hours] position is available for the role of Early Childhood teacher/Co-ordinator at our service.  Applicants must have appropriate experience in early childhood teaching,  and an ability to lead and supervise a team of [insert number of staff] staff.  **ESSENTIAL**  • Approved Diploma or Bachelor of Early Childhood Education   * VIT registration   • Suitable administrative experience  • Team leadership skills  **DESIRABLE**  • Experience working with children with additional needs  • Musical ability and interest  Send applications to: *[Service Name]*], [address], by [closing date].  (Include VIT number (registration number and certified copies of first aid/anaphylaxis/asthma management and relevant qualification certificates.)  Further information and a copy of the position description can be obtained  from [contact]. |

# Attachment 70 - Probation implementation checklist

The employer should decide whether to have a probationary period when employing a new staff member, and must determine/ensure/undertake the following:

|  |  |
| --- | --- |
| Length of probationary period in accordance with the Agreement/Award/Act as applicable | 🞏 |
| Employee has been informed of the probationary and the probationary period is specified in their letter of employment | 🞏 |
| Position description and responsibilities are provided and standards/expectations of the position are clarified | 🞏 |
| A manager, employer representative or, if applicable, sub-committee is appointed to have regular meetings to support the employee during the probationary period and review his/her performance prior to the end of the probationary period. It is recommended that at least two meetings are held during the probationary period so the progress of the any agreed goals and role expectations from the first meeting can be discussed. | 🞏 |
| The employer’s representative or manager and the employee have met to review the employee's performance during the probationary period. |  |
| Probation review report completed and the Subcommittee reports back to the committee (employer), at least 10 days prior to the end of the probationary period. | 🞏 |
| The employer makes a decision to confirm employment and has checked with the employee to confirm his/her willingness to continue employment  Alternatively, if the employees’ performance does not meet the requirements of the role, a decision has been made to terminate employment following the procedures set out in the applicable legislation/award/agreement | 🞏 |
| Employee’s ongoing employment is confirmed in writing. (Alternatively the process to terminate the employee's employment in accordance with applicable legislation, award./agreement has commenced) | 🞏 |

**(ELAA recommends that employers contact ELAA before commencing the termination process)**

# Attachment 71 - Probation review report

Full name of employee: …………………………………………………………………… Name of service: …………………………………………………………………………

**Review report**

🞏 First 🞏 Final Report date: ………………………. Date employment commenced: ……………………… Expiry date of probation period: …………………….

|  |  |  |
| --- | --- | --- |
| Key duties/performance standard/conduct (Refer position description) | Comments about  duties/performance/conduct | Goals for next review (if a second review  is to be held) (Identify training needs) |
|  |  |  |
|  |  |  |
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|  |  |  |
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|  |
| --- |
| Issues raised by employee |
|  |
|  |
|  |
| Issues raised by employer |
|  |
|  |

Conducted by

Name: ………………………………………………………. ……………………………………………….. ……………………………………………….. Date: (write below)

Position: ……………………………………………………. ……………………………………………….. ……………………………………………….. …………………….

Signature: …………………………………………………. ……………………………………………….. ………………………………………………..

Employee’s signature: ……………………………………………………………………. Date: ………………………

Employer’s signature: …………………………………………………………………….. Position: ……………………………………………………… Date: …………………….

**Final review only**

Action/outcome: Satisfactory completion of probationary period: 🞏 Yes 🞏 No

***Note: Original is to be placed in the employee’s personnel file. Copy provided to employee.***

# Attachment 72 - Professional development allocation of hours ready reckoner (VECTEA 2016)

Early childhood teachers are required to complete 20 hours of professional development each year as part of their VIT registration requirements.

The VECTEA 2016 outlines the employer’s responsibility in regards to the provision of ‘child free’ time (released from teaching and other duties) to undertake professional development activities.

It is important to also note that, professional development activities should be determined jointly between the employer and employee and, wherever possible, the children’s attendance time must be maintained,

**VECTEA Professional development requirements**

|  |  |  |
| --- | --- | --- |
| **Weekly hours  of employment** | **Allocation of Child free hours per year for professional development activities** | **Hours and minutes (rounded up to the nearest 5 minutes)** |
| 3 | 1.2 | 1 hr 15 min |
| 4 | 1.6 | 1 hr 40 min |
| 5 | 2 | 2 hours |
| 6 | 2.4 | 2 hrs 30 min |
| 7 | 2.8 | 2 hrs 50 min |
| 8 | 3.2 | 3 hrs 15 min |
| 9 | 3.6 | 3 hrs 40 min |
| 10 | 4 | 4 hours |
| 11 | 4.4 | 4 hrs 30 min |
| 12 | 4.8 | 4 hrs 50 min |
| 13 | 5.2 | 5 hrs 15 min |
| 14 | 5.6 | 5 hrs 40 min |
| 15 | 6 | 6 hours |
| 16 | 6.4 | 6 hrs 30 min |
| 17 | 6.8 | 6 hrs 50 min |
| 18 | 7.2 | 7 hrs 15 min |
| 19 | 7.6 | 7 hrs 40 min |
| 20 | 8 | 8 hrs |
| 21 | 8.4 | 8 hrs 30 min |
| 22 | 8.8 | 8 hrs 50 min |
| 23 | 9.2 | 9 hrs 15 min |
| 24 | 9.6 | 9 hrs 40 min |
| 25 | 10 | 10 hours |
| 26 | 10.4 | 10 hrs 30 min |
| 27 | 10.8 | 10 hrs 50 min |
| 28 | 11.2 | 11 hrs 15 min |
| 29 | 11.6 | 11 hrs 40 min |
| 30 | 12 | 12 hours |
| 31 | 12.4 | 12 hrs 30 min |
| 32 | 12.8 | 12 hrs 50 min |
| 33 | 13.2 | 13 hrs 15 min |
| 34 | 13.6 | 13 hrs 40 min |
| 35 | 14 | 14 hours |
| 36 | 14.4 | 14 hrs 30 min |
| 37 | 14.8 | 14 hrs 50 min |
| 38 | 15.2 | 15 hrs 15 min |

# Attachment 73 - Professional development planning for early childhood teachers

Early Childhood teachers must be registered with the Victorian Institute of Teaching (VIT) before they can be engaged as an Early Childhood Teachers. All VIT registered teachers must complete 20 hours of professional development (PD) each year as part of the requirements to maintain their registration. Early Childhood Teachers employed under the terms and conditions of the Victorian Early Childhood Teachers and Educators (VECTEA) 2016 are entitled to 2 Child free (pro rata for part time staff) to undertake professional development activities.

**Professional Development and Enhancement Program (PD) Plan**

**Personal details:**

Teacher’s name: ……………………………………………………. Employer name: …………………………………………………………………………………………………….

Service name and address: …………………………………………………………………………………………………………………………………………………………………….

Total hours of employment per week: ……………. Hours allocated as child free time: …………………

Date plan provided to employer: …………………… Date employer approved plan: ………………………...

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Part 1:** PD plan to be submitted to employer for approval | | **Part 2:** Record of PD activities undertaken to be completed by teacher | | |  |
| Professional development  objectives | Proposed activities related  to the objective | Details of activities undertaken | | |  |
| Date | Brief description | Hours in child free time | Hours in own time |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  | Annual total of time spent in professional development activities | |  |  |

Approval of PD plan: **Endorsement that teacher has undertaken PD requirements:**

Signature of teacher: …………………………………………………………. Signature of employer: …………………………………………………………………………

Signature of employer: ………………………………………………………… Date: …………………………………………………………………………………………….

Date: …………………………………………………………………………….

# Attachment 74 - Professional Development request form

Employee’s name and position: ……………………………………………………………………………….

Event/activity: ………………………………………………………………………………………….

Date: ………………………

Time: ………………………

**Time required for professional development activity Employer approval**

Contact time: ………………………………………………………… Registration: $ ………………….

Non-contact time: …………………………………………………… Travel: $ ………………….

Own time: ……………………………………………………………. Salary: $ ………………….

Travel cost requested: ……………………………………………… Relief staff: $ ………………….

Registration/course cost requested: ……………………………… Total: $ ………………….

Overview of content: …………………………………………………………………………………………………

……………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………

Benefit to service: ………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………

Benefit to self: …………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………

Signature: …………………………………………………………………. Date: ……………………

- - - - - - **✂** - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

**Decision regarding request for Professional development**

The employer has/has not (*select whichever is applicable*) authorised your request to attend. The employer has agreed to pay the following amounts provided the professional development activity is satisfactorily completed:

Registration: $ ………………………. Travel: $ ………………………. Salary: $ ……………………….

The staff member is expected, after completing the professional development, to provide a written evaluation for the next committee meeting.

Signature: ……………………………………………………Date: …………………………………….

Name and position of committee member: …………………………………………………………….

# Attachment 75 - Record of leave taken

All leave taken, other than leave taken during term breaks, must be recorded on this form.

Full name of employee: …………………………………………………………………………………

Name of service: ……………………………………………………………………………………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Personal leave** | | | | | |
| Date | Credit hours  on anniversary | Debit hours taken | Reason | Certificate provided | Balance |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |
| --- | --- | --- | --- |
| **Other leave e.g. Long service Leave, maternity leave, approved unpaid absence** | | | |
| Date | Start date | End date | Type of leave taken |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Attachment 76 - Reference checklist for staff working with children

**Introduction**

When contacting a referee, introduce yourself, explain the reason for the call and ask if the referee is prepared to answer questions about the applicant. If yes, proceed. If no, ask for reasons and discuss or end the call.

Referee’s Name: ………………………………………………………………………………………………………

Referee’s Position: ……………………………… Organisation (if relevant): ……………………………….

Reference for: …………………………………………………………………………………………………………

**Reference questions**

1. In what capacity did you work with or know the applicant? (e.g. line manager, committee member, colleague)
2. How long did you work with the applicant?
3. What was the applicant's position at the time?
4. How successful was the applicant in the position?
5. Why did the applicant leave the position?
6. Can you tell me:

• How well his/her program met the needs of children and parents (for teachers, AGLs   
and Room leaders only)?

• How the person interacts with children and parents?

• Whether he/she uses their own initiative and how?

• Whether he/she is adaptable to change?

• About his/her behaviour guidance techniques with children?

• About his/her interactions and relationships with other staff?

• About his/her relationships with parents, both strengths and weaknesses?

• About his/her relationship with the committee and/or employer?

• Did he/she respect the confidentiality of information about the service, children and families?

• What were his/her overall strengths/weaknesses?

• Was he/she reliable?

• Was he/she punctual?

• Whether he/she dressed appropriately for the workplace?

1. Are there any other comments you would like to make about the applicant with regard to his/her previous position?
2. If the opportunity arose in the future, would you re-employ the applicant, and why?

**Notes:**

1 It is important to be sensitive to what the person is saying and/or not saying. If there were problems in the previous position, referees are often reluctant to say things that may sound critical. It is very important to explore any hesitations or reluctance to make comments. Ask if there is someone else you can discuss the matter with if you are not getting satisfactory answers. Beware of over enthusiastic referees, and ask for examples to back up statements.

2 Please ensure that a signed summary of the conversation with the referee is placed in the appropriate file. Please note that under privacy legislation, an employee can request and have access to their personnel file.

Reference check completed by: ……………………………………………………….

Position title: …………………………………Date: ………………………

# Attachment 77 - Sample Salary packaging agreement

[Insert service letterhead]

**SALARY PACKAGING AGREEMENT**

THIS SALARY PACKAGING AGREEMENT made on the ….………. day of ….…………. 20.……. BETWEEN:

1. …………………………… [insert name]. of ………………………………………… [insert address] (”the employer”);

and

(2) …………………………… [insert name] of ………………………………………… [insert address] ("the Employee").

RECITALS:

1. This salary packaging agreement is entered into pursuant to [insert name of relevant industrial agreement e.g. Part C – Clause 22 Salary Packaging of VECTEA *2016]*
2. The employee acknowledges that prior to entering into this agreement he/she has read and fully understood the provisions of the relevant industrial agreement including the Employer’s requirement that the employee seek independent advice as to whether or not he/she should enter into this agreement
3. The employee acknowledges that he/she has relied on their own independent advice and/or inquiries and not on any document or information provided by the employer in relation to entering into this agreement.
4. The employee shall pay for all reasonable administration costs, including set up and termination costs, associated with salary packaging.
5. The Employer and the Employee have agreed on the terms set out in this agreement in order to provide a benefit of greater flexibility and choice to the Employee.
6. **OPERATIVE PROVISIONS:**
7. This agreement shall commence to operate from the …. Day of …………. 20…. until it is terminated by either party under the provisions of this Agreement.
8. The structure of salary packaging arrangement shall be as follows for the period of this agreement

Instead of the salary of $............. per fortnight that would otherwise be paid to the employee as per [insert name of relevant industrial agreement e.g. Schedule 2 (Salaries) in VECTEA 2016]

The Employee will be paid

a reduced salary of $........................... per fortnight; and

a pre-tax superannuation (sacrifice) $ ………………. per fortnight; and/or

Other benefits

* + ………………….. $......................... per fortnight
  + ………………….. $......................... per fortnight
  + ………………….. $......................... per fortnight

**Total salary $ ………………. per fortnight**, as per

[insert name of relevant industrial agreement e.g. Schedule 2 (Salaries) in VECTEA 2016]

1. Increase or Decrease in Salary during the operation of this Agreement

During the operation of this agreement, if there is an increase or decrease for any reason in the salary that would otherwise be due to the Employee under [insert name of relevant industrial agreement e.g. Schedule 2 (Salaries) in VECTEA 2016], the salary set out in clause 1(b) of this agreement shall be adjusted to reflect the variation.

1. Variation of this agreement

Unless otherwise agreed with the Employer, the Employer shall not be obliged to vary this agreement at the request of the Employee unless the employee has provided a notice of variation in writing to the Employer not less than one month prior to the date on which the variation is to take effect.

1. **TERMINATION OF THIS AGREEMENT**
2. The Employer and the Employee may for any reason give written notice to the other to terminate this agreement in which case termination shall come into effect one month after receipt of the written notice or on some other agreed date; or
3. This salary packaging agreement terminates upon the termination of employment of the Employee for any reason.
4. **PROVISION OF INFORMATION**

The Employer shall provide the Employee with a signed copy of this agreement and, upon request by the Employee, any other information that can reasonably be provided in relation to this salary packaging agreement.

1. **SUSPENSION OF SALARY PACKAGING ARRANGEMENT**
2. During the operation of this agreement, if the Employee proceeds on personal (sick) leave without pay or on an approved unpaid absence, then, during the period without pay, the Employer shall not be obliged to comply with clauses 1 and 2 of this agreement.
3. However, from the date the Employee again commences paid work for the Employer, the Employer may, with the agreement of the Employee, act in accordance with this agreement unless the agreement is terminated in writing by the employee by the giving of one month’s notice prior to the date of recommencing their duties.

**Signed by employee**

**Name……………………………………………………………. Date ……………………………….…**

**Signed on behalf of employer**

**Name………………………………………………………….…. Date ………………………………….**

# Attachment 78 - Staff orientation checklist

Full name of employee: ………………………………. Start date: …………………………

Person/s undertaking orientation: ……………………………………………………………….

The following is a guide for discussion and information (if available) that can be provided to a new employee.

|  |  |  |
| --- | --- | --- |
|  | **Completed by (please initial)** | **Date** |
| Introduction of individual staff members |  |  |
| Show the staff member around the service - location of emergency exits, emergency management plans, kitchen, toilets, staff room, desk area, storerooms, discuss access, locking up arrangements, provide keys or passwords as required |  |  |
| Introduce committee members where possible |  |  |
| Ensure employee understands nature of and length of probationary period |  |  |
| Provide complete description of the committee’s roles and responsibilities |  |  |
| Discuss and confirm understanding of the Philosophy/aims of the service |  |  |
| Collect and record tax and bank details |  |  |
| Discuss parking arrangements if applicable. |  |  |
| Discuss roster and break entitlements, such as meal breaks, breaks from working with the children |  |  |
| Discuss local facilities such as banks, newsagents, lunch shop, etc. |  |  |
| Organise time for introductions to staff at nearby early childhood services (for support network), local government contacts, DET officers, Maternal Child Health nurses, local primary schools etc. |  |  |
| Ensure Information on emergency contacts for the employee is recorded on their file |  |  |
| Discuss expectations in relation to committee meetings (reporting/attendance), staff meetings (times and dates) and staff professional development (expectations and procedures for applying etc) |  |  |
| Computer logon/email address |  |  |
| **Provide copies of or location of:** |  |  |
| * Service Information book |  |  |
| * Staff employment policies |  |  |
| * Service policies and procedures including: |  |  |
| * + Administration of First Aid |  |  |
| * + Acceptance and refusal of authorisations |  |  |
| * + Anaphylaxis |  |  |
| * + Asthma |  |  |
| * + Child protection |  |  |
| * + Child Safe Environment |  |  |
| * + Code of Conduct |  |  |
| * + Complaints and grievances |  |  |
| * + Dealing with infectious diseases |  |  |
| * + Dealing with medical conditions |  |  |
| * + Delivery and collection of children |  |  |
| * + Determining responsible person |  |  |
| * + Diabetes |  |  |
| * + Emergency and evacuation |  |  |
| * + Enrolment and orientation |  |  |
| * + Excursions and service events |  |  |
| * + Fees |  |  |
| * + Governance and management of the service |  |  |
| * + Incident, injury, trauma and Illness |  |  |
| * + Interactions with children |  |  |
| * + Nutrition and active play |  |  |
| * + Participation of volunteers and students |  |  |
| * + Privacy and confidentiality (including confidentiality of records) |  |  |
| * + Staffing (including qualifications and WWC check/criminal history record check |  |  |
| * + Occupational health and safety |  |  |
| * + Sun protection |  |  |
| * + Water safety |  |  |
| * *Education and Care Services National Regulations* |  |  |
| * *Education and Care Services National Law Act 2010* |  |  |
| * DET *Kindergarten Funding Guide* |  |  |
| * Sign in/out/Attendance book |  |  |
| * Child enrolment records |  |  |
| * Medication records/book |  |  |
| * Accident, injury and illness records/book |  |  |
| * Personal employee record |  |  |
| * Employee attendance book/sign-in sheets |  |  |
| * Leave/sick leave procedures/forms |  |  |
| * Professional development request forms |  |  |
| * List of committee members and contact phone numbers |  |  |
| * List of staff members and contact phone numbers |  |  |
| * Industrial Agreement information/employment agreement information |  |  |
| * Staff/committee meeting minutes |  |  |
| * List of suppliers |  |  |
| * Service Quality Improvement Plan |  |  |
| * DET Regional contact details |  |  |
| * List of specialist services with contact details |  |  |
| * Employee rosters |  |  |
| Employee communication processes; for example, diary beside the phone |  |  |
| Locker and/or pigeon hole |  |  |
| Noticeboards for: |  |  |
| * Staff |  |  |
| * Parents |  |  |
| Program planning and individual records |  |  |
| Process for employing relief/emergency staff |  |  |
| Emergency/fire drill procedures |  |  |
| Petty cash/budget information relevant to the position |  |  |
| Maintenance procedures |  |  |
| Rubbish collection arrangements |  |  |
| Discussion of all employee’s responsibilities |  |  |
| OHS induction (refer to [Attachment 106](#_Attachment_106_-)) |  |  |

# Attachment 79 - Staff planning sheet

Regulation 151 of the Education and Care Services National Regulations 2011 requires a record of the name of the educator and the hours each educator works directly with the children being educated and cared for by the service.

Date: …………………………………. Service: …………………………………………………………….

ADP no (if use ADP): ……………… Full name of employee: …………………………………………………

Position: …………………………………………………………………………………………….

Teaching/Contact hours: ……………………………. hours per week [ ]

Non-teaching/Non-contact hours: ……………………………. hours per week [ ]

**Total paid hours:** ……………………………. hours per week [ ]

List teaching/contact times as well as non-teaching/non-contact and lunch breaks(paid/unpaid), etc.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| AM | | | | | |
| 8.00–8.15 |  |  |  |  |  |
| 8.15–8.30 |  |  |  |  |  |
| 8.30–8.45 |  |  |  |  |  |
| 8.45–9.00 |  |  |  |  |  |
| 9.00–9.15 |  |  |  |  |  |
| 9.15–9.30 |  |  |  |  |  |
| 9.30–9.45 |  |  |  |  |  |
| 9.45–10.00 |  |  |  |  |  |
| 10.00–10.15 |  |  |  |  |  |
| 10.15–10.30 |  |  |  |  |  |
| 10.30–10.45 |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 10.45–11.00 |  |  |  |  |  |
| 11.00–11.15 |  |  |  |  |  |
| 11.15–11.30 |  |  |  |  |  |
| 11.30–11.45 |  |  |  |  |  |
| 11.45–12.00 |  |  |  |  |  |
| PM | | | | | |
| 12.00–12.15 |  |  |  |  |  |
| 12.15–12.30 |  |  |  |  |  |
| 12.30–12.45 |  |  |  |  |  |
| 12.45–1.00 |  |  |  |  |  |
| 1.00–1.15 |  |  |  |  |  |
| 1.15–1.30 |  |  |  |  |  |
| 1.30–1.45 |  |  |  |  |  |
| 1.45–2.00 |  |  |  |  |  |
| 2.00–2.15 |  |  |  |  |  |
| 2.15–2.30 |  |  |  |  |  |
| 2.30–2.45 |  |  |  |  |  |
| 2.45–3.00 |  |  |  |  |  |
| 3.00–3.15 |  |  |  |  |  |
| 3.15–3.30 |  |  |  |  |  |
| 3.30–3.45 |  |  |  |  |  |
| 3.45–4.00 |  |  |  |  |  |
| 4.00–4.15 |  |  |  |  |  |
| 4.15–4.30 |  |  |  |  |  |
| 4.30–4.45 |  |  |  |  |  |
| 4.45–5.00 |  |  |  |  |  |

# Attachment 80 - Statement of service

[Insert service letterhead]

[Insert date]

[Insert employee name and address]

This is to certify that [insert name of employee] was employed by *[Service Name]* from [insert start date] to [insert end date] in the position of [insert position].

……………………………………………………………………………………………………………………………

Signed on behalf of the service Date

[Insert name and position of person  
signing letter, such as president]

# Attachment 81 - Work History Form

This form can also be completed online at <https://elaa.org.au/account/calculations/> (requires login)

**Part 1**

Name of service: ………………………………………………………………………………………………………………………………. Phone: …………………………………...

Address: ……………………………………………………………………………………………………………………………………… Postcode: ………………………………….

Name of committee member: ………………………………………………………………………………………………………. Contact phone: ………………………………….

**Qualifications**

Name of staff member: …………………………………………………………………………………… Position: ………………………………………………………………………

* Is this work history for the purpose of classification of a new staff member (please circle) Yes No
* Do you use ADP for your payroll processing (please circle) Yes No
* Is this work history for the purpose of providing evidence to DET to claim the salary supplement (please circle) Yes No

|  |  |  |  |
| --- | --- | --- | --- |
| Qualification Provide exact title in full from  qualification certificate | Tertiary  institution | Length of course Equivalent years  of full-time study | Date  completed |
|  |  |  |  |
|  |  |  |  |
| Further qualifications |  |  |  |
|  |  |  |  |
|  |  |  |  |

**VALIDATION** (please circle): Yes (Please attach a copy of the evidence of validation i.e. letter from VETASSESS) No

**Early childhood VIT registration number** (if being employed as an early childhood teacher): …………………………….

**Part 2**

Please complete your work history chronologically from start to finish using exact dates.

Eligible experience also includes

* periods of relief teaching of four weeks or more at the same service.
* work in primary schools with 5 - 8 year olds (since completion of your Early Childhood Teaching Qualification)

Please also detail any periods in which there is a break in service; for example, maternity leave, resignation, leave without pay, etc.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Start date | | | End date | | | Workplace | Position held | Hours per week |
| Day | Month | Year | Day | Month | Year |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

Hourly/annual rate of pay in last position: $ ………………………………………

Privacy statement: These details will be provided to ELAA for salary classification purposes.

Please Note:Due to the complexity of work history calculations please allow up to three business days for completion. For urgent calculations please contact the ELAA Member Services Team on 94893500 (1300 730 119 – rural) to request a more rapid response.

# Attachment 82 - Working With Children (WWC) Check Verification

[The Approved Provider or a Nominated Supervisor can complete this record]

No information about the contents of the WWC should be included in this record. If the person does not hold a WWC card no documentation needs to be kept.

Further information is contained in the *Education and Care Services National Regulations*, Regulations 146(d), and 147(d) and at [www.justice.vic.gov.au/workingwithchildren](http://www.justice.vic.gov.au/workingwithchildren).

1 Employee/volunteer details (name of the person who has applied to commence as a member of staff or volunteer):

|  |  |  |  |
| --- | --- | --- | --- |
| Surname: |  | First name: |  |
| Address: |  |  |  |
| Date of birth: |  | Telephone: |  |
| Employee | Yes/No | Volunteer | Yes/No |

2 The reference number and date of the WWC card:

|  |  |
| --- | --- |
| WWC card reference number: |  |
| Date of expiry: |  |
| Date of online verification |  |
| If exempt from requiring a current WWC card detail the reasons below (including details of VIT registration if applicable). | |
|  | |

3 Employee/volunteer identity verified:

|  |  |
| --- | --- |
| Type of document, such driver licence: |  |
| Document no.: |  |

4 Authorised by: This must be the Approved Provider or Nominated Supervisor

|  |  |
| --- | --- |
| Name: |  |
| Signature: |  |
| Date authorised: |  |
| Position held: (Please circle) Approved Provider Nominated Supervisor | |

# Attachment 83 - Checklist for daily inspections

**Recommended Instructions**

1 Daily checklists are to be completed by employees and forwarded to employer and kept on file.

2 For items requiring prompt follow up, the employees who conducted the inspection must ring an employer representative to determine corrective action required and by whom. This follow up will include further consultation with staff, and at minimum feedback to them confirming corrective action timeline and agreed action.

3 At each Employer Management Meeting the employer is to review whether these daily checklists are   
being completed, encourage employees to continue these inspections, and keep a record in the minutes   
of outstanding corrective action required and how many daily checklists completed since the last meeting compared to target level.

4 Where the employer is not sure of what to do, please follow guidance in Service OHS Issue   
Resolution Procedure ([*Attachment 124*](#_Attachment_124_-)).

**safety checklist for daily inspections**

**Name of service:** ……………………………………………………**Date:** …………………………………

**Inspection conducted by:** ………………………………………………………………………………….

The following items need to be checked daily prior to the children’s attendance at the service. This will include walking around the perimeter fence of the playground. **(Some services will need to modify their checklists in order to cater for the particular needs of their service).**

|  |  |
| --- | --- |
| **Outside** |  |
| Fencing is secure and unscalable. (No breaches in the fence or materials left nearby  that would assist children to scale the fence.) | 🞏 |
| Gates are secure and cannot be opened by children. | 🞏 |
| Playground is free of syringes and other material that may have been left in the playground  overnight, with special attention given to the area next to the perimeter fence, enclosed  areas and sandpit, if left uncovered. | 🞏 |
| Sandpit checked to ensure it is free of animal faeces. | 🞏 |
| Paths and paving surfaces are free of slipping hazards e.g. sand. | 🞏 |
| Soft-fall and grassed areas are free from hazards. | 🞏 |
| Tyres and other equipment with recessed areas are free of snakes and spiders. | 🞏 |
| **Inside** |  |
| Exits are clear. | 🞏 |
| Heaters are guarded. | 🞏 |
| No hazardous materials are within reach of children. | 🞏 |

# Attachment 84 - Checklist for Weekly Inspection – External

Recommend rotational basis, complete different part each week over a four-week cycle.

**Recommended Instructions**

Refer to instructions for Safety Checklist for Weekly Inspection – Internal in [Attachment 85](#_Attachment_85_-). Over every   
four to five-week period ideally each of the four parts of the Internal and External Checklist will have   
been completed. been completed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Part 1 – External** | Yes | No | Comments |
| **Vehicle parking area and building perimeter** | | | |
| Entrances and exits are clearly marked |  |  |  |
| Adequate lighting throughout parking areas is installed and functioning |  |  |  |
| Ensure censor lighting at entrances is installed and functioning |  |  |  |
| Surface of parking area and driveways is free from pot-holes, cracks and other tripping hazards |  |  |  |
| Drainage grates are not blocked |  |  |  |
| Traffic and speed restriction signs are clearly visible |  |  |  |
| There are signs indicating intersections, pedestrian areas (e.g. crossings) and safe walking areas |  |  |  |
| Adequate disabled and emergency services parking spaces provided and appropriately designated |  |  |  |
| Assembly area for emergency evacuations is accessible and clearly marked |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Part 2 – External** | Yes | No | Comments |
| **Boundaries and access points** | | | |
| Walls, gates and fences in good order without gaps or protrusions and do not have footholds for climbing |  |  |  |
| Signs clearly displaying to indicate security arrangements in place |  |  |  |
| Pathways are free of raised curbs, pot-holes, tree branches and other hazards |  |  |  |
| Anti-slip surfaces provided where necessary, and moss, fallen leaves etc. cleared regularly |  |  |  |
| Steps and changes of level are clearly defined and indicated |  |  |  |
| Childproof locks fitted to gates |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Part 3 – External** | Yes | No | Comments |
| **Children’s play equipment** | | | |
| Impact-absorbing material under all equipment where fall height could exceed 60cm |  |  |  |
| Fall zone free from objects and extends at least 1.8m beyond perimeter of equipment |  |  |  |
| Equipment has no protruding bolts, nails or splinters |  |  |  |
| All equipment is checked regularly to ensure it is safe and in good repair |  |  |  |
| Sandpits are clean, and any rubbish and dangerous objects, such as glass, has been removed and are raked prior to being re-covered |  |  |  |
| **Sun protection** |  |  |  |
| Adequate sun protection provided |  |  |  |
| Sunscreen provided for children and staff |  |  |  |
| Hats are worn by children and staff when outside in the sun |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Part 4 – External** | Yes | No | Comments |
| **Storage** | | | |
| Adequate storage provided and all walk areas within storage area kept clear |  |  |  |
| Storage areas kept tidy |  |  |  |
| Shelving in good order |  |  |  |
| Storage areas locked and kept free of obstructions and rubbish |  |  |  |
| In the shed, equipment is stored between shoulder and knee level if possible |  |  |  |
| All chemicals are locked away and a Safety Data Sheet (SDS) has been supplied for each chemical |  |  |  |
| **Maintenance** | | | |
| Gardens maintained – debris and dead, loose or overhanging branches are removed and grass is cut |  |  |  |
| Gardens and grounds are free of sharp objects (glass, metal, wood, needles etc.) |  |  |  |
| Trolley or wheelbarrow available to move heavy or unstable loads (e.g. play equipment or bags of mulch or fertiliser) |  |  |  |
| If any building, renovation or demolition is being carried out, qualified professionals have been consulted to determine there is no asbestos present.\ |  |  |  |
| Ensure asbestos register is kept up to date |  |  |  |
| Arrange a glazier to audit all windows and glass doors and identify which conform with marking requirements (i.e. strips to alert a person that there is glass)  For more information see WorkSafe Safety alert 12 June 2019 <https://www.worksafe.vic.gov.au/safety-alerts/glass-panes-early-childhood-education-and-care-services> |  |  |  |

# Attachment 85 - Checklist for Weekly Inspection – Internal

Recommend rotational basis: complete different part each week over four-week cycle.

**Recommended Instructions**

These instructions also apply to Safety Checklist for Weekly Inspection – External ([*Attachment 84*](#_Attachment_84_-)). Over every four to five-week period ideally each of the four parts of the Internal and External Checklist will have been completed.

1 Weekly checklists are to be completed by employees, ideally with the help of an employer representative,   
and forwarded to the employer and kept on file.

2 For items requiring prompt follow up, the employees who conducted the inspection must contact an employer representative to determine corrective action required and by whom. This follow up will include further consultation with staff, and at minimum feedback to them confirming corrective action timeline and   
agreed action.

3 At each Employer Management Meeting the employer is to review whether these weekly checklists are   
being completed, encourage employees to continue these inspections, and keep a record in the minutes   
of outstanding corrective action required and how many weekly checklists have been completed since   
the last meeting compared to target level.

4 Where the employer is not sure of what to do, please follow guidance in Service OHS Issue   
Resolution Procedure.

Some services will need to modify their checklists in order to cater for the particular needs of their service.

|  |  |  |  |
| --- | --- | --- | --- |
| **Part 1 – Internal** | Yes | No | Comments |
| **Floors, aisles and exits** | | | |
| Entrances and steps in good order |  |  |  |
| Entrances, doorways, stairs and steps kept free of obstructions |  |  |  |
| Handrails installed where appropriate at entrance/exit steps and ramps |  |  |  |
| Mats provided at entrances for wiping feet |  |  |  |
| Floor coverings in good order |  |  |  |
| Floors level, without cracks, dips or holes |  |  |  |
| Floors clean and not slippery |  |  |  |
| Signs available and always placed to indicate wet floors after cleaning |  |  |  |
| Computer and other electrical leads kept clear of aisles and walkways |  |  |  |
| Aisles and walkways free of obstructions (boxes, rubbish bins etc.) |  |  |  |
| **Security** | | | |
| Adequate locks on all external doors |  |  |  |
| Adequate locks on all external windows |  |  |  |
| All keys are registered and records are kept to identify people holding them at any given time |  |  |  |
| Alarm systems installed and functional |  |  |  |
| Emergency communication (e.g. alarm or intercom) provided where appropriate |  |  |  |
| Security screens fitted on windows and doors |  |  |  |
| Signs and physical barriers indicate boundaries between public and restricted areas |  |  |  |
| Signs clearly visible to indicate security measures are in place |  |  |  |
| Secure cupboards, lockers or drawers provided for staff and volunteers to keep personal items |  |  |  |
| Visual access to outside of external doors (i.e. view hole, glass panel or closed-circuit camera) |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Part 2 – Internal** | Yes | No | Comment |
| **Bathrooms and toilets** | | | |
| Adequate toilet facilities adults |  |  |  |
| Toilets provided for people with disabilities |  |  |  |
| Nappy change facilities available |  |  |  |
| Bathrooms and toilet areas cleaned regularly |  |  |  |
| Bathrooms and toilet areas well ventilated |  |  |  |
| Liquid soap and single-use hand towels or dryers provided |  |  |  |
| Sanitary bins provided |  |  |  |
| **Housekeeping** | | | |
| All work areas kept clean and tidy |  |  |  |
| Parents and guardians do not leave their bags where children could have access to them. |  |  |  |
| Chairs and tables are not placed near windows if possible |  |  |  |
| Toys put away after use |  |  |  |
| Materials and equipment stored safely |  |  |  |
| Rubbish bins and recycled paper bins emptied regularly |  |  |  |
| Staff are provided with protective equipment (e.g. disposable gloves) for cleaning tasks |  |  |  |
| Procedures in place to ensure spills and breakages are cleaned up immediately |  |  |  |
| Fish tanks and other pet enclosures are cleaned out regularly |  |  |  |
| Toys and surfaces in play area washed regularly |  |  |  |

| **Part 3 – Internal** | | Yes | No | Comment |
| --- | --- | --- | --- | --- |
| **Stairs and landings** | | | | |
| Lighting adequate. | |  |  |  |
| Good visual contact between steps | |  |  |  |
| Slip-resistant strips on step edges | |  |  |  |
| Handrails installed and at appropriate height | |  |  |  |
| Adequate foot space on each step | |  |  |  |
| **Lighting and indoor climate** | | | | |
| Adjustable blinds provided to stop glare and shadows across work surfaces | |  |  |  |
| Lighting in all indoor work areas is sufficient and suitable for work performed | |  |  |  |
| Light switches are accessible | |  |  |  |
| Task lighting (e.g. desk lamps) provided for close or detailed work | |  |  |  |
| Overhead lights shielded to minimise glare |  |  |  |
| All lighting is checked regularly |  |  |  |
| Stairwells and exits are illuminated |  |  |  |
| Temperature maintained at a comfortable level |  |  |  |
| Air conditioning filters are cleaned regularly |  |  |  |
| Air quality is good (no fumes, odours or particles) |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Part 4 – Internal** | Yes | No | Comment |
| **Kitchens and lunchrooms** | | | |
| Suitable kitchen and lunchroom facilities provided |  |  |  |
| Food stored appropriately and refrigerated where required |  |  |  |
| Cooking facilities are kept clean and in good working order |  |  |  |
| Work benches and appliances are kept clean, and the fridge is cleaned out regularly |  |  |  |
| Knives and other sharp implements are kept out of children’s reach |  |  |  |
| Staff and visitors don’t have hot drinks around children |  |  |  |
| Staff trained in infection control procedures (including food hygiene and hand washing) |  |  |  |
| Heavy items and appliances (e.g. toaster, kettle) can’t be knocked off the bench or pulled down by children |  |  |  |
| Children aren’t allowed in the kitchen without supervision |  |  |  |
| Exhaust fans above cooking units functional and clean |  |  |  |
| Electrical equipment in good condition and leads checked regularly |  |  |  |
| Floors kept free of water and grease, and anti-slip floor surfaces provided |  |  |  |

Information developed by ELAA in conjunction with Loddon Mallee Preschool Association *Safety at work –   
A guide for kindergarten*.

# Attachment 86 (Part A) - Chemical Assessment and Chemical Register

**Chemicals/Substances Checklists**

**Recommended Instructions**

1 Employer to complete this template in consultation with relevant employees whenever there are chemicals stored or to be used that may need review. Note that the OHS Act 2004 defines substances as ‘Any natural or artificial substance, whether in the form of a solid, liquid, gas or vapour’. This is not limited to hazardous substances or dangerous goods. A hazardous substance is defined as a substance that has the potential to harm human health. A dangerous good is defined as a substance that is classified on the basis of immediate physical or chemical effect.

2 Only chemicals/substances that could foreseeably cause injury or illness need to be assessed rigorously   
with the checklists below.

3 Consistent with the Hazard Management Steps, outlined in Section 10.5, some methods that should be considered when identifying tasks involving use of chemicals/substances are:

• Looking at injury records to identify tasks where chemical use is occurring.

• Consulting with the employees and health and safety representatives about tasks that involve use   
of chemicals.

• Observing the tasks, recording the observations and what we know about tasks involving chemicals.

4 The OHS Regulations 2017 require the employer, in consultation with employees who complete tasks using such items to use this assessment template, or have equivalent processes in place to reduce the risk of chemical related injuries, whenever:

• There is a proposed alteration to objects or to systems of work that include change in the place where tasks using chemicals (or related to chemical storage) are undertaken

• Before a chemical is used for another purpose

• New or additional information is available to employer

• Chemical related injury/illness occurs in a workplace

• After a notifiable incident to WorkSafe Victoria (Part 5 of the Act)

• For any other reason, if risk control measures are not adequate

• Request from Health and Safety Representative (HSR) (reasonable grounds).

5 Ensure corrective action is tracked in employer monthly meetings.

6 Where the employer is not sure of what to do, please follow guidance in Service OHS Issue   
Resolution Procedure ([*Attachment 124*](#_Attachment_124_-)).

# Attachment 86 (Part B) - Chemical Assessment and Chemical Register

**Chemicals (Hazardous Substances/Dangerous Goods) Register**

Service name: …………………………………………………………………… Service address: …………………………………………………………………………………….

Roles and names of persons compiling register: ………………………………………………………………………………………………. Date: …………………………….

(Ideally an Employer (Committee of Management) representative should be involved in this, as well as an employee representative)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Product  Name | For what purpose  is this chemical used? | Is this a Hazardous Substance? | Is this a  Dangerous  Goods? | | Safety Data  Sheet (SDS) | | Risk  Assessment | | Actions/ Comments |
| Yes/ No | Yes/ No | DG  Class | Yes/ No | Issue  Date\* | Yes/ No | Issue  Date |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

Next date for review of register: …………………………………………………………………………...

\* All hazardous substances/dangerous goods must have an up-to-date SDS no more than five years old.   
The SDS should state that the product is hazardous or, in the case of dangerous goods the DG Class.

**Chemicals (Hazardous Substances/Dangerous Goods/Other) Assessment**

Job/activity description: …………………………………………………………………………. Work area description: ……………………………………………………………

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Chemical  substance/ goods | Description of use  (list tasks carried out  and equipment used) | Routes of exposure (inhalation, ingestion, eye/skin contact, injection) | Current safety measures/risk controls | Is there a risk to health? | | Risk  assessment | Actions/comments  (include by whom  and when) |
| Yes/No/ Not sure | Give reasons |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

Reported health effects/impacts/incidents: ……………………………………………………………………………………………………………………………………………….

Comments: ……………………………………………………………………………………………………………………………………………………………………………………...

Assessors (must include an employer ………………………………….…… ………………………………………… ……………………  
or management representative) Employer representative Signature Date

………………………………………… ………………………………………….. ………………………

Employee representative Signature Date

# Attachment 87 - Detailed guidance on hazard management steps

**Hazard and risk definitions**

A ‘hazard’ is defined as anything that could cause harm. Note that ‘harm’ is physical or psychological injury or illness. The Occupational Health & Safety (OHS) Act 2004 defines ‘health’ as including psychological health. Below is a list of possible hazards.

|  |  |  |
| --- | --- | --- |
| Asphyxiation | Falling | Radiation |
| Burns/heat | Fatigue | Shearing |
| Biological | Fire | Slipping |
| Bullying | Fumes | Stabbing |
| Chemical effects | Friction | Psychological stress |
| Crushing | Gases | Struck by (something) |
| Cutting | Light | Striking against (something) |
| Electrical | Manual handling hazard | Suffocation |
| Entanglement | Overcome by (something) | Thermal stress |
| Ergonomic effects | Overexertion | Tripping |
| Explosion | Noise | Vibration |

We must identify hazards in any given situation by looking for the source of the hazard. For example, the source of a manual handling hazard may be lifting a heavy box, and the source of a falling hazard may be the unsafe use of a portable step ladder or not using a portable step ladder at all. The source of a burn hazard may be an oven, steam or flammable substances. The source of a fire hazard may be a match, an overloaded electrical power board or a faulty electrical appliance. There are sometimes multiple hazards associated with a hazard source, and we should try and be rigorous about considering all of them in the hazard identification step as the means of controlling each may vary.

Remember that the presence of a hazard does not necessarily create injury or damage. The ability of a hazard to cause harm or damage is normally controlled by some type of control, precaution or defence. For example, for manual handling hazards, the provision of safe lifting training; for falls from portable step ladders, the labelling and posting of instructions of the certified type; for electrical hazards, the testing and tagging process and the use of a safety switch.

A ‘risk’ is defined as the potential (or possibility) for the hazard to cause harm. Here we need to consider the likelihood of an incident occurring and the consequences if it occurs. Once a hazard is identified, it is necessary to assess if the risk is high, medium or low, and whether this is acceptable or unacceptable.

**Hazard management steps**

Hazard management steps provide a systematic approach to managing hazards in workplaces to reduce the risk of harm to people. This approach is encompassed in OHS laws and in WorkSafe publications.

1 What hazards exist in the workplace? (hazard and hazard source identification)

2 Is the danger associated with each hazard high, medium or low? (risk assessment to help prioritise which hazards need to be attended to first, to help determine how urgent hazards need to be attended to, and as a comparison tool after introducing or changing controls to determine if the risk has been reduced)

3 What can be done to control these risks? (application of risk controls/measures/precautions/defences;   
if practicable, try and eliminate the hazard source from the workplace)

4 How effective is the risk control that is implemented?

**Identifying hazards and sources**

People at work, and those around them, are often at greater risk of harm when:

• there is change to their work environment, work methods, equipment, tools or chemicals/substances   
they use

• they have not been trained to use the correct precautions/controls

• the training is inadequate

• they have a lapse in concentration and do not apply the correct controls, perhaps because they are rushing or tired, or their fitness for work has changed

• they sometimes become so used to completing some activities that they may take shortcuts and not apply the correct controls.

To help reduce the risk of harm to people at a service, the employer should apply the hazard management steps prior to:

• purchasing and using new equipment, tools and chemicals, such as cleaning substances

• changing the work environment, including changing work methods and layout (especially those that may involve hazardous manual handling, such as those requiring awkward postures or application of high force/effort or lots of repetitive movements)

• planning and conducting events with children’s families and others.

Applying the hazard management steps may be as simple as consulting with employees about possible hazards and ensuring the correct precautions are in place, as well as encouraging employees and families to raise OHS issues and determining if controls need to be improved. To help apply the hazard management steps with some of the commonly associated hazards at services, there are some templates and forms to help you as part of this manual. It is a good idea for the employer to consult with employees (and in the instance of contractor activities, also contractors) when completing these forms as they have knowledge of the service (or in the instance of contractors, knowledge of their field of expertise), and they are likely to have received some OHS training and therefore will be able to contribute greatly to managing OHS. It is also recommended that the employer keeps and maintains records of completed templates and forms, and actions they and others have taken to reduce OHS risks. These records act as evidence that the employer is working in consultation with employees to fulfil their OHS duty of care. These records should be kept and filed in a secure location at the service.

**Risk assessment**

Formal risk assessment ‘ranking’ of the risk – the classification of the possible release of a hazard in a situation and determine the chance that it could hurt a person as a high, medium or low risk – is not required by legislation; however, analysis of the hazards and risks and research to consider appropriate, reasonable precautions or risk controls may be warranted. This may involve seeking guidance from ELAA, or WorkSafe, OHS consultant or other experienced person relevant to the tasks being considered.

As noted above, a ‘risk’ is defined as the potential (or possibility) for the hazard to cause harm. Here we need to consider the likelihood of an incident occurring and the consequences if it occurs. Once a hazard is identified, it is necessary to assess if the risk is high, medium or low, and whether this is acceptable or unacceptable.

• Likelihood (or probability) of an incident: This refers to the probability that an incident will occur – such as a person falling off a ladder or being struck by a vehicle – and is based on information from past experience, statistical information where this is available or a simple ‘gut feeling’.

• Consequence (or severity) of the injury, illness or damage that could result from an incident associated with the hazard: Consequence concerns the expected severity of injury or illness that we can expect as a result   
of a particular incident associated with the hazard. Examples of a major consequence may include death, permanent disability or cancer.

A common risk assessment tool called the risk matrix is provided below.

**Risk matrix**

With the risk matrix method, you consider the likelihood of an incident occurring and the expected consequence if the incident occurs. You then refer to the matrix shown below to decide on the risk level. The higher the risk, the greater the priorities for risk control action.

**Likelihood**

Almost certain: we can be sure it will happen

Likely: good chance it will happen

Possible: perhaps it will happen sometime

Unlikely: could happen but it would be unusual

Rare: could happen but probably never will

**Consequence**

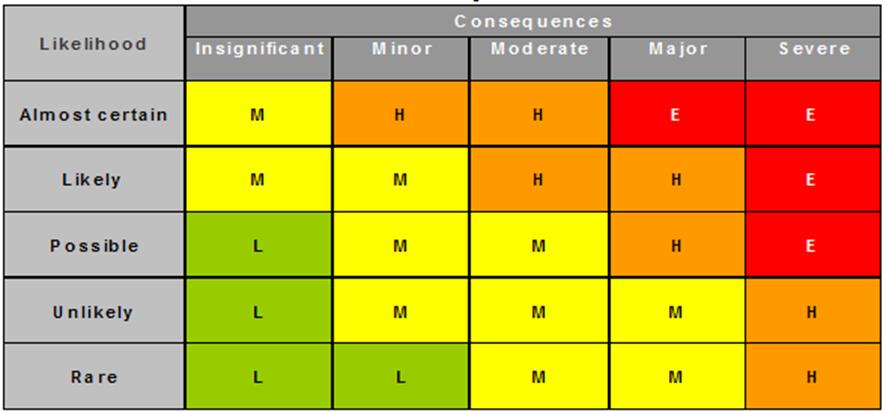
Insignificant: some discomfort, but no medical attention needed

Minor: some first aid or minor medical attention, but no lost time

Moderate: quite serious injury/illness involving some days off work

Major: very serious injury or long-term illness

Catastrophic: person is killed or totally disabled



When you use the matrix, try not to be too concerned about the need to always get the ‘correct’ risk level. Whether the risk is precisely high, medium or low is only an approximate indication of real situations involved, and the tool is intended to provide a useful guide in deciding priorities in controlling the risk.

There are different risk assessment tools available, so long as a service uses the same risk assessment tool within the one service and they use it objectively in consultation with employees, it does not matter what tool   
is used.

When considering manual handling risks, the best risk assessment forms and controls to use are those consistent with WorkSafe guidance for manual handling at services. These forms omit the need to use a separate risk assessment tool, such as the matrix above.

It is important to understand assessing risk alone does nothing to help reduce the risk of harm to people. Only the selection and use of appropriate risk controls – also referred to as precautions, defences and barriers – reduce risk. An example of a control many of us use every day is wearing a seatbelt to reduce the risk of serious injuries if we are involved in a car crash.

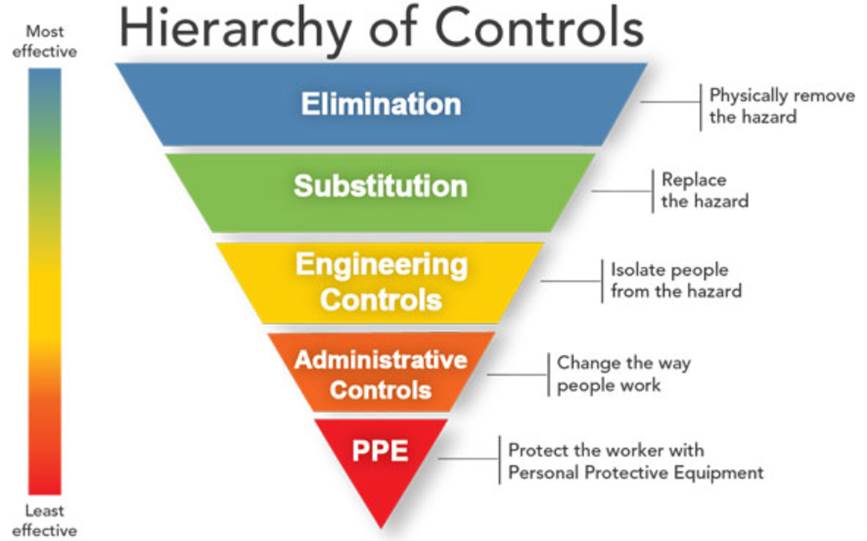
**Selection and implementation of appropriate risk controls**

Once you have assessed the level of risk, you must consider methods of controlling the risk. Obviously the   
higher the risk, the greater the urgency will be to apply some suitable risk control measure/s. On the other hand, if the risk is low, you may still need to apply some form of risk control, but without the same level of urgency.

The various methods of controlling the risks can be organised into what is called the hierarchy of risk control   
(see figure below). This is because control strategies can be organised from the top down, in order of decreasing reliability to effectively control risk.

One of the challenges to reduce OHS risks is that having controls available does not always translate   
to knowing about them and using them properly. This is why employers and employees need to be ever vigilant with OHS hazards and risks, especially when there are changes to people, the work method or the work environment.

Another area in which risk controls fail is where there is a change to an existing employee’s health or   
well-being, which might make them more susceptible to injury, even though they have been able to conduct   
the task safely in the past. The need to encourage employees to proactively advise their employer of a change in their well-being or fitness for work levels is covered in this manual in section *10.26.7* Rehabilitation and return to work.



**Note:**

1 In practice, a combination of control measures will be required to reduce the risk to an acceptable level,   
think of these as layers of defence or barriers.

2 Remember to apply the hierarchy in order from the top down, as far as practicable. That is, always   
consider elimination first as an option and only consider Personal Protective Equipment (PPE) as an additional, least reliable resort.

3 Using the hierarchy of control does not necessarily mean that PPE is not important. In some cases, it may   
be the main, viable option.

4 For all risk controls selected, there are generally always associated ‘administrative’ risk control components, such as adequate supervision, training and procedures.

**Monitor effectiveness of risk controls**

It is important that risk control measures are regularly monitored or reviewed, properly used and maintained.   
At times it may be necessary to alter and improve the control measure or even replace it with a more appropriate control. Also, you must ensure that a control measure that has been implemented does not create new hazard/s and if it does, these hazard/s need to be adequately controlled. For example, providing a small step for an employee to stand on may increase the employee’s height and therefore decrease the reach required; however, this may also create a tripping hazard.

Risk control measures must also be monitored to ensure that they are working as originally intended, and that they continue to keep the risk as low as reasonably practicable. Using the forms listed under Identifying hazards and sources, especially the parts of the forms that refer to completion of corrective action and review dates, will help to ensure the employer monitors risk control measures. In particular, the employer OHS audit/review checklist will assist the employer to monitor risk control measures, and the incident investigation form will help identify where controls have either failed or not been applied properly. Furthermore, the OHS inspection checklist and OHS audit/review checklist will help check whether preventative maintenance and testing of equipment has occurred. When completing these forms and following up on corrective action, it is very important, wherever practical, to consult with Health and Safety Representatives (HSRs), (the OHS Regulations 2017 require the employer to consult with employees if an HSR has not been elected at the service). Consulting with employees and HSRs will promote a collaborative, team approach and lead to more effective solutions.

The OHS Regulations 2017 (subordinate legislation to the OHS Act 2004) require employers to review risk control measures and, if necessary, revise them whenever:

• there are alterations to the systems of work involving the hazard, including (if applicable) use for   
another purpose

• new information about the hazard or associated risks becomes available

• there is an incident that is notifiable to WorkSafe (this is explained in Incidents that are notifiable to WorkSafe earlier in this section)

• for any other reason the risk control measures do not adequately control the risk

• a request from a health and safety representative is received (if the request is made on reasonable grounds).

***Note: The key is to ensure prompt action is taken when deficiencies are identified.***

**More advice regarding regular workplace OHS inspections**

As noted above, workplace OHS inspections are a very important part of identifying hazards. The information below provides further guidance on how to conduct them.

**Conducting an OHS inspection**

When conducting an inspection, some basic rules should be observed:

1 Inspections should preferably follow a predetermined timetable (or schedule), and ideally should be conducted during service operating hours so that daily activities and employee and family interaction with   
the service environment can be seen.

2 The inspecting team should ideally follow a pre-determined route.

3 Make sure that the inspection does not interfere with service operations.

4 Members of the inspection team should ideally comprise at least one employer representative and at least one or two employees (including the HSR if there is an HSR) who have had the opportunity to read this manual and who are familiar with the activities in this area. The group must focus only on fact-finding –   
that is, not blame or fault finding.

5 Any immediate hazards that pose a significant threat to OHS should be drawn to the attention of the employees in the vicinity and short-term corrective action (short-term risk controls) agreed to ensure no one is hurt. These hazards should also be raised as soon as possible with the employer to decide on longer term corrective action and who will monitor this situation.

6 Before inspecting a particular service room or area, introduce yourself to the employees who are working in or normally work there. This person may have information that is important to know, including: information relating to abnormal OHS conditions and hazards, other OHS issues they may be concerned about, confirmation of what are the commonplace practices and what is the level of understanding of OHS precautions or risk controls available. This person may also outline OHS precautions that need to be   
followed that are relevant to this room or area.

7 The inspection team needs to look for both variations from accepted practice (that is, outlined in OHS   
training and guidance) and workplace environment and equipment issues that make accepted practice difficult to follow.

Sometimes it is necessary to observe service employees closely to understand a task. The person inspecting a worksite should explain to the worker the need to observe the task, and ask permission to watch as they work. If necessary, they should also explain this is not a blame and shame exercise, rather an inspection to determine if current OHS precautions are working well and, if not, to discuss ways of improving them in consultation with employees.

**Recording hazards**

Inspections should locate and describe each hazard and, if known, the hazard source found during the inspection. These observations and findings should be noted on the checklist.

A clear description of the hazards should be written down and questions and details recorded for later use.   
It is important to determine which hazards present the most serious consequences and are most likely to occur. This will help the employer understand, evaluate the problems, assign priorities and quickly reach decisions.

Problems in observed or written work methods and practices should be described in detail on the checklist; if there is inadequate space, then on separate pages that should be stapled as an Attachment to the completed checklist. Problems with equipment, materials and locations must be identified so that they can be corrected. It may be necessary to place a danger sign and lock the equipment or materials away if the risk of harm from continued use is substantial. It will also usually be necessary to tell all relevant employees about the identified problems so that they can contribute to effective solutions.

Equipment or materials that are repaired should not be placed back in use without first notifying and holding discussions with relevant employees in the area or room affected.

Specific hazards must be described. Instead of noting ‘poor housekeeping’ or ‘poor manual handling practice’ for example, the report should give the details. For instance: ‘Falling hazard due to overstocked pantries in kitchen; Trip hazards with toy blocks left across floor of storage cupboard in rear playground area; Slippery floor due to cooking oil residue on kitchen floor; Employee in large service room observed twisting and bending back to pick up toys.

**Follow-up from OHS inspections**

Every inspection should be followed up with clear records of corrective action plans   
to improve risk controls or precautions that are identified as not working well and that cannot be rectified immediately with the relevant employees. Sometimes the employer and employees will not be sure of how to improve risk controls, or be aware of alternative risk controls to consider, or even why the current risk controls have not worked well. In these instances, the corrective action plan may be for the employer and employees to:

• Determine if there are hazards or sources that are such a high risk that immediate, short-term action needs to be completed so that no one is hurt, and then consult with relevant people and implement this action as soon as possible.

• Seek further information on why the current risk controls have not worked well, and what is best practice   
from various sources, such as WorkSafe or ELAA guidance mentioned in this manual or service specific   
OHS policies and procedures. From time-to-time other OHS expert opinion may need to be sought.

• Agree on a date and time to review the OHS issue concerned in light of the new information.

The inspection checklist form itself enables the recording of risk controls or precautions that are identified   
as not working well and that can/are rectified immediately with the relevant employees. For those controls   
that cannot be rectified immediately the inspection checklist recommends that the employer use the Hazard identification, risk assessment and corrective action form to document the issue in more detail.

It is a good idea to note in the inspection checklist to refer to a separate Hazard identification, risk assessment and corrective action form. These separate forms can then be used by the employer, with the help of employees, to track progress with corrective action through to successful completion. Both the completed inspection checklists and the Hazard identification, risk assessment and corrective action forms should be tabled at the employer’s monthly management meetings. This suggestion has been incorporated   
in the Employer management meeting agenda template provided as [Attachment 91](#_Attachment_91_-). **More tips for follow-up from OHS inspections**

Some organisations require that the OHS committee (if there is one) review completed inspection checklists and any associated Hazard identification, risk assessment and corrective action forms, particularly when recommendations apply to training or other matters that are likely to directly affect employees. Generally, for services, there will not be a formal OHS committee; however, you may have HSRs or employees that represent their fellow employees in a specific OHS issue. It is important that these employees, and other employees who are likely to be affected by any proposed improvements or changes to current OHS risk controls or precautions (including training, signage, OHS procedures or methods), be consulted.

The Employer management meeting agenda template makes note of inviting employees, including HSRs if there is one at a service, to these meetings, as well as recording OHS consultation efforts with employees since the last meeting, and plans for further OHS consultation prior to the next meeting.

In making corrective recommendations, the inspection team should be guided by the following rules:

1 Correct the cause whenever possible. Do not merely correct the result, leaving the problem intact. In other words, be sure you are curing the disease, not just the symptom. If you do not have the authority to correct the real cause, bring it to the attention of the person who does.

2 Immediately correct everything that is possible to correct. If the inspection team has been granted the authority and opportunity to take direct corrective action, take it. Delays may increase the risk of harm   
to people.

3 Report conditions beyond your authority or outside your control. For example, families, contractors, neighbours, council, the building owner, the land owner and employees may need to be an integral part   
of the corrective action or, at minimum, be consulted about problems, proposed solutions and timelines.

4 Consider the hazards and sources, the risks and suggest control solutions.

As noted above, problems in observed or written work methods and practices should be described in detail   
on the checklist. If there is inadequate space, separate pages should be stapled as an Attachment to the completed checklist. Problems with equipment, materials and locations must be uniquely identified so that they can be corrected. It may be necessary to place a danger sign and lock the equipment or materials away if the risk of harm from continued use is substantial. It will also usually be necessary to tell all relevant employees about the identified problems so that they can contribute to effective solutions.

When considering whether a Hazard identification, risk assessment and corrective action form is required,   
and when completing these separate forms, consider what underlying causes might be contributing to OHS risks. Also consider if there are risk controls that are missing, not being used properly, or why they have otherwise failed. Some of the general categories into which corrective action might fall if you consider underlying causes are:

• setting up a better work method or practice

• relocating the practice

• relocating or redesigning a tool, fixture or piece of equipment (the employer and employees need to be careful with the manual handling risk involved with such change)

• changing the work pattern of employees

• providing personal protective equipment

• increasing OHS training and improving training methods (this may include consideration of OHS induction   
for employees, OHS induction for agency or labour hire personnel, and refresher OHS training for   
existing employees).

Recommendations may also call for improvements in the preventative maintenance and in housekeeping.   
By way of example, cleaning-up a lot of dirt may be considered the cleaner’s job, but preventing or reducing its accumulation may require discussion and agreed daily action by employees. In the longer term this may require assistance from a contractor to address design shortfalls.

At times, the employer may have to decide among several courses of action. Often the decisions will be based on cost-effectiveness. Remember that the guiding principle to determine whether the risk control measures or precautions are sufficient is ‘(as low as) reasonably practicable’ as defined in the OHS Act 2004.

# Attachment 88 - Detailed guidance on incident investigation

**Incident investigation principles**

In addition to reporting an incident, it must also be investigated. Effective incident investigation is an integral component of an organisation’s hazard management program, and the following general principles should   
be followed:

• In case of injury, first make sure that the injured worker is properly cared for.

• Remember that the main purpose of incident investigation is to establish all the contributing factors,   
and to take steps to prevent any similar incident.

• Where practicable, have the scene kept undisturbed and investigate as soon as possible. In serious cases, you may need to wait for WorkSafe to investigate first.

• Thorough, extensive, detailed investigations for serious injury/illness and dangerous occurrences, and   
for minor injury/illness, near misses and asset or property damage with high potential severity.

• The investigation should not be conducted as a ‘witch hunt’ to find out who is to blame or because the compensation process requires it.

• It is important to avoid the effects of emotional feelings that may be present in any incident investigation. Watch out for the use of words such as ’blame‘, ’cause‘, ’unsafe‘, ’careless‘, ’fault‘, ’wrong‘, ’bad’.

• Look for the contributing factors and their effects.

• Whenever possible, go to the scene of the incident for initial investigation – take photos, make drawings   
and take measurements.

• Interview all witnesses, one at a time and separately, and reassure each person about the purpose   
of the investigation.

• Be objective: don’t have a fixed opinion in advance.

• Express sincere appreciation to anyone who helped in the investigation.

• Record all data accurately, completely and in writing!

There are three key elements of effective incident investigation: observation, description and analysis.

**Observation**

Inspect the scene and take photographs if possible, recording any damage regardless of the need for repair. Observation also includes the recording of details from witnesses, and determining whether they actually saw the incident or whether they are surmising.

**Description**

This involves providing a detailed description of the incident for others to understand the sequence of events leading to the incident. This is generally summarised from the observations and may include photos, statements, plans and so on.

**Analysis**

Establishing precisely what has occurred, which involves analysis of the descriptions, including information from key witnesses. Here it may be helpful to make use of people who are familiar and unfamiliar with   
the workplace.

**Conducting incident investigation interviews**

The first step in a normal incident investigation is (if possible) to interview the employee involved. Here is some guidance on good interview technique:

• Put the worker at ease: Remind them that you are interested solely in preventing a recurrence of the incident and that you can only do this with their help. Convince them that the interview is simply a joint effort to prevent other incidents that could be more serious. A friendly and understanding manner is a necessity   
in gaining cooperation.

• Conduct the interview at the scene of the incident whenever possible: It will help the person explain,   
and you understand. Make the interview as private as you can. This will not only put the worker at ease,   
but will also prevent his/her observations and ideas from being influenced by the opinions of others. It also avoids possible embarrassment over any mistakes.

• Ask for his/her version of the incident: Be sure he/she understands their version just as they saw it and   
not ‘dressed up’ for your benefit. Then let them tell it! Try not to interrupt them. If you don’t understand something, wait until they have finished their story and then ask. Above all, don’t make judgements or judgemental remarks. This will only put him/her on the defensive and defeat the whole purpose of   
the interview.

• Ask any necessary questions: The key word here is ‘necessary’. Limit your questions to facts as much as possible, particularly early in the interview. Find out:

– What happened?

– What was done?

– How it was done?

Try to avoid ‘why’-type questions, such as ’Why were you doing...?’ Wait until you have all other information because ‘why’ questions are likely to make him/her defensive. Ask open questions – ones that can’t be answered ‘yes‘ or ’no‘ – whenever possible. They will give you much more information. Naturally, all questions should be asked in a friendly, constructive manner.

• Close the interview on a positive note: The best way to wind up an interview is by discussing strategies that can be taken to control the incident from happening again. This reaffirms the purpose of the interview in the employee’s mind and will assure his/her further cooperation.

These same techniques can be used in interviewing a witness to an incident. Witnesses should be treated just as tactfully as a person involved in an incident. They ‘don’t want to get anyone in trouble’ any more than a person wants to incriminate him/herself.

A witness does not have to be an eyewitness. He/she may simply be someone familiar with the circumstances involved in the incident. In the case of a fatality or serious injury, a witness may be the only source of information for the incident investigation. Whether a person is involved in or is a witness to an incident,   
the interview should be held as soon as possible while the circumstances are fresh in the mind.

**How to make investigations successful**

Successful investigations are those in which an organisation learns what has happened and can then apply   
this to identify immediate and underlying causes, which can then be used to determine corrective action to prevent similar incidents occurring again.

In addition to the guidance provided above, some other important factors required for successful   
investigations are:

• allow sufficient time for the investigation

• ensure personal bias is removed

• ensure consultation with employees throughout the investigation process

• ensure relevant contributing factors are considered

• ensure appropriate risk control measures are selected and included in recommended corrective action

• ensure corrective action is tracked through to completion and that a review is conducted to determine   
if they have proven to be effective.

Ensuring that at least one person in the investigation team is familiar with the guidance in this OHS section   
of the manual will help with due consideration of these important factors.

**Some legal powers of HSRs relevant to OHS incidents**

According to the OHS Act 2004 (Section 58 [1][a][i] and [ii]): ‘A health and safety representative (HSR) may inspect any part of the workplace at which members of their designated work group (work team) works at any time after giving reasonable notice to the employer, and immediately in the event of an incident or situation involving an immediate risk to health and safety of any person.’

Also, the HSR can:

• accompany a WorkSafe Victoria inspector during an inspection of a workplace at which a member of their designated work group works (Section 58[1][b])

• be requested (by the worker) to be present at an interview concerning OHS (Section 58[1][d] and 58[2])

• assist in situations where communication may be a problem

• be present and assist at an incident investigation (Section 58[2])

• help in developing control measure strategies (Section 58[2])

• request the review of control measures relevant to specific types of hazards (such as manual handling, noise, hazardous substances, plant and machinery) based on reasonable grounds (various   
OHS Regulations).

**Obligations of employers relevant to HSRs and OHS incidents**

The employer must also allow an HSR to have access to information that an employer has relevant to actual or potential hazards relevant to the designated work group (work team) whom the HSR represents (Act 69[1][a], s69[1][b]).

# Attachment 89 - Employer Annual Review Checklist

**Recommended Instructions**

1 Employer to complete this review once per year, recommended second last meeting of each year to allow for corrective action to be completed prior to new year   
and likely high changeover of employer/management team membership.

2 Due to time limitations, for the month that the employer completes this yearly review, the employer may agree to omit review of items in prior months Checklist for Employer Review – Once per month, except for high risk items which should be reviewed. If this is the case, then please remember to revisit this in the next   
month’s Employer Management meeting.

3 Please remember to review the outstanding items from this yearly review in subsequent monthly meetings, until each item is closed out.

4 Keep an updated record as Attachment to relevant Monthly Employer Management Meeting and note in the meeting that the review has been completed. Where it   
has not been completed then note in minutes when this is scheduled to be completed and after consultation with employees, and other persons/parties as required, agree on action parties.

5 Where the employer is not sure of what to do, please follow guidance in Service OHS Issue Resolution Procedure ([*Attachment 124*](#_Attachment_124_-)).

Some services will need to modify their checklists in order to cater for the particular needs of their service.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Description of OHS  item or issue. | | Comment and proposed corrective action for OHS item or issue.  Where and when this was first identified? Provide initial date e.g. weekly inspection  dd/mm/yy. Employer to consult with employees, and employees to update employer  if OHS risk increases. Consider using Health and Safety Consultation Checklist in [Attachment 98](#_Attachment_98_-). | | Person(s) responsible  for corrective action. | | By when?  Include revised target dates if required. | |
| 1 | OHS Policy/Procedure checklist ([*Attachment 112*](#_Attachment_112_-)) completed once per year, and for procedure part of this checklist as each procedure is developed or changed | |  | |  | |  | |
| 2 | | Required mock lockdown & desktop drills completed in the prior year, and after consultation with employees, learning points included in an updated Emergency Response Plan. Also, were employees provided with opportunity to understand and clarify questions about the changes. | |  | |  | |  | |
| 3 | | Other – please provide details | |  | |  | |  | |
| 4 | | Other – please provide details | |  | |  | |  | |

# Attachment 90 - Employer Monthly Review Checklist

**Recommended Instructions**

1 Employer is to complete this review at each Employer Management meeting, preferably held minimum of once per month.

2 Keep an updated record as Attachment to relevant meeting minutes and note in the meeting that the review has been completed. Where it has not been completed   
then note in minutes when this is scheduled to be completed and after consultation with employees, and other persons/parties as required, agree on action parties.

3 Where the employer is not sure of what to do, please follow guidance in Service OHS Issue Resolution Procedure.

Some services will need to modify their checklists in order to cater for the particular needs of their service.

**Part 1 of 2 – No Risk Assessment Ranking required**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Description of OHS  item or issue. | Comment and proposed corrective action for OHS item or issue.  Where and when this was first identified? Provide initial date e.g. weekly inspection  dd/mm/yy. Employer to consult with employees, and employees to update employer if OHS risk increases. Consider using Health and Safety Consultation Checklist in [*Attachment 98*](#_Attachment_98_-). | Person(s) responsible  for corrective action. | By when?  Include revised target dates if required. |
| 1 | Are daily checklists being completed? Please include outstanding specific OHS issues from these checklists as separate items in this review table. |  |  |  |
| 2 | Are weekly checklists being completed? Please include outstanding specific OHS issues from these checklists as separate items in this review table. |  |  |  |
| 3 | Has incident/injury register been reviewed and, if there are any, has each outstanding corrective action been copied as separate item in this review table. |  |  |  |
| 4 | Have incidents that were potentially Incidents Notifiable to WorkSafe (refer Section 10.8) been promptly advised to an employer representative? |  |  |  |
|  | Did an employer representative contact WorkSafe immediately? |  |  |  |
|  | Was the WorkSafe notifiable incident form completed and forwarded to WorkSafe within 48 hours? |  |  |  |
| 5 | Was each workplace injury or illness, including first aid treatments, promptly attended to? |  |  |  |
|  | Was injured/ill person comfortable with response? |  |  |  |
|  | Was a Hazard, Near Miss, Other Incident and Injury/Illness Report (Register of Injuries) and investigation form ([*Attachment 97*](#_Attachment_97_-)) completed and kept on file? |  |  |  |
|  | Has an Incident Investigation Form been completed and kept on file? |  |  |  |
|  | Was the investigation completed in consultation with relevant employees and others, including witnesses? |  |  |  |
|  | Please include outstanding specific OHS issues from these investigations as separate items in this review table. |  |  |  |
| 6 | Were there any reported instances or incidents of employees advising an employer representative that a specific manual task was found to be difficult and therefore may pose a manual handling hazard? |  |  |  |
|  | Are there any new manual handling activities or changes to existing work methods involving manual handling in the last month? |  |  |  |
|  | If so, was a manual handling risk assessment completed ([*Attachment 102*](#_Attachment_102_-))? |  |  |  |
|  | Were all the action items in the assessment closed out? |  |  |  |
|  | If relevant, was a Hazard, Near Miss, Other Incident and Injury/Illness Report (Register of Injuries) and investigation form ([*Attachment 97*](#_Attachment_97_-)) completed and kept on file? |  |  |  |
|  | Please include outstanding specific OHS issues from these assessments as separate items in this review table. |  |  |  |
| 7 | Were there any reported instances or incidents of employees advising an employer representative that a specific task involving use of chemicals or work near chemicals possibly exposed them or others to unacceptable or unknown risk of harm? |  |  |  |
|  | Are there any new chemicals or changes to work methods when using chemicals in the last month? |  |  |  |
|  | If so, was a chemical risk assessment completed ([*Attachment 86*](#_Attachment_86_(part)) |  |  |  |
|  | Were all action items in the assessment closed out? |  |  |  |
|  | If relevant, as a Hazard, Near Miss, Other Incident and Injury/Illness Report (Register of Injuries) and investigation form ([*Attachment 97*](#_Attachment_97_-)) completed and kept on file? |  |  |  |
|  | Please include outstanding specific OHS issues from these assessments as separate items in this review table. |  |  |  |
| 8 | Have all new employees received OHS induction? |  |  |  |
|  | Was there any feedback or learning points, and have these been considered by the employer? |  |  |  |
|  | Has it led to improvements in OHS induction process including OHS Induction Checklist ([Attachment 106](#_Attachment_106_-))? |  |  |  |
| 9 | Have there been any OHS incidents including near misses involving contractor activities? |  |  |  |
|  | Was there any feedback or learning points, and have these been considered by the employer? |  |  |  |
|  | Was contractor supervisor advised of problem and, if required, have they committed to corrective action? |  |  |  |
|  | Was feedback from persons involved, including witnesses sought? |  |  |  |
|  | Were there learning points? |  |  |  |
|  | Has it led to improvements in OHS contractor management process including contractor Job Start and OHS Induction Checklist for (non-routine task) contractor ([*Attachment 100*](#_Attachment_100_-)*)?* |  |  |  |
| 10 | Have there been any OHS incidents including near misses involving labour hire personnel? |  |  |  |
|  | Was Labour Hire Principal Consultant advised of problem and, if required, have they committed to corrective action? |  |  |  |
|  | Was feedback from persons involved, including witnesses sought? |  |  |  |
|  | Were there learning points? |  |  |  |
|  | Have these led to improvements in OHS Job Start and OHS Induction Checklist for (routine task – labour hire personnel) ([*Attachment 101*](#_Attachment_101_-))? |  |  |  |
| 11 | Have there been any different types (second hand or new) of tools or equipment brought into the service? |  |  |  |
|  | If yes, was the New Equipment and Tools Assessment Checklist completed? |  |  |  |
|  | Please include outstanding specific OHS issues from these assessments as separate items in this review table. |  |  |  |
| 12 | Is the Emergency Contact list up-to-date and clearly posted in the service? |  |  |  |
|  | Do employees and all employer representatives know about where this is posted? |  |  |  |
| 13 | Have there been any Hazard Identification, Risk Assessment and Corrective Action Forms ([*Attachment 96*](#_Attachment_96_(Part)) completed by or reported to the employer? |  |  |  |
|  | Were all the action items in the assessment closed out? |  |  |  |
|  | If relevant, as a Hazard, Near Miss, Other Incident and Injury/Illness Report (Register of Injuries) and investigation form ([*Attachment 97*](#_Attachment_97_-)) completed and kept on file? |  |  |  |
|  | Please include outstanding specific OHS issues from these assessments as separate items in this review table. |  |  |  |
| 14 | Are there any outstanding Return to Work (RTW) Cases? |  |  |  |
|  | Has a designated employer representative been in regular contact with injured/ill employee? |  |  |  |
|  | Does the employee feel like their RTW needs are being met? |  |  |  |
|  | And if not, are there learning points for employer and others? |  |  |  |
|  | Have Return to Work (RTW) processes (refer to *Attachments* [*112*](#_Attachment_112_-)*,*[118](#_Attachment_118_-),[119](#_Attachment_120_-)*,*[120](#_Attachment_121_-)) been followed? |  |  |  |
|  | Have hazards associated with potential incident or series of incidents that may have contributed to injury/illness been identified using a Hazard Identification, Risk Assessment and Corrective Action Form? ([*Attachment 96*](#_Attachment_96_(Part)) |  |  |  |
|  | Please include outstanding specific OHS issues from these assessments as separate items in this review table. |  |  |  |
| 15 | Were relevant employees invited to attend this meeting? |  |  |  |
|  | Have employees been asked to raise any OHS items or issues or suggestions with an employer representative, for tabling at this meeting? |  |  |  |
|  | Please include outstanding specific OHS issues from these assessments as separate items in this review table. |  |  |  |
| 16 | Are there other items to consider that the employer or service families have raised with an employer representative? |  |  |  |
|  | Please include outstanding specific OHS issues from these assessments as separate items in this review table. |  |  |  |
| 17 | Has the Training Register ([*Attachment 114*](#_Attachment_114_-)) been reviewed by the employer? |  |  |  |
|  | Have all OHS and/or Professional Qualifications Training been scheduled with relevant employees? |  |  |  |
|  | Has there been consultation with relevant employees about this training? |  |  |  |
|  | Please include outstanding specific OHS issues from these assessments as separate items in this review table. |  |  |  |
| 18 | Are any possible service family or joint employer/employee/family activities planned for the next month? e.g. gardening or working bees, fairs, excursions, incursions? |  |  |  |
|  | Has there been consultation with relevant employees, service families and others about these proposed activities? |  |  |  |
|  | Have hazards associated with proposed activities been identified using a Hazard Identification, Risk Assessment and Corrective Action Form? ([*Attachment 96*](#_Attachment_96_(Part)) |  |  |  |
|  | Is the employer confident appropriate risk controls/precautions and response measures if something goes wrong are in place for these proposed activities? |  |  |  |
|  | Please include outstanding specific OHS issues from these assessments as separate items in this review table. |  |  |  |

**Part 2 of 2 –Risk Assessment Ranking may be required**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Description of OHS  item or issue. | Risk Assessment  (Priority Ranking).  How likely is injury/ illness and how severe could it be? | | | Comment and proposed corrective action for OHS item or issue.  Where and when this was first identified? Provide initial date e.g. weekly inspection dd/mm/yy.  Employer to consult with employees, and employees to update employer if OHS risk increases.  Consider using Health and Safety Consultation Checklist in [Attachment 98](#_Attachment_98_-). | | | |
|  |  | High | Medium | Low | Can you eliminate the hazard source?  If so, how? e.g. remove cord that is creating trip hazard. | If you cannot eliminate the  hazard source how can  you reduce it? | Person(s) responsible  for corrective action. | By when?  Include revised target dates if required. |
| 19 | Other – please  provide details |  |  |  |  |  |  |  |
| 20 | Other – please  provide details |  |  |  |  |  |  |  |

# Attachment 91 - Employer Management Meeting Agenda Template

**Recommended Instructions**

1 Ensure that employees are given opportunity to raise any OHS items or issues with an employer member prior to upcoming monthly employer meetings.

2 Ensure any OHS issues raised by service families are tabled at an employer meeting, including a record   
of how it was closed out.

3 Call extraordinary employer meetings where required e.g. an urgent OHS or other issue.

4 \*Employer to request completed Safety checklists for daily inspections ([*Attachment 83*](#_Attachment_83_-)) from employees and have these on hand in the next employer meeting.

5 \*Employer to have on hand Safety checklists for weekly inspections (Attachments [84](#_Attachment_84_-) & [85](#_Attachment_85_-)) (these are ideally completed by employees and employer member(s) working together.

6 \*Refer to Employer Monthly Review Checklist– once per month ([Attachment 90](#_Attachment_90_-)). Ensure these items are included in the agenda, and if time is insufficient to comprehensively cover all these items at least consider the high-risk items, and/or items where employees and/or employer have urgent concerns. Also carry over outstanding items for the next employer meeting.

7 \*Refer to Employer Annual Review Checklist ([*Attachment 89*](#_Attachment_89_-)), at least once per year in an employer meeting. Preferably this should be done in the second last employer meeting for the year, or as otherwise agreed by employer. Ensure these items are included in the agenda, and if time is insufficient to comprehensively cover all these items at least consider the high-risk items, and/or items where employees and/or employer have urgent concerns. Also carry over outstanding items for the next monthly employer meeting.

8 Where the employer is not sure of what to do, please follow guidance in service OHS issue   
resolution procedure.

\* Preferably a designated employer representative has reviewed and summarised outstanding corrective action items   
in readiness for the employer meeting.

**Employer management monthly meeting Agenda**

Date: ……………….……. Time: ……….……………. Venue: ……………………………………

Present: …………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

Apologies: ……………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

**Items**

1 Reading of previous meeting’s minutes.

Approved by: …………………………………………………………………………………………….

2 Follow up activities from previous meeting:

Results: ……………………………………………………………………………………………….

3 Reports:

• Inspections/investigations

• Accidents/incidents since last meeting

• Rehabilitation/return to work

4 New or other business:

Action: ……….…………………………………………….

Who: ……….…………………………………………….

What: ……….…………………………………………….

By when: ……….…………………………………………….

5 Correspondence:

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

6 Information session:

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

7 Time, date, place of next meeting:

…………………………………………………………………………………………………………………………

# Attachment 92 - Employer OHS Improvement Plan Template

**Recommended Instructions**

1 Aim of this template is to provide a record of OHS items, issues, initiatives that require tracking in a single document for employer review at monthly meetings.

2 Employer may decide use of this OHS improvement plan template is not required (they may decide the monthly/yearly checklist for employer are sufficient).

3 This plan could be used to record and track WorkSafe Victoria enforcement items, if there are any, as well as proactive initiatives raised by employees and/or employer.

4 Consistent with OHS laws, the primary duties for workplace health and safety rest with the employer. As such the employer must lead and manage OHS in services,   
including primary ownership, leadership and implementation for OHS initiatives, items and issues recorded in this template.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Reference relevant documents about initiatives, items and issues \*, † | Description of initiatives,  items and issues | Improvement objectives (include references to best practice guidance/codes) | Comment regarding consultation with stakeholders including employees | Review date  and progress  comment | Target  date |
| 1 | Monthly checklist for employer review – February |  |  |  |  |  |
| 2 | Monthly checklist for employer review – March |  |  |  |  |  |
| 3 | Monthly checklist for employer review – April |  |  |  |  |  |
| 4 | Monthly checklist for employer review – May |  |  |  |  |  |
| 5 | Monthly checklist for employer review – June |  |  |  |  |  |
| 6 | Monthly checklist for employer review – July |  |  |  |  |  |
| 7 | Monthly checklist for employer review –August |  |  |  |  |  |
| 8 | Monthly checklist for employer review – September |  |  |  |  |  |
| 9 | Monthly checklist for employer review – October |  |  |  |  |  |
| 10 | Yearly checklist for employer review - November |  |  |  |  |  |
| 11 | WorkSafe Victoria enforcement items –  please provide details |  |  |  |  |  |
| 12 | ELAA guidance items –  please provide details |  |  |  |  |  |
| 13 | Other – please  provide details |  |  |  |  |  |
| 14 | Other – please  provide details |  |  |  |  |  |

\* Identify source documents, include dates, persons concerned, minutes of meetings.

† Identify outcome documents e.g. record of outcomes, reports, minutes of meetings.

# Attachment 93 - Equipment and Tools Assessment

**Plant, Equipment and Tool Checklists**

**Recommended Instructions**

1 Complete this template in consultation with relevant employees whenever there is plant, tools or equipment that may need review. Note that the OHS Act 2004 defines plant as ‘Any machinery, equipment, appliance, implement and tool; any component of any of those things and anything fitted, connected or related to any of those things'.

2 Consistent with the Hazard Management Steps or Processes, outlined in Section 10.5 and [*Attachment 87*](#_Attachment_87_-)*,* some methods that should be considered when identifying tasks involving use of plant, machinery and tools are:

• Looking at injury records to identify tasks where musculoskeletal injuries are occurring.

• Consulting with the employees and health and safety representatives about tasks that involve plant.

• Observing the tasks, recording the observations and what we know about tasks involving plant.

3 The OHS Regulations 2017 require the employer, in consultation with employees who complete tasks   
using such items to use this assessment template, or have equivalent processes in place to reduce the risk of plant related injuries, whenever:

• There is a proposed alteration to objects or to systems of work that include change in the place where tasks using plant are undertaken

• Before an item of plant is used for another purpose

• New or additional information is available to the employer

• Plant related injury occurs in a workplace

• After notifiable incident to WorkSafe Victoria (Part 5 of the Act)

• For any other reason, if risk control measures are not adequate

• When there is a request from a Health and Safety Representative (HSR) (reasonable grounds).

4 Ensure corrective action is tracked in employer monthly meetings.

5 Where the employer is not sure of what to do, please follow guidance in Service OHS Issue   
Resolution Procedure.

**Plant, Equipment and Tool Hazard Identification Checklist**

Please complete this in consultation with relevant employees.

Plant description: ………………………………………. Date of assessment: …………………….

Location: ………………………………………………………………………………………………………

Assessors: ………………………………………………………………………………………………………

|  |  |  |
| --- | --- | --- |
| Hazard type | Hazard | Comments/recommendations |
| Entanglement | Yes / No |  |
| Crushing | Yes / No |  |
| Cutting or stabbing | Yes / No |  |
| Shearing | Yes / No |  |
| Friction | Yes / No |  |
| Striking | Yes / No |  |
| High pressure fluid | Yes / No |  |
| Electrical | Yes / No |  |
| Explosion | Yes / No |  |
| Slipping, tripping and falling | Yes / No |  |
| Ergonomics/manual handling | Yes / No |  |
| Suffocation | Yes / No |  |
| High temperature or fire | Yes / No |  |
| Thermal comfort | Yes / No |  |
| Noise | Yes / No |  |
| Chemical | Yes / No |  |
| Fumes | Yes / No |  |
| Dust | Yes / No |  |
| Other | Yes / No |  |

**Plant, Equipment, Tool and Hazard Risk Assessment**

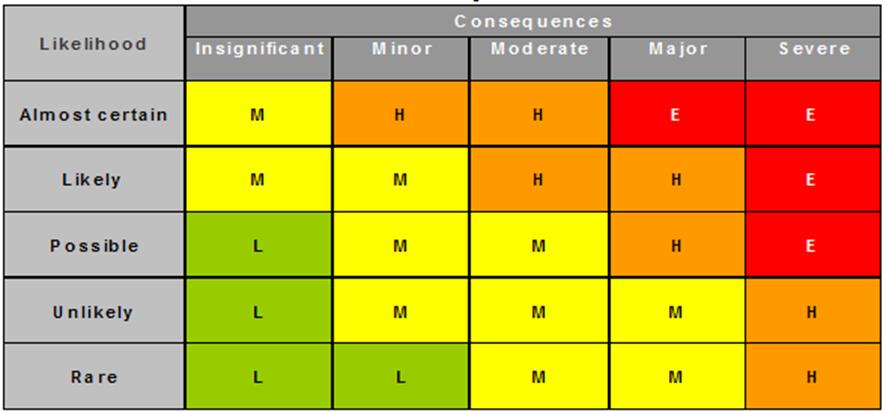
The OHS Regulations 2017 have a greater focus on ‘hazard identification’ and ‘controlling risk’ and ‘review   
of effectiveness of controls’. ‘Risk assessment’ is only legally required for Major Hazard Facilities, Mines and Construction. However please consider completing this Risk Assessment step to help you prioritise corrective action. To decide on whether the risk is ‘High’, ‘Medium’ or ‘Low’, use this risk assessment tool or the one your service has in place instead.

**Risk assessment matrix tool**

Plant description: ………………………………………………………………………………………………

Hazard identified: ………………………………………………………………………………………………

**Risk level = likelihood x consequence**



**Likelihood**

Almost certain: we can be sure it will happen

Likely: good chance it will happen

Possible: perhaps it will happen sometime

Unlikely: could happen but it would be unusual

Rare: could happen but probably never will

**Consequence**

Insignificant: some discomfort, but no medical attention needed

Minor: some first aid or minor medical attention, but no lost time

Moderate: quite serious injury/illness involving some days off work

Major: very serious injury or long-term illness

Catastrophic: person is killed or totally disabled

Risk is: ……………………………………………………………………………………………………

# Attachment 94 - Equipment and Tools Assessment form

**Plant, Equipment and Tool Risk Control Measures – Summary Sheet**

Plant description: …………………………………………………………………………………………. Date: ……………………………. Page: ……. of ……….

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Hazards | Risk level | | | Risk control measures required  Please also include how the effectiveness of these measures  will be determined in consultation with relevant employees | Person(s) responsible | Status of actions and timeframe |
| High | Medium | Low |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Hazards  to consider | • Biological  • Burns/Heat  • Chemical effects  • Crushing | • Cutting  • Electrical  • Entanglement  • Ergonomic effects | • Falling  • Fatigue  • Fire/Explosion  • Fumes | • Friction  • Gasses  • Light  • Noise | • Overcome by something  • Overexertion  • Psychological stress  • Radiation | • Shearing  • Slipping and tripping  • Stabbing  • Struck by something | • Striking against something  • Suffocation  • Thermal stress  • Vibration |

# Attachment 95 - Ergonomics – improving physical job design

The important aspect of physical job design is that it fits with how our bodies operate. Points to consider include:

• Joints should be in relaxed and comfortable positions. This makes the work of muscles, ligaments and tendons around joints more efficient. Where extreme positions must be used, they should be held for   
as little time as possible and not repeated often.

• The work should be kept as close as possible to the body to minimise the stress on the body when reaching to perform a task.

• Commonly accessed items should be stored between hip and shoulder height, where possible, to avoid bending over and reaching up.

• Repetitive tasks such as using a keyboard and mouse should be performed for short periods. They are best interspersed with other tasks requiring different postures and movements, such as collecting work at the printer, reviewing, photocopying and distributing documents.

• Static or fixed postures should only be held for short periods of time and interspersed with different tasks.

• Job design should provide the opportunity for people to sit, stand or walk a short distance as a normal part   
of their job tasks and activities.

• Exertion from the use of excessive force should be avoided.

• Exertion of force should be done in an upright posture, without twisting the spine and preferably using both hands equally.

It is further recommended that appropriate stretches be regularly performed during the day to assist with increased blood flow throughout the body and to promote improved postures.

# Attachment 96 (Part A) - Hazard Identification, Risk Assessment and Corrective Action Form

**Hazard Identification, Risk Assessment and Corrective Action Form**

**Step 1A. Hazard identification – completed by employee or employer**

If urgent please ring or contact employer immediately, control situation as best you can without exposing yourself or others to undue harm. Then follow up as soon as possible with completion of this form.

Date: ……………………. Hazard raised by (please print name): …………………………

Please describe possible workplace hazard in as much detail as possible including where it is located,   
source if known, who might be exposed to harm, how long it’s been around, if there are precautions that   
are already in place, if you think there are problems with these existing precautions, and any ideas you   
have on more effective precautions.

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

**Step 1B. Hazard notification – completed by employee *and* employer**

This form forwarded to management or employer representative on [insert date]: ………………….

Name of employer representative: ………………………………………………….

Signature of employer representative: ………………………………………………………...

**Step 1C. Hazard analysis – completed by employer in consultation with employee(s)**

Cross-reference to other documents and date: ……………………………………………

Other information reviewed and assistance received: ………………………………………………………….

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

Hazard/item/task to be assessed: ………………………………Date: ……………………………….

Location(s) of hazard/item/task: …………………………………………………………………….

Possible reasons for presence of hazard and identify hazard source if known or suspected:

…………………………………………………………………………………………………………………………

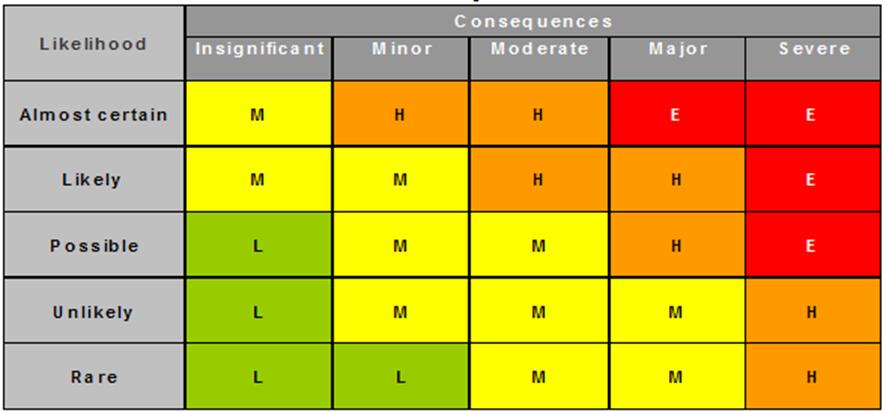
…………………………………………………………………………………………………………………………

**Step 2. Risk assessment – completed by employer in consultation with employee(s)**

Use the spread sheet table in this form. To help determine the Risk Level (if required) please use this Risk Assessment Tool, or other tool as agreed by the employer team.

When you use the matrix, try not to be too concerned about the need to always get the ‘correct’ risk   
level. Whether the risk is precisely ‘high’, ‘medium’ or ‘low’ is only an approximate indication of real situations involved and the tool is intended to provide a useful guide in deciding priorities in controlling the risk.

**Risk level = likelihood x consequence**



**Likelihood**

Almost certain: we can be sure it will happen

Likely: good chance it will happen

Possible: perhaps it will happen sometime

Unlikely: could happen but it would be unusual

Rare: could happen but probably never will

**Consequence**

Insignificant: some discomfort, but no medical attention needed

Minor: some first aid or minor medical attention, but no lost time

Moderate: quite serious injury/illness involving some days off work

Major: very serious injury or long-term illness

Catastrophic: person is killed or totally disabled

**Step 3. Determine corrective action (risk control measures) required –   
completed by employer in consultation with employee(s)**

Use the spreadsheet table ([*Attachment 96, Part B*](#_Attachment_96_(Part_1)) to help determine possible risk control measures you need to consider:

• Ensuring your OHS issue resolution procedure is being followed,

• What risk controls are in place and are these working effectively,

• If these are not effective analyse why not,

• Determine relevant best practice by looking at guidance in the Early Childhood Management Manual   
OHS Section 10, WorkSafe Victoria website [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au) and the ELAA website [www.elaa.org.au](http://www.elaa.org.au/),

• Seeking assistance from one or more of:

– WorkSafe Victoria hotline Tel: (03) 9641 1555

– ELAA Tel: (03) 9489 3500

– Your Worker’s Compensation Insurer or Agent

– An OHS Consultant

• Ensuring you consider the possibility of alternation to risk levels, or introduction of new hazards   
and risks due to proposed changes including corrective actions and risk controls.

• Ensure you consider your recovery or emergency response measures are suitable for existing,   
improved and new risk controls (i.e. consider are relevant persons including employees prepared   
if these risk controls fail? And under what circumstances might these risk controls fail?).

If required, record details of other information reviewed and assistance received:

**Step 4. Monitor and review effectiveness of risk controls and changes made – completed by   
employer in consultation with employee(s)**

Use the spreadsheet table ([*Attachment 96, Part B*](#_Attachment_96_(Part_1)*).* A person needs to be assigned (as a responsible person) to monitor and review the effectiveness of risk controls and any changes made. These   
persons need to report their findings to other employer representatives. The employer representatives   
then need to determine if the corrective action has been completed, instigate other action as needed,   
and keep records on file.

# Attachment 96 (Part B) - Hazard Identification, Risk Assessment and Corrective Action Form

Item: ……………………………………………………………………Date: ………………………………………

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hazards  If possible identify source(s) of each hazard (note usually there is more than one hazard for each source) | | | Risk level | | | | Corrective action (risk control measures) required  or needing improvement – provide details  Please also include how the effectiveness of these measures  will be determined in consultation with relevant employees | | | | Persons  responsible | | Status of actions and timeframe |
| High | Medium | Low | |
|  | | |  |  |  | |  | | | |  | |  |
|  | | |  |  |  | |  | | | |  | |  |
|  | | |  |  |  | |  | | | |  | |  |
|  | | |  |  |  | |  | | | |  | |  |
| Hazards  to consider | • Biological  • Burns/Heat  • Chemical effects  • Crushing | • Cutting  • Electrical  • Entanglement  • Ergonomic effects | | | | • Falling  • Fatigue  • Fire/Explosion  • Fumes | | • Friction  • Gasses  • Light  • Noise | • Overcome by something  • Overexertion  • Psychological stress  • Radiation | • Shearing  • Slipping and tripping  • Stabbing  • Struck by something | | • Striking against something  • Suffocation  • Thermal stress  • Vibration | | |

# Attachment 97 - Hazard, Near Miss, Other Incident and Injury/Illness Report (Register of Injuries) and Investigation Form

Complete relevant part(s) of the form and forward to employer as soon as possible.

**PART 1: NOTIFICATION OF HAZARD OR INCIDENT**

Name of person reporting the hazard, near miss or incident (optional): …………………………………

Department: …………………………………………… Section: ……………………………………….

Hazard, near miss or incident location: …………………………………………………….

Date of incident: …………………………………………. Time of incident: ………. 🞏 AM 🞏 PM

Detailed description of hazard, near miss or incident – including all immediate and underlying   
factors contributing to the incident.

Consider: (i) plant, machines, tools, equipment (ii) materials (iii) environment, physical layout (iv) people, knowledge, training, behaviour, culture, supervision (v) methods, procedures

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

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**PART 2: DETAILS OF ANY PERSON INJURED**

Surname of injured/ill person: …………………………... First name(s): …………………………………

Private address: ………………………………………………………………………………………

Work location of injured person: ……………………………………………………………………….

Nature of injury/illness: …………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

Part of body injured: (tick applicable boxes)

🞏 Eye 🞏 Shoulder 🞏 Forearm/wrist 🞏 Chest

🞏 Ear 🞏 Upper arm 🞏 Abdomen 🞏 Knee

🞏 Head 🞏 Elbow 🞏 Groin 🞏 Leg

🞏 Neck 🞏 Hip 🞏 Internal organs 🞏 Ankle/foot/toe

🞏 Back 🞏 Other ……………………………………………………………………………………….

Incident type(s): (tick applicable boxes)

🞏 Slip, trip fall 🞏 Manual handling

🞏 Strike against object 🞏 Contact with chemicals

🞏 Struck by moving object 🞏 Biological affects

🞏 Climbing in or out of vehicle 🞏 Noise or vibration

🞏 Cut/stabbed by sharp object 🞏 Psychological stress

🞏 Contact with electricity 🞏 Other ………………………………………………….

Treatment required: (tick applicable box)

🞏 None 🞏 First aid 🞏 Doctor 🞏 Hospital

🞏 Other ………………………………………………………………………………………………...

Outcome

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

To be completed as soon as possible – depending upon risk level – by employer in consultation with employees.

**PART 3: INVESTIGATION AND PREVENTION**

To be completed by the manager or supervisor

Action taken/recommended to reduce risk or prevent reoccurrence.

Consider the contributing factors identified prior (i) plant, machines, tools, equipment (ii) materials   
(iii) environment, physical layout (iv) people, knowledge, training, behaviour, culture, supervision   
(v) methods, procedures

…………………………………………………………………………………………………………………………

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…………………………………………………………………………………………………………………………

Name (block letters) and signature Date

Action completed: 🞏 Yes 🞏 No If no, state anticipated completion date: ………………………

Health and Safety (H&S) representative or relevant employee comments:

…………………………………………………………………………………………………………………………

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Name (block letters) and signature Date

Employer representative and employer committee comments:

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Name (block letters) and signature Date

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Name (block letters) and signature Date

…………………………………………………………………………………………………………………………

Name (block letters) and signature Date

# Attachment 98 - Health and safety consultation checklist

Use this checklist to determine what you need to do to meet the consultation requirements   
of the Occupational Health and Safety Act 2004.

|  |  |
| --- | --- |
| **When must you consult?** |  |
| If you are undertaking one or more of the following: |  |
| • identifying or assessing hazards or risks that may harm people |  |
| • making decisions on how to control risks that may cause harm |  |
| • making decisions about the adequacy of facilities for employee welfare |  |
| • making decisions about procedures to:  – consult with employees on health and safety matters  – resolve health and safety issues  – monitor employees’ health and workplace conditions  – provide information and training |  |
| • determining the membership of any health and safety committee |  |
| • proposing changes to:  – the workplace  – plant equipment, substances or other things used in the workplace  – the work performed at the workplace that may affect the health and safety of employees. |  |
| You must consult so far as is ‘reasonably practicable’, which simply means doing what  is reasonable in the circumstances. |  |
| **Who must you consult?** |  |
| Employees (including independent contractors) if: |  |
| • they are directly affected by any of the health or safety matters listed above, or |  |
| • they will be directly affected in the future by any of the health or safety matters listed   above, and if the employees are represented by a health and safety representative   (HSR), the HSR must be involved. |  |

|  |  |
| --- | --- |
| **How must you consult?** |  |
| There are three things you must do: |  |
| • share information with directly affected employees – information should be timely and understood by all |  |
| • give employees a reasonable opportunity to express their views |  |
| • take those views into account to help shape decisions. |  |
| Note: If your organisation has ‘agreed procedures’ for consultation, they must be followed. |  |

|  |  |
| --- | --- |
| **What good consultation looks like** | |
| ***Timing*** | Early, before agenda is set and decisions are made |
| ***Employer’s role*** | Interested in and values employees’ perspectives |
| ***Employee’s role*** | Actively participate |
| ***Interactions style*** | Planned, genuine, collaborative sense of ownership |
| ***Attitude towards each other*** | Trust, mutual respect |
| ***Process*** | Allow for employee participation |
| ***Communication*** | Opportunities for one-on-one communication with employees;  clear and regular feedback |
| ***Safety outcomes*** | Improvements to systems, procedures etc. |

|  |  |  |
| --- | --- | --- |
| **My record of consultation (recommended)** | | |
| ***The health or safety  matter we discussed was*** |  |  |
| ***How we shared information*** |  | Date: |
| ***How people expressed  their views*** |  | Date: |
| ***How these views were  taken into account*** |  | Date: |
| ***Who participated  in the discussion*** | Signed: | Date: |

Consultation is not meant to be difficult or time-consuming, you should take a sensible and proactive   
approach. The aim of consultation is to improve decision making about health and safety by involving   
employees. Consultation does not require agreement. The responsibility to provide a safe workplace rests   
with the employer and they are accountable for making decisions to eliminate or reduce risks.

# Attachment 99 - Job Safety Analysis Template for Non-Routine Activities

**Job Safety and Environment Analysis (JSEA) Form**

Job: …………………………………………………………. Job location: ………………………………………….

JSEA completed by: ………………………………………………………………………Date of JSEA: ……………

|  |  |  |  |
| --- | --- | --- | --- |
| Job steps | Hazards | Risk control measures | Person(s) responsible |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Hazards  to consider | • Biological  • Burns/Heat  • Chemical effects  • Crushing | • Cutting  • Electrical  • Entanglement  • Ergonomic effects | • Falling  • Fatigue  • Fire/Explosion  • Fumes | • Friction  • Gasses  • Light  • Noise | • Overcome by something  • Overexertion  • Psychological stress  • Radiation | • Shearing  • Slipping and tripping  • Stabbing  • Struck by something | • Striking against something  • Suffocation  • Thermal stress  • Vibration |

# Attachment 100 - Job Start and OHS Induction Checklist for (non-routine task) Contractor

It is recommended that the employer also consider whether this contractor will be permitted to work outside of the service’s normal operating hours. If this is permitted then the contractor’s management representative must authorise such instances and all four parties (the employer, relevant employee representatives, the contractor’s management representative, and the contractor worker) must be consulted. Agreed risk controls must be implemented to reduce risk of harm to people. The ‘other’ section in the checklist below can be used for this purpose.

Ideally an employer representative or a delegate familiar with this manual should complete this checklist face to face with the contractor management representative, the supervisor who will be on site during the contractor works and each of the contractor workers.

A copy of the completed checklist should be given to the contractor management representative and the original kept on file by the employer.

**1. Names and signatures of contractor workers/employees**

(Please include all sub-contractors and labour hire personnel)

Contractor management representative

Name (please print): ……………………………………………………….

Signature\*: ………………………………………………

Date: …………………

Supervisor who will be on site

Name (please print): ……………………………………………………….

Signature\*: ………………………………………………

Date: …………………

Contractor worker

Name (please print): ……………………………………………………….

Signature\*: ………………………………………………

Date: …………………

Contractor worker

Name (please print): ……………………………………………………….

Signature\*: ………………………………………………

Date: …………………

Contractor worker

Name (please print): ……………………………………………………….

Signature\*: ………………………………………………

Date: …………………

Contractor worker

Name (please print): ……………………………………………………….

Signature\*: ………………………………………………

Date: …………………

\* Please sign here only if:

• This checklist has been completed in your presence,

• The site requirement herein has been described to you, and

• You understand and commit to following them,

• Any questions you have asked relating to site health and safety requirements have been answered to your satisfaction.

**2. Meet key people (if appropriate)**

|  |  |  |
| --- | --- | --- |
|  | Name | Yes/No |
| Employer representative or delegate |  |  |
| Employee representative |  |  |
| Others (e.g. other contractors) |  |  |
| Others (e.g. other contractors) |  |  |
| Others (e.g. neighbours) |  |  |
| Others (e.g. landlord and/or  council representatives) |  |  |

**3. Worksite OHS specifics**

|  |  |
| --- | --- |
|  | Yes/No |
| Carparking |  |
| OHS Rules including read or have read to and understand service’s: |  |
| • Site sign-in requirements |  |
| • Site security controls |  |
| • Employer’s OHS Policy |  |
| • Prevention of Harassment and Bullying |  |
| • Code of Conduct |  |
| • First Aid Officer (preferably contractor will have their own First Aider) |  |
| • Personal belongings safe storage own responsibility |  |
| • Delineation or clear instruction on go and no-go zones |  |

|  |  |
| --- | --- |
| • Clear instruction provided on what to do if children enter the vicinity of contractor works |  |
| • Other (provide details) e.g. If working outside of service operating hours employer and contractor management authorisation must be obtained and additional risk controls implemented |  |
| • Other (provide details) |  |

**4. Consider employer activities**

|  |  |
| --- | --- |
|  | Yes/No |
| Discuss employer activities being conducted on site at same time |  |
| Agree on precautions to be taken by employer and their employees |  |
| Employer to consult with relevant stakeholders to ensure these precautions are implemented |  |
| Other (provide details) |  |

**5. Contact in event of uncontrolled hazard and/or injury and/or emergency**

Confirm who will be contacted as soon as practicable if there are uncontrolled hazards that could foreseeably harm the contractor workers, the employer’s employees, families or others.

|  |  |  |
| --- | --- | --- |
|  | Name | Telephone |
| On-site contractor supervisor |  |  |
| Contractor management representative |  |  |
| First employer representative or delegate |  |  |
| Back-up employer representative or delegate |  |  |
| Employee representative (if applicable) |  |  |

|  |  |
| --- | --- |
|  | Yes/No |
| Contractor has provided clear instructions for their workers on whom they report incidents including near misses, first aid incidents and more serious injuries or illnesses to. |  |
| Contractor workers/employers have mobile phones or otherwise have access to service phones (agreed by employer including instructions on how to reach outside line) to communicate with above persons if needed. |  |
| Confirm understanding that employer representative must also be contacted as soon as practicable after an injury (including near miss and first aid incidents), and after an emergency situation involving or related to contractor activities or personnel. |  |
| For minor injuries and illnesses contractor workers understand they must seek first aid treatment promptly. |  |
| Contractor has a current trained first aider and first aid kit on site at all times,  or alternative arrangements have been made in consultation with the employer. |  |
| For emergencies contractor workers understand they must contact 000. |  |

**6. Job specific issues**

|  |  |
| --- | --- |
|  | Yes/No |
| Will a Job Safety and Environment Analysis (JSEA) be required to be completed by the contractor? (Recommended for medium or high OHS risks and all works involving power tools, use of electricity, gas, chemicals, glass, nails or screws, generation of debris or waste materials, trip hazards, excavation, work at heights above 1.5 metres, confined spaces, drilling, hammering, construction and demolition) |  |
| Confirm copy of this JSEA to be provided to the employer representative or delegate |  |
| Confirm if there are precautions or steps that need to be taken by the employer, and if so: |  |
| • that there has been consultation and agreement with the employer representative |  |
| • that this is documented in the JSEA. |  |

**7. Note questions and concerns raised by contractor or their workers**

a) ………………………………………………………………………………………………………………………

b) ………………………………………………………………………………………………………………………

c) ………………………………………………………………………………………………………………………

d) ………………………………………………………………………………………………………………………

**8. Record employer responses to these questions and concerns**

a) ………………………………………………………………………………………………………………………

b) ………………………………………………………………………………………………………………………

c) ………………………………………………………………………………………………………………………

d) ………………………………………………………………………………………………………………………

**9. Name and signature of person conducting this induction**

Employer representative

Name (please print): ……………………………………………………….

Signature\*: ………………………………………………

Date: …………………

# Attachment 101 - Job Start and OHS Induction Checklist for (Routine Task - Labour Hire Personnel) Contractor

The checklist on the following pages was taken from the WorkSafe Victoria website.

A copy of the completed checklist should be given to the labour hire/agency worker, a copy provided to the labour hire principal/management contact and the original kept on file by the employer.

**Host induction checklist**

This checklist can be used by the host when inducting a new employee.

Employee name ………………………………………… Start date …………………………………………

Position/job ………………………………………… Agency …………………………………………

Host manager/supervisor ……………………………………………………………………………………

**General induction**

**Introduction**

Nature and structure of the organisation and job

Job description and responsibilities

Work times and meal breaks

Out of hours enquiries and emergencies

Change room and facilities/toilets  
**Meet key people**

Health and Safety Representatives

Supervisor

Co-workers

**Job specific**

On-the-job training in safe work procedures

Advice on specific job-related hazards and methods of control

Test understanding

Change room and facilities/toilets

**Health and Safety**

Occupational health and safety policy and procedures

Drugs and alcohol

Emergency/evacuation procedure

First aid – location and procedure

Roles and responsibilities for safety

Information on hazards and controls in the workplace

Hazard and incident reporting procedures, including location of forms that need to be completed

Consultation procedures

How to correctly use and store protective  Bullying policies

**Review (within one week)**

Review worker practices for performing work

Ask questions of worker to ensure recollection of information you’ve provided

Other

………………………………………………. …………………………………………………  
Conducted by (Print name) Signature

………………………………………………. …………………………………………………  
Employee Date

……………………………………………….  
Signature

# Attachment 102 - Manual Handling Risk Assessment Checklists

**Recommended Instructions**

1 Complete this template in consultation with relevant employees whenever there is hazardous manual handling that may need review. Note that the OHS Regulations 2007 relating to manual handling state   
that hazardous manual handling may involve any of the following characteristics:

• Repetitive or sustained application of force,

• Repetitive or sustained awkward posture,

• Repetitive or sustained movement,

• Application of high force,

• Exposure to sustained vibration,

• Manual handling of live persons or animals,

• Manual handling of unstable or unbalance loads,

• Manual handling of loads which are difficult to grasp or hold.

2 Consistent with the Hazard Management Steps or Processes, outlined in section 10.5, some   
methods that should be considered when identifying tasks involving hazardous manual handling are:

• Looking at injury records to identify tasks where musculoskeletal injuries are occurring.

• Consulting with the employees and health and safety representatives about tasks that are difficult   
or awkward to carry out.

• Observing the tasks, recording the observations and what we know about how the task is done.

3 The OHS Regulations 2017 require the employer, in consultation with employees who complete the task,   
to use this assessment template, or have equivalent processes in place to reduce this risk of manual handling injuries, whenever:

• There is a proposed alteration to objects or to systems of work that include change in the place where   
the task is undertaken

• Before an object used in manual handling task is used for another purpose

• New or additional information is available to employer

• Musculoskeletal disorder in a workplace

• After notifiable incident to WorkSafe Victoria (Part 5 of the Act)

• For any other reason, if risk control measures are not adequate

• Request from Health and Safety Representative (HSR) (reasonable grounds).

4 Ensure corrective action is tracked in Employer Management monthly meetings.

5 Where the employer is not sure of what to do, please follow guidance in Service OHS Issue   
Resolution Procedure.

Information sourced from WorkSafe Victoria’s Manual Handling (Code of Practice) (2000).

**ASSESSING and CONTROLLING MANUAL HANDLING RISK**

Location of task: ………………………………………. Date of assessment: ……………………...

Description of manual handling task: ………………………………………………………………………….

**Persons doing assessment**

Work area management representative: …………………………………………………………………………

Work area H&S representative: …………………………………………………………………………………

Others (employees, consultants): ……………………………………………………………………………….

**Reason for identification**

🞏 Existing task 🞏 Change in task, object or tool 🞏 Report of musculoskeletal disorder

🞏 New task 🞏 New information

The Occupational Health and Safety (Manual Handling) Regulations 1999 require Victorian employers   
to assess the risk of any hazardous manual handling found in the workplace and put effective measures   
in place to:

• Prevent injury by eliminating the risk

• Where elimination is not practicable, reduce the risk of injury as much as practicable

**How to use the following worksheet**

Follow the worksheet step by step and refer to the Manual Handling (Code of Practice) 2000 (COP) as indicated on the worksheet to:

• Assess tasks in the workplace involving hazardous manual handling – Refer COP Section 12.2 to 12.3

• List appropriate risk control measures – Refer COP Section 13.2 to 13.5

• Implement those measures – Refer COP Section 13.6 to 13.7

***Consult with the relevant health and safety representatives and where possible, also involve the employees who do the tasks, when assessing the tasks and planning and introducing risk controls.***

This worksheet can be downloaded from the WorkSafe Victoria website at [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au), if you wish to store records electronically or tailor it to your needs. The Code of Practice is also available from this website.

|  |  |
| --- | --- |
| **Record your assessment!** You must retain your risk assessment if it shows a risk of injury. | **Control any risk!** This worksheet provides general guidelines only.  Some employees may still be at risk of injury because manual handling occurs in a variety of tasks and workplace situations, and injury may be caused by a number of factors. It is important, as far as practicable, to control any risk you find. |

**RISK ASSESSMENT**

**Step 1A – Does the task involve repetitive or sustained postures, movements or forces?**

Refer to COP Section 12.2

Tick yes if the task requires any of the following actions to be done more than twice a minute (repetitive)   
or more than 30 seconds at a time (sustained).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Yes | | Comments (i.e. when and where is it happening?) | |
| Postures and movements |  | |  | |
| Bending the back forwards or sideways more than 20 degrees |  | |  | |
| Twisting the back more than 20 degrees |  | |  | |
| Backward bending of the back more than 5 degrees |  | |  | |
| Bending the head forwards or sideways more than 20 degrees |  | |  | |
| Twisting the neck more than  20 degrees |  | |  | |
| Bending the head backwards  more than 5 degrees |  | |  | |
| Working with one or both hands above shoulder height |  | |  | |
| Reaching forwards or sideways more than 30cm from the body |  | |  | |
| Reaching behind the body |  | |  | |
| Squatting, kneeling, crawling, lying, semi-lying or jumping |  | |  | |
| Standing with most of the body’s weight on one leg |  | |  | |
| Twisting, turning, grabbing, picking or wringing actions with the fingers, hands or arms | |  | |  | |
| Working with the fingers close together or wide apart | |  | |  | |
| Very fast movements | |  | |  |
| Excessive bending of the wrist | |  | |  |
| Forces | |  | |  |
| Lifting or lowering | |  | |  |
| Carrying with one hand  or one side of the body | |  | |  |
| Exerting force with one hand or one side of the body | |  | |  |
| Pushing, pulling or dragging | |  | |  |
| Gripping with the fingers pinched together or held wide apart | |  | |  |
| Exerting force while in an awkward posture, e.g.,  • Supporting  • Moving items while legs are in an awkward posture | |  | |  |
| Holding, supporting or restraining any object, person, animal or tool | |  | |  |

**Step 1B – Does the task involve long duration?**

Refer to COP Section 12.2

|  |  |  |
| --- | --- | --- |
|  | Yes | Comments (i.e. when and where is it happening?) |
| Tick yes if the task is done for more than 2 hours over a whole shift or continually for more than 30 minutes at a time |  |  |

**Step 2 – Does the task involve high force?**

Refer to COP Section 12.2

Tick yes if the task involves any of the following high force actions, even if force is applied only once.

|  |  |  |
| --- | --- | --- |
|  | Yes | Comments (i.e. when and where is it happening?) |
| Lifting, lowering or carrying heavy loads |  |  |
| Applying uneven, fast or jerky forces during lifting, carrying, pushing or pulling |  |  |
| Applying sudden or unexpected forces (e.g. when handling a person or animal) |  |  |
| Pushing or pulling objects that are hard to move or to stop (e.g. a trolley) |  |  |
| Using a finger-grip, a pinch-grip or an open-handed grip to handle a heavy or large load |  |  |
| Exerting force at the limit of the grip span |  |  |
| Needing to use two hands to operate a tool designed for one hand |  |  |
| Throwing or catching |  |  |
| Hitting or kicking |  |  |
| Holding, supporting or restraining a person, animal or heavy object |  |  |
| Jumping while holding a load |  |  |
| Exerting force with the non-preferred hand |  |  |
| Two or more people need to be assigned to handle a heavy or bulky load |  |  |
| Exerting high force while in an awkward posture  ***Refer to Step 1A for guidance on awkward postures*** |  |  |

**Step 2 *continued* – Consultation with employees**

Refer to COP Section 12.2

Tick yes if employees report any of the following about the task.

|  |  |  |
| --- | --- | --- |
|  | Yes | Comments (i.e. when and where is it happening?) |
| Twisting the back more than 20 degrees |  |  |
| Pain or significant discomfort during or after the task |  |  |
| The task can only be done for short periods |  |  |
| Stronger employees are assigned to do the task |  |  |
| Employees think the task should be done by more than one person, or seek help to do the task |  |  |
| Employees say the task is physically very strenuous or difficult to do |  |  |

**RISK ASSESSMENT SUMMARY**

**Step 3 – Is there a risk?**

Refer to COP Section 12.2

|  |  |  |
| --- | --- | --- |
|  | Yes | Comments |
| Does the task involve repetitive or sustained postures, movements or forces, **and** long duration?  Tick yes if you ticked any boxes in Step 1A **and** Step 1B. |  |  |
| Does the task involve high force?  Tick yes if you ticked any box in Step 2. |  |  |
| If ‘yes’ for either or both of above questions, then the task is a risk. Risk control is required. | | |

**Step 4 – Are environmental factors increasing the risk?**

Refer to COP Section 12.2

Tick yes if any of the following environmental factors are present in the task.

|  |  |  |
| --- | --- | --- |
|  | Yes | Comments |
| Vibration (hand-arm or whole-body) |  |  |
| High temperatures |  |  |
| Radiant heat |  |  |
| High humidity |  |  |
| Low temperatures |  |  |
| Wearing protective clothing while working in hot conditions |  |  |
| Wearing thick clothing while working in cold conditions (e.g. gloves) |  |  |
| Handling very cold or frozen objects |  |  |
| Employees are working in hot conditions and are not used to it |  |  |

Has there been a report of a Musculoskeletal Disorder (MSD) associated with this task?

The report of a MSD associated with the task usually means increased risk so implementing risk controls should be a high priority.

|  |  |  |
| --- | --- | --- |
|  | Yes | Comments |
| Tick yes if any reports of MSD have been made |  |  |

If you found any risk of MSD, you must control it.

Generally, the more boxes you ticked in each section on this worksheet, the greater the risk.

If the assessment shows a risk of MSD, you must keep this record until the task is no longer done or if the task is changed and another assessment is done.

|  |
| --- |
| It may be helpful to sketch the task or attach photograph(s) here, and describe the task or area more fully. |

Please also complete [Attachment 103](#_Attachment_103_-) Manual Handling Risk Control Worksheet.

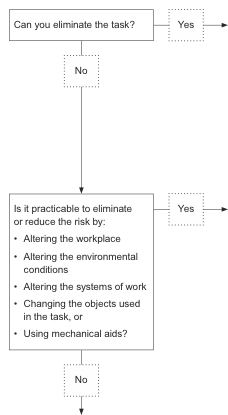
# Attachment 103 - Manual Handling Risk Control Worksheet

Task: ……………………………………………………. Date: ………………………

What are the sources of risk?

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………



How?

……………………………………………………………

……………………………………………………………

……………………………………………………………

……………………………………………………………

……………………………………………………………

How?

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How can you (further) reduce the risk with information, instruction and training?

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

Timeframe – when will these controls be implemented?

Short-term

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

Medium-term

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

Long-term

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

Who is responsible for making sure that it happens?

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

How do you know the risk controls work?   
And when are you going to consult again with employees to review effectiveness?

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

# Attachment 104 - Manual Handling Techniques - Plan S.M.A.R.T Principles

PLAN S.M.A.R.T. PRINCIPLES

**Plan: Think before you act and apply the risk management approach.**

Before you complete any manual handling tasks, consider if you can eliminate the whole or part of the task or apply some control measures to reduce any manual handling risk.

**Size up the load/stable base of support/secure the load.**

S

* Do not move or handle more than you can easily manage.
* Create and maintain a stable base/position.
* Ensure a good hold on the load.
* Put down, then adjust.

**Move close to the load/keep the load close to your waist.**

M

* Keep the load close to the trunk for as long as possible.

**Always applying the semi-squat position.**

A

* The semi-squat allows for:
* The spine is maintained with its normal curvature, which places less demand on the spinal extensor muscles.
* The overall load distribution is shared through the ankles, knees and hips more evenly.
* There is a greater mechanical and psychological advantage to the positioning and length of the muscles.
* It allows greater stability and adaptability throughout the lift.
* Is adaptable to different situations.
* Extreme flexion of any of the joints (for example a full squat, more than a slightly curved spine) should be avoided.

**Raise the object smoothly and with your legs.**

R

* Keep your spine in the same position.
* Do not flex your back any further as you lift and ensure that you keep the load close to your body as you lift.
* Keep your head up when handling.

**Turn by moving on your feed, avoid twisting movements.**

T

* Keep it smooth.
* Avoid twisting the trunk or leaning sideways, especially while the back is bent and avoid jerking movements.

Information provided by The Recovre Group.

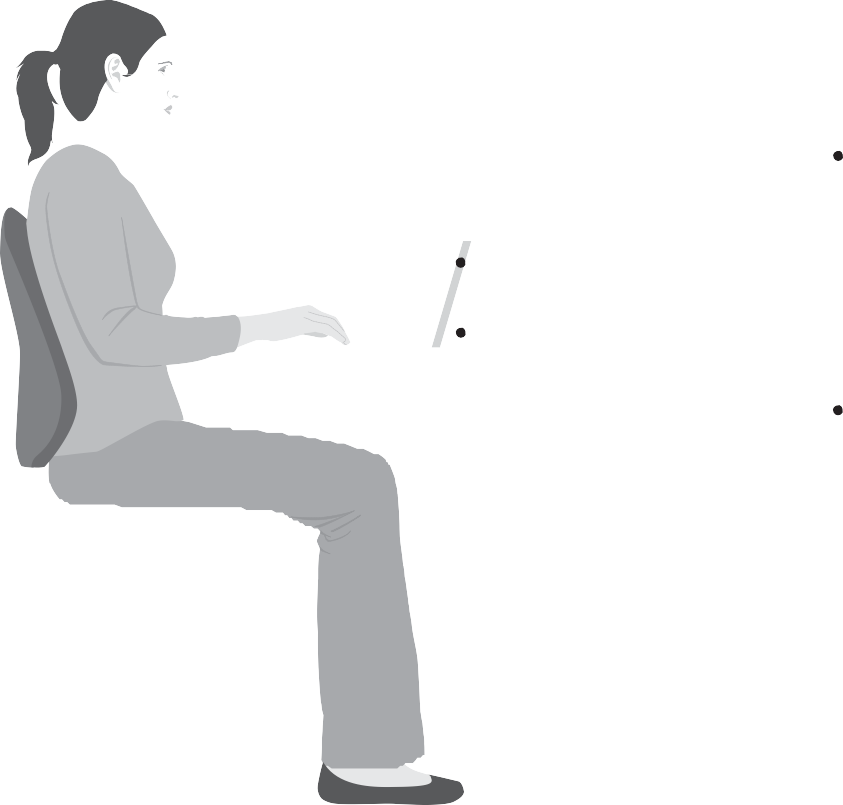
# Attachment 105 - Office Ergonomics and Exercises Flyer

OFFICE ERGONOMICS

1. Prolonged periods of sitting can place heavy demands on our posture. Successful adjustment of the work station and management of ergonomic factors can increase comfort, productivity, health and safety.

It is imperative that everyone working in an office environment observes adequate ergonomic requirements to minimise the risk of injury.

**NECK**



**SPINE**

Spine fully supported, with lumbar curve maintained. Note: worker is sitting back, allowing the chair to provide support.

**CHAIR**

Neck and shoulders are relaxed with head sitting comfortably over pelvis.

**MONITOR**

Screen positioned at arms length, directly in front.

Note: Worker looking at top third of screen.

**DOCUMENT HOLDER**

Placed between monitor and keyboard. To be used for both reading documents and entering data.

**DESKTOP LAYOUT**

All controls and task material within comfortable reach.

**HANDS**

Wrists and fingers in neutral position.

**FEET**

Feet flat on the floor, with hips and knees at 90 degrees. Note: Foot rest may be necessary.

Chair has five castors, and is adjustable for height, tilt and angle of back support. Chair is pulled in close to the desk.

Information provided by The Recovre Group

EXERCISES FOR OFFICE WORKERS

1. Office workers need to move around and reduce the effects of fatigue by doing different tasks.

It is important to take regular rest breaks. Exercises like these should be performed hourly. Relax and perform exercises gently and never stretch to the point where pain is experienced.



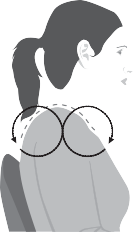
**NECK: HEAD ROLLS**

Gently lower ear to shoulder and hold for 10 seconds.

Slowly roll chin to chest

and up to the other shoulder and hold for 10 seconds.

Repeat several times



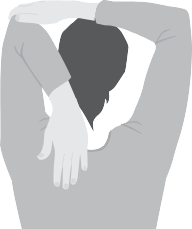
**SHOULDER ROLLS**

Circle shoulder forward several times, then backward. Repeat three to five times.



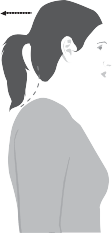
**NECK: HEAD TURNS**

Turn head to look over shoulder and hold for 10 seconds. Repeat several times.



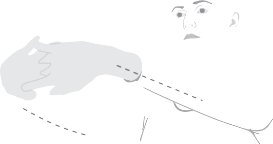
**SHOULDER STRETCH**

Stretch an arm above head, cradle elbow with hand and gently pull elbow behind the head. Hold for 10 seconds and repeat several times.



**NECK: CHIN TUCKS**

Raise the head to straighten the neck. Move head backwards with chin parallel to the floor. Repeat several times.



**WRIST, HANDS AND ARMS**

Interlace fingers, palms outward, and straighten arms in front. Hold for 10 seconds and repeat several times.

**ANKLE** **FLEX**

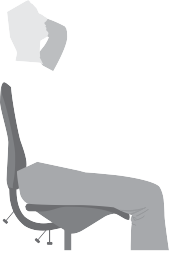
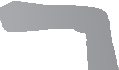


**LOWER BACK STRETCH**

Stand up. Support your lower back with both hands and gently arch back. Hold for 5 to 10 seconds. Repeat as often as necessary.

Hold one foot off the floor, leg straight, flex ankle (pointing toes up) and extend (pointing toes down). Repeat with the other leg.

**EYES**



**UPPER BACK STRETCH**

Lean over the back of the chair, letting your upper back arch backwards and your chest relax and expand. Repeat several times.

To reduce tired and sore eyes, take short rests and look away from your screen into the middle distance.



Blink regularly, look into the distance and move your eyes horizontally, vertically

and diagonally.

Information provided by The Recovre Group.

# Attachment 106 - OHS Induction for New Employees Checklist

It is recommended that the employer also consider whether this employee will be permitted to work outside of the service’s normal operating hours. If this is permitted then agreed risk controls must be implemented to reduce risk of harm to people. The ‘other’ section in the checklist below can be used for this purpose.

Ideally an employer representative or a delegate familiar with this manual should complete this checklist face to face with the new employee, and if practicable in the presence of a co-worker.

A copy of the completed checklist should be given to the employee and the original kept on file by the employer.

**1. Names and signatures of employees**

Employee

Name (please print): …………………………………………………………

Signature\*: …………………………………………

Date: ………………………………

If practicable:

Employee (Co-worker) in attendance

Name (please print): …………………………………………………………

Signature\*: …………………………………………

Date: ………………………………

\* Please sign here only if:

• This checklist has been completed in your presence,

• That the site requirement herein have been described to you, and

• That you understand and commit to following them,

• Any questions you have asked relating to site health and safety requirements have been answered to your satisfaction.

\*\* Please sign here only if:

• Most of this checklist has been completed in your presence.

**2. Meet key people (if appropriate)**

|  |  |  |
| --- | --- | --- |
|  | Name | Yes/No |
| Employer representative or delegate |  |  |
| Employee representative (health and safety representative if there is one) |  |  |
| Co-worker |  |  |
| Co-worker |  |  |
| Co-worker |  |  |
| Others |  |  |

**3. Worksite OHS specifics**

|  |  |
| --- | --- |
|  | Yes/No |
| Car parking |  |
| OHS Rules including read or have read to and understand service’s: |  |
| • Site sign-in requirements for families and visitors |  |
| • Site security controls |  |
| • Employer’s OHS Policy |  |
| • Prevention of Harassment and Bullying |  |
| • Code of Conduct |  |
| • Guidelines regarding etiquette to families, visitors, others |  |
| • Phone calls/mobile phone rules |  |
| • First aid officers |  |
| • Personal belongings safe storage – onus to be responsible for your belongings |  |
| • OHS consultation procedures – where these are located |  |
| • Show where names and telephone contact details of employee representatives are kept. Also show where pigeon hole for hard copy of forms to employer is located. Highlight hard copies should also be supported by a telephone call to management representative so they know hard copy has been delivered to pigeon hole |  |
| • Employees are supported in their efforts to discuss suggestions for OHS improvement with co-workers and advise employer. Refer to Hazard Identification, Risk Assessment and Corrective Action Form ([*Attachment 96*](#_Attachment_96_(Part)*)* and where this can be found. Highlight this form can be used for general OHS issues such as OHS consultation, feedback on OHS, training in specific OHS topics etc. as well as specific OHS hazards |  |
| • Overview about how employer manages contractors including asking for employee’s assistance – If you are concerned that their conduct or activities could cause harm to people please politely ask them to stop whilst you or a co-worker calls employer representative |  |
| • Other (provide details) e.g. If working outside of service operating hours employer and contractor management authorisation must be obtained and additional risk controls implemented |  |
| • Other (provide details) |  |

**4. Action in event of uncontrolled hazard and/or injury and/or emergency**

Confirm who will be contacted as soon as practicable if there are uncontrolled hazards that could foreseeably harm children, families, yourself, other employees, contractor workers, visitors or others

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | Name | Telephone | | |
| Senior co-worker | |  |  | | |
| First employer representative or delegate | |  |  | | |
| Back-up employer representative  or delegate | |  |  | | |
| Employee representative (if applicable) | |  |  | | |
|  | | | | Yes/No | |
| Employee is supported in taking prompt, reasonable action to remove themselves and others and secure a hazardous area | | | |  | |
| Employee has been provided with clear instruction to report all uncontrolled hazards and all incidents. This includes reporting near misses, first aid incidents and more serious injuries or illnesses as soon as possible to above persons. Verbal initially, then follow up with forms – the employer will advise where you can find these. Relevant forms are Hazard, Near Miss, Other Incident and Injury/Illness Report (Register of Injuries) and Investigation Form ([Attachment 97](#_Attachment_97_-)) and Hazard Identification, Risk Assessment and Corrective Action Form ([Attachment 96](#_Attachment_96_(Part)). | | | |  | |
| Employees have access to service phones to communicate with above persons if needed (instructions provided – how to access an outside line). | | | |  | |
| Show where WorkSafe Victoria’s If You Are Injured poster is displayed. Inform employee that Workers compensation claim forms are available form post offices and from employer representative. Workers comp claims are to be completed only if employee thinks they have an injury or illness that is work related, for which they are seeking reimbursement for medical costs and/or lost earnings. Compare with service specific Hazard, Near Miss, Other Incident and Injury/Illness Report (Register of Injuries) and Investigation Form ([Attachment 97](#_Attachment_97_-)). The latter form is required to be completed for all incidents including near misses, first aid and injuries and will prompt a no blame investigation by employer with aim to reduce risk of harm to people. | | | |  | |
| For minor injuries and illnesses employee understands they must seek first aid treatment promptly | | | |  | |
| Where to locate first aid kit | | | |  | |
| For emergencies employees understand they must contact 000 | | | |  | |
| Discuss fire or related emergency evacuation procedure, where to find procedure, location of assembly areas, and employee role | | | |  | |
| Discuss bomb threat procedure, where to find procedure, location of assembly areas, and employee role | | | |  | |
| Discuss lock down emergency procedure, where to find procedure, and employee role | | | |  | |

**5. Job specific issues**

|  |  |
| --- | --- |
|  | Yes/No |
| Nature and structure of organisation and job |  |
| Job description and responsibilities |  |
| Work times and meal breaks |  |
| Change rooms and facilities/toilets |  |
| Overtime arrangements |  |
| On the job training in safe work procedures |  |
| Advice on specific job related hazards and methods of control (especially manual handling, potential bullying and violence from parents, visitors, co-workers, others) |  |
| Supervise and test understanding |  |
| Make four or more separate appointments with employee (within next two months) to work through separate form Provision of Important OHS Information and Guidance Sign-Off List |  |

**6. Review (end of first day and within one week)**

|  |  |
| --- | --- |
|  | Yes/No |
| Contact via telephone or face to face at end of first work day – ask how they are settling in, and if they have any questions |  |
| Review worker practices for performing work within one week via telephone or face to face (co-workers may assist with coaching and review process) |  |
| Ask questions of worker to ensure recollection of key information provided |  |

**7. Note questions and concerns raised by employee**

a) ………………………………………………………………………………………………………………………

b) ………………………………………………………………………………………………………………………

c) ………………………………………………………………………………………………………………………

d) ………………………………………………………………………………………………………………………

**8. Record employer responses to these questions and concerns**

a) ………………………………………………………………………………………………………………………

b) ………………………………………………………………………………………………………………………

c) ………………………………………………………………………………………………………………………

d) ………………………………………………………………………………………………………………………

**9. Name and signature of person conducting this induction**

Employer representative

Name (please print): …………………………………………………………

Signature\*: …………………………………………

Date: ………………………………

# Attachment 107 - OHS Meeting with Employees Template

**Minutes of OHS Meeting with Employees**

Service Name: ………………………………………………………………………………………………….

Date: …………………………………………… Location: ……………………………………

Attendees:

Name: ……………………………………………. ……………………………………………..

Name: ……………………………………………. ……………………………………………..

Name: ……………………………………………. ……………………………………………..

Name: ……………………………………………. ……………………………………………..

Name: ……………………………………………. ……………………………………………..

Name: ……………………………………………. ……………………………………………..

Name: ……………………………………………. ……………………………………………..

Name: ……………………………………………. ……………………………………………..

**Agenda**

Previous meeting notes or new topics or issues

1. ………………………………………………………………………………………………………………………

2. ………………………………………………………………………………………………………………………

3. ………………………………………………………………………………………………………………………

4. ………………………………………………………………………………………………………………………

5. ………………………………………………………………………………………………………………………

6. ………………………………………………………………………………………………………………………

Meeting notes (e.g. safety topics discussed)

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

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…………………………………………………………………………………………………………………………

Action items

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Responsibility | Target | Status |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Attachment 108 - OHS Policy (Example)

**Purpose**

This policy affirms *[Service Name]* commitment to occupational health and safety.

**Scope**

This policy is ongoing and applies to all committee, staff, parents/guardians, children, contractors, visitors, volunteers and students attending the service.

**Policy statement**

*[Service Name]* commits to provide a safe and healthy environment for employees, parents/guardians, children, contractors, visitors and volunteers.

This policy reflects the value *[Service Name]* places on its employees, children, parents/guardians   
and visitors by endeavouring to protect the health, safety and welfare of all members of its community.   
The commitment to occupational health and safety will be evidenced by the integration of that commitment   
into all organisational activities.

*[Service Name]* will ensure that the management group, staff members and volunteers are aware   
of their health and safety responsibilities as employers/employees/volunteers of *[Service Name].*

Systematic identification, assessment and control of hazards will be undertaken. Effective communication   
and consultation form a fundamental part of the management process, encouraging innovative means   
of reducing risk in the work environment.

Training will be provided to assist staff to identify health and safety hazards, leading   
to safe work practices within the service.

*[Service Name]* specifically recognises the need to ensure that:

• statutory requirements are fulfilled. In particular, the provisions of the Occupational Health and Safety   
Act 2004 and its successors, and that all relevant codes of practice are adopted and accepted as the minimum standard

• there is a systematic risk management approach to the management of workplace hazards

• hazards and risks to health and safety are identified, assessed and, where they cannot be eliminated,   
are controlled effectively

• measures to control hazards and risks to health and safety are monitored and evaluated regularly

• adequate instruction is given to employees in safe working procedures and that they are informed of any hazard to their well-being and health which may be known to be associated with the work in which they   
are involved

• consultation and cooperation between the management and employees is important for effective translation of objectives into action

• plant and equipment are maintained in a safe condition

• procedures are established and control is maintained in the workplace over harmful substances

• OHS accountability is included in all position descriptions

• adequate resources are allocated to fulfil the aims of this policy

• this policy will be displayed in a prominent workplace area.

**Background and legislation**

[Occupational Health and Safety Act 2004](http://www.legislation.vic.gov.au/domino/web_notes/ldms/pubstatbook.nsf/f932b66241ecf1b7ca256e92000e23be/750e0d9e0b2b387fca256f71001fa7be/$file/04-107a.pdf)

[National Quality Standard](https://www.acecqa.gov.au/nqf/national-quality-standard) – Quality Areas 2, 3, 4 and 7

[Getting into the Act – WorkSafe Victoria](https://www.worksafe.vic.gov.au/resources/getting-act)

[Getting help to improve health and safety – WorkSafe Victoria](https://www.worksafe.vic.gov.au/resources/getting-help-improve-health-and-safety-handbook-employers)

[Early childhood education and care: Safety basics - WorkSafe Victoria](https://www.worksafe.vic.gov.au/early-childhood-education-and-care-safety-basics)

[AS/NZS 4804:2001 and 4801:2001 Occupational health and safety systems](https://www.saiglobal.com/PDFTemp/Previews/OSH/as/as4000/4800/4801.pdf)

**Definitions**

Hazard: Hazard means the potential to cause injury, illness or disease.

Hazard identification: Involves finding all of the foreseeable hazards in the workplace and understanding the possible harm that the hazards may cause.

Hazard management: Describes a structured process of hazard identification, risk assessment and control aimed at providing safe and healthy conditions for employees, contractors and visitors whilst on *[Service Name]* premises or whilst engaged in *[Service Name]* endorsed activities.

Harm: Harm is death, injury, illness (including psychological illness) or disease that may be suffered by   
a person as a consequence of exposure to a hazard.

Risk: Risk is the chance (or likelihood) that a hazard will cause harm to people.

Risk assessment: Is a process for developing knowledge and understanding about hazards and risks so that sound decisions can be taken about the control of hazards. Risk assessments assist in determining;

• what levels of harm can occur

• how harm can occur

• the likelihood that harm will occur.

Risk control: Is a thing, work process or system of work that eliminates an OHS hazard or risk, or if this is not reasonably practicable, reduces the risk so far as is reasonably practicable.

Evaluation: In order to assess whether the policy has achieved the values and purpose the committee will:

• consider feedback from staff, parents/guardians, volunteers regarding the policy and procedures and   
ensure that procedures are evaluated and if necessary revised following any incidents

• evaluate the awareness of staff and other relevant people of the procedures

• review the Occupational Health and Safety Policy on an annual basis.

Approval date: [insert approval date]

Review date: [insert review date]

# Attachment 109 - OHS Policy Manual Handling Worksheet – Hazard Identification

Checklist completed by: ……………………………………………………………………………………………………………………………Date: ……………………….

**Does the task involve hazardous manual handling? Tick any of the following that apply to the task.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Task | Repetitive  or sustained application of force | Repetitive  or sustained awkward posture | Repetitive  or sustained movement | Application  of high force | Exposure to sustained vibration | Handling live  people or animals | Handling loads  that are unbalanced, unstable or difficult to grasp or hold |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

If more than one box is ticked for a particular task, you must do a risk assessment of that task.

Hazardous manual handling must be identified for all existing and proposed tasks in your workplace. You must also identify hazardous manual   
handling whenever changes occur in the workplace or new information or reports of musculoskeletal disorders (MSD) are brought to your attention.

# Attachment 110 - OHS Policy Manual Handling Worksheet – Risk Assessment

Checklist completed by: ……………………………………………………. Date: ……………….

Task: ………………………………………………………………………………………….

**Risk assessment worksheet**

**Step 1A – Does the task involve repetitive or sustained postures, movements or forces?**

Tick if the task requires any of the following postures, movements or forces more than twice a minute (repetitive), *or* more than 30 seconds at a time (sustained).

|  |  |  |
| --- | --- | --- |
|  |  | Comments (i.e. when and where is it happening?) |
| Postures and movements |  |  |
| Bending the back forwards or sideways more than 20 degrees |  |  |
| Twisting the back more than 20 degrees |  |  |
| Bending the back backwards more than 5 degrees |  |  |
| Bending the head forwards or sideways more than 20 degrees |  |  |
| Twisting the neck more than 20 degrees |  |  |
| Bending the head backwards more than 5 degrees |  |  |
| Working with one or both hands above shoulder height |  |  |
| Reaching forwards or sideways more than 30cm from the body |  |  |
| Reaching behind the body |  |  |
| Squatting, kneeling, crawling, lying, semi-lying or jumping |  |  | |
| Standing with most of the body’s weight on one leg |  |  | |
| Twisting, turning, grabbing, picking or wringing actions with the fingers, hands or arms |  |  | |
| Working with the fingers close together or wide apart |  |  | |
| Very fast movements |  |  | |
| Excessive bending of the wrist |  |  | |
| Lifting or lowering |  |  | |
| Carrying with one hand or one side of the body |  |  | |
| Exerting force with one hand or one side of the body |  |  | |
| Pushing, pulling or dragging |  |  | |
| Gripping with the fingers pinched together or held wide apart |  |  | |
| Exerting force while in an awkward posture, e.g.,  • Supporting items while arms or shoulders in an awkward posture  • Moving items while legs are in an awkward posture |  |  | |
| Holding, supporting or restraining any object, person, animal or tool |  |  | |

**Step 1B – Is the task carried out over a long period?**

|  |  |  |
| --- | --- | --- |
|  |  | Comments (i.e. when and where is it happening?) |
| Tick if the task is done for more than two hours over a whole shift, ***or*** continually for more than 30 minutes at a time |  |  |

**Step 2 – Does the task involve high force?**

Tick if the task involves any of the following high force actions, even if force is only applied once.

|  |  | Comments (i.e. when and where is it happening?) |
| --- | --- | --- |
| Lifting, lowering or carrying heavy loads |  |  |
| Applying uneven, fast or jerky forces during lifting, carrying, pushing or pulling |  |  |
| Applying sudden or unexpected forces (e.g. when handling a person or animal) |  |  |
| Pushing or pulling objects that are hard to move or to stop (e.g. a trolley) |  |  |
| Using a finger-grip, a pinch-grip or an open-handed grip to handle a heavy or large load |  |  |
| Exerting force at the limit of the grip span |  |  |
| Needing to use two hands to operate a tool designed for one hand |  |  |
| Throwing or catching |  |  |
| Hitting or kicking |  |  |
| Holding, supporting or restraining a person, animal or heavy object |  |  |
| Jumping while holding a load |  |  |
| Exerting force with the non-preferred hand |  |  |
| Two or more people need to be assigned to handle a heavy or bulky load |  |  |
| Exerting high force while in an awkward posture  ***Refer to Step 1A for guidance on awkward postures*** |  |  |

Tick if employees report any of the following about the task.

|  |  | Comments (i.e. when and where is it happening?) |
| --- | --- | --- |
| Pain or significant discomfort during or after the task |  |  |
| The task can only be done for short periods |  |  |
| Stronger employees are assigned to do the task |  |  |
| Employees think the task should be done by more than one person, or seek help to do the task |  |  |
| Employees say the task is physically very strenuous or difficult to do |  |  |

**Step 3 – Is there a risk?**

|  |  |  |
| --- | --- | --- |
|  |  | Comments |
| Does the task involve repetitive or sustained postures, movements or forces, **and** long duration?  (See WorkSafe Victoria’s Manual Handling Code of Practice for guidance.)  Tick yes if you ticked any boxes in Step 1A **and** Step 1B. |  |  |
| Does the task involve high force?  Tick yes if you ticked any box in Step 2. |  |  |
| If ‘yes’ for either or both of above questions, then the task is a risk. Risk control is required. | | |

**Step 4 – Are environmental factors increasing the risk?**

Tick if any of the following environmental factors are present in the task.

|  |  |  |
| --- | --- | --- |
|  |  | Comments |
| Vibration (hand-arm or whole-body) |  |  |
| High temperatures |  |  |
| Radiant heat |  |  |
| High humidity |  |  |
| Low temperatures |  |  |
| Wearing protective clothing while working in hot conditions |  |  |
| Wearing thick clothing while working in cold conditions (e.g. gloves) |  |  |
| Employees are working in hot conditions and are not used to it |  |  |

Has there been a report of a MusculoSkeletal Disorder (MSD) associated with this task?

The report of a MSD associated with the task usually means increased risk so implementing risk controls should be a high priority.

|  |  |  |
| --- | --- | --- |
|  |  | Comments |
| Tick if any reports of MSD have been made |  |  |

|  |
| --- |
| It may be helpful to sketch the task or attach photograph(s) here, and describe the task or area more fully. |

Generally, the more boxes you ticked in each section on this worksheet, the greater the risk.

If the assessment shows a risk of MSD, you must keep this record until the task is no longer done or if it is changed and another assessment is done.

# Attachment 111 - OHS Policy Manual Handling Worksheet – Risk Control

Workplace: …………………………………………………. Date: ………………………

Worksheet completed by: ………………………………………………………………………

What are the sources of manual handling risk? …………………………………………

How?

Can you eliminate all or part of the task?

Is it practicable to eliminate or reduce the risk by:

* Altering the workplace
* Altering the environmental conditions
* Altering the systems of work
* Changing the objects used in the task, or
* Using mechanical aids?

Can you reduce the risk by providing information, instruction and/or training to employees and volunteers who will carry out this task?

No

No

Yes

Yes

…………………………………………………………

…………………………………………………………

…………………………………………………………

…………………………………………………………

How?

…………………………………………………………

…………………………………………………………

…………………………………………………………

…………………………………………………………

Date by which risk control/s to be implemented:

…………………………………………………………

Person/s responsible for taking the agreed action:

…………………………………………………………

Date by which effectiveness of the risk control/s   
will be reviewed:

…………………………………………………………

Signed off by:

…………………………………………………

# Attachment 112 - OHS Policy/Procedure Checklist

Use this checklist to review your existing OHS policy and procedures or to develop new ones.

|  |  |
| --- | --- |
| Your OHS policy should include: |  |
| • a statement of the purpose of the policy |  |
| • a statement of the legal duty of your organisation as an employer |  |
| • an expression of your organisation’s commitment to eliminating hazards where practicable, and minimising risks where hazards cannot be eliminated |  |
| • an outline of how a hazard or issue will be managed – including resources to be provided |  |
| • roles and accountabilities of managers and supervisors |  |
| • a description of how the policy will be communicated to employees/volunteers and put   into practice. |  |
| Your OHS procedure should include: |  |
| • a statement of the purpose of the procedure |  |
| • the standards the procedure must meet (e.g. relevant legislation, codes of practice,   Australian Standards or industry best practice) |  |
| • the specific steps to be followed to achieve your required objectives in managing the   hazard or issue the procedure addresses |  |
| • roles and accountabilities of managers, supervisors, employees and volunteers |  |
| • direction to any additional guidance people will need to implement the procedure |  |
| • a process for review of the procedure, and the date by which that will happen. |  |
| Finally, review and test your OHS policies and procedures to make sure they are: |  |
| • written simply and clearly, so they will be understood by all employees and volunteers |  |
| • comprehensive, consistent and compliant with relevant legislation and standards in the   way they will manage the hazard or issue addressed. |  |

From Getting Started with Workplace Health & Safety: An Introduction to Workplace Health & Safety Policies, Procedures & Evaluation, WorkSafe Victoria

# Attachment 113 - OHS Procedure Template

[Insert service logo]

OHS Procedure

***[insert Name of Procedure]***

(include plant and/or work area or task/activity description in the title if applicable).

**1. Purpose**

Describe here why the procedure exists, or why it is required and what it is designed to ensure.

**2. Scope**

State here the coverage of the procedure, including:

a) the groups or location of different employee teams or others to whom it applies e.g. A, B, C

b) the extent of activities that it covers (starting point and finishing point)

**3. Definitions**

List all key terms and acronyms used in the procedure, and their definitions.

[Insert key term]: [Insert definition]

[Insert key term]: [Insert definition]

[Insert key term]: [Insert definition]

**4. Actions**

This section describes the actions of those people involved in the process being documented. Activities   
should be described in order of performance and in sufficient detail to ensure the intent of the procedure is   
able to be achieved. Relevant forms and guidelines should be included at the appropriate place in this section.

A *[Insert name of action]*

|  |  |  |
| --- | --- | --- |
| Steps | Who is responsible? | Notes |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

B *[Insert name of action]*

|  |  |  |
| --- | --- | --- |
| Steps | Who is responsible? | Notes |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

C *[Insert name of action]*

|  |  |  |
| --- | --- | --- |
| Steps | Who is responsible? | Notes |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

**5. Responsibilities**

• [insert Position title] has responsibility for the maintenance of this procedure.

• Specific responsibilities are included in Section 10.3 of the Early Childhood Management Manual

**6. Policy base**

[Insert list detailing:

• the service OHS policy or policies the procedure has been developed to implement; or

• relevant education or early childhood industry directives or guidelines, or

• federal or state legislation, directives or guidelines the procedure has been developed to implement.]

**7. Associated documents**

[Insert list of related procedures, forms, references or other documents which provide relevant information   
in relation to the procedure.]

**8. Forms/record keeping**

Completed forms often become important records. Records, other than completed forms, generated by   
this procedure should also be listed. For each record, list its title, location, responsible officer and minimum retention period. This information could be set out in a table as shown below.

|  |  |  |  |
| --- | --- | --- | --- |
| Title | Location | Responsible  officer | Minimum  retention period |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Attachment 114 - OHS Training and Competency Records Register

**OHS training and competency Records Register**

Employee name: ……………………………………………………………………………………………………………………………

Original job title and description: …………………………….………………………….…………………………. Original employment date: …………………

Current job title and description: …………………………………………………………………………………………………… Start date: ……………………………….

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Record **specific procedure** or **training course name** or **WorkSafe Victoria guidance reference material** or **ELAA guidance reference material** | | | Relevant to (job/task) | | | Date completed include refreshers | | | Senior co-worker  or management representative name | | | Senior co-worker  or management representative signature | | | Employee signature |
| OHS induction | | |  | | |  | | |  | | |  | | |  |
| First aid training | | |  | | |  | | |  | | |  | | |  |
| Management of anaphylaxis training and emergency asthma training | | |  | | |  | | |  | | |  | | |  |
| Emergency evacuation/fire  warden training | | |  | | |  | | |  | | |  | | |  |
| Emergency lock down training | | |  | | |  | | |  | | |  | | |  |
| Bomb threat training | | |  | | |  | | |  | | |  | | |  |
| Dealing with upset and  aggressive people | | |  | | |  | | |  | | |  | | |  | | |
| Team review and discussion of manual handling good posture and safe lift guidance | | |  | | |  | | |  | | |  | | |  | | |
| Team review and discussion of office workstation ergonomics guidance | | |  | | |  | | |  | | |  | | |  | | |
| Team review and discussion of work at heights guidance | | |  | | |  | | |  | | |  | | |  | | |
| Team review and discussion of chemical safety guidance | | |  | | |  | | |  | | |  | | |  | | |
| Team review and discussion of non-routine activities and working outside normal service hours guidance | | |  | | |  | | |  | | |  | | |  | | |
| Team review and discussion of employee role in contractor safety | |  | | |  | | |  | | |  | | |  | | |
| Team review and discussion of employee role in maintaining good housekeeping and avoiding slips and trips | |  | | |  | | |  | | |  | | |  | | |
| Team review and discussion of employee role in site security | |  | | |  | | |  | | |  | | |  | | |
| Other – please provide details | |  | | |  | | |  | | |  | | |  | | |
| Five (5) day HSR training\* | |  | | |  | | |  | | |  | | |  | | |
| One (1) day HSR refresher training\* | |  | | |  | | |  | | |  | | |  | | |

\* Refer to Section 10.3.3 Role of health and safety representatives and Section 10.7 Consultation and OHS issue resolution.

***Training records to be stored by employer in secure location.***

# Attachment 115 - OHS Training Attendance List

OHS Training Course

***[Insert Name of Course]***

**Attendance list**

Date/s: ………………………………. Location: ……………………………………………

Service: ……………………………… Presenters: …………………………….………….

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Print full name (block letters) | | Work team | Job title | Participant signature |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| 11 |  |  |  |  |
| 12 |  |  |  |  |

***(If in use)*** The employer is to ensure individual employee’s OHS training and Competency Records Register ([Attachment 114](#_Attachment_114_-)) are also updated and kept in secure file

# Attachment 116 - Provision of Important OHS Information and Guidance Sign-Off List

**Recommended Instructions**

1 Ideally an employer representative or a delegate familiar with this manual should complete this checklist   
face to face with each employee.

2 It is suitable to complete this checklist with a group of employees. To help ensure communication effectiveness the number of employees should be kept to a maximum of six at a time.

3 For new employees this should be completed ideally within four to eight weeks of commencement   
of employment.

4 The OHS Induction Checklist ([Attachment 106](#_Attachment_106_-)) recommends that four or more separate appointments be made to work through the OHS information to be provided, as there is a lot of information to work through. The information can be further divided into smaller sections across more than four appointments if this is considered, after consultation, to be more appropriate.

5 New and existing employees should be given the opportunity to read the OHS information provided and   
have their questions answered. If preferred reading language is other than English it will be more appropriate to have an employer representative or co-worker read the OHS information provided.

6 An ideal way to conduct sessions, either one on one or with a small group of employees, is to conduct the session more as a Q&A session e.g.

• ask them to read the information

• ask them if they have questions and provide answers (or commit to responding at later time if you do not have answer at hand)

• ask them questions to ensure they have correct understanding

• if relevant to OHS topic then use adult learning approach; tell, show, provide opportunity to practice   
in safe environment under supervision (repeat this), provide opportunity to reflect on learning, and then finally clarify areas where understanding is not clear.

7 A copy of the completed checklist should be given to each employee and the originals kept on file by   
the employer.

8 The employer may choose to repeat this process every few years and must do so whenever there are significant changes to the OHS information.

**1. Names and Signatures of employees**

(The OHS information can be provided across separate sessions, however signatures should not be obtained   
until all the information has been covered)

Employee

Name (please print): …………………………………………………………………………………….

Signature\*: ……………………………………………………

Date: ………………………………

Employee

Name (please print): …………………………………………………………………………………….

Signature\*: ……………………………………………………

Date: ………………………………

Employee

Name (please print): …………………………………………………………………………………….

Signature\*: ……………………………………………………

Date: ………………………………

Employee

Name (please print): …………………………………………………………………………………….

Signature\*: ……………………………………………………

Date: ………………………………

Employee

Name (please print): …………………………………………………………………………………….

Signature\*: ……………………………………………………

Date: ………………………………

Employee

Name (please print): …………………………………………………………………………………….

Signature\*: ……………………………………………………

Date: ………………………………

\* Please sign here only if:

• This checklist has been completed in your presence,

• The OHS instructions provided have been discussed with you, and

• You understand and commit to following them,

• Any questions you have asked relating to site health and safety requirements have been answered to your satisfaction.

**OHS Information Provided, Discussed, Understood**

|  |  |  |  |
| --- | --- | --- | --- |
| Cover in  session  number | Early Childhood Management  Manual OHS section reference or other  source reference | OHS information  description | Yes/No  or N/A |
| 1 | 10.1 | Introduction |  |
|  | 10.2 | Overview of key OHS laws |  |
|  | 10.3 | Roles and responsibilities |  |
|  | 10.3.1 | Employer |  |
|  | 10.3.2 | Employees |  |
|  | 10.3.3 | Role of Health and Safety Representatives (HSRs) |  |
|  | 10.3.4 | Function of OHS committees |  |
|  | 10.3.5 | WorkSafe Victoria inspectors |  |
|  | 10.3.6 | Authorised Representatives of Registered Employee Organisations (ARREO’s) |  |
|  | 10.3.7 | Contractors |  |
|  | 10.3.8 | Owner(s) of service building and lands or grounds |  |
|  | 10.3.9 | All persons including families and visitors |  |
|  | 10.4 | Systematic approach to managing OHS |  |
|  | [Attachment 87](#_Attachment_87_-) | Detailed guidance on hazard management steps |  |
|  | 10.12 | Hazard and risk definitions |  |
|  | 10.5 | Hazard management steps |  |
|  | 10.5 | Identifying hazards and sources |  |
|  | 10.5 | Risk assessment |  |
|  | 10.5 | Selection and implementation of appropriate risk controls |  |
|  | 10.5 | Monitor effectiveness of risk controls |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 2 | 10.7 | Consultation and OHS issue resolution |  |
|  | [Attachment 124](#_Attachment_124_-) | Service OHS issue resolution flowchart |  |
|  | 10.8 | Incident reporting and investigation |  |
|  | 10.8.1 | What is an incident? |  |
|  | 10.8.2 | When should incidents be reported? |  |
|  | 10.8.3 | Legal requirements for incident reporting |  |
|  | 10.8.4 | Types of incident reports |  |
|  | 10.8.5 | Incidents that are notifiable to WorkSafe Victoria |  |
|  | 10.8.7 | Monitoring OHS incidents |  |
|  | 10.9 | Development, review and implementation of OHS policies  and procedures |  |
|  | 10.10 | Provision of OHS information and OHS training |  |
|  | 10.11 | OHS induction |  |
|  | 10.12 | Managing well known service hazards |  |
|  | 10.12.1 | Manual handling |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | 10.12.2 | Office design and ergonomics | |  | |
|  | 10.12.3 | Chemical safety | |  | |
|  | 10.12.4 | Hazardous substances | |  | |
|  | 10.12.4 | Dangerous goods | |  | |
|  | 10.12.4 | Safety Data Sheets (SDSs) | |  | |
|  | 10.12.4 | Labels | |  | |
|  | 10.12.4 | Chemicals register | |  | |
|  | 10.12.4 | Chemicals hazard management | |  | |
|  | 10.12.4 | Safety advice for contact with blood or bodily fluids | |  | |
|  | 10.12.4 | Cleaning-up spilled blood or other potentially  infectious materials | |  | |
|  | 10.13 | Slips, trips, low level falls | |  | |
|  | 10.14 | Using platform steps and ladders | |  | |
|  | 10.14 | Using platform steps and ladders (where a person  cannot fall more than 2 metres) | |  | |
|  | 10.14 | Work at heights (where a person could fall more than  2 metres) |  | |
|  | 10.15 | Stress |  | |
|  | 10.15.1 | Definition of stress |  | |
|  | 10.15.2 | Work and non-work related stressors |  | |
|  | 10.15.3 | Costs of work related stress |  | |
|  | 10.15.4 | Coping with work and non-work related stress |  | |
|  | 10.15.5 | Employer responsibilities regarding prevention  of work related stress |  | |
|  | 10.16 | Harassment, bullying and violence |  | |
|  | 10.16.1 | Definition of workplace harassment, bullying and violence |  | |
|  | 10.16.2 | Sources of harassment, bullying and violence at work |  | |
|  | 10.16.3 | Effects and costs of harassment, bullying and violence  at work |  | |
|  | 10.16.4 | Reasons for of harassment, bullying and violence at work |  | |
|  | 10.16.5 | Employer responsibilities regarding prevention  of harassment, bullying and violence at work |  | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4 | | | 10.17 | | Management of service access and security | |  | |
|  | | | 10.18 | | OHS management of contractors | |  | |
|  | | | 10.19 | | OHS management of agency personnel (labour hire)  and trainee placements | |  | |
|  | | | 10.20 | | OHS responsibilities of providers of agency (or labour  hire) personnel | |  | |
|  | | | 10.21 | | Managing volunteers | |  | |
|  | | | 10.22 | | Conducting non-routine activities | |  | |
|  | | | 10.23 | | Working alone or in isolation | |  | |
|  | 10.23 | | ‘Working alone or in isolation’, including conducting ‘ad-hoc visits after hours’ | |  | |
|  | 10.23 | | ‘Working alone or in isolation’ conducting ‘non-routine activities after hours’ | |  | |
|  | 10.24 | | Emergency management planning | |  | |
|  | 10.25 | | First aid | |  | |
|  | 10.26 | | Occupational rehabilitation and return to work | |  | |

# Attachment 117 - Quick Workstation Checklist

Employee name: ……………………………………. **Managers name**: ……………………………………….

Location: ………………………………………… Date: …………………………….

|  |  |
| --- | --- |
| Chair adjusted to optimise posture. Shoulders relaxed, elbows bent to 90 degrees to desk surface. Consider position of armrests. |  |
| Backrest adjusted to support lower back (use of lumbar support). |  |
| Desk height adjusted to optimise posture, i.e. adequate leg clearance, knees bent to 90 degrees and hips bent at 90 degrees and feet flat on floor. |  |
| Feet supported, i.e. feet flat on floor or consider footrest, knees bent to 90 degrees and hips bent at 90 degrees. |  |
| Shoulders relaxed when key boarding, wrists in neutral position |  |
| Removal of desk clutter, set up desk to allow position for computing and position for writing/reading |  |
| Desk organised with most often used items within easy reach, e.g. folders, files, phone |  |
| Eyes level with top third of computer/laptop screen |  |
| Distance between eyes and computer/laptop screen appropriate, i.e. monitor positioned arm’s length away from body |  |
| Mouse can be used without stretching/overreaching, i.e. positioned close beside the keyboard |  |
| If reading from documents and/or writing for prolonged periods, raised surface used to avoid prolonged neck flexion, i.e. document stand |  |

Areas of concern:

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

Recommendations/alterations:

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

# Attachment 118 - Return to Work Information Template

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Important Return to Work Information**  **<insert name of employer>**’**s return to work obligations under Victorian Workers’ Compensation legislation**   |  |  | | --- | --- | | **<insert name of employer>’s return to work obligations** | **How <insert name of employer> will meet its obligations** | | Make return to work information available and consult about how the information is made available | **<insert name of employer>** will make return to work information available to its workers about:   * + - 1. the obligations of **<insert name of employer>** under the legislation and how the employer is meeting the obligations;       2. the rights and obligations of workers under the legislation and how workers can obtain further information about their rights and obligations;       3. the name and contact details of the authorised Agent selected by the employer;       4. the name and contact details of the Return to Work Coordinator, if applicable; and       5. the procedure for resolving return to work issues in the workplace -   by providing workers with this document after consulting with them about how the information will be provided to them. | | Provide employment | To the extent that it is reasonable to do so, **<insert name of employer>** will provide suitable employment to an injured worker if they have a current work capacity and provide pre-injury employment to them if they no longer have an incapacity for work.  To the extent that it is reasonable to do so**, <insert name of employer>** will provide pre-injury or suitable employment to an injured worker for a period of 52 weeks of the worker’s incapacity. This will commence from the date a *Certificate of Capacity* or a *Worker’s Injury Claim Form* in which weekly payments are claimed is received from the worker or from when the authorised Agent notifies us of receipt of same (whichever is the earliest). | | Plan return to work | From the time that **<insert name of employer>** receives a *Worker’s Injury Claim Form* in which weekly payments are claimed or the initial *Certificate of Capacity* from the worker or the authorised Agent notifies us of receipt of same (whichever is earlier), **<insert name of employer>** will, to the extent that it is reasonable to do so, commence return to work planning for that injured worker.  As part of that planning, **<insert name of employer>** will:   * obtain relevant information about the injured worker’s capacity for work; * consider reasonable workplace support, aids or modifications to assist the worker’s return to work * assess and propose options for suitable employment or pre-injury employment; * engage in consultation about the return to work of the worker; and * provide the worker with clear, accurate and current details of their return to work arrangements; and * monitor the worker’s progress   as often as is necessary to enable the worker to return to work in employment which is consistent with the worker’s capacity for work. | | Consult about the return to work of a worker | **<insert name of employer>** will, to the extent that it is reasonable to do so, consult with the worker, the worker’s treating health practitioner (with the consent of the worker) and occupational rehabilitation provider (if one is involved) in relation to the injured worker’s return to work.  **<insert name of employer>** will consult with the parties listed above by:   * sharing information about the worker’s return to work * providing a reasonable opportunity for them to consider and express their views about the worker’s return to work, and * taking those views into account.   **<insert name of employer>** will consult directly with the worker about their return to work, but the worker may be assisted by a representative during any consultation (except for a legal practitioner). The worker may be represented, assisted and supported during the return to work process. | | Nominate and appoint a Return to Work Coordinator | **Delete the option that does not apply**  **Small employers (< $2 million remuneration):**  **<insert name of employer>** will nominate and appoint a Return to Work Coordinator for the duration of our return to work obligations to an injured worker. They will have an appropriate level of seniority and be competent to assist **<insert name of employer>** meet our obligations under Victorian workers’ compensation legislation.  **Large employers (≥ $2 million remuneration):**  **<insert name of employer>** has nominated and appointed at all times a Return to Work Coordinator who has an appropriate level of seniority and is competent to assist **<insert name of employer>** meet our obligations under Victorian Workers’ Compensation legislation. | | Cooperate with labour hire employers | If **<insert name of employer>** hires labour hire workers and the worker suffers an incapacity for work resulting from or materially contributed to by an injury arising out of working with us, we will, to the extent that it is reasonable to do so, cooperate with the labour hire employer in respect of action taken by the labour hire employer to provide employment, plan a worker’s return to work and consult about the return to work of a worker to facilitate the worker’s return to work. |  |  |  | | --- | --- | | Resolution of return to work issues | **<insert name of employer>** will attempt to resolve return to work issues in accordance with:  **Delete the option that does not apply**  **Option 1**  The relevant procedure specified in the Return to Work Direction (Ministerial Direction) *Issue Resolution Process*.  **Option 2**  Our agreed Return to Work Issue Resolution Procedure. Details regarding this procedure are available from **<insert location of procedure>**.  If you have any questions or queries regarding this procedure, please contact **<insert name of contact>**. |   **Worker’s return to work rights and obligations**  ***Injured worker rights are:***   * To be provided with return to work information and be consulted about how that information is to be made available * To the extent that it is reasonable for **<insert name of employer>** to do so, to be provided with suitable employment if they have a current work capacity or pre-injury employment if they no longer have an incapacity for work for a period of 52 weeks in accordance with the legislation. * To be consulted by **<insert name of employer>** about planning their return to work. * To be provided with clear, accurate and current details of their return to work arrangements as part of planning for their return to work. * To the extent that it is reasonable for **<insert name of employer>** to do so, to be consulted and be provided with information about their return to work. The injured worker must be given a reasonable opportunity to consider and express their views about their return to work and have those views taken into account. * To be represented, assisted and supported (except by a legal practitioner) during any stage of the return to work process, including in the consultation process.   ***Injured worker’s obligations are:***   * In co-operation with **<insert name of employer>** and the Agent, to make reasonable efforts to actively participate and cooperate in planning for their return to work. * In co-operation with **<insert name of employer>** and the Agent, to make reasonable efforts to return to work in suitable or pre-injury employment at their place of employment or at another place of employment. * To actively use an occupational rehabilitation service where provided and cooperate with the provider of that service. * To actively participate and cooperate in assessments of their capacity for work, rehabilitation progress and/or future employment prospects at the request of **<insert name of employer>** and/or the Agent. * To actively participate and cooperate with the representative of the Agent in an interview to enhance their opportunities to return to work, as required. * If an issue about their return to work arises, to attempt to resolve the issue in accordance with the procedure for resolving return to work issues (see above).   If you do not comply with one or more of the above obligations, your weekly payments may be suspended, terminated or ceased and determined in accordance with the legislation by our Agent.  Additional details regarding the rights and obligations of an injured worker are available in WorkSafe’s *Return to Work Obligations – Information for workers* fact sheet available from **worksafe.vic.gov.au** or via the WorkSafe Advisory Service ph: (free-call) 1800 136 089 or (03) 9641 1444.  **Where to get help**  **Our Return to Work Coordinator  Name:** INSERT FIRST AND LAST NAME **Phone:** INSERT CONTACT NUMBER  **Email:** INSERT EMAIL ADDRESS **Postal Address:** INSERT POSTAL ADDRESS  **Our Authorised Agent Name:** INSERT NAME **Phone:** INSERT CONTACT NUMBER **Web:** INSERT WEB ADDRESS  **Postal Address:** INSERT POSTAL ADDRESS  **WorkSafe Phone: free call** 1800 136 089 or(03) 9641 1444 **Web:** **worksafe.vic.gov.au  Email:** info@worksafe.vic.gov.au **Postal Address:** WorkSafe, 222 Exhibition Street, Melbourne 3000 |

# Attachment 119 - Return to Work, Overview of the Planning Process

Employer knows worker has an incapacity to work

Obtain relevant information about the worker’s incapacity

Consider reasonable workplace support, aids and modifications

Throughout the return to work process employers must:

* **Consult** with the worker, their treating health practitioner and occupational rehabilitation provider (where one is involved)
* **Plan the worker’s return to work** and **provide** them with employment

Assess and propose options for suitable or pre-injury employment

Provide the worker with **suitable employment** (if they have an incapacity) or **pre-injury employment** (if they have full capacity to return to work)

Provide the worker with clear, accurate and current details of the return to work arrangements

Monitor the worker’s progress

**These steps should be undertaken as often as is necessary to enable the worker to return to work in employment that is consistent with the worker’s capacity.**

From [*Compliance Code 1 of 4: Providing employment, planning and consulting about return to work,* WorkSafe Victoria 2019](https://www.worksafe.vic.gov.au/resources/compliance-code-1-4-providing-employment-planning-and-consultation-about-return-work)

# Attachment 120 - Return to Work Process

**Appoint a Return to Work Coordinator**

Ensure they have the appropriate level of seniority and that they are competent to assist you to meet your return to work obligations

* Obtain relevant information
* Consider reasonable workplace supports, aids and modifications
* Assess and propose options for suitable or pre-injury employment consistent with the worker’s capacity
* Consult with your worker and their treating health practitioner about the worker’s return to work
* Provide clear, accurate and current details to the worker about the return to work arrangements
* Seek to reach agreement where possible

Plan and implement the worker’s return to work and provide suitable or pre-injury employment that is consistent with the worker’s capacity for work.

Revise planning regularly

Support and monitor the worker and the return to work arrangements

Progress the return to work arrangements

Full return to work, where possible

**Seek assistance whenever needed throughout the process.**

From [*A guide for employers: What to do if a worker is injured,* WorkSafe Victoria 2019](https://www.worksafe.vic.gov.au/resources/what-do-if-worker-injured-guide-employers)

# Attachment 121 - Selection of (Non-Routine Task) Contractor OHS Checklist

**Recommended Instructions**

1 This checklist refers to contractors performing tasks that are not part of the services’ core business, i.e. plumbers, electricians etc.

2 This is intended to be used prior to the first time a potential contractor is used for non-routine tasks, to help determine if they are suitable contractor and/or to help with making decisions as part of tendering works to (likely) more than one contractor.

3 For lower OHS risk tasks or when the contractor is only going to be used once, the employer may decide there is no value in completion of this checklist. In these instances the contractor management risk controls noted in step 9 below should still be considered.

4 Remember that the contractor has OHS legal duties, and the employer/client should not take over the management of OHS for the contractor. Rather the employer/client should evaluate if this contractor manages OHS so as to reduce the risk of harm to people to as low as reasonably practicable. Also, separate to this checklist, the employer/client must ensure that they control the interface between the employer activities and the contractor activities, and that the work environment provided to the contractor is adequate. Similarly there needs to be robust precautions in place to ensure the contractor has left the workplace in a safe state for employer activities.

5 Note this checklist does not consider financial or cost factors which also need to be considered. Rather it is intended to consider OHS factors. The intent of this document is to reduce the risk of harm to people (service employees, families, contractors, others).

6 It does not need to be used each time for the same contractor, and could be used prior to setting up a Service Level Agreement or Longer Term Contract.

7 The employer may consider that ‘No’ answers are acceptable, as long as the contractor can provide evidence that they have other, equivalent risk controls in place.

8 Employer to complete this template in consultation with contractor, and possibly (service) employees if they are involved in assisting with implementation of contractor management processes.

9 The employer needs to then refer to the Detailed Guidance on Hazard Management Steps or Processes ([*Attachment 87*](#_Attachment_87_-)), and complete the Job Start and OHS Induction Checklist for (non-routine task) contractor ([*Attachment 100*](#_Attachment_100_-)), and Job Safety Analysis Template for Non-Routine Activities ([*Attachment 99*](#_Attachment_99_-))

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Yes | No |
| 1 | OHS policy and management | | |
| 1.1 | Does the contractor have a written OHS Policy? |  |  |
| 1.2 | Are health and safety responsibilities clearly identified? |  |  |
| 2 | Safe work practices and procedures | | |
| 2.1 | Does the contractor have these in place? |  |  |
| 2.2 | Do they have methods to assess hazards and control risks prior to commencing work each day? |  |  |
| 2.3 | As per prior item, in situations when conditions change? |  |  |
| 3 | Health and safety inspections | | |
| 3.1 | Are regular inspections conducted? |  |  |
| 3.2 | Do contractor workers know whom to report hazards to? |  |  |
| 4 | Supervision, induction and consultation | | |
| 4.1 | Are there controls to ensure all contractor workers including sub-contractors and labour hire personnel have completed a contractor specific OHS induction? |  |  |
| 4.2 | Is the contractor cooperative regarding ensuring all their contractor workers  are familiar with the employer/client site specific OHS rules and site specific OHS induction? |  |  |
| 4.3 | Are there regular supervisory checks conducted? |  |  |
| 4.4 | Do Supervisors consult with contractor workers about OHS? |  |  |
| 4.5 | Will the contractor ensure that only persons, preferably over the age of 21  and with appropriate level of maturity, experience and communication skills  will be ‘contractor supervisors’? Contractor supervisors are those persons  who oversee the work of other contractor employees/workers at the service,  or are ‘sole employee contractors’ who work at the service. |  |  |
| 5 | Incident and injury response, emergency response, reporting incidents and investigation | | |
| 5.1 | Are there procedures that the contractor applies regarding incident and  injury response, emergency response, reporting incidents and investigation? |  |  |
| 5.2 | Do these procedures define who is responsible, including the role of workers, and the responsibilities of Supervisors and Managers? |  |  |
| 6 | OHS legal considerations | | |
| 6.1 | Does contractor confirm all relevant OHS relevant licences, permits and qualifications relevant to their works for their contractor workers are in place? |  |  |
| 6.2 | Does the contractor have documents confirming valid, current third-party liability insurance is in place? |  |  |
| 6.3 | Does the contractor have documents confirming valid, current workers compensation insurance is in place? |  |  |
| 6.4 | Does the contractor have a system in place to control sub-contractors and labour hire personnel, including advice to the employer/client? |  |  |
| 6.5 | Has the contractor or any proposed sub-contractors or labour hire companies  or personnel ever been convicted of an occupational health and safety offence? |  |  |
| 6.6 | Is there any (contractor specific) outstanding corrective action for OHS issues stipulated by WorkSafe Victoria? |  |  |
| 6.7 | If yes to prior question can contractor confirm this action is in progress and  OHS risks are being adequately controlled? |  |  |
| 7 | Work References | | |
| 7.1 | Contractor willing to provide information about most recent two to three contracts? Refer recommended factors to consider in table below. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Contract 1 | Contract 2 | Contract 3 |
| Contract description |  |  |  |
| Client |  |  |  |
| Contact |  |  |  |
| Telephone number |  |  |  |
| Any injuries sustained during contract works?   * First aid? * Medical treatment? * Restricted work or lost  time case? |  |  |  |

# Attachment 122 - Selection of (Routine) Labour Hire Contractor OHS Checklist

The three checklists on the following pages are taken from WorkSafe Victoria website dealing with labour hire.

**When the (host) employer selects a labour hire agency or company it is recommended that the employer confirm that:**

* The labour hire agency has a systematic method of managing OHS (consistent with the guidance in the first checklist below, (the Labour Hire Agency Occupational Health and Safety Health Check).
* The employer and labour hire agency agree upon and use of a job description template for agency workers, consistent with the guidance provided in the second checklist below, (the Job Description Checklist).
* The employer and labour hire agency agree upon and use of a selection, induction and training record template for agency workers, consistent with the guidance provided in the third checklist below, (the Labour Hire Workers Selection, Induction and Training Record).

LABOUR HIRE AGENCY OCCUPATIONAL HEALTH AND SAFETY’HEALTH CHECK

**Who uses this form?**

Labour-hire agency .

**Purpose?**

To assess how well a labour-hire agency understands and manages worksite health and safety issues.

**What should happen?**

The Management representative of the labour-hire agency uses this form to identify health and safety system shortcomings, and formulates plans to remedy these shortcomings. The assessment should be stored with the agency's occupational health and safety records. Progress towards completing the remedial actions in the plans should be discussed at regular management meetings.

IMPORTANT NOTE: An employer must employ or engage someone who is suitably qualified to provide advice to the employer on health and safety (S 22 (2)(b) Occupational Health and Safety Act 2004)

**Please answer every question**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **NO:** | **PRINCIPAL QUESTION**  If answer No, go to the action column and describe the steps necessary for your agency to conform to the statement | **YES** | **NO** | **IF YES, PLEASE ANSWER THESE QUESTIONS**  If answer No, go to the action column and describe the steps necessary for your agency to conform to the statement | **YES** | **NO** | **ACTION** |
| 1 | One of your agency’s selection criteria for host employers includes their systematic management of the things in the workplace which cause injuries? |  |  | Does your labour-hire agency assess whether the host employer has a system for managing safety? |  |  |  |
| Does your agency assess the effectiveness of the host employer's system for managing safety? |  |  |  |
| Does your agency have a documented process and tools for guiding this part of the client selection process? |  |  |  |
| 2 | Your agency assesses the risk of injury to agency workers at host employer’s sites before each new placement |  |  | Do the personnel carrying out these assessments possess trade or occupational health and safety skills that qualify them as competent to identify all features of the work environment that present a risk of injury? |  |  |  |
| Can personnel carrying out these assessments identify the specific control measures that should exist to reduce the risk of injury? |  |  |  |
| 3 | Your agency assesses the risk of injury to agency workers at host employer’s sites before each new placement |  |  | Does the document identify all risks of injury to which the worker may be exposed? |  |  |  |
| Has the person carrying out the assessment been training end deemed competent in using the document? |  |  |  |
| 4 | The ‘assessor’ negotiates with the host employer to improve the management of safety issues? |  |  | Does the ‘assessor’:   * Ensure adequate risk control measures are in place before providing workers? * Document the findings and agreed actions? * Follow up on agreed actions to verify completion? |  |  |  |
| 5 | Workers are never supplied to the host employer before adequate measures to control the risk of injury are implemented? |  |  | Does the agency have a documented procedure for ensuring this never occurs? |  |  |  |
| Does the agency have a bonus system that encourages sales persons/consultants to make placements even though they recognise the workplace is unsafe? |  |  |  |
| 6 | Your agency obtains written information about the jobs, materials, tools and environment to which the worker will be exposed? |  |  | Do you gather written information about the work that is required of the agency worker? |  |  |  |
| Do you gather written details of the materials and substances to which the agency worker will be exposed? |  |  |  |
| Do you gather written information about the tools and equipment the agency worker will be using |  |  |  |
| Do you gather written information regarding the environment in which the agency worker will be working (including supervision)? |  |  |  |
| 7 | Agency workers receive induction training from your agency? |  |  | Does the induction training include:   * Information regarding the work and workplace in which the employee will be working * The risks of injury and how these are controlled by your client * What to do if request to perform work different to that for which they are employed * The method for reporting safety concerns and any other issues to the agency |  |  |  |
| Is the training documented? |  |  |  |
| 8 | Agency workers receive induction training from the host employer? |  |  | Does the induction training include:   * Client-specific information * How to report safety concerns/consultation procedures * Information regarding the work and workplace in which the employee will be working * The risks of injury and how these are controlled by your client * Job specific information |  |  |  |
| Is the training documented? |  |  |  |
| Does the agency verify that training has occurred? |  |  |  |
| 9 | Your agency has a visitation schedule for monitoring the ongoing safety of workers by visiting the workplace? |  |  | Is there a documented system of workplace visits to validate the visits? |  |  |  |
| Does the monitoring visit seek to identify whether the risks of injury or ill health continues to be adequately controlled for the agency worker? |  |  |  |
| Does the agency evaluate the performance of staff responsible for ensuring that agency workers are not placed at risk of injury? |  |  |  |
| 10 | Your agency has a documented business plan? |  |  | Is safety included in the business plan? |  |  |  |
| Are the safety goals clear and widely understood within the agency? |  |  |  |
| Are key and/or senior personnel responsible for achieving the safety gorals? |  |  |  |
| 11 | Does your agency ensure an avenue of consultation between the agency, the host and the labour workers? |  |  | Does the consultation:   * Involve the Health and safety representative * Take place when there are any changes to the working conditions of tasks? * Involve the person in control of the workplace (usually the host employer)? |  |  |  |

 **JOB DESCRIPTION CHECKLIST**

**Instructions for using this document**

Prior to engaging labour hire personnel, the host employer should:

1. Complete the labour job description details below;

2. Ensure the worker suits the job requirements;

3. Ensure the actions on the checklist are signed off when completed:

4. Send a copy of this form to the labour hire provider (via fax or email); and

5. Retain a copy for its records.

Job title

Hours of work:

Intended duration of contract:

Name of host company and address of work:

Physical location of work (e.g. plant number):

Summary of tasks or job:

Supervisor (name and contact details):

Supervision provided: □ Continuous □ Frequently □ Occasional □ Minimal □ None

(hourly) (every few hours) (daily)

Qualifications (licences, etc.) that the worker must possess:

Experience the worker should possess:

Other selection criteria (e.g. Medical)

Training provided: □ Induction □ On-the-job □ Formal/ongoing □ None

Personal protective equipment (PPE) provided by: □ Labour hire agency □ Host employer

Please outline any hazards or other issues in the work and workplace that have the potential to cause injury to your employers including but not exclusive to):

Further information on managing these hazards can be found at the WorkSafe Victoria website, [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au/)

* Slippery or cluttered floors
* Falling objects
* Vehicles
* Occupational violence & bullying
* Other …………………………………………….
* Loud noise
* Lifting
* Heavy loads
* Stretching or reaching
* Electricity
* Chemicals

Risk control plan attached? □Yes □No

Further information on managing these hazards can be found at the WorkSafe Victoria website, [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au)

**LABOUR HIRE WORKER S SELECTION,  INDUCTION AND TRAINING RECORD**

The host employer and labour hire worker should complete and sign this form.

**Job title:**

**Hours of work:**

I am satisfied the labour hire agency has provided the person(s) capable of performing the work as described on the *Job description checklist.*

**Signature and date** (host employer):

**INDUCTION AND TRAINING CHECKLIST**

**CHECKLIST TICK IF COMPLETED**

|  |  |
| --- | --- |
| Supplied worker matches host employer requirements. |  |
| Pre-placement induction provided by the agency that is relevant to the industry. |  |
| Site-specific induction training completed, including reporting arrangements . |  |
| Task-specific training provided. |  |
| Initial task supervision completed . |  |
| Task-specific hazard identification and risk assessments completed e.g. *Job safety assessment (JSA).* |  |

**Host employer** (print name)   
**Signed:   
Dated:**

**Labour hire worker** (print name)  
**Signed:   
Dated:**

**INDUCTION AND TRAINING CHECKLIST**

|  |  |  |  |
| --- | --- | --- | --- |
| **TASK/JOB** | **TRAINING PROVIDED**  **Yes/No** | **HOST EMPLOYER**  **Signature/Date** | **LABOUR HIRE WORKER**  **Signature/Date** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*(Make copies if required)*

**Safety issues at this worksite are to be reported to** (name of person and job title) :

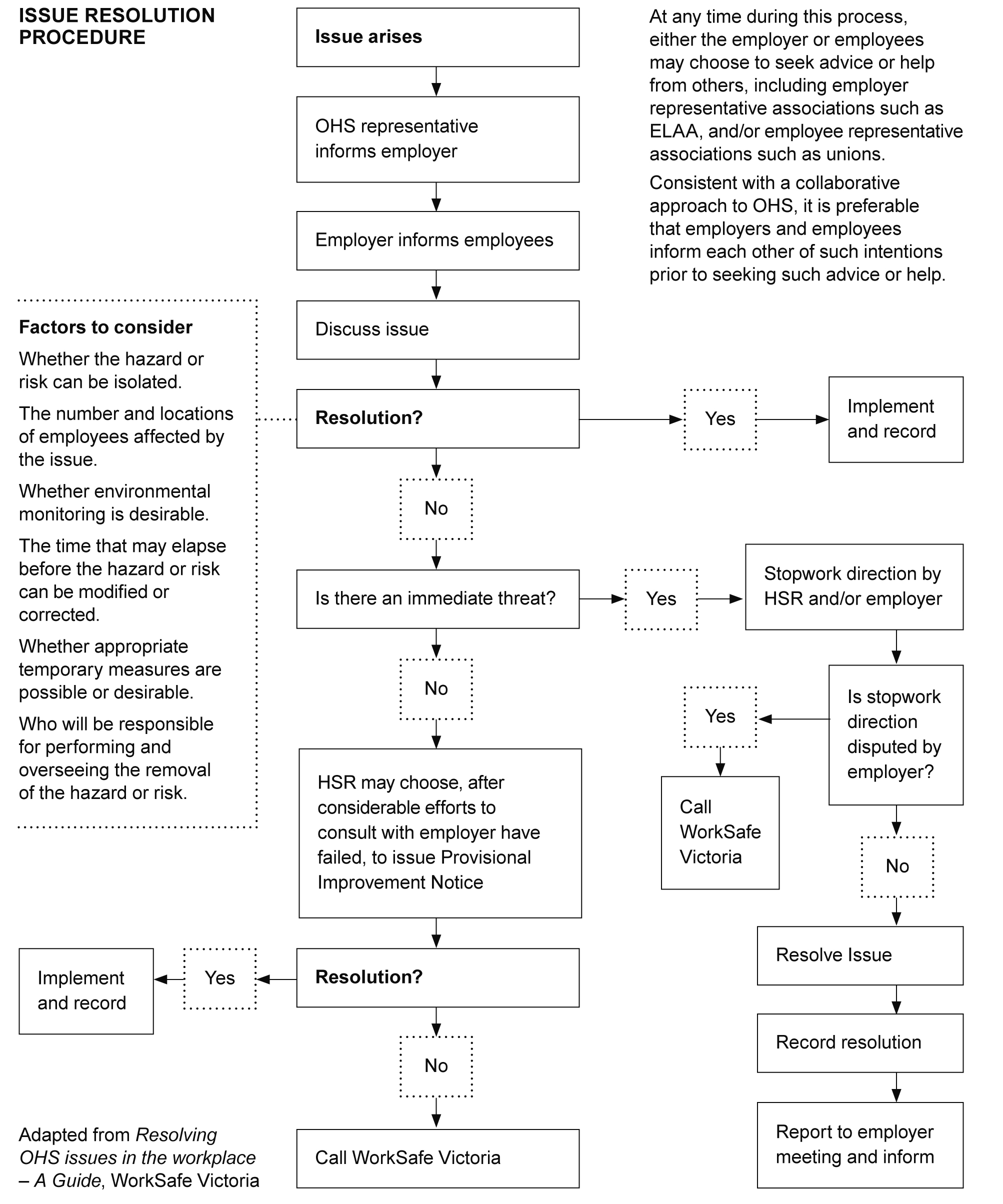
**How are safety issues to be reported? □ Spoken □ Written:**

# Attachment 123 - Service OHS Issue Resolution Process Template

In this flowchart please note that:

• The employer may be the service’s committee of management or the board of management, or the   
management team. This group recruits new staff and manages contractors. This group is therefore   
the employer.

• HSR is a Health and Safety Representative.

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# Attachment 124 - Techniques for Safe Lifting Flyer

TECHNIQUES FOR SAFE LIFTING

Follow these general principles of lifting to ensure you minimise risk of injury.

**Safe lifting: General guidelines for your workplace**

1. **Prepare to lift a load from floor height**
   * Assess the load. Is the load beyond your capabilities?
   * Plan how to proceed.
   * When lifting ensure a wide steady base of support. Stand with your feet apart, either side and behind the load you are about to lift.
   * Remember your posture. Try to keep your natural spinal curves.
   * Look straight ahead.
2. **Bending down to meet the load at floor height.**
   * Bend your knees by pushing your buttocks backwards.
   * Try not to let your knees bend in front of your toes.

**3 Grasping the load**

* Get a good grasp of the object.
* Hold the load close to your body.
* Tighten the stomach muscles as you begin the lift.

Information provided by The Recovre Group.

**LIFTING TECHNIQUE 1**: Two-armed lift using squat



1. Assess and plan lift. Stand with feet shoulder width apart over load. Keep your natural spinal curves.
2. Look straight ahead. Bend your knees by pushing your buttocks backward. Try not to let your knees bend in front of your toes.
3. Get a good grasp of the object with both hands. Bring the load close to your body and avoid twisting the upper body. Ensure that your back is straight, keeping your natural spinal curves.
4. The buttocks and leg muscles are the largest and should be used when lifting.

**LIFTING TECHNIQUE 2**: One-armed lift using squat



1. Assess and plan lift. Stand with feet shoulder width apart over load. Keep your natural spinal curves.
2. Look straight ahead. Bend your knees by pushing your buttocks backward. Try not to let your knees bend in front of your toes.
3. Get a good grasp of the object with one hand. Bring the load close to your body and avoid twisting the upper body. Ensure that your back is straight, keeping your natural spinal curves.
4. Do not use your back to lift. Use your legs to lift as your back is prone to injury.

1. Probationary period for education staff will be based on the relevant industrial agreement in force at that time [↑](#footnote-ref-1)
2. Probationary period for education staff will be based on the relevant industrial agreement in force at that time [↑](#footnote-ref-2)