



OSHC TEMPLESTOWE VALLEY *P.S.* STAFF HANDBOOK





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'Templestowe Valley P.S.' Philosophy

The backbone of any Service is the Philosophy; this document guides educators on practices, interactions with families and colleagues, our goals and standards, and the greater community that makes our Service unique.

Templestowe Valley Primary school OSHC's philosophy is to provide high quality of care for all children using our service in an enjoyable, safe, caring and friendly environment.

For most children, their life is very structured by school, home, sport and music.

The philosophy of our Outside School Hours Program is very much child-oriented.

The child is free to make choices throughout the time he/she is in the program. Each child is unique and will be treated as such.

Throughout each activity, there will be an emphasis on the child's creative mind, their physical wellbeing and his/her self-esteem.

We want every child to 'have fun' and look forward to coming and joining us in our Before and After School Care program each day.

Child Safe Organisation

[Templestowe Valley P.S. OSHC] aims to support the active participation of children in our service. We support and respect our children, their families and our employees. We promote a child safe environment that is inclusive, transparent and promotes children's participation. Children's safety is paramount, and we aim to take all practical steps to protect children from all types of abuse, harm and neglect. We understand our responsibilities and statutory duty of care to comply with both the Child Safe Standards and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

All staff, students and volunteers, carry out their responsibilities as mandatory reporters as required by law under the Children and Young Persons (Care and Protection Act 1998) and maintain up to date with knowledge of child protection law and the Child Safe Standards.

Our staff are recruited through a rigorous and consistent screening and selection process to ensure they display the right personal qualities and experiences to provide high quality supervision and care to children. All staff are required to provide a current Working With Children Check before beginning employment and maintain/hold a current WWCC as a condition of their employment.



Code of Ethics

IN RELATION TO CHILDREN, I WILL:

- act in the best interests of all children
- create and maintain safe, healthy, inclusive environments that support children’s agency and enhance their learning
- provide a meaningful curriculum to enrich children’s learning, balancing child and educator-initiated experiences
- understand and be able to explain to others how play and leisure enhance children’s learning, development and wellbeing
- ensure childhood is a time for being in the here and now and not solely about preparation for the future
- collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity
- value the relationship between children and their families and enhance these relationships through my practice
- ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
- negotiate children’s participation in research, by taking into account their safety, privacy, levels of fatigue and interest
- respect children as capable learners by including their perspectives in teaching, learning and assessment
- safeguard the security of information and documentation about children, particularly when shared on digital platforms.

IN RELATION TO FAMILIES, I WILL:

- support families as children’s first and most important teacher and respect their right to make decisions about their children
- listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children’s learning, development and wellbeing





- develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging
- learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship system
- respect families' right to privacy and maintain confidentiality.

IN RELATION TO COLLEAGUES, I WILL:

- encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours
- build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty
- acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills
- use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions
- participate in a 'lively culture of professional inquiry' to support continuous improvement
- implement strategies that support and mentor colleagues to make positive contributions to the profession
- maintain ethical relationships in my online interactions.

IN RELATION TO COMMUNITIES AND SOCIETY, I WILL:

- learn about local community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing
- collaborate with people, services and agencies to develop shared understandings and actions that support children and families
- use research and practice-based evidence to advocate for a society where all children have access to quality education and care
- promote the value of children's contribution as citizens to the development of strong communities
- work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children
- advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.



IN RELATION TO MYSELF AS A PROFESSIONAL, I WILL:

- base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work
- take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society
- engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession
- work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications
- encourage qualities and practices of ethical leadership within the profession
- model quality practice and provide constructive feedback and assessment for students as aspiring professionals
- mentor new graduates by supporting their induction into the profession
- advocate for my profession and the provision of quality education and care.

source: ECA Code of Ethics (2019) Early Childhood Australia

Service Details

Our Service operates (40) weeks of each year between the hours of 7.00am and 9.00am for Before School Care and 3.30pm and 6.00pm for After School Care Monday to Friday. The Service is (publicly) owned and was established in (1990). The owner's names are: (Templestowe Valley primary school school council)

ALISON REES

APPROVED PROVIDER

WENDY LINCOLN

NOMINATED SUPERVISOR

ANDREA DUSKE

EDUCATIONAL LEADER



LICENSING DETAILS

We are licensed for the following number of children per session/Service type:

| Before School Care | After School Care | Vacation Care |
|--------------------|-------------------|---------------|
| 80 | 80 | N/A |

(A minimum ratio of 1:15 is maintained as per the Education and Care Services National Regulations at all times.)

GOVERNING BODIES

Our industry's national body that ensures high quality early childhood education and care is the Australian Children's Education and Care Quality Authority- (ACECQA). ACECQA facilitates the National Quality Framework which is underpinned by the National Quality Standard, Education and Care Services National Law, Education and Care Services National Regulations, and the Framework for School Age Care-*My Time, Our Place*.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

This set of regulations guides our practices when considering and developing our policies, practices and procedures. It is vital that you are aware of the Regulations and Amendment Regulations. There are copies available in our office or online:

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011)

NATIONAL QUALITY STANDARD

The National Quality Standard was informed by research about best practice and the way in which high quality education and care contributes to positive outcomes for children. It comprises quality areas, standards and concepts. The seven quality areas in the National Quality Standard are:

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



4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and leadership

Within these quality areas sit Standards and Elements that guide our practice. We will be assessed by this document and ranked with:

- Significant improvement required
- Working towards National Quality Standard
- Meeting National Quality Standard
- Exceeding National Quality Standard

If we are rated at 'Exceeds National Quality Standard' we are then able to apply to receive the rating of 'Excellent'. The quality rating we receive must be displayed at our Service and is published on the national registers on the ACECQA website.

To achieve our expected level of quality in our Service, you must be aware of the National Quality Framework and Standards. There is a copy of the Guide to the National Quality Framework in our office or online: <https://www.acecqa.gov.au/nqf/national-quality-standard>

Framework for School Age Care- *My Time Our Place*- Our Curriculum

The Framework for School Age Care- My Time Our Place, has been developed by the Council of Australian Governments (COAG) to assist educators in providing children with opportunities to maximise their potential and develop a foundation for success in life. The framework aims to extend and enrich children's wellbeing and development in school age care settings.

All of our programming, observations, planning, and reflection is based on this framework. There is a copy in each room, staff room, and office. It is also available online: [My Time, Our Place- Framework for School Age Care in Australia](#)

Through the framework's five learning outcomes educators will assist children in developing:

- A strong sense of identity
- Connections with their world



- A strong sense of wellbeing
- Confidence and involvement in their learning
- Effective communication skills

This holistic approach in our learning environment allows educators and families to work together in planning and reflecting on each child, and seeing their development as an ongoing journey that ebbs and flows naturally, supported by intentional teaching practices that is documented, scaffolded and nurtured to cultivate the best potential outcomes.

We share this information with families in a number of ways; observations, day book entries, project workbooks, verbally, in newsletters, information sheets and formal family meetings. We view information sharing as one of the most critical strengths of our service supported by a professional approach and strict confidentiality.

Time is given to educators off the floor, where they are replaced to enable them to complete observations, evaluations, programs and daybook / journal entries. This time will be included in the roster so it is available and accounted for.

PROGRAMMING

- The program is based on the foundation of the Framework for School Age Care, *My Time Our Place*.
- A variety of age-appropriate experiences will be provided which give children the opportunity to practice skills (in both structured and unstructured environments) in all developmental areas while also catering for interests, strengths, and developmental needs, and providing enjoyment.
- Information will be gathered from families upon enrolment and updated at regular intervals, regarding the child's needs, interests and family background. This information is treated confidentially and allows educators to provide experiences that interest and extends children's current development. We feel that it is important to develop a partnership between parents and educators to ensure that consistency between home and the Service occurs and that the best possible care is provided.
- Children, parents and educators will be encouraged to work together in the development of the program being offered within the Service.
- A conscience balance between indoor and outdoor experiences will be planned for.
- A program that supports the development of each child's social, physical, emotional, cognitive, language and creative potential will be adopted in the Service.



- The program will be guided by observations on children that have been reflected on and then followed up as per our programming procedure.
- Critical reflection of our program is conducted regularly.
- Observations and / or jottings on the children will be carried out by all educators, documenting their knowledge, skills, interests, and developmental needs. This information will be used to program suitable experiences that scaffold on previous observations, and evaluated to reflect the children's current interests. The programs will be displayed within the Service for parents and visitors to view. Completed observations are kept in a confidential file.
- Educators work together to produce an interest based and child-centred program. This program will be evaluated and extended upon daily, then weekly.
- Through interacting with children during free-choice learning experiences educators are able to discover the child's interests and extend upon these in a relaxed, spontaneous atmosphere. Educators will interact with children in a way that encourages and challenges them to extend their thinking and interests.
- The learning environments are set up with designated areas for different types of play and learning experiences. Children are provided with a large range of choice of activities and are responsible for packing away these activities when they are finished, supported by educators. We wish to instil in children care and respect for their equipment.
- The environment and program will be age-appropriate, engaging, and supportive of each child's interests and needs.
- The environment and program will encourage free choice in selection of activities.

DAILY ROUTINE

We embrace the full intent of the Framework and recognise that gone are the days of a service having a set routine of pre-determined intervals. We have a 'routine' guideline for assistance, especially for relief educators; however, the children and their needs and interests dictate us. We do not withhold food for a child who is hungry or insist that a child separates from an activity that they are engaged in simply because the routine says so. Likewise, we may spend more time outdoors in fine weather if the children are engaged in the experiences. We recognise the importance of play-based learning, discovery learning, risky play and socialisation. While following the order of the daily routine is beneficial to children, time slots stated on the guideline are to be used as indicators dependent upon children's interests and needs. Our routine, like our approach, is open ended; there are no predetermined outcomes, expectations or limitations other than considerations to safety and active supervision at all times.





In regard to safety, it is imperative that all daily procedures are carried out; indoor safety checks, outdoors checks, end of day checks, and kitchen checklists must all be carried out without fail. Safety is never compromised.

YOUR OWN CONTRIBUTION

You have been employed because we recognise specific qualities in you that will complement our Service and be valued by families. If you see an area that needs attention, a procedure that would benefit from being reviewed, or something that should be considered to be implemented in our practice, the most efficient way of starting the process is to add the item to the agenda for the next staff meeting with the aim of including it into our Quality Improvement Planning routine.

Staff meetings are an effective way to contribute to the Service. One meeting is held every **month** and the agenda is posted the week before in the **(via email)** for you to add your items to. It is compulsory for all staff to attend these meetings. We stress that the agenda, minutes and discussions relating to the meeting are confidential.

PROFESSIONAL GROWTH

Templestowe Valley P.S. OSHC] has a responsibility to our stakeholders to ensure that all of our staff members are kept up to date with changes and advancements in the children's services sector. We believe that employee training is one of the most important ingredients in a high quality and effective service. Our responsibility is to ensure that you are properly trained to embrace the role you are expected to undertake. **(Templestowe Valley P.S.)** will pay for **4** in-services a year for permanent employees (casual employees will be offered in-services at a pro rata rate). The service's Educational Leader will work with you to identify areas of strengths and areas for further development as part of your Professional Development Plan.

Your responsibility is to take the opportunity to improve your knowledge, reflect on your pedagogy, and look for ways to improve your practice. Additionally, it is expected that you will participate actively in the training you are offered and share the information with your colleagues.

CURRICULUM (PEDAGOGY) AND EDUCATOR'S DEVELOPMENT TRAINING

It is important for educators to continue learning for their own pedagogical development and reflection and keep up to date with current theories and practices. The Service's Educational Leader will oversee the allocation of in-services to ensure that all staff members are receiving correct training based on the information that educators supply on their goals sheet.



- A Child Protection ‘refresher’ training course is to be attended by each educator every [12-18 months] as a minimum to ensure knowledge is current.
- It is a condition of employment that all educators keep their First Aid, CPR, Asthma and Anaphylaxis training current and supply the Service with valid certificates.
- Management supports educators to undertake WHS training as a part of their in-service training.
- **Permanent part-time and** casual educators (other than relief educators) are to attend a minimum of 2 in-services per calendar year or pro rata to the full-time hours allocated, whichever is the greater.
- To assist and support educators in furthering their training, [Templestowe Valley P.S. OSHC] will contribute 100% of standard in-service fees for permanent educators (travel is at your own expense). Professional Development approvals are required by the Educational Leader for this to occur.
- Management may support other in-service training (above the minimum expected). Educators will need to consult the Nominated Supervisor for approval of in-service fees.
- Following attendance of training and workshops, educators are required to complete a Professional Development review to share with all other educators and management. With assistance from the Educational Leader, the educator will be asked to share skills and knowledge learnt from professional development with other team members at a staff meeting
- All in-services attended (which are paid for or subsidised by the Service) must be first approved by the Educational Leader of the service. Only in-services which are beneficial to the Service and other educators will be approved for payment by the service, at the discretion of the Educational Leader and Nominated Supervisor.
- Educators are to monitor and document their own record of Professional Development Reflection showing their commitment to reflective practice, embracing it as ongoing learning that involves engaging with questions of philosophy, ethics and practice and their influence on the learning environment.
- Educators seeking accreditation are responsible for recording all Professional Development as evidence of learning.
- An educator’s Professional Development Plan (PDP) will be discussed with the Educational Leader and Nominated Supervisor during the Staff Performance Review cycle.
- A record of in-service training will be kept on the ‘Presentation Wall’ located in the office.
- Families will be made aware of all staff training through the Service’s Newsletter.



Induction and Orientation

A staff orientation will occur at the commencement of your employment which will include our commitment to ensuring a child safe organisation. It will be an introduction to the service, a tour of our facilities, our philosophy, policies, colleagues and families, familiarisation with programming and documentation, and of course an introduction to the children. Continuity and security in the service environment for the children is always protected.

EMERGENCY MANAGEMENT AND PROCEDURES

We will provide information about emergency and evacuation procedures, management plans, risk assessments and evacuation plans during the initial induction to ensure a safe and healthy working environment. This will also cover your role in any emergency procedures. The *Emergency Evacuation Policy* and *Lockdown Policy* provides guidance and procedures for educators to confidently manage emergency situations effectively and efficiently, while maintaining the safety and wellbeing of children, families and visitors.

WHS INDUCTION

The WHS Induction will consist of an introduction to the procedures that you will be required to carry out. They will include but not limited to; classroom/indoor WHS checklist, outdoor WHS checklist, kitchen WHS checklist, First Aid supplies and locations, Safety Data Sheets (SDS) locations and related policies.

DUTY RESPONSIBILITIES

You have general responsibilities that relate to the administrative obligations of the Service. You must:

- sign in on arrival and out on departure
- complete your time sheets and have them lodged by the cut off time **otherwise your pay will be withheld until the next pay period**
- report any hazards promptly to the Nominated Supervisor
- report an accident or near miss accident, you are involved in (the forms are available in the office). It must be completed on the day unless there is a medical reason preventing you to do so, plus it must be co-signed by another staff member who witnessed the accident. This is to be given to the Nominated Supervisor who will be directed by Work Cover legislation on what action needs to follow.





CONTINUING REVIEW

Within 6 weeks of you commencing work our Nominated Supervisor will conduct a performance review. Another review will be conducted before your 3-month probation period has expired.

UPGRADING QUALIFICATIONS

(Templestowe Valley P.S. OSHC) will support any employees that are eligible to enter into a traineeship and further their qualifications in the industry. Please see the Nominated Supervisor for further information.

Benefits of Employment

PROFESSIONAL DEVELOPMENT

The professional development and training provided by the Australian Traineeship system will put your career ahead of others. Nationally recognised vocational education and training will secure your future as a professional in your field. Management will also support your career by providing feedback on your performance and guidance for your development (along with specific training via in-services).

SUPERANNUATION

All employees who earn above the threshold limit will be entitled to superannuation paid at the statutory rate. Our Superannuation provider is *Vic Super*. If you wish to have your Superannuation paid to your fund of choice you will need to complete the *Superannuation Standard Choice Form*. You can obtain a copy from the Nominated Supervisor or online at [Australian Taxation Office](#).

ANNUAL AND PERSONAL LEAVE

Annual Leave and Personal Leave will be accrued at the rate as stated in the [Children's Services Award 2010](#). To request Annual Leave, you must lodge an Annual Leave Request form and hand it to the Nominated Supervisor. You will be notified in writing if your request has been successful. Leave will not be granted to any two (2) employees for the same period.

PERSONAL AND CARER'S LEAVE

Personal Leave will be accrued at the rate as stated in the relevant award. All permanent staff are entitled to 10 days sick/personal leave each year. Staff must contact the Service and speak with the Nominated Supervisor or Responsible person as early as possible. A minimum of 4 hours' notice is required when calling in sick. Staff may be requested to supply a medical certificate or statutory declaration to support the leave.



CASUAL EMPLOYMENT (RELIEF STAFF)

Regular casual employees are used as first preference when replacing staff to ensure continuity with the children, families, colleagues, program and documentation.

First time relief staff members are to arrive 30 minutes before the start of their shift to read the Staff Handbook and view the Service Policy Manual. If at the end of the relief staff member's first shift the Nominated Supervisor deems the potential relief staff member suitable to be added to the Service's Relief Staff List they will then be loaned a Policy Manual to review. The manual must then be returned to the Service.

All relief staff are encouraged to arrive 15 minutes before the start of the shift to make themselves aware of the routine set for the day, familiarise themselves with the program, the children in their care, staff communication book and any other important points that are necessary to be aware of in order for the day to run smoothly.

Relief staff members are to rely on the direction of the Responsible Person and other permanent staff for direction and support throughout the day.

All relief staff members are to accept the responsibility of the importance of confidentiality of all children within their care and their families, and treat any information shared with them professionally and sensitively and in the best interest of the child.

Relief Staff are equally as responsible as permanent staff to adhere to Early Childhood Australia's Code of Ethics.

A photo of the staff member, with their name, qualifications and role in the Service will be displayed on the staff profile board for families to refer to.

FULL TIME/PART TIME EMPLOYMENT

All full time/ permanent part time employees are entitled to sick, maternity, and annual leave as per the requirements outlined in the relevant award. In general, this will mean that as a permanent employee you will be entitled to 4 weeks annual leave after 1 year of service, 10 days sick leave per year (provided that medical evidence has been provided) and maternity leave as outlined in the relevant Award and National Employment Standards.





Employment Guidelines

It is an expectation of your employment that you will conduct yourself within these guidelines. Failure to do so may result in disciplinary action.

RESPECTFUL AND AUTHENTIC RELATIONSHIPS WITH FAMILIES AND COLLEAGUES

[Templestowe Valley P.S. OSHC] is renowned for its warm, friendly and professional approach by our employees. The Service strives for a happy working environment amongst all colleagues. Please treat fellow colleagues with the respect and courtesy you would like to receive yourself. Please do not use obscene or offensive language within the workplace. [Templestowe Valley P.S. OSHC] offers an equal opportunity workplace free from discrimination or harassment. Those found using obscene or offensive language, practicing discrimination, harassment, or vilification based on gender, race or religion will have their employment terminated.

VISITORS

Friends or family are not permitted to visit you at the Service whilst you are rostered on, unless Management has given prior permission. Your attention to the children and the program should not be compromised.

UNIFORMS, AND NAME BADGES

- All employees are to wear neat casual clothes.
- Skirts, dresses and shorts must not be any shorter (or longer) than knee length.
- Enclosed shoes must be worn at all times; no high heels or wedges.
- Clothes must be suitable for movement, active play and messy play.
- No clothing with offensive logos or political statements are to be worn.

PERSONAL TELEPHONE CALLS/MAIL

Employees are not authorised to use the service's phones for personal reasons unless in the case of an emergency. No personal mobile phones are to be used or carried during working hours. No personal mail or deliveries should be directed to the service.

USING EMAIL

Email is to be used only for bona fide company usage, not for private communications. Passwords and access privileges are to be treated as strictly confidential to the person issued with that access or persons delegated to know and use that access in the normal course of business. It is the





responsibility of the authorised user to take fair and reasonable steps to ensure the passwords and other forms of access are held safe.

USING THE INTERNET AND OTHER EXTERNAL ON-LINE SERVICES

Access to external on-line services, including the Internet as provided by the Service, is for authorised company use only.

Users of external on-line services are expected to maintain the highest ethical and professional standards in all communication transmitted or downloaded over each such service.

SOCIAL MEDIA RESPONSIBILITY

Staff members that have a personal Facebook account are not permitted to post any negative comments relating to the service, children, colleagues or families. If you choose to 'like' the Service's page you have a responsibility to ensure that your profile picture is always an appropriate representation of a School Age Care Educator. If it is not, please do not 'like' the page.

Staff members are to use their own personal discretion when adding a family of the Service as a 'friend' on Facebook. The Service does not recommend staff to add families of the Service as they will be seen still as a representative of the Service and held to the Service's Code of Conduct on all posts on their private 'wall' if families have access. Families are asked in our Social Media policy to respect that staff may have a personal policy on adding families due to their professional philosophy and that the Service does not recommend staff to have families as friends on their private account. Staff members are not permitted to request the 'friendship' of families from the Service.

SMOKING

Smoking is NOT permitted in or on surrounding areas of the Service. It is expected that at all times your clothes will be smoke free. If, after adequate warning an employee is found smoking, their employment at the Service may be terminated. Employees are also not permitted to smoke in public whilst wearing the company uniform. [Templestowe Valley P.S. OSHC] supports the Smoke Free Act 2000. The company and its employees will follow all conditions outlined in the Act.

ALCOHOL AND DRUGS

[Templestowe Valley P.S. OSHC] is bound by the Education and Care National Regulations. As such, alcohol, drugs, or other substance abuse by employees can have serious adverse effects on their own health and the safety of others. As such, all employees must not:





- consume alcohol nor be under the influence of alcohol while working
- use or possess illegal drugs at any workplace
- drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances
- bring alcohol or any illegal drugs onto the premises

If a co-worker suspects another to be affected by drugs or alcohol, they must inform the Nominated Supervisor immediately. No employee will be allowed to work under the influence of drugs or alcohol.

Employees undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the Nominated Supervisor. All issues pertaining to these matters shall be kept strictly confidential.

A breach of this policy may initiate appropriate action including the termination of employment.

CALLING IN SICK

If you are sick you must contact the Nominated Supervisor or assigned nominee at least four 4 hours before the commencement of your shift. Under no circumstances are messages to be left with a colleague. If you do not notify the Nominated Supervisor/Responsible Person and do not attend for your shift, it will be considered that you have abandoned your responsibilities and your employment may be terminated. For those in permanent positions

Evidence may be requested for personal leave to state the staff member was genuinely entitled to the sick or carers leave and be provided by a registered medical practitioner. A statutory declaration is also considered an acceptable form of evidence. If a staff member does not provide evidence when asked they may not be entitled to paid sick or carers leave

PROBATIONARY PERIOD AND APPRAISAL

It is important when starting a new job that there be an adjustment period that gives you the chance to get to know us and allow us to get to know you. A permanent part-time or casual employee will be required to complete a probationary period of three 3-months. There will be an appraisal completed by the Nominated Supervisor during that period. Thereafter, all permanent and casual employees will be appraised on an annual basis





GROOMING STANDARDS

You will be supplied with a uniform and it is your responsibility to ensure that it is clean, well presented and in good condition when presenting yourself at work. Please adhere to the following standards:

- Shoes are enclosed with flat soles for safety
- Jewellery – one (1) earring per ear (small studs)
- Long hair is to be clean and neatly tied back. Ensure hair does not hang in your eyes
- Makeup is to be light and natural
- Fingernails are to be clean and well groomed
- Nail polish should not be chipped
- Good oral hygiene and grooming is essential

MEALS AND SNACKS

If bringing your own food to the service, employees must be considerate of children's allergies and the service's nutrition policy. Unless eating with the children, all food should be consumed on breaks in the designated lunch room (rather than in front of the children).

RESPONSIBILITIES

- Do not become involved with politics or internal bickering, and treat all you see and hear as STRICTLY CONFIDENTIAL
- All information shared with families and professionals is STRICTLY CONFIDENTIAL
- Information about children can only be shared with authorised organisations to support child wellbeing or safety – (Child Information Sharing Schemes)
- Know your job description and what it entails. Early Childhood Australia's Code of Ethics is a standard that you will be held to
- Be aware of WHS policies and procedures. Safety is imperative
- Know your responsibilities as a Mandatory Reporter
- Be aware of your responsibility to report an allegation of reportable conduct of any employee or volunteer as part of the Reportable Conduct Scheme
- Always represent the Service in the manner that is reflected in this handbook. Remember that when wearing the uniform outside the Service, you are still representing the Service and must act accordingly
- Be involved and an active contributor to the revising of policies and procedures and the Quality Improvement Plan- (QIP).



Employment Policy

EQUAL EMPLOYMENT OPPORTUNITY

Equal opportunity does not begin and end at the point of hiring. Management and Supervisors also have the responsibility of maintaining a non-discriminatory work environment.

[Templestowe Valley P.S. OSHC] strives to ensure that all employees and potential employees have an equal opportunity to be recruited and succeed within the service. This is measured by monitoring the progression of the individual every three months with the support of the Nominated Supervisor. All employees complete Professional Development Plans and with this, the Educational Leader and employee will look for ways to promote growth and opportunity for each employee.

We recognise that securing a work place free of discrimination creates a more productive workforce. At the Service, all employees or prospective employees are to be treated fairly and without bias. Employees will not be discriminated against on any grounds.

Compliance

You are required to adhere to all Service policies and policies, and all requirements outlined in this handbook.

Please notify in writing if altering your residential address, telephone number or bank details. You can obtain company forms from *(school office)*.

Staff wages and payroll

You will be paid on a *(Thursday)* basis unless otherwise stated in your letter of appointment. The pay cycle runs from *(Thursday)* through to *(Wednesday fortnightly)*. Wages/salaries will be paid into your nominated bank account within 48 hours of the end of the pay period.

You will be expected to work according to your published roster. Any variations or changes you wish to make must be done through the Nominated Supervisor.

We maintain a genuine 'Open Door' policy at all times. If there are any problems at work, please do not hesitate to discuss them with the Nominated Supervisor (or a Responsible Person if there is a conflict of interest).



Shift times

Before School Care Shift times:

Permanent staff member 3:30am-6:00am

Casual staff member 3:30am-6:00am

After School Care Shift times:

Permanent staff member 3.30pm-6:00pm

Casual staff member 3:30pm-6:00pm

While we always roster responsibly ensuring that we always cover ratios, there will be occasions when for reasons out of our control children are collected later than anticipated. If you're rostered on the "close" shift and a late collection occurs, it may mean that you are not able to leave the premises when your shift ends. You will be required to stay to maintain ratios and time in lieu will be approved.

Staff Parental Leave

The Paid Parental Leave scheme is an entitlement for working parents of children born or adopted on or after 1 January 2011. Eligible working parents can get 18 weeks of government funded Parental Leave Pay at the National Minimum Wage. Full-time, part-time, casual, seasonal, contract, and self-employed workers may be eligible for help under the scheme.

THE PAID PARENTAL LEAVE SCHEME IS DESIGNED TO:

- Provide financial support during the time parents take off work in the vital early months to care for their newborn or recently adopted child
- Enhance child and maternal health and development
- Encourage women's workforce participation
- Promote work/family balance.

THE PAID PARENTAL LEAVE SCHEME WILL HELP EMPLOYERS TO:

- Keep valuable and skilled staff by encouraging them to stay connected with the workforce when they become parents
- Improve family friendly workplace conditions



- Increase workforce participation of parents.

AN EMPLOYER MUST PROVIDE PARENTAL LEAVE PAY TO AN ELIGIBLE EMPLOYEE WHO:

- Has a child born or adopted on or after 1 July 2011
- Has worked for the employer for at least 12 months prior to the expected date of birth or adoption
- Will be employed by the employer for the Paid Parental Leave period
- Works in Australia
- Expects to receive at least eight weeks of Parental Leave Pay

If an employee does not meet this criterion, the employer may choose if they would like to provide Parental Leave Pay or not. If Parental Leave Pay is not paid by the employer, the Australian Government (through the Department of Human Services) may pay it directly to the employee.

The Paid Parental Leave scheme does not change an employee's existing employer-provided leave entitlements.

An eligible employee may be able to access up to 18 weeks of government-funded Parental Leave Pay, as well as existing employer-provided paid or unpaid leave.

Under the National Employment Standards in the Fair Work Act 2009, an employee employed with the same employer for 12 months or more before the birth or adoption, may be entitled to up to 12 months of unpaid parental leave. An employee can also request an additional 12 months unpaid leave.

Fathers and other eligible partners can apply for a two-week *Dad and Partner Pay* to help them take time off work to support new mothers in their caring role and to be involved in the care of their new baby right from the start. *Dad and Partner Pay* is income tested.

The Service requires a minimum of 10 weeks written notice if a staff member plans to take parental leave; this will be acknowledged in writing by management.

The Service requires continuity in our practice, relationships and policies. To keep the continuity, we require staff members who are on paternal leave to commit to 'keeping in touch days'. The Nominated Supervisor will inform the staff member of the days that are required such as staff meetings and in-services. There will be a maximum of 10 days throughout the leave and the employee will be paid their normal wage for the day or part day's work. Keeping in touch days must



be at least 42 days after the birth of the child. It can only be earlier if an employee requests it. If an employee requests a keeping in touch day earlier, it cannot be earlier than 14 days after the birth.

Leading up to returning to the Service as a rostered employee, 4 weeks before the return date we will work towards:

- beginning discussions early about how the employee plans to manage their return to work and what their role will be
- speaking to the employee about any accommodations that the employer may be able to make at the workplace, e.g. access to a place for breastfeeding or expressing and storing breast milk, or flexible working arrangements during the early weeks for settling a young child into child care.
- clearly communicating expectations around working hours and the taking of leave
- giving appropriate consideration to any requests the employee makes for flexible working arrangements, an obligation set out in the Fair Work Act.

Termination of Employment

NOTICE OF TERMINATION OF EMPLOYMENT EXCEPT IN THE CASE OF INSTANT DISMISSAL IS AS FOLLOWS:

Notice of termination of employment will be as per relevant Award, in the event of instant dismissal the notice period may be paid, and the employee asked to leave immediately.

[Children's Service Award 2010 Services Award 2010](#)

| Employee's period of continuous service with the employer at the end of the day the notice is given | Period of notice |
|---|------------------|
| Not more than one year | 1 week |
| More than 1 year but not more than 3 years | 2 weeks |
| More than 3 years but not more than 5 years | 3 weeks |
| More than 5 years | 4 weeks |

An employee/employer has to provide an extra week of notice if they're over 45 years old and have worked for the employer for at least 2 years.

[Educational Services \(Teachers\) Award 2010](#)

4 weeks' notice

An employee/employer has to provide an extra week of notice if they're over 45 years old and have worked for the employer for at least 2 years.



Employees who fail to give the required notice must forfeit the relevant termination pay. Notice to terminate employment must be given in writing to the Nominated Supervisor.

DISMISSAL WILL OCCUR FOR THE FOLLOWING BREACHES OF DISCIPLINE:

- reporting to work under the influence of alcohol or drugs
- refusal to complete required additional training
- possessing or selling drugs at the Service
- immoral, immature, or indecent conduct whilst at the Service
- a reportable conduct allegation conviction
- any criminal offence related to a reportable conduct allegation
- inappropriate use of company equipment and/or resources
- refusing to work as directed
- possessing a dangerous weapon whilst at the Service
- bringing disrepute to the Service
- bringing disrepute to the relationship between a family and the Service
- disclosure of confidential information
- falsifying documentation
- fraternising with families
- stealing, abusing or destroying company property
- interfering with work schedules, falsification of reports, documents or wages information
- failure to report for work
- walking off the job
- failure to follow policies and procedures, requirements of this handbook, and/or the Code of Conduct
- vulgarity, disrespectful conduct to families, management or colleagues
- making or publishing on social media or any other form of media false, vicious, or malicious statements about any client, employee, supervisor, the company, or its services
- failure to hand in lost property is regarded as stealing and dismissal will follow. Lost property is to be handed to the Nominated Supervisor
- unable to maintain or hold a current Working With Children Check/Clearance [or state equivalent].

Please note that some of the above breaches may also result in the Service referring your details to the police or relevant authority.



DISCIPLINARY ACTION WILL OCCUR FOR THE FOLLOWING BREACHES OF DISCIPLINE:

Continued abuse of the following may result in disciplinary action. These include, but are not limited to the following:

- unauthorised absence
- having personal visitors whilst on shift
- continued personal phone calls
- unauthorised solicitation or distribution of money or materials
- poor work standard
- carelessness
- low level of enthusiasm
- lack of personal cleanliness
- taking excessive breaks
- failure to report health, fire or safety hazards
- repeated tardiness

Grievances/Dealing with Complaints

The Service will always aim to provide a fair and equitable workplace; this includes procedures for settling grievances. We should all work together to ensure a safe, healthy and harmonious work environment. We acknowledge that conflict is a natural part of the work environment. It may relate to something as simple as leaving a dirty tea cup on the sink or more major issues such as what changes to make to the daily routine. Conflict may also arise due to seemingly incompatible personalities. It is important that all conflict is resolved. Unresolved conflict leads to tension, stress, low productivity, sour relationships, excess time off, ill health, anxiety and many other destructive emotions. When conflict is addressed and handled constructively the outcomes are feelings of relaxation, openness, high productivity, vitality, good health, empowerment, a sense of achievement etc.

It is every staff member's responsibility to contribute to the development of an open, healthy and constructive work environment. All grievances, whether considered minor or not, are to be dealt with promptly, professionally and thoroughly.

The Service's employees are expected to look at conflict in a positive way, ready to learn something new or improve work relationships.



Employees are also to be aware of their responsibility to provide good role models for children in their handling not only of conflict with work colleagues, but with children, parents and other associates.

Educators should reflect on the service's *Dealing with Complaints Policy* and Early Childhood Australia's Code of Ethics for guidance and direction of appropriate behaviour.

IN- SERVICING AND RESOURCES FOR CONFLICT RESOLUTION

- All employees are encouraged to attend courses on 'Conflict Resolution' or similar courses on interpersonal communication skills as part of their professional development.
- Resources are also available for borrowing through management.
- A grievance can be any type of problem, concern or complaint related to work or the work environment raised by a staff member.
- At all times any grievance should be addressed immediately between the persons involved.
- Employees are to use skills in conflict resolution and not act unreasonably, oppressively or in a discriminatory manner. It is important that all persons acknowledge that a grievance exists. It is the responsibility of all persons involved to confer with a view to resolve the grievance.

GRIEVANCE PROCEDURES

Harmonious staff relations within the service largely depend on staff feeling satisfied that their professionalism is being acknowledged by their involvement in appropriate decision-making processes.

The quality of industrial relations is likely to be substantially better in a workplace if the decision-making processes adopted permit staff to have input into decisions, which affect the nature and quality of their professional work.

Management and staff within the service will work together to develop and implement appropriate strategies to facilitate consultative and collaborative decision-making processes. Where staff feel these processes have failed and are in conflict with decisions made by Management, the following procedures are to be ensued;

When the persons involved cannot resolve the grievance in a constructive way the following steps will be followed;

- The aggrieved person is to contact their immediate supervisor (Nominated Supervisor or Approved Provider) who will act as Mediator. The Mediator will have an interview with the persons involved and clarify the facts, work out whether advice is needed from other sources,



(e.g.: unions, Work Cover and funding bodies), discuss options available and help to formulate a plan of action. If an employee does not feel comfortable in approaching their supervisor, or the conflict is with their immediate supervisor, they can contact the next level of management to act as Mediator.

- If an amicable resolution does not occur at this meeting the Mediator is to present a report to the next level of management outlining:
 - the nature of the grievance
 - the procedures followed to date
 - the solution(s) sought
 - the recommended plan of action or resolution
- If an agreement is reached the mediator is to present a report to the next level of management outlining:
 - the nature of the grievance
 - the procedures followed to date
 - the solution(s) agreed upon
 - the plan of action to reach this solution and review time if warranted.

A copy of this report is to be provided to all persons involved in the grievance, and a copy is to be retained at the workplace.

Meetings are to be arranged with the aggrieved person(s) as necessary throughout the process. The outcome of the grievance must be reported to the aggrieved person within a week of the decision.

RESOLUTION OF GRIEVANCES

Grievances are considered resolved when all persons involved agree to a solution, when the cause of the grievance has been removed or resolved, and when arrangements have been made if appropriate to repair any damage and distress suffered by the persons involved. Strategies agreed upon by both parties are to be put in place to help avoid further conflict.

UNRESOLVED CONFLICT

If resolution of the conflict is unsuccessful after all procedures in the *Dealing with Complaints Policy* have been followed it may then be necessary to take disciplinary action.

CONFIDENTIALITY

Mediators are to use discretion and to do their utmost to maintain confidentiality. Any breach of this confidentiality could result in a charge of misconduct. However, confidentiality cannot be guaranteed



in the following situations: if it is considered that someone is in danger, if disciplinary action or criminal investigation might be necessary; or if employer liability might be involved.

No action will be taken against the person about whom a formal complaint is lodged until they are made aware of any allegations so that they may respond.

SUPPORT PERSON

A Staff member is able to nominate a support person to attend any meetings with them. This person may be a union representative but is not limited to that. It can in fact be anyone else whom the staff member (members) feels comfortable will offer support.

General Policies & Procedures

The following policies are to be read and understood in conjunction with the contents of the Staff Handbook: Child Protection Policy

- Child Safe Environment Policy
- Anti-bias Policy
- Interactions with Children, Families and Staff Policy
- Hand Washing Policy
- Behaviour Guidance Policy
- Work, Health and Safety Policy
- Student and Voluntary Workers Policy
- Sun Safety Policy

MANUAL HANDLING PROCEDURE

The correct manual handling procedure is as follows:

Assess the risk:

- How heavy is the object?
- Do I need help to move the object?
- Is the path clear of obstacles?
- Can I move this object safely?

Prepare:



- Assess object to be lifted, path to be followed and final placement of object.
- Clear path of obstructions
- Check load for sharp edges, staples etc.
- Assess load to see if suitable to carry without assistance
- Seated work - never lifts loads in excess of 4.5 kg
- Standing Position - as the load increases so does the risk of injury. Therefore, more care is required for heavy weights. Only lift weights that you can safely handle.
- No employee will lift, lower or carry loads in excess of each individual's safe working load.
- Never lift loads which are too heavy for you – seek assistance if required

Then Lift:

- The front foot should be beside the object and pointing in the direction of travel.
- The back foot should be slightly behind and a hip width from the front foot.
- Hands should be diagonally opposite full length of fingers and if possible the palms of the hands should be used.
- Bend your knees and use your legs to lift the load.
- Your back should be as near to straight as possible (raise head with chin in just before lifting this will keep your spine straight).
- Arms should be kept as straight as possible with elbows close to your sides.

Do not stand on tables, chairs or other items to hang things in a room or reach items stored above.

REMEMBER

DON'T change your grip while carrying.

DON'T twist. Always use your feet to move your body.

DO face the spot on which the load will rest.

GENERAL FIRST AID

All serious incidents should be referred to an employee with First Aid training. There will always be a first aid qualified staff member on duty to comply with Education and Care Services National Regulations. (Reg.136)

When an accident or near miss accident takes place, an *Incident, Injury, Trauma and Illness Record* must be completed at the time of the accident. It should not be left to a later time. Any trauma to the



head must result in an immediate phone call to the family, no matter how insignificant the injury appears to be.

Minor cuts

- Rest the affected area. Continued movement will only lead to continued bleeding
- After bleeding is controlled, wash area under running water
- If dirty, wash surrounding skin with soap and water. Towel dry
- If a wound is deep with edges separated, bring together and hold with adhesive strip
- Dress wound with gauze bandage.

Bruising

- Rest the affected area.
- Ice the area. The application of cold to the skin surface reduces pain, swelling and bleeding in tissue below. Wrap ice (or ice pack) in a wet cloth before applying
- Apply pressure to the area to slow down blood flow in the area
- Raise body part above heart level to further reduce blood flow to damaged tissues
- Do not apply lotions, ointments or oily dressings
- Do not prick or break blisters
- Do not put towels, cotton wool or adhesive dressing directly on the wound

Burns

- Flood the area with gentle running cold tap water for about 10 minutes
- Remove jewellery and clothing from the affected area except if stuck to skin
- Cover the area with a sterile, non-stick dressing.

Chemical Burns

- Refer to Safety Data Sheet (SDS) for the product
- Flood the affected area with large volumes of water
- Wash the area with running water for a further 20 minutes to dilute any further remaining chemicals
- Dress the affected area as you would a burn

GENERAL SAFETY HINTS

(Use this information as a general guide only)



- Always work with safety in mind
- Be aware of any hazards and report them immediately
- Hallways and doors must always be kept completely clear. Objects left lying around could be hazardous in the case of an emergency evacuation.
- Walk, do not run (particularly up and down stairs)
- Do not stand on chairs or furniture – you may fall
- Open doors slowly – someone may be on the other side
- Do not leave your room without telling your room colleague. This is for safety and security reasons
- Report all accidents immediately, no matter how small they might appear
- Practice effective hand washing techniques
- Know the evacuation procedures for emergencies

Cleaning

- Improper use of chemicals can be dangerous. Always read the directions on the packaging
- Always adhere to the cleaning schedule in the Service. Do not introduce new products to the Service without approval from the Nominated Supervisor
- Never mix chemicals together
- Never put chemicals into unmarked containers
- Always follow manufacturer's directions (see Safety Data Sheets – they are available on site)
- Replace lids firmly on containers after use to stop accidental spills
- Do not sniff or ingest the chemical
- Wash your hands immediately if you spill chemicals on them
- If in doubt, speak to the Nominated Supervisor about what you are handling and its correct use. By doing this, you will help prevent accidents from happening
- In the event of a chemical spill, isolate the area and advise the Nominated Supervisor.

Electrical

- Always check the equipment, particularly for frayed cords and plugs. If the cord is damaged do not use it and report
- Always keep electrical leads and plugs out of water and away from dampness, to avoid an electrical accident (if you receive a minor shock, immediately stop using the equipment and have it checked)
- Keep power cords out of the way so that you do not accidentally trip on them





- Turn the power off before removing the power lead from the socket
- Hold the plug in your hand when disconnecting the lead. Pulling the plug out from a distance may cause damage to the equipment or the wall socket
- Do not use faulty equipment. Report it immediately to the Nominated Supervisor
- Do not attempt to fix anything electrical
- Do not tamper with any electrical installation
- Replace child safety sockets in the power point as soon as you are finished with the socket

Slips and Trips

- Wear covered in shoes with slip resistant soles and heels. This will help to prevent falls and provide protection for your feet
- Look for objects that could trip you
- Pick up objects and cover any item sticking up from the floor so as not to cause injury
- When using mops or brooms, leave standing in an upright position out of children's reach. If left lying down, they can be stepped on and cause injury
- It is critical that warning signs must be displayed on wet and slippery floors, where others may walk
- It is critical that you clean up spills immediately to avoid slips and falls. If you witness a slip and fall whilst on duty, whether it is a work colleague or visitor the appropriate paper work must be filled out immediately

IMPORTANT: Safety is everyone's responsibility – that includes you.

Think safety, work safely. Report all accidents no matter how small and make your workplace a safe workplace.

Acknowledgement Form

By signing this page, you acknowledge:

1. That you have read and will abide by the Staff Handbook
2. That you have read and will abide by the Service's Policy Manual in its entirety
3. You adhere to the Child Safe Standards
4. That you have been introduced to the Service's WHS Procedures and Reporting including:
 - Room Checklist
 - Cleaning Routines



- Storage of Hazardous Products
 - Accident Reporting
5. That you have been introduced to the Service's Programming Procedure and documentation including:
 - Programming Cycle
 - Observations and evaluations
 - Documentation/Portfolios
 6. That you have been introduced and are confident with the families and children
 7. You are aware of individual children's medical management plans for allergies, asthma, anaphylaxis, diabetes, epilepsy or another medical requirement. You are aware of children with additional needs or behaviour plans.
 8. You are respectful and inclusive of all children and demonstrate cultural awareness and respect for Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds
 9. That you are aware of administrative commitments such as:
 - sign in and out procedure
 - payroll procedure
 - staff meeting procedure
 - Quality Improvement Plan
 10. You have provided copies of your current First Aid Certificate, Child Protection Training, Asthma and Anaphylaxis Emergency Management Certificate, Industry Qualifications and relevant certificates for In-services that relate to the industry
 11. You have provided evidence of your current Immunisation status (including mandatory COVID-19 vaccinations, if required)
 12. You have provided a valid Working with Children's Check
 13. You have completed the Job application and supplied details of [two] referees
 14. Received your Uniform and Name badge





I _____ hereby acknowledge having received a copy, read and understood the Staff Handbook and Procedures and Policies of (Submit name of Service) and:
 I agree to abide by these requirements at all times.

I agree to abide by the National Quality Framework including, the National Quality Standard, the Framework for School Age Care-*My Time Our Place*, Education and Care Services National Law, Education and Care Services National Regulations, and Early Childhood Australia’s Code of Ethics.

| | | | |
|---------|--|------|--|
| SIGNED | | DATE | |
| WITNESS | | DATE | |

