

**GLENORCHY CITY COUNCIL
ATTACHMENTS
MONDAY, 25 JANUARY 2016**



TABLE OF CONTENTS:

ECONOMIC

- 9. Development Opportunities along the Potential Public Transit Corridor**
- 1: Project Proposal: Public Transit Corridor Urban Utilisation and Economic Benefit project3

GOVERNANCE

- 11. Actions List - Update Report**
- 1: Actions List.....17
- 12. Lease of Land - 1 Alcorso Drive, Berriedale**
- 1: Attachment A - Advertisements for lease of land at 1 Alcorso Drive, Berriedale.....20
- 13. Council Policy and Procedure Framework**
- 1: Council Policy and Procedure Framework21
- 2: Council Policy Template26

14. Council Risk Register 2015

1: Final Draft Risk Register (December 2015)	27
--	----

15. Child Care Connections Policy and Procedures Review

1: Education and Care Services National Regulations Extract	51
2: Biting Policy 2016	53
3: Administration of First Aid Policy 2016	57
4: Administration of Medication Policy 2016	61
5: Code of Conduct Policy 2016	78
6: Educational Program and Practice Policy 2016	85
7: Building Positive Relationships and Interactions with Child- Behaviour Guidance Policy 2016	95
8: Food and Nutrition Policy 2016	101
9: Rest and Sleep Policy 2016	108
10: Incident, Injury and Trauma Policy 2016	114
11: Supervision Policy 2016	121
12: Clothing and Comfort Policy 2016	126
13: Risk Management - Workplace Health and Safety Policy 2016	132

16. Corporate Performance Indicators - December 2015

1: Attachment 1 - Corporate Performance Indicators - December 2015	137
2: Attachment 2 - Appendix B - December 2015	163

18. Request to Rename Glenorchy Recreation Ground

1: Attachment 1 - 23 Nov 2015 Letter from Williams Family to Mayor	164
2: Attachment 2 - 14 Dec 2015 Letter from Mayor to Williams Family	165
3: Attachment 3 - 19 Jan 2016 Letter from Williams Family to Mayor	166

SHAPING THE CITIES OF HOBART AND GLENORCHY – DETERMINING THE BENEFITS OF ENHANCED LAND VALUE THROUGH INVESTMENT IN A PUBLIC TRANSIT SYSTEM

**PROJECT PROPOSAL AND PRELIMINARY DRAFT REPORT –
13 JANUARY 2016**

1. INTRODUCTION

At its 5 January 2016 meeting the Hobart and Glenorchy City Councils Rail Corridor Working Group requested that a report be prepared identifying opportunities for the existing rail corridor.

2. BACKGROUND

A tectonic shift is occurring in cities around the world as leaders seek to make their cities and towns less sprawling, more liveable and less car dependent. Responses to these goals vary between places but most all focus on a combination of:

- integrated, multi-modal transport systems incorporating pedestrian priority streetscapes, cycling infrastructure and public transport; and
- intensification of development along principal transport corridors to encourage use of these multi-modal transport options,

The linear development of Hobart and Glenorchy and the parallel Main Road, the intercity cycleway and the recently available rail corridor and the large parcels of under-valued land along these routes would seem well suited to the creation of a denser, interconnected pattern of development that unlocks the full liveability potential of the two cities.

Already, the Inter-City Cycleway has enjoyed great success as a recreational and transit route. More recently, Metro Tasmania have focussed on increasing ridership through this area via its 'turn up and go' and its new timetabling with resultant small gains in ridership.

Experience elsewhere suggests that there is likely latent demand for better cycling infrastructure, more frequent and faster public transport and enhanced pedestrian environments that would give further flexibility of mode of transport.

3. HOBART TO AND THROUGH GLENORCHY – A PROPOSAL TO STUDY THE REAL VALUE ARISING FROM IT

The recent closure of freight services along the rail corridor between Macquarie Point and the north of the State¹ has brought pressure for the exploration of the repurposing of this infrastructure as a public transit corridor.

In response, a business case has been made for the establishment of light rail by the Passenger Transport Section of the Department of State Growth. The business case focused on ridership and the upshot of its findings is that such a service would have “merit and would be economically generative” for the corridor.

What was missing from the business case, and what would be most beneficial to understand is the evidence base for how the corridor would change for the better and what the economic and social benefits of that change would be. Experience elsewhere suggests, it is these broader ‘city shaping’ benefits that are the highest order impetus for exploring opportunities for a public transit corridor over the profitability normally measured by a business case.

To date, no clear picture has been developed around these aspects of the project.

The purpose of the proposed study is, therefore, to investigate the urban form and transport systems that would arise from investment along the existing corridor. The study would be undertaken with a view to exploring the highest and best use benefits that could arise from potential land use changes so that a comprehensive assessment of the case for passenger services can be presented to the State and Federal governments. A particular focus of the study will be the benefits from intensification of development within the catchments of the proposed stopping points for a public transit system.

The proposed study will specifically investigate the following questions:

What is optimum Public Transport Accessibility model to support a public transit system?

- What is the optimum location for Metro Bus stops adjacent to rail-line?
- What changes could be made to the existing public transport system to ensure improved feeder services and modal interchange?
- What is the future requirement for public and commuter park and ride car parks?
- Is it possible or preferable to use the air space over existing and future public car parks for; commercial offices or residential apartment projects? Or should they be seen as land banking for future transit oriented development?
- Can a public transit system develop stations specifically for commuters (Grantton?) where there is a suitable park and ride car parks with proximity to the station?

¹ Note, heavy rail use of the line ceased in 2014 and intrastate passenger service in the 1970s.

- Should car parking be limited around stations servicing shopping centres and commercial zones to ensure the closest possible connection between a public transit system station and the facility it is servicing?

What is the current land use and urban form (Base Case) at the proposed station locations?

- The development opportunities exist within the 400 metre walking catchment of a public transit system station?
- What development opportunities exist in the 400m to 800m walking catchment surrounding the proposed station locations?
- What are the potential or enhanced commercial, retail and residential opportunities?
- What are the sportsgrounds or parklands within walking distance of the proposed stations that are likely to have expanded use?

What are the constraints to urban regeneration along the corridor?

- Determine the development constraints that could limit the potential for urban renewal/regeneration. Potential administrative constraints include any city's land use controls, though it is expected that when the project is confirmed there will be a need to review all the existing controls.
- Consideration should be given to investigating the following questions; and to provide recommendations and direction statements that will allow suitable strategic planning proposals to be developed:
 - Does the Planning Scheme currently support the most appropriate development?
 - What planning scheme amendments are required to improve development opportunities?
 - Undertake property market analysis to determine the current and future development demand induced by the project?
 - Determine which development parcels could be assembled economically?
 - Locate existing properties that would form constraints to development, including: strata titled properties; heritage; public land holdings including utilities and schools; and other constraints that may inhibit development?

What are the optimum future urban renewal (Intervention Case) scenarios to be considered?

To achieve the most appropriate development along the rail corridor it is important that a supporting land economy structure is developed to ensure the best possible results. To achieve this, a detailed analysis should be undertaken to investigate the most appropriate "Intervention Case" land use management controls and support structure to achieve the optimum land use changes and subsequent urban form enabled by a public transit system along the corridor.

- What are the opportunities created by the project in developing a public transit system supporting city shaping land use and urban development strategy?

- What is the impact on the local and regional economy from the investment in a public transit system and the subsequent urban regeneration of the corridor?
- Forecast property market take-up rates to determine how realistic the opportunities are to achieve the desired land use and urban development outcomes over; 5 years; 10 years; and beyond 10 years?

Consideration should be given to analysing at least the following land uses:

- Residential Development, Redevelopment and Infill
 - first purchase housing
 - family focussed housing
 - singles housing
 - mature couples housing
 - aged and special needs housing
 - rentable developments
 - property assembly and consolidation
 - development ready utility services
 - mixed residential/retail projects
- Food and Beverage
 - cafe/bistros/restaurants
 - hotels/taverns
- Retailing
 - traditional
 - complex
 - small box retail strip
 - big box retailing
 - markets
- Industrial
 - service industries
 - light manufacturing
 - warehousing
- Commercial
 - mixed counter sales, administration and inventory storage
 - general office tenancy space
 - specialist tenancy space
- Sport and Recreation
 - playing fields
 - playgrounds
 - indoor sports centres
 - show grounds
 - coursing fields
- Visitors and Tourism

Attachment 1 *Project Proposal: Public Transit Corridor Urban Utilisation and Economic Benefit project*

- parks and gardens
- museums and galleries
- heritage sites

- Education and Student Living
 - local schools
 - district colleges
 - tertiary institutes (TAFE etc)
 - university campuses
 - student housing

What would the corridor look like if it were developed?

- What would the potential residential density be around each station based on potential land use modifications?
- How would these new neighbourhoods look and feel? How dense and how high? How integrated with other uses?
- How would these areas connect with and make best use of nearby public facilities and open spaces?
- What kind of linkages could be created to increase ease of access within the catchment of rail stations and how would these connections reinforce local trade or use of community facilities?

To demonstrate the potential of urban regeneration at each of the key station locations, potential intervention case scenarios will need to be illustrated with site specific montages at key locations to enable consultation with key stakeholders and the community to demonstrate the urban opportunities created from the investment in a Public Transit System.

4. AN OVERVIEW OF A POTENTIAL PUBLIC TRANSIT SYSTEM

A Hobart to Glenorchy Public Transit System project envisages use of the existing heavy rail easement and railway infrastructure.

In its most expansive imagining, t central Hobart would connect, via the Glenorchy CBD, to Granton linking commercial centres and visitor destinations along the way. This system will allow commuters and visitors to move quickly, economically and efficiently between these areas at 10 minute intervals in peak periods and half hourly off-peak.

Beyond the two CBDs, and either side along the route within an easy walking distance of 500metres, the rail passes close to:

- significant visitor destinations at the Royal Tasmanian Botanical Gardens and MONA (each attracting ~500,000 visitor/year);
- major sporting facilities (the Aurora Netball Centre, the KGV sports complex and the Tasmanian Hockey Centre);
- important educational institutions (Ogilvie High School, New Town High School, St Virgils High School);

- significant public open spaces (the Regatta Ground, the Queens Domain, Cornelian Bay, Wilkinsons Point/Elwick Bay, Berriedale Reserve);
- the Claremont commercial precinct; and
- well established residential suburbs.

The whole of the line runs roughly parallel to the Derwent River, Main Road and the Intercity Cycleway. Users of the service will enjoy a scenic outlook to the Derwent and or the mountain ranges forming the valley boundary.

Also along the route are substantive areas of industrial and light industrial land in large blocks that is under-utilised and located such that it fragments residential areas and is a barrier to pedestrian and cycle movement. Of importance to the proposed study, much of this land is under-valued, topographically level and readily developable for higher value economic and public uses.

While the rail corridor, the rail line and its sleepers remain and some station platforms are extant, all of the stations and the electrical equipment have been removed and the remaining platforms are in a parlous state.

Repurposing the corridor and existing infrastructure will likely require:

- refurbishment of ballast, sleepers, rails and fittings;
- creation of purpose built platforms suited to selected rolling stock to enable all-ability access to the system;
- shelters at each platform;
- establishment of a power supply system connected to the Tasnetworks grid;
- development of computerised safety and communications systems to ensure safe movements including fail safe warning and signal systems at street crossings (~13 total);

4.1 Principal Activity Nodes

Hobart Central

The current rail easement links Macquarie Point to the Bridgewater Bridge. There is no rail right of way linking to Hobart's CBD.

The existing business case was based on terminus in central Hobart where inter-modal connections to bus services south, west and east of the City can be made as well as pedestrian and cycle connections into the CBD and nearby residential areas.

The most appropriate city terminus would be near the intersections of the Macquarie/Davey Street Couplet and the Elizabeth Street Spine.

Macquarie Point

The *Master Plan for Macquarie Point* envisages the creation of an 'escarpment park' below the Cenotaph running parallel to the toe of the headland on which it sits. The design of the park is predicated on provision of sufficient space for light rail and shared cycle and pedestrian movement linking through the site from the Regatta Ground to the north and the intersection of Davey and Evans Streets on the southwest corner of the Macquarie Point site.

The current design thinking for the park incorporates a centrally located rail stop in close proximity to planned long term parking and inter-city bus pick up and drop off. The proposed zoning strategy for the site is expected to ensure the corridor and these features are not compromised by other development.

It is likely that Macquarie Point will be developed in stages. Initial works to be undertaken by the Macquarie Point Authority are anticipated to include a 200 car car park (complete), an activated open space (in planning) and public open space development to enhance the sale value of development parcels identified in the master plan. Major development by way of mixed use development, institutional or commercial space is likely 3-5 years away.

Glenorchy Central – Peltro Street

The proposed Glenorchy CBD stop at Peltro Street is immediately adjacent to the heart of the CBD and to the KGV sporting complex – both significant drawcards for users of a public transit system. Nearby there are significant areas of light industrial land and larger residential properties available for redevelopment to more intense residential and mixed use development. Council also own other parcels of land in the immediate area that are currently used for on-grade car parking that could be put to better use. The existing Metro bus interchange is within 200 metres of the proposed rail stop.

Glenorchy Council have a *CBD Strategic Framework* in place that anticipates rail development, intensification of land use in the CBD area and the relocation of the bus interchange into Peltro Street to create a multi-modal interchange.

The street pattern through this northern area is particularly conducive to a traditional rectilinear pattern of development that will reinforce connectivity between the CBD and the River with a public transit system its centre.

The Strategic Framework anticipates this proposing a strong pedestrian and cycleway linkage to the north to Wilkinsons Point where the Derwent Entertainment Centre, the Glenorchy Art and Sculpture Park (GASP!) and the Elwick Raceway are located. The Royal Hobart Showgrounds are also well within walking distance of this stop (~750 metres). Each of these sites host major large scale events on a regular basis that would add to the usage of a public transit system.

4.2 The Villages

New Town at Bay Road

Historically there was an important rail station in New Town where the New Town Station Nursery is now located. There is, however, nearby land available for construction of a new rail stop in the vicinity of Bay Road/Risdon Road.

At this location, Bay Road crosses the railway easement at grade. Moderate grade access can be provided to the residential area to the south of the station location. There is a major retail shopping centre within 350m of the location that provides a large supermarket and supporting retailers for local residents. The Tasmanian Hockey Centre is 300 metres to the east, Rugby Park 500 metres north, Cornelian Bay, 1000 metres east and Calvary Hospital is 1200 metres away to the south. Runnymede, a significant National Trust property, is also a short distance from the stop. Runnymede frequently hosts small events.

There is some opportunity to increase residential density in this area, however, many:

- dwellings are of a period style that have a visually desirable appearance and some of which would be protected under heritage legislation; and
- allotment sizes are modest with few allowing density increases without property amalgamations because of economical or social concerns for retention of the lifestyle benefits of these larger blocks.

Nonetheless, a new stop in this area would increase the desirability and property value of residences within its catchment.

Moonah at Albert Road

Moonah is rapidly gentrifying. New, young singles and family home buyers are picking up quality housing stock while benefiting from the multi-cultural and arts ambiance of the area, proximity to Main Road services, nearby schools and sporting facilities and the Inter-City Cycleway that provides community connectivity to Hobart's CBD.

A station at Albert Road will provide access to the centre of Moonah and immediate access to the Moonah Shopping strip 150 metres away. Land within 500 metres of the proposed stop is a mix of light industrial, small box retailers, the commercial centre itself in Main Road and residential housing.

Many of the light industrial properties are under-utilised and with latent potential for mixed use and higher density housing. There are significant opportunities to further improve the retail offerings along Main Road and substantial opportunities to provide medium density residential development along the proposed rail corridor.

The Moonah Arts Centre is located within easy walking distance of the proposed station and is an existing driver of economic activity and land use change. New medium density housing in Hopkins Street is exemplary of the kind of intensification that can occur elsewhere in the corridor. The Moonah Sports Stadium is also nearby attracting thousands of players and spectators to competition rosters and training.

A public transit system will be a catalyst for further increases in housing density and the growth of commercial opportunities in the area.

Moonah at Derwent Park Road

The 500m surrounding the intersection of the rail line with Derwent Park Road is one of the most under-valued areas along the corridor. Large industrial and light industrial sites east of the corridor sit idle or are well below their capacity for use for their original purposes. A few have been redeveloped as big-box retail outlets.

Housing in West Moonah lies on level ground across Main Road to the west. Metro operate their major bus interchange at the intersection of Derwent Park/Springfield Road and Main Road. The Royal Hobart Showgrounds are also within walking distance of this location (750 metres).

Land in the immediate surrounds is relatively flat lending itself to intensification of use and pedestrian and cycle access.

Introduction of a public transit system at this location:

- would be of benefit to residents and the employees of those businesses that remain or that are developing; and
- could be a catalyst for significant redevelopment of under-utilised industrial and light industrial sites to high density housing, mixed use development and appropriately scaled commercial activity.

The potential for intermodal connections at this location is great given the proximity between the rail, Main Road and important feeder bus routes into the suburbs in the foothills above the site.

Berriedale at Alcorso Drive

The Museum of Old and New Art (MONA) at Berriedale is amongst the most visited tourism attractions in Tasmania having acted as a catalyst for a rapid expansion of arts, cultural and food related visitation to the State. Nothing is ever static at MONA with ever changing exhibitions, markets, events and innovative proposals for new facilities including a pavilion to hold works by the American artist, James Turrell, a high-rollers casino, a foreshore walkway around the whole of the peninsula, a hotel and a caravan park, the latter two facilities intended to significantly add to the limited.

Council has recently completed a *Master Plan for the Berriedale Reserve* which sits immediately to the north of MONA. The plan is intended to activate that site through improvements to its passive recreation offer as well as expansion of existing active recreation opportunities (tennis and bowls).

Nearby businesses include a tavern and a retirement community. Residential housing nearby is generally low density with limited opportunity for intensification.

Visitors to MONA enjoy a choice of alternative transport options including a dedicated ferry from Franklin Wharf at Sullivans Cove, a private coach service (the MONA Roma) the scheduled Metro bus services along Main Road, the Inter-City Cycleway, the foreshore cycleway from Wilkinsons Point, taxi and/or or private cars.

Introduction of a public transit system stop at Alcorso Drive opposite MONA will add to these options and will principally support continuing attendance at and development of MONA as a major tourism and events destination.

Extension of the line to MONA has synergistic benefits for the whole of the corridor, adding significantly to the number of trips and enabling on/off opportunities at the various centres along the way. Many visitors to MONA have short stays in Tasmania and would preferentially use public transport where it was well integrated with stops offering food and accommodation, thus avoiding the cost of hire cars.

Claremont at Box Hill Road

Claremont is one of Glenorchy's major second tier shopping areas supporting a major supermarket, retail shops, service providers and community facilities including the Claremont RSL Club.

The Cadburys Factory, Claremont College, Derwent Waters lifestyle village and other elderly persons complexes are all within walking distance. Some medium density housing is scattered through the surrounding catchment amongst more standard sized house blocks.

Development of a stop at Claremont together with better pedestrian and cycling linkage to the village centre could encourage development of new high quality, modern high efficiency housing and further intensification of existing housing sites.

4.3 Inter Village Places

Royal Tasmanian Botanical Gardens (RTBG)

The RTBG is amongst the most visited destinations in the State hosting over 500,000 visitors per year, many of these being interstate and overseas guests to Tasmania. The Gardens attract visitors and residents to view the plantings, go to the on-site restaurant and to attend events and educational programmes.

One of the major challenges is access. Visitors who choose to walk are challenged by the way-finding and the topography of the access route. Visitors who drive find parking limited..

The RTBG is immediately adjacent to Government House and the former site of the Beaumaris Zoo as well as being a gateway into the Queens Domain more generally.

The Strategic Master Plan for the RTBG anticipates development of a public transit system stop on the foreshore opposite the site. Pedestrian connection from the stop to the Gardens across the highway would be at grade in the short term. Master Plans for the Gardens and

the Queens Domain both recommend that the highway eventually be bridged to link the foreshore and its facilities safely into the heart of the RTBG.

4.4 Other Stop Locations

Cornelian Bay

A hail/stop at the junction of the Tasman Highway and Queens Walk would allow families to access the sports and playground facilities at Cornelian Bay. Although it is a short walk this hail location would also service access to the Cornelian Bay Cemetery complex.

Hockey Centre

The station at Bay Road would provide general casual access to the Tasmanian Hockey Centre but the addition of a special events pick up point during major events at the Centre could be significant in providing access to the Centre and reduce the use of motor cars.

Major Event Locations

- A lay-by siding could be used to further enhance the capacity and efficiency.
- Hobart Show Grounds
- Elwick Park Racecourse
- Derwent Entertainment Centre

These three major event locations will be serviced on a casual basis from Glenorchy Central but a special events station at the southern end of the Royal Hobart Show Grounds could be used to provide special access to all three centres. If a spur-line was constructed along the western edge of the Show Grounds the Race Course and the Derwent Entertainment Centre would have greatly improved access and a significant potential reduction in the use of private motor vehicles to access events. Well within walking distance of the CBD station and Council's prior studies all point to the need for a pedestrian priority link from the CBD via the station site to the DEC and Wilkinsons Point beyond.

Other Potential Station Locations - The Road Crossings

- Under the Brooker Highway - See reference to Tasmania Hockey Centre.
- Bay Road at Grade - See reference to New Town.
- Over Risdon Road - Not a suitable location for a hail/stop due elevated track.
- Under Tower Road - A hail/stop just west of Tower Road could be provided to service the New Town High School.
- Albert Road at Grade - See reference to Moonah, Albert Road.
- Hopkins Street at Grade - A hail/stop here could supplement peak shopping time demands.
- Sunderland Street at Grade - At this location there is a serious blockage in access from the significant residential area to the east, a number of food market operators and big box operators limit access. There are many residences between Sunderland Road and the River Derwent including some of Lutana that could walk to a stop at this point if there was direct easy access.
- Derwent Park Road at Grade - There are a number of big box retailers of hardware, appliances and furniture close to this location that could be served by a hail/stop.
- Lampton Avenue at Grade - See reference to Royal Hobart Show Grounds, Elwick Park Racecourse and Derwent Entertainment Centre.
- Elwick Road at Grade - See reference to Glenorchy Central
- Wrights Avenue at Grade - A potential hail/stop if the McKay timber yards were redeveloped into medium density residential.
- Grove Road at Grade - Similar to Wrights Avenue.
- Riverway Road at Grade - No immediate need at this point.
- Under Main Road - Some potential need could be generated to and from the tourist and aged care developments along the River Derwent.
- Under Brooker Highway - No immediate need at this point.
- Under Berriedale Road - No immediate need at this point.
- Mentmore Street at Grade - No immediate need at this point.

- Under Main Road - No immediate need at this point.
- Under Box Hill Road - See reference to Claremont.
- Bilton Street at Grade - See reference to Claremont.

5. Financial considerations

It is anticipated that the cost of a consultancy to undertake this work would be in the vicinity of \$150 000.

Based on this estimate it would appear acceptable that each Council contribute \$75 000 if it is deemed appropriate to pursue a consultancy on this matter.

Outstanding Actions List - Open Council Meeting						
Council Meeting Date	Clause Number	Subject/Issue	Council Adopted Action	Department Responsible	Comments/Update	Estimated Completion Date
9/06/2015	13.3	Notice of Motion Alderman M. Stevenson	That a brief projects and major operational items summary be provided at each Council meeting.	Corporate Governance	GMI is currently in the process of finalising the project update to Council, and the update will be presented to Council at its February Council Workshop.	29-Feb-16
3/08/2015	8	Community Garden - Kenbrae Avenue and Pitecairn Street	That Council acknowledges that the Legal and Property Department will negotiate a lease under section 179 of the Local Government Act with the Glenorchy Precinct Group for the portion of land between Kenbrae Avenue and Pitecairn Street on either side of the footpath to develop a community garden for the benefit of our community.	Corporate Governance	Council Officers have met 4 times in the past 4 months with a Precinct Working Group to develop the Community Garden proposal. The group has discussed management & operation of the space, stages to the development, local community consultation and placement of physical features eg: shedding. Specifically trained Council staff completed a CRIED review in early December and this was presented to the Working Party on 7th December for consideration. Council staff and The Greater Glenorchy Community Precinct now await an agreed layout plan and management / operation documentation from the working party to be able to progress with the project to the community consultation phase.	end-March-16
3/08/2015	15.1	Notice of Motion - Alderman D. Pearce	That Council re-examines its consultation processes and methods.	Community, Economic Development & Business	This is an action in the Glenorchy City Council Annual Plan 2015/16 to 2018/19 which was adopted by Council on 1st June 2015: 1.1.3.01 Utilise the community engagement process implemented for the new Community Plan to review Council's community engagement process including the operation of Precinct Committees and new methods such as social media. Review Council's community engagement strategy and develop a community engagement manual. The Target date for completion of the Action is 30th June 2016.	30-Jun-16
3/08/2015	15.2	Notice of Motion - Alderman J. Branch-Allen	1. Glenorchy City Council plan to facilitate a community forum in 2016 to talk about community food security. 2. We invite Professor David Adams (leader in this area) to talk at the forum.	Community, Economic Development & Business	Resources to be allocated as part of 2016/17 to 2019/20 Annual Plan development.	31-Dec-16
10/06/2014	22.3	Notice of Motion - Alderman C. Lucas - 2 Car Parking Strategy	Council provide a report on current Car parking strategy in the City commercial precincts including: 1. The present parking strategy for the future of the city, and any proposed changes. 2. Details Cash-In-Lieu payments in Commercial areas, Glenorchy precinct, Moonah and Claremont – including total fees collected and numbers of spaces-in-lieu by year since the year 2000. 3. Any feedback received from developers. 4. How application of this policy and fee levels relate to the Regional Planning scheme. 5. A schedule of fee rates for all Southern councils.	City Services & Infrastructure	Parking Strategy Working Group has been re-established. There has been one meeting so far and the terms of reference was finalised (it needs to be signed off by Council).	31-Dec-16
29/09/2014	18	Notice of Motion 2 - Alderman J. Branch-Allen Pop-up Activities in Glenorchy Municipality	1. The General Manager looks at the Frankston Space Innovators model at Frankston City Council and brings a report back to Council within three months advising if there are possibilities to do a similar project or a specific designed project based on the principles of Frankston City Council for Moonah. 2. That costing of such a project accompanies the report.	Community, Economic Development & Business	Placed on the Manager City Strategy & Economic Development's task list in September 2014 to be actioned once higher priority tasks have been addressed - i.e. Community Plan, Strategic Plan, Annual Plan, Wilkissons Point Development Feasibility, CBD Strategic Framework, Public Space Enhancement Grant, Infill Development Pilot Project, Economic Development Strategy.	31-Dec-16

13/10/2014	7.1	Notice of Motion 7 - Alderman M. Stevenson Develop an 'expression of interest' process	That Council develop an 'expression of interest' process that could be implemented to help find a naming rights sponsor for the Derwent Entertainment Centre and other Council facilities.	Community, Economic Development & Business	EOI process to be developed in conjunction with Manager Legal & Property. To be implemented as an action item in the DEC Business Plan. To be approved by Acting Director, Community, Economic Development & Business and the General Manager.	Dec 2016.
1/09/2014	13.4	Question on Notice - Alderman K. Johnston (Relates to Notice of Motion - Alderman K. Johnston - CCTV Evaluation (12 February 2013))	That a report be prepared by the Director Community, Economic Development & Business following consultation with Tasmania Police with respect to the Closed Circuit TV system. That the CCTV system be evaluated every six months and a report produced with a range of identified KPIs. That Council as a priority develop and adopt CCTV system operating procedures and protocols. (refer to Question On Notice for specific details)	Community, Economic Development & Business	Evaluation Report completed. KPI's to be provided by Tasmania Police. Yet to be provided. Forwarded to Safer Communities Committee for November 2015 meeting.	On-going
31/08/2015	10	Community and Multi-Cultural feasibility Study Election Commitment Grant Deed	a) Council call for expressions of interest in developing a feasibility plan to meet the needs of the community for a Multi-Cultural Centre/ Community Spaces Plan. b) Confirm with the Department of Premier and Cabinet that the proposed grant timelines are acceptable - expenditure within the 2015/16 financial year.	Community, Economic Development & Business	a) A Consultancy firm has now been engaged to undertake this project - first inception meeting with the steering committee has occurred. Presentation of draft findings due 15th Feb 2016 b) DPAC have confirmed project extension to 30 June 2016.	June 2016
31/08/2015	15	Local Government Reform Update	b) That Council's General Manager ensures that the 'Guiding Principles' adopted by Council are reflected in the draft scoping document as its assessment framework for considering local government reform opportunities. d) Authorise the General Manager to seek quotations from the State Government panel of approved providers and then bring a further report to Council on the results of this process. e) The General Manager arrange a workshop meeting to implement action item (v) of Council's adopted motion from 6th July Council meeting once we have received responses to the Mayor's letter sent to other Councils who expressed interest in talking about amalgamation to meet with all Aldermen.	General Manager	d) Quotes from four consultative companies have been received and the General Manager and Mayor on behalf of the Council met with the Mayors & GMs of Clarence, Hobart & Kingborough Councils to discuss the received submissions. A recommendation and outcomes from the discussions will be given formally provided to Council for consideration at its meeting on 25th January 2016.	On-going
26/10/2015	17	Audio Recording of Meetings of Council	That Council APPROVE for the General Manager to negotiate and enter into an agreement with the preferred EOI applicant a suitable audio recording solution for Council.	Corporate Governance	Preliminary meeting held with preferred provider in early December 2015. Telephone interviews with mainland Councils held with respect to wireless solution (City of Whittlesea) and wired solution (City of Ballarat) – both solutions considered satisfactory and it will be a question of available budget. Provider to demonstrate proposed solutions at February Council Workshop (waiting suppliers to source relevant equipment).	end Feb 16
23/11/2015	9	Notice of Motion - Proposing the replacement of all speed limit signs and 'No Stopping' signs with pavement marking and the change of road markings from white to yellow.	(c) That Council ENDORSES a database associated with all traffic signs and road markings within Glenorchy municipality be developed. (d) That Council ENDORSES a review of existing speed limit signs within the Glenorchy municipality so that the number of speed limit signs is minimised following the development of the proposed street sign database. (e) That Council ENDORSES a procedure for the 'No Stopping' restrictions be developed to determine where to use signage and/or line marking in terms of full-time 'No Stopping' parking restrictions with the consideration of minimising installation and maintenance costs. (f) That Council ENDORSES that the existing 'No Stopping' signs also be reviewed subsequent to the development of the proposed database. (g) That Council ENDORSES a long term plan for line marking maintenance to be developed subsequent to the development of the proposed database.	City Services & Infrastructure	Transport Engineer has commenced work on the development of the traffic signs and linemarking database.	30 Dec 16

23/11/2015	10	Bushfire Management	2. That Council APPROVE the implementation of an improved, on-going bushfire management program (stages 1-3) to meet statutory responsibilities that is expected to cost, on average, \$343,000 per year over the first 10 years and thereafter have an on-going cost of \$273,000. 3. That Council APPROVE a budget variation of \$45,000 for the 15/16 financial year to commence stage 1 of the bushfire management program for policy and strategy development.	City Services & Infrastructure	2. Council Policy, Strategy and Bushfire Management Plan to be developed by new position holder. 3. New Position Description currently being developed for approval and advertising.	2. 30 Dec 2016 3. expect position to be advertised in Feb 2016.
21/12/2015	9	Main Road Transit (Public Transport) Corridor, Bus Priority and Bus Stop Optimisation Measures	3. Requires a further report be provided to Council on completion of detailed design and prior to the implementation of bus priority measures at the intersection of Main Road and Derwent Park Road/Springfield Avenue	City Services & Infrastructure	Officers from the Department of State Growth have been made aware of the resolution and will provide Council with detailed design drawings for further review before final approval is agreed.	30-Jun-16

Mercury 28-11-2015

GLENORCHY CITY COUNCIL
LEASE OF COUNCIL LAND

In accordance with Section 178 of the Local Government Act 1993 (the Act), notice is hereby given of Glenorchy City Council's intention to lease public land at:

1 ALCORSO DRIVE, BERRIEDALE

Under that section of the Act, Council is required to notify the public of its intention to lease public land on two (2) occasions. This is the first advertisement.

Objections to the proposed lease may be made to Council's General Manager within 21 days of the date of the first advertisement. Objections must be lodged and received before the close of business on Monday 21 December 2015.

If further information is required please call – Council Property Coordinator, Richard Blackwell on (03) 6216 6778.

Peter Brooks
General Manager



Mercury 2-12-2015

GLENORCHY CITY COUNCIL
LEASE OF COUNCIL LAND

In accordance with Section 178 of the Local Government Act 1993 (the Act), notice is hereby given of Glenorchy City Council's intention to lease public land at:

1 ALCORSO DRIVE, BERRIEDALE

Under that section of the Act, Council is required to notify the public of its intention to lease public land on two (2) occasions. This is the second advertisement.

Objections to the proposed lease may be made to Council's General Manager within 21 days of the date of the first advertisement. Objections must be lodged and received before the close of business on Monday 21 December 2015.

If further information is required please call – Council Property Coordinator, Richard Blackwell on (03) 6216 6778.

Peter Brooks
GENERAL MANAGER



Title	Council Policy and Procedure Framework
Council Resolution	Item XX (DD MMM YYYY) as per Council Minutes
Responsible Directorate	Corporate Governance
Due for Review	[Four (4) years from Council Resolution Date]
Strategic Plan Reference	[XXX]
ECM	[Location of policy within Enterprise Content Management system]

PURPOSE

This policy provides direction on the management of Glenorchy City Council (Council) policies, procedures and other similar documents.

SCOPE

This policy applies to:

- the drafting, approval, review, amendment, and distribution of Council policies, procedures and directives, guidelines, manuals, work instructions and other similar documents.

It does not apply to Council delegations, authorisations, by-laws or similar.

STATUTORY REQUIREMENTS

The Council has certain statutory requirements with respect to specific policies under the *Local Government Act 1993* (LG Act):

- the Aldermen functions collectively include determining and monitoring the application of policies, plans and programmes for:
 - the efficient and effective provision of services and facilities
 - the efficient and effective management of assets, and
 - the fair and equitable treatment of employees of the Council (section 28(2)(b))
- the General Manager's functions include implementing the policies, plans and programs of Council (section 62(1)(a))
- the General Manager 'is to develop human resource practices and procedures in accordance with policies of the Council to ensure employees of the Council receive fair and equitable treatment without discrimination' (section 63)
- Council must prepare an asset management policy for the municipal area (section 70C) and review it at least every four (4) years (section 70E). The Minister, by order, may specify certain matters that must be contained in that policy (section 70F).
- the Council's Audit Panel is required to review the Council's performance in relation to all policies, systems and controls the Council has in place to safeguard its long-term financial position (section 85A(1)(c))
- Council must adopt a rates and charges policy and review it in accordance with section 86B(4) of the Act (section 86B), and

- Council must adopt a policy in respect of payment of expenses incurred by councillors in carrying out the duties of office and make a copy of the policy available for public inspection (Schedule 5 (Office of Councillors)).

Other functions of Council may have specific requirements with respect to policies under other legislation (e.g., Child Care under the *Education and Care Services National Regulations*, Dog Policy under the *Dog Control Act 2000*).

Acts	• <i>Local Government Act 1993</i> • <i>Archives Act 1983</i> • <i>Dog Control Act 2000</i>
Regulations	• <i>Education and Care Services National Regulations</i>
Australian/International Standards	• AS/NZS ISO 9001:2015 Quality Management Systems

DEFINITIONS

Policy	A statement of the Council's intent, commitment or position to achieve an objective, which provides a decision-making framework for day-to-day applications. In essence, describes what Council considers to be appropriate on a particular issue.
Procedure	Describes how decisions or actions must be undertaken with respect to a Council policy. It supplements a policy document and is used primarily to enable business areas to implement Council's intentions.
Directive	An operational procedure, through the General Manager, that is mandatory in nature and seeks to control the actions of Council employees.
Guideline	Less prescriptive than a procedure, guidelines set out a best or safest practice for Council to follow.
Work Instruction	Describes in detail how to perform a task under a procedure. It is a tool to assist someone to do a job correctly.
Process Map	Essentially a breakdown of a process to determine workflow and decision points in diagrammatic form.
Checklist	A comprehensive list of items required to be done (or at least considered) as part of a procedure.

COUNCIL POLICY AND PROCEDURES

POLICIES

Council policies are generally formal statements that outline governing principles and intentions that underpin Council practices. These governing principles are derived from and shaped by:

- the law and regulations that govern the Council
- national (and where applicable) international standards
- community expectations, and
- the values and objectives as articulated in the Council's strategic documents.

Council policies have the role of:

- ensuring compliance with statutory responsibilities
- setting Council standards
- improving the management of risk.

Council policies are intended to be longer term in application.

PROCEDURES

Council procedures set out the Council's requirements for a particular course of action (often in a step-by-step approach). Council procedures clearly define how a policy is implemented and by whom. Council procedures may take the form of guidelines or directives and may be underpinned by supporting work instructions, process maps, checklists or similar.

Council procedures focus on:

- who performs what action
- what sequence of steps must be undertaken
- the criteria or standard that should be met.

Council policies, procedures and similar represent an integral part of the Council's internal control environment and assist in providing a level of assurance that internal risks faced by Council are minimised or contained to acceptable levels.

APPROVALS

In accordance with section 28(2)(b) of the LG Act, all Council policies must be approved by Council. All Council policy documents in the first instance are to be endorsed in principle by the Executive Leadership Team (ELT), through the relevant Director.

In accordance with section 62(1)(a) of the LG Act, procedures (directives or guidelines) may be approved by the relevant Director. However, good collaborative practices dictate that such documents are circulated to relevant key stakeholders for input and modification, as relevant, prior to their adoption.

Departmental Managers are responsible for ensuring that there are sufficient work instructions, process maps, checklists or other supporting documents to assist Council officers in their operational day-to-day decision-making, as appropriate.

REVIEW AND MONITORING

Taking into account the normal term of Local Government elections, where practicable Council policies will have a four year tenure before Council review. Notwithstanding, Council policies remain in effect until otherwise replaced.

Trigger points that require an earlier review period of a policy (or associated document) include (but not limited to):

- change in legislation which has a bearing on the document
- change in senior management
- change in Council's position on a particular subject area
- recommendation from a governance body (e.g., Audit Panel, Internal Audit, Council Governance Committee etc.)
- quality assurance due to continuous improvement initiatives, and/or
- changes in Council's agreed service levels.

Internal Compliance will maintain a central database of Council policies, procedures and similar. Directorates will be informed at least six (6) months from the last review date of policies, procedures and similar that requires review. As part of the Council's internal control and risk management practices,

Internal Compliance will report on a six-monthly basis to the General Manager and ELT any outstanding documents that have not been reviewed, as required.

RECORDKEEPING

Information Management is responsible for ensuring that all Council policies, procedures and similar are appropriately stored on the electronic content management system. Section 10(1)(a) of the *Archives Act 1983* requires Council to preserve records until they are dealt with under the Act. This places a statutory obligation on Council to ensure that all records, regardless of format, remain available while they are in the custody of the Council.

It is noted that in line with the Tasmanian Archive and Heritage Office's (TAHO) Disposal Schedule for Functional Records of Local Government, certain Council policy and procedure related documents have been identified as being a 'permanent record': i.e., need be transferred to the Archives Office 25 years after the date of creation. These include (but not limited to):

- Records documenting major negotiations and consideration of policy issues concerning organisations involved in providing local community services in association with council. These include:
 - Cats Home
 - Dogs Home
 - RSPCA
 - charities
 - religious organisations, and
 - welfare agencies.
- Policies relating to the rights, entitlements and responsibilities of councillors.
- Records illustrating the development of policy and documenting policy decisions and the establishment of precedents.
- Records documenting the development of governance procedures including final versions as issued to Councillors and Council staff.
- Master copies of instructions, guidelines and standards relating to:
 - health and safety issues and precautions
 - sex-based harassment and anti-discrimination, and
 - personnel matters.
- Master set of museum or galleries collection management procedures.

Other Council policy and procedure related documents have been identified as being a 'temporary record': i.e., those that can be destroyed under the authority of a disposal schedule. Information Management is responsible for assessing when to dispose of obsolete documents in accordance with TAHO requirements.

ACCESSIBILITY

Through the Tasmanian Government's Disability Framework for Action 2013-2017, it has been identified that 'improving the accessibility of information' is a focus point for Government. Whilst not mandatory for Local Government, it is expected of Council to ensure that the needs of people with a disability are considered in the design and delivery of Council policies, programs, services and facilities. In line with this delivery is the access to information.

AVAILABILITY

Generally, all Council policy and procedure related documents are available from the GCC Intranet.

Similarly, most Council policy and procedure related documents that may have an impact on the general public and their dealing with Council will be published on the GCC Internet.

TEMPLATE

Internal Compliance is responsible for maintaining the template standards for Council policy and procedure related documents.

Fundamentally, policies and procedures should be written in clear and simple English. Ideally, policies should be no longer than two sides of A4 paper (although this will not always be possible). Procedures and similar will vary in length depending on the complexity of the processes involved.

BACKGROUND

As part of continuous improvement initiatives under the Council's Governance Strategy, Management has undertaken an extensive review of Council's policies. This necessitated the development of a Council Policy and Procedure Framework to underpin that review.

Title	[Title]
Council Resolution	Item XX (DD MMM YYYY) as per Council Minutes [this will equate to the date of policy commencement]
Responsible Directorate	[Responsible Directorate e.g., Corporate Governance]
Due for Review	[Four (4) years from Council Resolution Date]
Strategic Plan Reference	[XXX]
ECM	[Location of policy within Enterprise Content Management system]

PURPOSE

This policy provides direction [simple one line statement – a clear statement of the Council's position and intent on the matter].

SCOPE

This policy applies to:

- [what or whom it intends to cover]

It does not apply to [what or whom it does not intend to cover, if applicable].

STATUTORY REQUIREMENTS

[Preamble about any important statutory requirements, as appropriate: e.g., 'Section 70C of the *Local Government Act 1993* requires that Council must prepare an asset management policy for the municipal area'.]

Acts	[e.g., <i>Local Government Act 1993</i> – Section X or 'Not Applicable']
Regulations	[e.g., <i>Local Government (Meeting Procedures) Regulations 2015</i> – Regulation Y or 'Not Applicable']
Australian/International Standards	[e.g., AS/NZS ISO 31000:2009 Risk management – Principles and guidelines or 'Not Applicable']

DEFINITIONS

[Term]	[Definition – Clarifies terms used where there may not be a common understanding of the specific meaning applied within the policy]
---------------	--

[POLICY BODY HEADING]

[Free text]

BACKGROUND

[Brief background as to the why Council has this policy]

Glenorchy City Council

Management Risk Workshop

Draft Risk Register

24 November 2015

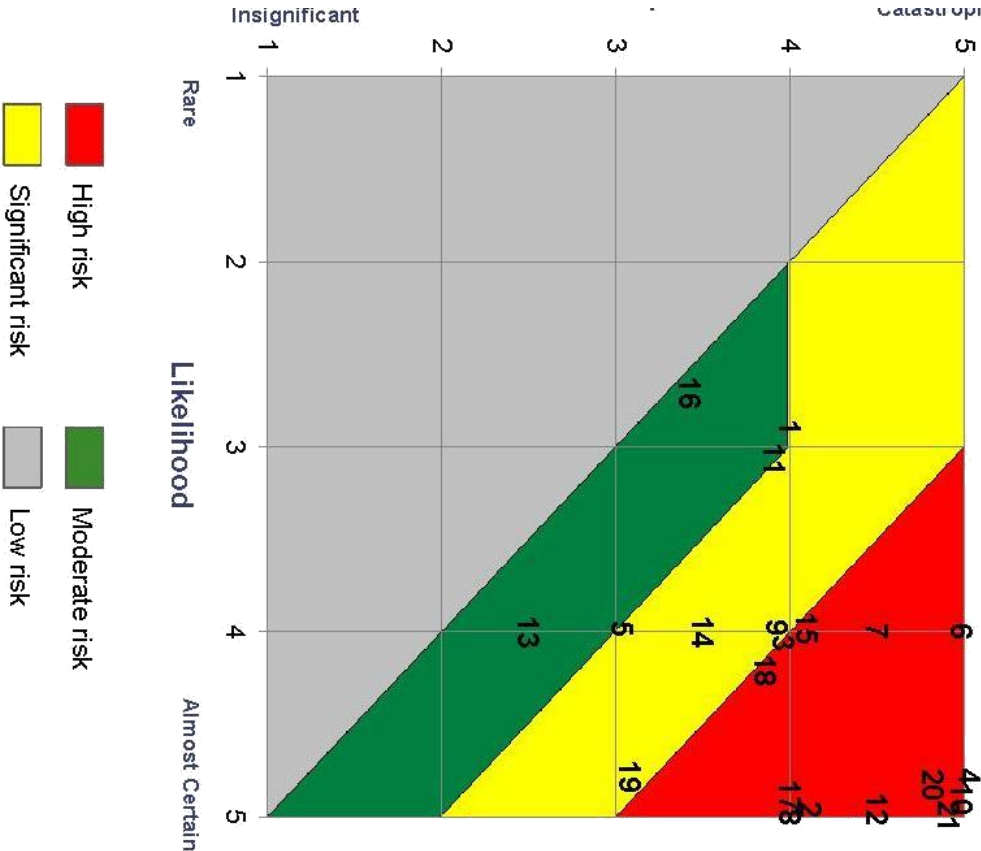


Headline risks at a glance

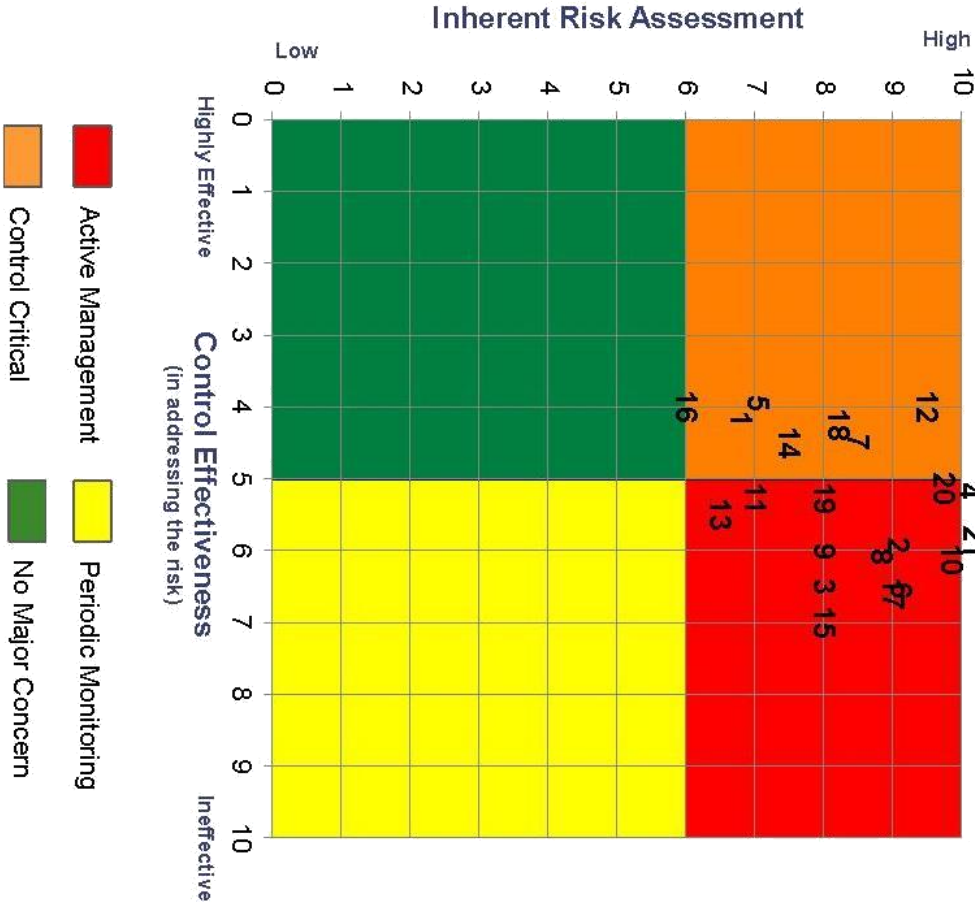
Risk Category	Risk Type	Headline Risk – <i>There is a risk of...</i>	Likelihood	Consequence	Inherent Risk Rating	Control Effectiveness	Residual Risk Rating
Governance	Strategic	State Government intervention leading to the dismissal of alderman and/or other significant adverse Ministerial directions	3.0	4.0	7	4.0	4
Government Reform	Strategic	Failure to influence and/or adequately prepare for major local government reforms	5.0	4.0	9	6.0	7
Strategy	Strategic	Failure to identify and leverage opportunities arising from shared services arrangements	4.0	4.0	8	6.5	7
Financial/Economic	Strategic	External and internal actions or decisions adversely impacting on Council's financial position or long-term financial sustainability	5.0	5.0	10	5.0	7
HR/People	Strategic	Staff skills and culture not aligning with current and future business needs	4.0	3.0	7	4.0	4
WHS	Operational	Serious injury or death of employee(s), alderman contractor(s) and/or volunteer(s)	4.0	5.0	9	6.5	7
Infrastructure/Asset management	Strategic	Assets and infrastructure unable to meet current and future needs of the community	4.0	4.5	8.5	4.5	4
Brand/reputation	Strategic	Damage to brand as a result of negative media exposure	5.0	4.0	9	6.0	7
Stakeholder Management	Strategic	Failure to understand and manage community and stakeholder expectations	4.0	4.0	8	6.0	7
Business Continuity	Strategic	Failure to adequately respond to a catastrophic event/natural disaster	5.0	5.0	10	6.0	7
IT/Business systems	Operational	Inability of IT and business systems to support current and future needs	3.0	4.0	7	5.0	7
IT/Business systems	Operational	Cyber attack on the Council website or systems	5.0	4.5	9.5	4.0	4
HR/People	Operational	Failure to attract and/or retain people with the appropriate skills and values	4.0	2.5	6.5	5.5	7
Business Continuity	Operational	Major business interruption compromising the provision of core services	4.0	3.5	7.5	4.5	4
Strategy	Operational	Inability to secure potential external funding arrangements	4.0	4.0	8	7.0	7
Community	Operational	Failure to deliver key services to the satisfaction of the community	2.5	3.5	6	4.0	7
Legal/Regulatory	Operational	Failure to comply with legislative, regulatory and internal policies and procedures	5.0	4.0	9	6.5	7
Environmental	Operational	Human-caused environmental damage or non-compliance with environmental regulations	4.0	4.0	8	4.0	4
Security	Operational	Ineffective or insecure management of critical corporate information including sensitive and confidential information	5.0	3.0	8	5.0	7
Governance	Operational	Serious public liability/professional indemnity incident	5.0	5.0	10	5.0	7
Business Continuity	Strategic	Failure to adequately mitigate the impact of a catastrophic event/natural disaster	5.0	5.0	10	6.0	7

Glenorchy City Council risk profile

Inherent risk profile



Residual risk profile



Reference:	Risk Category:	Risk Description
1	Governance	State Government intervention leading to the dismissal of alderman and/or other significant adverse Ministerial directions
INHERENT RISK ASSESSMENT		
Contributing Factors:		
- Increasing governance requirements - Complex operating environment requiring diverse combination of skills and experience - Communication between management and the aldermen - Failure to implement a governance structure - Media focus on the Council - Breakdown in governance structures – elected governance body vs skills based - Impact of an elected governance body - Council having a clear definition of “roles” and “functions”		- State Government reforms, policy and strategy - Aldermen election cycle - Clarity of roles and responsibilities of governance body/Council - Knowledge, experience and understanding of aldermen - Performance of Council resulting in government intervention - State Government centralisation of services and functions (e.g. water and sewerage, planning) - State government elections – change of political persuasion
Likelihood Rating		3
Consequence Rating		4
INHERENT RISK RATING		7 (Significant)
Potential Consequences		
- Damaged reputation - Suspension of some or all of the functions currently undertaken by the management and Council - Forced administration - Loss of community representation		- Ongoing poor media coverage - Disengagement of the community - Staff morale impact - Loss of key staff
Controls/Mitigating Practices		
- Organisational structure and reporting practices supports appropriate governance practices (both aldermen and management) - Governance practices comply with legislation including the Local Government Act, etc. - Formalised induction for aldermen – clearly understand aldermen’s roles - Strategic planning		- Engage and communicate/promote GCC publicly - Lobbying - Public Relations (PR) - Long term financial planning - Code of Conduct for aldermen
Control Effectiveness Rating		4

Reference:	Risk Category:	Risk Description
2	Government Reform	Failure to influence and/or adequately prepare for major local government reforms
INHERENT RISK ASSESSMENT		
Contributing Factors:		
- Forced mergers by State Government - Failure to prepare and plan for possible mergers - Failure to influence key decision makers and develop a strong business case - Performance by Council - Community feeling		- Ambivalent State Government - Lack of understanding of what local government does - Commonality of understanding of issues affecting local government - Dissatisfaction with current structure
Likelihood Rating		5
Consequence Rating		4
INHERENT RISK RATING		9 (High)
Potential Consequences		
- Merger outcome that is not in the best interests of the Council or community - Negative impact on community - services and quality changes (improvement/reduction) - efficiency (reduction/improvement)		- Impact on staff jobs - Confirm during transition period on who does what - Increased costs for GCC ratepayers - Broader reform or political consequences
Controls/Mitigating Practices		
- Discussions with key stakeholders, including other councils - Shared services agreement with other councils - Effective and regular liaison with Government at a range of levels - Formal protocols for communication with Government - Effective and efficient management - Community Plan		- Access to advice (legal etc.) - Positive PR and marketing - Prudent financial management - Long term financial management plan and strategies - Long term asset management plan and strategies
Control Effectiveness Rating		6
OVERALL RISK RATING		Active Management

Reference:	Risk Category:	Risk Description
3	Strategy	Failure to identify and leverage opportunities arising from shared services arrangements
INHERENT RISK ASSESSMENT		
Contributing Factors:		
- Failure to embrace or negotiate shared services agreements - Reluctance of the Council to utilise shared services options - Shared service agreements that are complex or not mutually beneficial to both parties - No extra capacity to contribute to the arrangement - Legal limitations/licensing issues		- Potential liability issues - Allocation of resources to investigate opportunities - Lack of quality control/supervision measures - Resistance to change - Stressed resource levels
Likelihood Rating		4
Consequence Rating		4
INHERENT RISK RATING		8 (Significant)
Potential Consequences		
- Financial loss - Damaged relationship with key stakeholders (other councils) - State Government directive - Negative media - Liquidity issues		- Lost opportunities for efficiency gains - Loss of staff development opportunities - Reputational damage - Staff insecurity - Sub-optimal or decreased level of services to community - Loss of corporate knowledge over time
Controls/Mitigating Practices		
- Shared service agreements that are mutually beneficial - Participation in the JV Agreement - Attending shared services meetings - Media releases through LGAT		- Shared services – hours exchanged reports - Updates on shared services activities at PLGC meetings - Existing LGAT Panel of Contractors
Control Effectiveness Rating		6.5
OVERALL RISK RATING		Active Management

Reference:	Risk Category:	Risk Description
4	Financial/Economic	External and internal actions or decisions adversely impacting on Council's financial position or long-term financial sustainability
INHERENT RISK ASSESSMENT		
Contributing Factors:		
- State and Federal funding changes may change way in which services are delivered - Political influence on nature of financial expenditure and rate setting - Growth of services and activities - Potential significant unplanned capital expenditure - Community expectations - Demographic changes in required infrastructure - Interest rate impact		- Financial viability by target date - GFC - Legislation changes (i.e. capital rating/cost shifting) - Inability to attract external investment
Likelihood Rating		5
Consequence Rating		5
INHERENT RISK RATING		10 (High)
Potential Consequences		
- Financial loss - Reputational damage - Inability to deliver on key strategic objectives - Forced amalgamation		- Investment in inappropriate assets - Reduction in service levels - Administrative impact
Controls/Mitigating Practices		
- Community plan - Strategic planning and budget process - Ongoing provision of qualified advice to Council (as required by legislation) - Long term financial plan and modelling - Review of risk management - Strategic asset management plan		- Continual policy review - Employ qualified, skilled staff - Monitor and report any changes - Clear governance framework - Advocacy, lobbying, stakeholder engagement and management (including with peak bodies)
Control Effectiveness Rating		5
OVERALL RISK RATING		Active Management

Reference:	Risk Category:	Risk Description
5	HR/People	Staff skills and culture not aligning with current and future business needs
INHERENT RISK ASSESSMENT		
Contributing Factors:		
- Inability to attract staff with requisite skills, as appropriate - Failure of some employees to adhere to values - Training – comprehensive training program is required to meet unique service delivery requirements of Council - Skill set requirement changes in some areas - Ageing employee base – risk of entrenchment of ideas, less innovative and “fresh” ideas - Non-acceptance of change – resistance - Lack of skills matrix		- Delivery of services impacted by lack of skills - Uncertainty of the future of local government - Reputation damage in community - Poor communication - Poor customer service - Lack of effective change management - Resourcing constraints - Failure to retain skilled people - Failure to understand business needs
Likelihood Rating		4
Consequence Rating		3
INHERENT RISK RATING		7 (Significant)
Potential Consequences		
- Low staff engagement - Decreased productivity - Unhappy customers		- Not meeting community expectations - Not meeting performance targets - Increased staff turnover - Loss of corporate knowledge
Controls/Mitigating Practices		
- Conflict of interest processes - Employee code of conduct - Documented policies and procedures for recruitment - Performance management - Training and development plans - Performance reviews		- Cross-skilling/broaden roles - Employ new blood – new thinking - Succession planning - Corporate systems to retain knowledge - Change management
Control Effectiveness Rating		4
OVERALL RISK RATING		Control Critical

Reference:	Risk Category:	Risk Description
6	WHS	Serious injury or death of employee(s), alderman, contractor(s) and/or volunteer(s)
INHERENT RISK ASSESSMENT		
Contributing Factors:		
- Nature of environment that Council workers operate within (including non-"controlled" environments) - Personnel operating heavy machinery, exposure to waste, chemicals, working underground, above ground, close proximity to traffic and moving vehicles - Completion of induction/training of volunteers and staff - Staff work by themselves/unsupervised - Bullying/harassment - Lack of WHS resources - Diverse nature of the workforce		- Failure in WHS processes - Remote location of many sites - Asset failure - Use of contractors - Culture of "it won't happen to me" – complacency - Mental health - WHS processes "immature" - Lack of accountability - Lack of well developed safety systems
Likelihood Rating		4
Consequence Rating		5
INHERENT RISK RATING		9 (High)
Potential Consequences		
- Injury or death to an employee, alderman, contractor or volunteer or member of the public - Financial loss - Closure of a site - Damage to reputation		- Negative media - Regulator intervention - Increase in insurance premiums - Lawsuit/litigation - Impact of harm, serious injury or death on wider workforce - Impact on organisational culture
Controls/Mitigating Practices		
- Safety training as part of inductions for Council staff - Safety Circle – regular safety training - Other specific training - Induction process for contractors - Employee/alderman assistance program		- Understanding of obligation under the WHS Act - Safety systems 26/10 program - Insurances
Control Effectiveness Rating		6.5

Reference:	Risk Category:	Risk Description
7	Infrastructure/Asset management	Assets and infrastructure unable to meet current and future needs of the community
INHERENT RISK ASSESSMENT		
Contributing Factors:		
- Budget constraints - Ageing infrastructure - Poor monitoring of equipment performance - Failure to monitor asset and infrastructure condition - Condition assessment - Lack of strategic asset management for future needs		- Mounting/unrealistic community expectations - Failure to consult with and understand community needs - No effective asset management system - Balance between maintenance, renewal and new assets fails to meet community expectations to optimise overall spend
Likelihood Rating		4
Consequence Rating		4.5
INHERENT RISK RATING		8.5 (High)
Potential Consequences		
- Asset failure - Community dissatisfaction - Declining asset condition and value - Higher maintenance, renewal and new asset costs - Provision of unrequired assets		- Asset mix fails to meet changing community expectations - Risk to community safety - Reputational impact - Larger write-offs of written down value for replaced assets
Controls/Mitigating Practices		
- Asset management system - Asset condition reporting		- Effective community planning interfaced into asset management - Infrastructure Management Group guides budget setting and asset management priorities
Control Effectiveness Rating		4.5
OVERALL RISK RATING		Control Critical

Reference:	Risk Category:	Risk Description
8	Brand/reputation	Damage to brand as a result of negative media exposure
INHERENT RISK ASSESSMENT		
Contributing Factors:		
• Actions of staff or aldermen bringing Council into disrepute • Poor decisions of management or aldermen • Negative focus/attention of the media • Community members who have had compliance actions against them who now hate Council, spreading negative vibe • Inability to tell the whole story		• Increased focus and scrutiny on local government • Political agendas • Lack of strategic vision by Council • Poor representation of communities • Clash of personalities • Media article not factually based
Likelihood Rating		5
Consequence Rating		4
INHERENT RISK RATING		9 (High)
Potential Consequences		
• Damaged brand • Community dissatisfaction • Loss of confidence • Affected staff – disengaged		• Increased level of complaints • Poor relationships with stakeholders • Conspiracy theories
Controls/Mitigating Practices		
• Communication protocols and strategy • Expertise and skills of management and alderman • Complaint mechanisms exist (customer service charter) • Positive PR • Build brand awareness • Celebrate successes		• Recognition of fulfilment of community expectation • Achieving goals in Community Plan and Strategic Plan • Legislation – Local Government Act
Control Effectiveness Rating		6
OVERALL RISK RATING		Active Management

Reference:	Risk Category:	Risk Description
9	Stakeholder Management	Failure to understand and manage community and stakeholder expectations
INHERENT RISK ASSESSMENT		
Contributing Factors:		
- Increasing community expectations on services and the standard of delivery - Limited resources - Inadequate strategic planning/master plan that drives key service delivery processes - Image impacts on morale of staff/service delivery - Reputation may be damaged by staff and Aldermen inappropriate actions - Out of date policies and bylaws - Lack of resources		- Ongoing media appetite for negative stories/information - Poor/ineffective website - No social media presence - Inconsistent communications strategy internally and externally - Lack of knowledge of the application of available communication systems - Lack of positive influential PR process - Understanding of changing community
Likelihood Rating		4
Consequence Rating		4
INHERENT RISK RATING		8 (Significant)
Potential Consequences		
- Community and stakeholder dissatisfaction - Ongoing damage to reputation (GCC) – poor PR - Missed opportunities		- Being reactive instead of proactive - Misallocation of resources - Waste of money and time - Political instability
Controls/Mitigating Practices		
- Community Plan - Strategic Planning - Complaint mechanisms exist (customer service charter) – needs renewing - Gazette - Annual plan - Use of website		- Work order system - Community precincts - Community panels - Service level review - Accessible - Communication and engagement with community and key stakeholders
Control Effectiveness Rating		6
OVERALL RISK RATING		Active Management

Reference:	Risk Category:	Risk Description
10	Strategic	Failure to adequately mitigate the impact of a catastrophic event/natural disaster
INHERENT RISK ASSESSMENT		
Contributing Factors:		
• Lack of natural disaster preparation • Incorrect advice provided about an event or incident • Failure to monitor asset and infrastructure condition • Failure to develop and test Business Continuity and disaster planning • Climate change increased severity and frequency of fire, heatwave and storm/flood events • Inadequate emergency management, climate change, town planning or fire management plans • No planned burns, fire abatement • Insufficient infrastructure		• Ineffective emergency management planning • Loss of key staff and corporate knowledge • Lack of integrated management with other agencies • Inadequate resourcing • Lack of coordination with other agencies • Poor understanding of risks/biasé attitude • Lack of training • Flooding/bush fire/land slippage • Involvement with the state in Emergency/Recovery Response
Likelihood Rating	5	
Consequence Rating	5	
INHERENT RISK RATING	10 (High)	
Potential Consequences		
• Loss of key assets • Loss of lives • Litigation • Loss of reputation • Replacement of key assets		• Financial impact • Disruption of services • Organisational stress • Emotional trauma to community and to emergency organisation staff • Long recovery time
Controls/Mitigating Practices		
• Business continuity planning (continual review required) • Emergency management plan • Emergency management organisation • Emergency management training with other agencies		• Identified recovery centre • Recovery plan • Strong relationships with emergency management and other government agencies
Control Effectiveness Rating	6	
OVERALL RISK RATING	Active Management	

Reference:	Risk Category:	Risk Description
11	IT/Business systems	Inability of IT and business systems to support current and future needs
INHERENT RISK ASSESSMENT		
Contributing Factors:		
- Budget constraints - Rapidly changing technology - Failure to embrace and adopt emerging technologies on a timely basis - Poor monitoring of equipment performance - Lack of succession planning - Reliance on external service provider (Tasmanet) - Lack of systems knowledge and training - Heavy reliance on patch up products		- Poor information management - Poor quality website - Lack of business work flows - Poor implementation of systems - Systems not rolled out or used to full capacity - Lack of effective systems integration - Lack of automation
Likelihood Rating		3
Consequence Rating		4
INHERENT RISK RATING		7 (Significant)
Potential Consequences		
- Failure to deliver on strategic objectives - Decrease in productivity - Poor compliance/non-compliance - Accounting errors - Loss of opportunity - Loss of analytical data		- Hardware failure - Loss of information - Loss of income - Loss of business continuity - Loss of corporate knowledge
Controls/Mitigating Practices		
- Investment in technology - Leasing of equipment - Capacity planning - Business Continuity Plans – back-up		- Review of systems and processes - Staff (qualified/experienced) - ICT strategy and ICT Governance Committee - Management of service provider – Tasmanet
Control Effectiveness Rating		5
OVERALL RISK RATING		Active Management

Reference:	Risk Category:	Risk Description
12	IT/Business systems	Cyber attack on the Council website or systems
INHERENT RISK ASSESSMENT		
Contributing Factors:		
- IT security policy and procedures - Disgruntled member of community - IT security controls - Capturing of sensitive information		- Offsite storage - Physical security - Third party service providers and security capability
Likelihood Rating		5
Consequence Rating		4.5
INHERENT RISK RATING		9.5 (High)
Potential Consequences		
- Financial loss - Damaged brand and reputation - Inability to provide core services		- Legal, privacy implications - Business continuity - Staff morale
Controls/Mitigating Practices		
- IT security policy - Firewalls - Third party providers – expertise - Contracts with third parties		- Internal IT team - Business Continuity Plan - Cloud - Backups
Control Effectiveness Rating		4
OVERALL RISK RATING		Control Critical

13	HR/People	Failure to attract and/or retain people with the appropriate skills and values
HERENT RISK ASSESSMENT		
Contributing Factors:		
Loss of staff Low staff engagement Lack of succession planning Ageing workforce Recruitment practices hinder process Tight fiscal environment Flexible working arrangements Work/life balance compared to other branches of government Potentially negative perception of Glenorchy or GCC Low profile as a potential employer with students/graduates Limited resourcing		
Wellbeing Rating		
4		
Consequence Rating		
2.5		
HERENT RISK RATING		
6.5 (Moderate)		
Potential Consequences		
Poor productivity Further loss of staff Loss of key operational and strategic knowledge Potential damage to stakeholder relationships Performance management Negative impact on organisational culture		
Controls/Mitigating Practices		
Work life balance policies and processes (flexible work arrangements) Security of tenure Performance management Informal succession management Varied approach to skill development Informal reward and recognition processes Remuneration and conditions Position evaluation system		
• Poor organisational culture • Thin labour pool • Lack of education and training in the local labour market • Potential local government reform creates uncertainty, leading to people being unwilling to pursue it as a career option • Branding – local government not seen as an attractive career path • Lack of understanding of local government or the council • Major point of interaction for most community members with local government is customer service, rates, rubbish collection, roadworks – lack of a perception of the different career paths available at GCC • Poor structure • Political environment		
Control Effectiveness Rating		
5.5		

Reference:	Risk Category:	Risk Description
14	Business Continuity	Major business interruption compromising the provision of core services
INHERENT RISK ASSESSMENT		
Contributing Factors:		
- Natural disaster or event (power outage etc.) - Infrastructure or asset failure - Sensitive nature of information stored - Human error - Pandemic - Third party reliance (TasmaNet)		- IT infrastructure may not be able to deal with volume of activity - Cyber attack - Malicious or suspicious activity - Failure of IT infrastructure - Absence or loss of key staff - No cyber risk insurance
Likelihood Rating		4
Consequence Rating		3.5
INHERENT RISK RATING		7.5 (Significant)
Potential Consequences		
- Possible loss of information/loss of access to information - Reduced productivity - Unauthorised access to or distribution of personal or sensitive information		- Disruption to services - Loss of reputation - Personal injury
Controls/Mitigating Practices		
- Business continuity management plan in place - Asset and system maintenance and replacement schedules - Back-ups - Insurance		- Firewalls/security controls – third party reliability - Ability to operate remotely - Use of appropriate business systems - Staff immunisation program
Control Effectiveness Rating		4.5
OVERALL RISK RATING		Control Critical

Reference:	Risk Category:	Risk Description
15	Strategy	Inability to secure potential external funding arrangements
INHERENT RISK ASSESSMENT		
Contributing Factors:		
- Change in government - Failure to engage with state and federal members - Tight fiscal environment - Lack of business case with long term financial and risk assessment - Lack of understanding of the long-term financial impact of application (poorly considered projects) - Lack of time/notification of grant processes/opportunities		
Likelihood Rating		4
Consequence Rating		4
INHERENT RISK RATING		8 (Significant)
Potential Consequences		
- Failure to secure external funding - Loss of external funding - Reduced ability to deliver on strategic objectives - Reduced ability to deliver on operational projects - Increased financial liability - Damage to reputation		
Controls/Mitigating Practices		
- Strong relationships with state and federal members - Subscription on grant alert		
Control Effectiveness Rating		7
OVERALL RISK RATING		Active Management

Reference:	Risk Category:	Risk Description
16	Community	Failure to deliver key services to the satisfaction of the community
INHERENT RISK ASSESSMENT		
Contributing Factors:		
- Limited resources - Failure to budget and plan effectively - Failure to understand community needs - Failure to effectively prioritise		- Failure to raise sufficient revenue to provide services - Poor compliance resources - Inability to administer obligations under the Acts
Likelihood Rating		2.5
Consequence Rating		3.5
INHERENT RISK RATING		6 (Moderate)
Potential Consequences		
- Community dissatisfaction - Public liability - Poor reputation - Personal injury		Amalgamation
Controls/Mitigating Practices		
- Community plan - Regular engagement with the community to understand their needs - Good level of resources		- Trained staff - Effective leadership
Control Effectiveness Rating		4
OVERALL RISK RATING		No Major Concern

Reference:	Risk Category:	Risk Description
17	Legal/Regulatory	Failure to comply with legislative, regulatory and internal policies and procedures
INHERENT RISK ASSESSMENT		
Contributing Factors:		
- Failure to understand legislative, legal and regulatory requirements (both internal and external) - Breakdown of internal controls - Lack of awareness of legislation and internal policies		- Lack of staff training in roles and responsibilities - Gaps in policies - Lack of policies - Lack of resources - Culture
Likelihood Rating		5
Consequence Rating		4
INHERENT RISK RATING		9 (High)
Potential Consequences		
- Financial loss - Reputational damage - Litigation - Safety - High staff turnover		- Community dissatisfaction - Business continuity - Morale - Productivity
Controls/Mitigating Practices		
- Legislative compliance requirements - Skills and knowledge of employees - Employment policies - Code of Conduct and Ethics - Training (e.g. safety, DDA [?])		- Audits - Internal checks and balances/monitoring - External regulation - Values Statement - Use of external sources for specialist legal advice
Control Effectiveness Rating		6.5
OVERALL RISK RATING		Active Management

Reference:	Risk Category:	Risk Description
18	Environmental	Human-caused environmental damage or non-compliance with environmental regulations
INHERENT RISK ASSESSMENT		
Contributing Factors:		
- Environmental requirements becoming less prescriptive and open to interpretation - Risk of improper planning approvals or application of legislative requirements resulting in environmental damage - Lack of adequate resourcing - Community ignorance (wilful or otherwise)		- Waste disposal - Inadequate processes - Lack of political will - Inadequate regulatory enforcement powers - Lack of evidence
Likelihood Rating		4
Consequence Rating		4
INHERENT RISK RATING		8 (Significant)
Potential Consequences		
- Fines - Environmental damage - Reputational damage - Personal injury - Diversion of council resources		- Rehabilitation costs - Court or tribunal action - Public liability - Lower quality of life
Controls/Mitigating Practices		
- Qualified staff assess development applications - Regulations in place to control noise emissions - Policies in place for waste management control - Adequate resources		- Enforcement action against violators - Animal management, environmental health and town planning regulations - State legislation - Planning scheme
Control Effectiveness Rating		4
OVERALL RISK RATING		Control Critical

Reference:	Risk Category:	Risk Description
19	Security	Ineffective or insecure management of critical corporate information including sensitive and confidential information
INHERENT RISK ASSESSMENT		
Contributing Factors:		
- Growing overheads and complexity in Right to Information requests - Increasing electronic risks (e-business) - Budget constraints - Staff being unaware of protocols and processes for the management of information - Complexity of electronic document management system		- Low level of ECM use - Lack of resources - Time-consuming processes and systems
Likelihood Rating		5
Consequence Rating		3
INHERENT RISK RATING		8 (Significant)
Potential Consequences		
- Public embarrassment - Litigation/fines - Negative media exposure - Loss of corporate knowledge		- Inefficiency - Poor decision-making - Business continuity
Controls/Mitigating Practices		
- System controls (passwords) - Audit trails - Physical controls (swipe card access) - Training		- Records management - Software/technology - Policies & processes - Dedicated resources
Control Effectiveness Rating		5
OVERALL RISK RATING		Active Management

Reference:	Risk Category:	Risk Description
20	Governance	Serious public liability/professional indemnity incident
INHERENT RISK ASSESSMENT		
Contributing Factors:		
- Safety and Public Liability implications of assets in unsuitable condition - Inappropriate issue of permits or licences - Public access to Council property - safety - Poor systems in place - Risk Register out of date - Procurement process improvements		- Responsibility for careful planning, noise and other environmental pollutants - Expectations of public that Council is responsible for public health and safety - Emergency management including flooding, bushfire etc. - Control for management and administration improvements - Poor communication/access to/awareness/understanding of council policy/regulation by constituents
Likelihood Rating		5
Consequence Rating		5
INHERENT RISK RATING		10 (High)
Potential Consequences		
- Financial loss - Reputational damage - Community dissatisfaction - Poor contract management		- Poor completion ratio - Poor quality control - Staff reputation damage
Controls/Mitigating Practices		
- Asset inspection include inspect street assets, parks, playgrounds - Identification of critical assets and development of risk management plans for those assets - Maintenance schedules in place for assets - Insurances		- Annual insurance renewal in consultation with broker - Audits - Procurement review - Proper compliance system in place
Control Effectiveness Rating		5
OVERALL RISK RATING		Active Management

Reference:	Risk Category:	Risk Description
21	Strategic	Failure to adequately respond to a catastrophic event/natural disaster
INHERENT RISK ASSESSMENT		
Contributing Factors:		
- Climate change increased severity and frequency of fire, heatwave and storm/flood events - Inadequate emergency management, climate change, town planning or fire management plans - No planned burns, fire abatement - Insufficient infrastructure		- Inadequate resourcing - Lack of coordination with other agencies - Poor understanding of risks/biased attitude
Likelihood Rating		5
Consequence Rating		5
INHERENT RISK RATING		10 (High)
Potential Consequences		
- Loss of key assets - Loss of lives - Litigation - Loss of reputation - Replacement of key assets		- Financial impact - Disruption of services - Organisational stress - Emotional trauma to community and to emergency organisation staff
Controls/Mitigating Practices		
- Asset monitoring - Appropriate town planning - Climate Change Adaptation Plan - Bushfire management plans - Building Code		- Fire hazard abatement program - Ensuring adequate infrastructure capacity (e.g. stormwater) - Early warning flood system (Humphries Rivulet) - Asset maintenance (fire trails, stormwater etc) - Creek management Plans
Control Effectiveness Rating		6
OVERALL RISK RATING		Active Management

Attachment 1 – Education and Care Services National Regulations Extract**168 Education and care service must have policies and procedures**

(1) The approved provider of an education and care service must ensure that the service has in place policies and procedures in relation to the matters set out in subregulation (2).

Penalty: \$1000.

Note. These may include policies and procedures prepared by the approved provider in accordance with an education law of the participating jurisdiction.

(2) Policies and procedures are required in relation to the following—

(a) health and safety, including matters relating to—

- (i) nutrition, food and beverages, dietary requirements; and
- (ii) sun protection; and
- (iii) water safety, including safety during any water-based activities; and
- (iv) the administration of first aid;

(b) incident, injury, trauma and illness procedures complying with regulation 85;

(c) dealing with infectious diseases, including procedures complying with regulation 88;

(d) dealing with medical conditions in children, including the matters set out in regulation 90;

(e) emergency and evacuation, including the matters set out in regulation 97;

(f) delivery of children to, and collection of children from, education and care service premises, including procedures complying with regulation 99;

(g) excursions, including procedures complying with regulations 100 to 102;

(h) providing a child safe environment;

(i) staffing, including—

- (i) a code of conduct for staff members; and
- (ii) determining the responsible person present at the service; and
- (iii) the participation of volunteers and students on practicum placements;

(j) interactions with children, including the matters set out in regulations 155 and 156;

(k) enrolment and orientation;

(l) governance and management of the service, including confidentiality of records;

(m) the acceptance and refusal of authorisations;

(n) payment of fees and provision of a statement of fees charged by the education and care service;

(o) dealing with complaints.

Note. A compliance direction may be issued for failure to comply with subregulation (1).

CHILD CARE CONNECTIONS



BITING POLICY

File Ref: Child Care Connections Policies
Author: Child Care Connections Management
Department: Community Development – Children’s Services

Background

It is recognised that biting is a natural part of child development, particularly for children under three years of age. Children have limited use of language and may resort to biting as a quick method of expressing feelings and wants. It may be a direct reaction to frustration, a means of persuading another child to give them something that they want, or simply a way of gaining an adult’s attention. Biting may also be attributed to a child who is teething or has painful gums.

It is understood that biting can be very distressing for parents/guardians. Biting is an emotive issue but must be managed and responded to in the same way as other forms of aggression, efficiently and effectively, considering the needs of all involved, also taking into account the child’s age and developmental level.

Policy Statement

There are no magic solutions to eliminate young children biting in child care. However, educators use a range of effective strategies to manage biting incidents and to support children and families during this challenging phase of development.

Child Care Connections believes that:

1. Children have the right to be safe in an education and care service.
2. The environment and program provided must be child focused and age and stage appropriate in order to minimise inappropriate behaviour, including biting.
3. Parents/guardians have the right to know that in the event of a child being bitten that the bite will be treated with appropriate first aid.
4. The children and the families involved must be supported.
5. Every care must be taken to prevent and minimise any risk to a child in care.
6. The information regarding the child who has bitten must be kept confidential.
7. Support agencies must be utilised to assist where it has been identified a child may have developmental delay or diagnosed with a condition which may lead to aggressive behaviour such as biting.
8. Where possible no child will be excluded from care within Child Care Connections because of biting.

Source: Learning positive behaviour through educator-child relationships. Anne Stonehouse and Anne Kennedy. 2013

Education and Care Services National Regulations: Regulation 155 & 156

National Quality Area 5: Relationships with children

Review: 2 years

Cross Reference –Behaviour Guidance – Building Positive Relationships with Children Policy

Status: CURRENT

CHILD CARE CONNECTIONS



BITING PROCEDURE

Managing the child who has been bitten:

1. Assess the bite and apply the appropriate first aid.
2. The educators must contact parent/guardian and advise them of the bite, if determined necessary by the educators. If the child has sustained a puncture wound, wash the area thoroughly with soap and water and advise the parent to contact their doctor for medical advice. Cover the wound if skin has been broken
3. Comfort and support the child.

Managing the behaviour of the child who has bitten:

1. If the skin was broken the child who bit must have their mouth rinsed with water to prevent any possible cross infection. With very young children a wet washer must be used to wipe the child's lips, teeth, gums etc.
2. At all times the child's self esteem must be preserved.
3. The educators must try to develop an awareness with the child that biting hurts. With encouragement children can gradually learn to express their feelings in appropriate ways.
4. The child's parent must be contacted prior to arrival or on arrival, depending on the severity of the bite and/or the circumstances. Every care must be taken to relay this information in a sensitive manner.
5. At all times every attempt must be made to ensure the name of the biter must remain confidential and must not be disclosed to another family.
6. The educators must try to establish why the biting has occurred, how often it happens, when it happens and what is happening in the environment at the time. The educators must observe and use a positive and consistent approach.
7. Should a child within the group continue to bite, the parents/guardians must be consulted and asked to help develop and implement strategies to assist the child.

8. Where necessary outside agencies must be enlisted to support the child, the educators and the family to manage the situation.

POLICY DOCUMENT CONTROL SHEET

Policy Name: Biting

Department: Child Care Connections

Date Policy Approved by Council: 2/1/2004

Reviewed by (Name and Job Title of officer)	Nature of Amendment (List changes made to Policy)	Date Council Endorsed Amendment
Child Care Connections Team	Reviewed June 2003	
Child Care Connections Team	Changes reflect new research findings, stakeholder views and input or issues in health and child development.	21/8/2006
		Date Child Care Connections Team Endorsed Amendment
Child Care Connections Team	Included further source Anne Stonehouse Fact Sheet on Biting. Included further step in policy statement in relation to environment and program provided.	30/11/2008
Child Care Connections Team	Reviewed July 2010 Sources updated	
Child Care Connections team, Management and families.	Updated source and terminology Removal of FDC references Included reference to National Quality Standard	April 2014
Child Care Connections team, Management and families.	Changes to wording	January 2016

CHILD CARE CONNECTIONS



ADMINISTRATION OF FIRST AID POLICY

File Ref: Child Care Connections Policies
Author: Child Care Connections Management
Department: Community Development – Children’s Services

Background

Maintaining the health and safety of children is an integral part of providing quality education and care. Accessible first aid equipment is vital to each service as is qualified educators who can administer first aid wherever required.

Duty of care is the responsibility or duty to take reasonable care, to avoid acts or omissions that could expose people for whom there is a responsibility, to a reasonably foreseeable risk of injury.

Service providers and educators have a duty of care to the children in their care, their fellow educators and others on the premises, and must do whatever a reasonable person (with similar experience, and qualifications/training) would do or not do, in the same situation.

“First Aid incidents are often unpredictable and occur in all workplaces across all industries. Whether you are working in a high or low risk workplace, preparedness ensures you minimise your risk and are adequately prepared to deal with First Aid emergencies or in some cases enables you to avoid them all together”
(www.redcross.org.au/first-aid-in-the-workplace.aspx)

Error! Hyperlink reference not valid.**Policy Statement**

Child Care Connections must ensure that the National Quality Standard is met by ensuring that educators are supported to access approved first aid training and have accessible current first aid equipment on site, and available when on excursions.

Child Care Connections educators must be supported to undertake and maintain Senior First Aid, CPR annual updates, Anaphylaxis and Emergency Asthma Management training.

Source: www.redcross.org.au

Education and Care Services National Regulations: Regulation 168

National Quality Area 2: Children's Health and Safety

National Quality area 7: Leadership and Management

Review: 2 years

<i>Status:</i> <i>CURRENT</i>

CHILD CARE CONNECTIONS



ADMINISTRATION OF FIRST AID PROCEDURES

- Employees employed at Level 3 or above or who hold a position deemed to require a First Aid qualification will be reimbursed for course fees and be paid to attend First Aid, CPR, Asthma and Anaphylaxis training organised by the Child Care Delivery Co-ordinator.
- If the educator does not wish to participate in the Child Care Connections course and attends a different course then their course fees (but not their salary) may be reimbursed at the discretion of the Coordinator.
- Educators employed as CSW Level 1 or 2 and other educators including Administration staff will be encouraged to attend First Aid training, CPR updates, Asthma and Anaphylaxis training.
- The Child Care Delivery Coordinator must organise First Aid Training, Asthma and Anaphylaxis every 3 years and CPR updates on an annual basis
- The cost of First Aid training and payment of wages to eligible employees must be budgeted into the services annual budgets.
- First Aid courses must not take the place of CBT modules required to be completed for advancement through the Local Government (Community Services) Tasmania Award 2002.
- First Aid kits must be kept up to date and be accessible to educators in each service. All educators, including casuals must be made aware of their location.

POLICY DOCUMENT CONTROL SHEET

Policy Name: Administration of First Aid

Department: Child Care Connections

Date Policy Approved by Council: 2/1/2004

Reviewed by (Name and Job Title of officer)	Nature of Amendment (List changes made to Policy)	Date Council Endorsed Amendment
Child Care Connections Team	Reviewed June 2003	
Child Care Connections Team	Changes reflect new research findings, stakeholder views and input or issues in health and child development.	21/8/2006
		Date Child Care Connections Team Endorsed Amendment
Child care Connections Team	Changes to reflect the inclusion of Emergency Asthma management and Anaphylactic training and Senior First Aid for FDC carers. Changes include the provision of First Aid Kits in vehicles and on excursions or outings	30/11/2008
Child Care Connections Team, management & families	Changes to wording. Updated Local Government (Community Services) Award 2002.	
Child Care Connections Team, Management & families	Updated source & terminology Removal of FDC references Included references to National Quality Standards	June 2014
Child Care Connections Team, Management & families	Changes to wording	January 2016

CHILD CARE CONNECTIONS



ADMINISTRATION OF MEDICATION POLICY

File Ref: Child Care Connections Policies
Author: Child Care Connections Management
Department: Community Development – Children’s Services

Background

“When an education and care service accepts the responsibility for the administration of medication to children attending the service, the service will owe a **duty of care** to those children to ensure that reasonable care is taken. The duty is to ensure, in the absence of the parent/legal guardian, that the child is given the correct dosage of medication at the correct time, according to the prescribed instructions.” (Guidelines for administration of medication in Education and Care Services: (Tasmanian Poisons Regulations 2008), July 2012)

Definitions

Parent means the parent, guardian or other representative nominated by the parent or guardian.

Medical Practitioner/Doctor are interchangeable terms in this context. They would normally be General Practitioners or Paediatricians or pharmacists.

For the purpose of this policy and its intent naturopaths, herbalists and other alternative health care providers are not considered to be Medical Practitioners/Doctors.

Pain Relief means any preparation that is dispensed under a trade name but is in fact Pain Relief e.g. Panadol, Panamax, Nurofen

Policy Statement

Child Care Connections believe:

Children who are ill or infectious need to be cared for at home

- A policy for the administration of medication is necessary to protect the rights of educators, parents, and children where there is no other alternative and where they have a condition that doesn’t require exclusion from the child care service.
- The *Poisons Regulations 2008* specify that the educator administering the medication must do so in accordance with the authority of the Nominated Supervisor. This means there must be a process in place where the Nominated Supervisor authorises administration of medication by educators who have demonstrated that they can manage the responsibility of administering the medication. Providing the authority does not necessarily mean that the Nominated Supervisor has to provide direct oversight of each administration of medication.

- Where a child self-administers medicine there must be written instructions from a medical practitioner, including the expected level of supervision.
- Children have the right to have medication that is required, provided it is administered safely and appropriately.
- Educators have the right to have a policy and procedure so they can store, record and administer medication to children in care safely and appropriately.
- Parents have the right to be confident that medication required by their children will be administered safely and appropriately whilst they are in care.
- Parents are responsible for providing medication required by the child.
- That the ongoing training of educators in relation to the administration of medication is essential.
- Educators must not act outside what they are trained to do or can be reasonably expected to do.
- Educators must use their discretion to call the ambulance and implement emergency procedures where necessary.
- In situations where invasive, complex or injected medications are required a plan for their administration must be organised in conjunction with the Nominated Supervisor, the parent and the doctor. This also applies to situations where the giving of injections or the use of medication may be required in response to an expected life threatening situation. Educators must be trained in such circumstances.
- Certain medications are so common and routinely used that parental permission can be gained to cover the period of the care arrangement on the:

- Centre Enrolment Consent Form

These medications include teething gel, sunscreen, Ventolin, nappy rash treatments e.g. Sudocream and Pain Relief. (Panadol)

Note that the blanket consent for Pain Relief is for the treatment of pain only, as the result of an incident.

Pain Relief is not intended to be used as the main treatment of fever, illness or teething, as fever is a normal response to fighting infection and administering Pain Relief could mask a serious illness.

The Nominated Supervisor or the nominated Person In Charge can decide if the administration of Panadol (1 dose only) for the relief of fever is in the wellbeing of the child.

If the decision is made to give the child Panadol the parents/guardians must be notified and asked to collect the child as soon as possible.

- Child Care Connections will not take responsibility in the event that a medical condition or allergy has not been disclosed.
- Families are provided with, and explained about, the Medical Conditions policy upon disclosure of a medical condition or allergy.

Source: Guidelines for administration of medication in Education and Care Services: Tasmanian Poisons Regulations 2008). July 2012

The Royal Children Hospital Melbourne website. Kids Info factsheets – Fever in Children.

Education and Care Services National Regulations: Regulation 90-96

National Quality Framework: Quality Area 2: Children’s Health and Safety

Cross Reference – Medical Conditions Policy, Excursion Policy, Management of Asthma in Children, Infectious Diseases

Review 2 Years

Status: CURRENT

CHILD CARE CONNECTIONS



ADMINISTRATION OF MEDICATION PROCEDURES

1. It is preferred that parents make arrangements to come into the service to administer medication. If this is not possible the service can arrange to administer the medication, but only where:

- Parents/guardians have completed, in conjunction with a medical practitioner/pharmacist, a Medication Consent Form. This form must be signed by parents and the nominated practitioner.
(These forms can be obtained from the Service and it is recommended that parents keep a supply at home.) A letter from the nominated Practitioner detailing the child's name, dosage and frequency requirements is also acceptable.
- Parents/guardians must sign the individual child's Medication Register upon arrival and departure in conjunction with an educator for every day the medication is required.
- The label on the medication must have the name of the child for whom it is prescribed the dose required and the date of issue of the medication.
- The medication must be handed to the educator in its original container each day and must not be left in the child's bag.
- The medication must be stored in a locked container, and kept out of the children's reach each day according to the requirements e.g.: the temperature stated on the container.
- It is known that the child has previously had the medication and there have been no side effects.

At the Service

- Medication must be administered promptly and strictly in accordance with the medication instructions and the Medication Consent form / letter.
- A child who is given medication must be kept under strict observation and parents, doctor or emergency contacts must be notified if there is any change in their condition.

On administration of the medication:

- The dose must be checked and witnessed. At least one of the educators must be a Certified Supervisor in accordance with the National Quality Standard. The Medication Register and Medication Consent Form must be completed at the time of administration by the Certified Supervisor and the other witnessing educator involved.

Record keeping:

The signed Medication Consent Form must be kept until the child is 25 years of age in the child's file.

Medication cannot be administered if:

- It is out of date
- The name on the bottle or container is not the child's name
- The container has no label
- It is outside the guidelines set out in this policy and the rules of this policy have not been adhered to.
- There is no Certified Supervisor available at the time the medication is required to be given.

Administration of Pain Relief:

- **Administering Pain Relief should not be the first step to reduce fever.**
- Staying Healthy – Preventing infectious diseases in early childhood education and care services – 5th Edition states the normal temperature for a child is up to 38.0 C.
- When a child has a fever, educators must focus on the child's overall condition i.e.: alertness or other symptoms such as irritable, crying, more sleepy than usual, refusing to drink, rashes, coughing and discomfort, rather than relying solely on the child's temperature.
- If other symptoms have been observed then the educator, in consultation with the Nominated Supervisor or nominated person in charge if available, must advise parents/guardians of his/her child's condition and appropriate course of action to be taken. Should the Nominated Supervisor not be available, then a Certified Supervisor must make the decision to contact the parent/guardian based on the child's condition.
- A 'Symptom Report Form for parent/doctor' must be completed by an educator and 1 copy must be given to the parent/guardian when they collect the child and 1 copy must be placed in the child's file.
- If the child is clearly in pain, the parents/guardians must be contacted and asked to collect the child as soon as possible. If the parent/guardian is unable to collect the child immediately then parent/guardian permission to administer **one dose of Pain Relief only** will be sought.
- If parents/guardians or emergency contacts are unable to be contacted then the Nominated Supervisor or the nominated person in charge, may decide at this point to administer **one dose of Pain Relief only** if parents/guardians have signed the permission form on enrolment.

Invasive, Complex or injected medications

- A plan for the administration of such medications must be organised in conjunction with the Nominated Supervisor, the parents/guardians, the child's Medical Practitioner and the educators and must only occur if the service educators are agreeable to doing so and are fully informed of the requirements. Where the giving of medication/injections is required in response to an expected life threatening situation all educators must have undertaken suitable training.

Self-Administration of medication:

There are instances where a child in care is able to self-administer medication. For example, a child may need to take medication for a condition such as asthma, diabetes or ADHD and has been shown by the medical practitioner, the correct procedure for self-administration and it is normal practice for the child to self-administer at home as directed by the medical practitioner.

- There must be an individual plan developed involving all parties i.e.: parents/guardians, medical professional, educator and the child. All parties must sign that they agree to the processes outlined on the medical plan.
- All medications must be stored as per the Administration of Medication Policy and must not remain in the child's bag.
- Self-administration of medication must take place under direct supervision of educators and this must be discussed with the parents/guardians and child.

For children who have ongoing medication requirements: i.e. where a child may need medicines on an intermittent or irregular basis, parents/legal guardians must ensure that:

- A signed Medication Consent Form / Letter completed by Doctor/Pharmacist and parent/guardian must be provided to the service.
- Contact numbers for the parent/guardian and other emergency contacts must be provided to the service.
- A medical practitioner must review medication plans such as asthma plan at a date to be set by the child's medical practitioner and thereafter annually. It is the parent's/guardian's responsibility to notify the service of any change.
- It is the responsibility of each room's qualified educators to ensure that all medications plans are checked and are current at the beginning of every calendar year.

Storage of narcotics

- Narcotic substances must be stored apart from other goods in an enclosure (e.g. a cupboard) that is securely locked and the key must be retained by a person entitled to administer the substance. All other medications must be securely stored away from narcotics.

Storage of Adrenaline auto-injecting devices, e.g. Epi-pens/Ana-pens.

- Adrenaline injections must be stored in an unlocked, easily accessible place, away from direct heat. They should NOT be stored in the fridge or freezer.
- All educators must know where the adrenaline injections are located. The adrenaline injection must be signed in and out when taken from its usual place, such as for excursions.

- Adrenaline injections must be clearly labelled with the child's name.
- Each child's adrenaline injection must be distinguishable from other adrenaline injections and medications of other children.
- A copy of the child's ASCIA (Australasian Society of Clinical Immunology and Allergy Inc.) Action plan for anaphylaxis must be kept with the adrenaline injection as well as displayed around the service to inform all educators of children with severe allergic reactions /anaphylaxis.
- Depending upon the speed of a child's past reactions it may be appropriate to have the adrenaline injection in the room or in a bum-bag in the outside play area.
- It is important that "trainer" adrenaline injections (which do not contain adrenaline) are kept in a separate location from children's adrenaline injections.
- Educators must endeavour to ensure parents are aware of the need to keep the adrenaline injections current, i.e. not expired.
- A 'Register of Receiving Medication' form will be kept in each room's 'Medication Folder'. It is the responsibility of each room's qualified educators to keep these forms updated.

Emergency medication and excursions

- The service must ensure that individual children's medical requirements, such as asthma/anaphylaxis/allergy medication, are taken on excursions.
- Children with asthma, severe allergy reaction or anaphylaxis must have an Action Plan which, together with their emergency medication, is easily accessible for educators.
- Salbutamol (Ventolin) used for emergencies must be controlled by the persons who are authorised to administer it. It must be kept in the 'Asthma first aid kit' and stored somewhere accessible to educators, whilst inaccessible to children.

Disposal of medication (including narcotics)

- Child Care Connections education and care services must not destroy or dispose of medications (e.g., in circumstances where the child may leave care, and the child's medication, for instance a narcotic substance, is left at the centre).
- Narcotics must be returned to a pharmacy for disposal.
- It is recommended that a pharmacist's advice is sought on the disposal of all other medication.

The service must:

- Record and notify the parent of any times and dates that the medication has been administered.
- Ensure parents sign when collecting their child to verify they understand their child has been administered medication at a specific time.

Alternative, homoeopathic and naturopathic medications:

- These must not be administered to children in care on the instruction of parents without the written direction of a doctor on a Medication Consent Form, signed by both parent and medical practitioner.

For non-prescription over the counter medications including Pain Relief / Cough Medication, for the treatment of illness:

- These must not be administered to children in care on the instruction of parents without the written direction of a doctor on a Medication Consent Form, signed by both parent and medical practitioner.

After an illness we recommend that children remain away from care until:

1. They can maintain a normal body temperature (38C) without the aid of Pain Relief or similar medication.
2. They must not have vomited in the last 48 hour period.
3. They must not have had diarrhoea in the last 48 hour period.
4. They no longer have any weeping sores (e.g. chicken pox, cold sores or impetigo)
5. There is no longer any discharge from the eyes (e.g. conjunctivitis)
6. They are feeling and looking well.
7. Or there is a medical certificate stating that they are well enough to return to care
8. The Service reserves the right to request a second opinion and/or a medical clearance before allowing the child to return to care.



CHILD CARE CONNECTIONS

Medication Consent Form

To be completed by Medical Practitioner / Pharmacist and Parent prior to attending. The times for medication and daily dose are to be recorded by the parent on the medication register. The administration of the medication will be recorded on and witnessed on the register daily by educators.

Educators will not give a child the first dose of any medication due to possible reactions and side effects or difficulties in administration as per the Administration of Medication Policy.

TO BE COMPLETED BY PARENT/GUARDIAN: I _____ give permission for the
Medical Practitioner/Pharmacist to provide this information to Child Care Connections

Signature _____ Parent/Guardian _____

I give permission for Child Care Connections _____ Centre to administer the above-
prescribed medication to my child _____ as prescribed by the Medical
Practitioner/Pharmacist above.

Signature _____ Parent/Guardian _____

TO BE COMPLETED BY MEDICAL PRACTITIONER/PHARMACIST

Name of the child: _____ Date of Birth _____ Age: _____

Medical Condition/s _____ Name of medication _____

Dose of the medication _____ Frequency _____

Does this medication require refrigeration? YES ☐ NO ☐

This medication is to be administered BEFORE ☐ AFTER ☐ OR WITH MEALS ☐

Possible side effects and treatment: _____

Name of Medical Practitioner/Pharmacist _____

Signature _____ Telephone Number _____

**PLEASE
STAMP**

Emergency Contacts Aware Of the Conditions

Name; _____

Name; _____

Relationship: _____

Relationship: _____

Tel; (W) _____ (H) _____

Tel; (W) _____ (H) _____

Signature Of Parent: _____ Date ____/____/____

CHILD CARE CONNECTIONS



Symptoms Report form for parent/doctor

Child Care Centre _____

Address: _____

Phone: _____

Dear Parent/Doctor,

Re: (child's name) _____ Date of birth: ____/____/____

Child has: (comments, including time observed)

Vomiting

Diarrhea

Rash (description of rash and where rash started)

Other

There has been _____ of _____ medication administered at _____ time.

There has/has not been recent similar illness in other children in the care environment.

The diagnosis in the other children was:

The child's temperature was _____ at _____ time

The child has eaten _____

The child has drunk _____

Parent contacted by _____ at _____ time

Signed: _____

Date: _____

1 copy given to parent/guardian

1 copy to be placed in child's file

When is my child well enough to return to care?

After an illness we recommend that children remain away from care until they:

1. Can maintain a normal body temperature (38C) without the aid of Pain Relief or similar medication.
2. Must not have vomited in the last 48 hour period.
3. Must not have had diarrhoea in the last 48 hour period.
4. No longer have any weeping sores (e.g. chicken pox, cold sores, or impetigo)
5. No longer have any discharge from eyes. (e.g. conjunctivitis).
6. They are feeling and looking well.
7. Or you have a medical certificate stating they are well enough to return to care.
8. The Service reserves the right to request a second opinion and/or a medical clearance before allowing the child to return to care.

Thank you for your assistance. We hope your child is well enough to come and play again soon.

CHILD CARE CONNECTIONS**Special Diet Record**

Child's Name:		Parent's / Guardian's names:	
Address:			
Date of Birth:			
Phone: (hm)		(wk)	Mobile
1. Reason for special diet: ☐ Religious ☐ Health ☐ Other			
2. What are the foods and substances that your child must avoid?			
3. What are the alternative foods that your child can consume? (e.g., dairy, tofu, beans instead of meat for vegetarian diets)			

Do you want to discuss with the educators the programs involving food? Yes ☐ No ☐
(e.g. parties, menu planning, food related experiences)

To enable the service to continue to provide your child with adequate nutrition and protection from potentially harmful substances, this record will be reviewed annually or whenever there is more up to date information available.

Parent/guardian name: _____ Signature _____

Centre Coordinator name: _____

Signature _____

Date: _____



Child Care Connections

AUTHORISATION AND ADMINISTRATION OF MEDICATION

(Reference: Education and Care National Regulations: Regulation 92)

PART A AUTHORISATION FOR THE ADMINISTRATION OF MEDICATION

This section to be completed by **parents**

I give permission for the _____ to give my child _____
name of the child care centre
full name of child

his/her medication as detailed below:

Name of the medication/s	Date/s dosage to be administered	Time dosage to be administered	Dosage to be administered each time	Instructions by medical practitioner, dentist, pharmaceutical chemist, authorised nurse practitioner, or optometrist	Date & Time the medication was last administered	Parent's Signature	Date

**PART B ADMINISTRATION OF MEDICATION Child Care Connections**

This section to be completed by **staff** (signed by parent at end)

Full name of child: _____

Name of medication	If this is a narcotic ¹ substance, please indicate in this column	Medication label consistent with parent's authorisation yes/no	Date dosage administered	Time dosage administered	Dosage administered	Name and signature of person measuring and administering medication	Name and signature of witness to measurement and administration	Comments	Signature of parent/person collecting child, acknowledging that they have seen the medication record

¹ See Schedule 8 of the Poisons List Order 2001

If an incident occurs as a result of the administration of medication, then those records must be kept until that child turns 25 years of age, consistent with the requirements of the *Tasmanian Limitation Act 1974*.

Other than the above, records of the authorisation and administration of medication should be kept for at least six years.

POLICY DOCUMENT CONTROL SHEET

Policy Name: Administration of Medication

Department: Child Care Connections

Date Policy Approved by Council: 2/11/1998

Reviewed by (Name and Job Title of officer)	Nature of Amendment (List changes made to Policy)	Date Council Endorsed Amendment
Child Care Connections Team	Reviewed July 2002	
Child Care Connections Team and Policy Focus Group	Reviewed June 2007 The Administration of Medication Policy required a source consistent with the requirements of the National Childcare Accreditation Council. Current Information has been sourced from Staying Healthy in Childcare – 4 th edition and the South Australian Department of Education and Children's Services "Health Support Planning" in education and children's services.	20/8/2007
Child care Connections Team Leaders	The review date of the policy has been amended from 2 years to 18 months consistent with the requirements of the NCAC. Removal of forms no longer applicable and in line with licensing requirements	17/08/09
		Date Child Care Connections Team Endorsed Amendment
Child Care Connections Team Leaders / Educators	Reviewed. Changes to terminology reflecting NQS, Replacement of Authorisation & Administration of Medication Forms for completion by Parents Part A and Staff Part B.	February 2013
Child Care Connections Team, Management and families	Updated source and terminology Removal of forms for anaphylaxis and allergic reactions. Services to now use 'Action Plans' from ASCIA Updated Authorisation and Administration of Medication form Removal of FDC references Included reference to National Quality Standards	April 2014
Child Care Connections Team, Management and families	Changes to terminology – included clarification in relation to contacting parents/guardians to collect child if Panadol has been administered.	January 2016

CHILD CARE CONNECTIONS



CODE OF CONDUCT POLICY

File Ref: Child Care Connections Policies
Author: Child Care Connections Management
Department: Community Development – Children’s Services

Background

A code of conduct is a set of statements about appropriate and expected behaviour of members of a professional group and as such reflects its values. A code of conduct provides a framework for reflection about the ethical responsibilities of early childhood educators. The code of conduct is intended for use by early childhood educators working in Child Care Connections services.

Policy Statement

Early childhood educators are responsible for lifelong learning, reflective practice, researching with children, new methods of documenting and assessing children’s learning, and collaborating with agencies and communities. Early childhood educators are advocates on behalf of children, their families and the community. The code of conduct provides a basis for critical reflection, a guide for professional behaviour, and it assists to inform individual and collective decision making.

Child Care Connections Code of Conduct ensures the protection and wellbeing of children is paramount, and therefore, speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

Standards of ethical behaviour in early childhood education and care are based on commitment to the following values; Child Care Connections have made a commitment to:

- Appreciate childhood as a unique and valuable stage of life.
- Base our engagements on knowledge of how children develop and learn.
- Appreciate, support and respect the bond between the child and family.
- Recognise that children are best understood and supported in the context of family, culture and community.
- Respect the dignity, worth and uniqueness of each individual.

- Respect diversity in children, families and colleagues
- Recognise that children and educators achieve their full potential in the context of relationships that are based on trust and respect.

Ethical Responsibilities to Children

Childhood is a unique and valuable stage in life. Child Care Connection responsibility must be to provide education and care settings that are safe, healthy, nurturing and responsive for each child. Child Care Connections must be committed to supporting children's development and learning; respecting individual difference; and helping children learn to live, play and work co-operatively. Child Care Connections must also be committed to promoting children's self-awareness, competence, self-worth, resiliency and physical well-being.

Ethical Responsibilities to Families

Child Care Connections recognises that families are of primary importance in children's development. Because the family and the early child-hood practitioner have a common interest in the child's well-being, educators acknowledge a primary responsibility to bring about communication, cooperation and collaboration between the home and early childhood program in ways that enhance the child's development.

Ethical Responsibilities to Colleagues

Child Care Connections recognises in a caring, cooperative workplace, human dignity must be respected, professional satisfaction is promoted, and positive relationships are developed and sustained. Child Care Connections core values and primary responsibility must be to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that are relevant to children also apply as educators interact with one another in the workplace.

Ethical Responsibilities to Community

Child Care Connections early childhood education and care programs operate within the context of the immediate community made of families and other agencies concerned with children's welfare. Child Care Connections responsibilities to the community must be to provide programs that meet the diverse needs of families, to cooperate with agencies and professional that shares the responsibility for children, to assist families in gaining access to those agencies and professional and community programs.

Guide to the National Quality Standard ACECQA

Education and Care Services National Regulations: Schedule 1

National Quality Framework: Quality Area 4: Staffing Arrangements

Review Annually

Status: NEW

CHILD CARE CONNECTIONS



CODE OF CONDUCT PROCEDURE

1. Child Care Connections must review the “Code of Conduct” annually in consultation with all educators, management and families.
2. All educators must sign the reviewed Child Care Connections Code of Conduct annually. By doing so they agree that they understand and must follow and adhere to the Code of Conduct at all times.

Child Care Connections Code of Conduct



Vision: For Child Care Connections to be a family's first choice for early childhood education and care in Glenorchy and the wider community.

- Child Care Connections will provide vibrant and flexible environments that re welcoming spaces, which reflect the lives and identity of children and families participating in the service, responding to their interests and needs.
- Child Care Connections will co-program with all children, respecting each child's agency through valuing their voices and making them visible.
- Child Care Connections will engage qualified, experienced educators who are deliberate, purposeful and thoughtful in their decisions and actions and who are committed to ensuring quality learning outcomes for all children.

Philosophy: Each Service has its own philosophy and all educators must incorporate its principles into daily practices.

In relation to Children, I must:

- Ensure the protection, privacy, health and safety of all children under my duty of care.
- Ensure that all children are treated with respect and dignity
- Ensure that the program is inclusive of all children.
- Respect that play is central to children's learning and provides an opportunity to interact with others.
- Support children in their play and make sure that they have sufficient time and suitable materials to allow for exploration and problem solving.
- Be an advocate on their behalf and ensure children are the centre and priority of our practises.

In relation to families, I must:

- Respect the uniqueness of each family.
- Develop trusting relationships.
- Encourage openness, participation and communication.
- Maintain confidentiality and their right to privacy.

In relation to colleagues, I must:

- Build positive relationships
- Respect the rights of others to a point of view
- Actively listen to them, share ideas and provide constructive responses.
- Ensure that differences are resolved in a constructive way, using appropriate methods and procedures to ensure that all parties are treated fairly.
- Assist colleagues to work towards this Code at all times.
- Maintain confidentiality and their right to privacy

In relation to communities, I must:

- Create opportunities for children to engage with the community, participate in discussions and invite services and individuals to visit.
- Network with services and people in the community

In relation to students and volunteers, I must:

- Show respect and maintain confidentiality and privacy.
- Assist students and volunteers through appropriate role modelling and providing accurate and timely information.
- Acknowledge differences of abilities and focus on strengths.

In relation to Child Care Connections and Glenorchy City Council, I must:

- Support workplace Policies and Procedures.
- Employ constructive and appropriate methods to achieve changes that have been identified as necessary to ensure the best interests of families, children and educators are being met.
- Always project a positive image of my service and provide accurate information.
- Adhere to the principles and practices of the 'Safety Circle' program.

In relation to my professional development, I must:

- Research and work to the best of my ability within the National Quality Framework.
- Provide a child focussed care environment applying industry 'best practise' and achieve quality outcomes for all children.
- Complete a yearly learning and development plan to build on and improve my work practices.
- Always work in a professional manner.
- Provide leadership and/or mentoring for others when needed.

In relation to recruitment of educators, Child Care Connections must:

- Aim to attract positive role models
- Conduct reference checks.
- Ensure that Working with Children Checks are satisfactory

Reviewed: March 2014



This code has been developed in consultation with educators working with children who attend Child Care Connections education and care services and reflects the Vision and Philosophy statements of the services.

A review of this document will be completed annually for the purposes of currency and relevance.

By signing this document I understand that I must follow and adhere to Child Care Connections Code of Conduct at all times.

I _____ agree to abide by the Child Care
Connections Code of Conduct. Signed: _____
Date: _____

POLICY DOCUMENT CONTROL SHEET**Policy Name:** Code of Conduct Policy**Department:** Child Care Connections

Reviewed by (Name and Job Title of officer)	Nature of Amendment (List changes made to Policy)	Date Council Endorsed Amendment
Child Care Connections Team, Management and Families	Child Care Connections Code of Conduct is Reviewed annually. July 2014 – CCC developed Code of Conduct Policy & Procedure in response to the National Quality Framework Quality Area 4 – Staffing Arrangements	July 2014
Child Care Connections Team, Management and Families	Removed Mission Statement and updated Vision and Philosophy statements. Included 'Safety Circle' reference	January 2016

CHILD CARE CONNECTIONS



EDUCATIONAL PROGRAM AND PRACTICE POLICY

File Ref: Child Care Connections Policies
Author: Child Care Connections Management
Department: Community Development – Children’s Services

Background

An education and care service must ensure that an educational program is delivered to all children being educated and cared for by the service. It must be based on an approved learning Framework and is delivered in a manner that accords with the approved learning framework and is based on the developmental needs, interests and experiences of each child. It must be designed to take into account the individual differences of each child. (Education and Care Services National Law Act 2010)

The Early Years Learning Framework aims to extend and enrich children’s learning from birth to five years and through the transition to school.

Early childhood educators guided by the Framework must reinforce in their daily practice the principles laid out in the United Nations Convention on the Rights of the Child (the Convention). The Convention states that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability, and respects their family, cultural and other identities and languages. The Convention also recognises children’s rights to play and be active participants in all matters affecting their lives. (Belonging, Being & Becoming: The Early Years Learning Framework for Australia)

Policy Statement

Child Care Connections believes that the Early Years Learning Framework forms the foundation for ensuring that children in its early childhood education and care settings experience quality teaching and learning. The Framework has a specific emphasis on play-based learning and recognises the importance of all forms of communication and social and emotional development.

Child Care Connections believes that the design of the Framework allows early childhood educators to work in partnership with families, children’s first and most influential educators.

Child Care Connections Vision and services’ philosophies and goals along with the Early Years Learning Framework must guide the educational program and practice.

Child Care Connections must designate, in writing, a suitably qualified and experienced educator as educational leader in its services to lead the development and implementation of the educational program in the services.

Source: Education and Care Services National Law Act 2010
Education and Care Services National Regulations
Belonging, Being & Becoming: The Early Years Learning Framework for Australia

Education and Care Services National Law Act: section 168

Education and Care Services National Regulations: Regulation 73, 74, 75, 76 & 118

National Quality Area 1: Educational Program and Practice

Review: 2 years

Status: <i>CURRENT</i>

CHILD CARE CONNECTIONS



EDUCATIONAL PROGRAM AND PRACTICE PROCEDURE

- The educational program and practice must reflect Child Care Connections Vision and each service's philosophy.
- Educators must ensure that information about the educational program be available and displayed at a place accessible to parents/guardians of children being educated and care for by the service. Copies must be made available on request.
- Educators must ensure that a parent/guardian is provided with information about the content and operation of the educational program so far as it relates to his/her child; information about the child's participation in the program and copies of the documentation is kept under regulation 74 in respect to the child.
- Refer to 'Documentation Procedure' below in relation to requirements in regulation 74.
- Educators respect children as individuals and provide play environments that are inclusive for all children.
- Children must have access to a wide variety of play experiences including imaginative, creative, sensory and physical play.
- Children must not be expected to produce art/craft work with a specified end product, instead they must be encouraged to explore the materials available and the focus must be on the process of learning.
- Educators must ensure that children have opportunities to play on their own, alongside or with, other children, recognising the developmental stages that children experience.
- Educators must ensure that children have opportunities to play in a variety of environments.
- The basis for play in child-centred and educators must ensure that they consider the needs and interests of each child in the group.
- Educators must recognise the impact of children's physical and emotional wellbeing on their capacity to play.
- Educators must be aware of the safety aspects of inappropriate play and endeavour to distract and redirect children.
- Educators must ensure that assessments of each child's developmental needs, interests, experiences and participation in the educational program are documented and that the assessments of each child's progress against the outcomes of the educational program are also documented.
- Curriculum decision making maximises each child's learning and development opportunities.
- Each child's current knowledge, ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of the program.

- The program, including routines and transitions, must be organised in ways that maximises each child's involvement and engagement in learning.
- The documentation about each child's program is available in an accessible format and opportunities are provided for discussion with families.
- Every child is actively and consistently supported to engage in the program.
- Each child's agency is consistently considered and promoted, enabling them to make a range of choices and decisions to influence events and their world.
- Assessment of each child's learning and development is part of an ongoing cycle of planning, documenting and evaluation. It is an interactive process that drives the development of the program.
- Educators consistently respond to the children's ideas and play and intentional teaching is embedded within the program to scaffold and extend each child's learning.
- Critical reflection on children's learning and development, both as individuals and in groups, is consistently used to implement, review and revise the program.

CHILD CARE CONNECTIONS



Documentation Procedure

In accordance to the Education and Care Services National Regulations (Regs 73-76) Child Care Connections educators must ensure that there is documentation and assessments for each child's developmental needs, interests, experiences and participation in the educational program and assessments of the child's progress is linked to the outcomes of the educational program.

In preparing the documentation CCC educators must consider the period of time that each child is being educated and cared for by the service and how the documentation is prepared so that it is readily understandable by the educators of the service and the parents of the child.

- **Vision & Philosophy** – Child Care Connections Vision and Service Philosophy must be clearly documented and used to guide the educational program.
- **Planning Cycle** – educators must refer to the 'CCC Planning Cycle' to ensure consistency within the implementation of the educational program. Each child's learning and development must be assessed as part of an ongoing cycle of planning, documenting and evaluation.
- **Aim of documentation** –
 - a. Is to make each child's learning and development visible and to identify each child's current knowledge, ideas, culture, abilities and interests.
 - b. Each child must have his/her own individual journal where assessments of his/her individual developmental needs, interests, experiences and participation in the educational program are compiled.
 - c. Each child must have at least 1 form of documentation/observation per month. This must be recorded on each room's 'Individual Planning Record'.
 - d. Every 3 months each child must have a 'Mind Map' completed.
 - e. Journals must be located in each room so that each child has the opportunity to look at and contribute to his/her own journal.
 - f. Journals must be available for families to look at whenever they choose.
 - g. Journals must be sent home 2 to 3 times throughout the year for families to look at and to provide feedback about the educational program being offered to their child. A 'Journal Feedback form' is to be sent home with the journal for families to complete, if they choose to.

- **Types of documentation - (but not limited to)**
 - Photos
 - Morning Minutes
 - Charts
 - Magical Moments
 - Mind Maps (ind & group)
 - Afternoon Minutes
 - Sequence of Photos
 - Telling Our News
 - Observation of Learning
 - Surveys
 - Assessment of Learning
 - Reflective Questions
 - Displays
 - Projects/Units of Enquiry
 - Provocations
 - Anecdotal observations

Educators may use a variety of strategies to collect, organise, combine and Interpret the information they gather.

Photos must be taken at the child's level and be meaningful. They must show the learning that is taking place and support the observation of the experience the child or children are engaged in.

- **Projects/Units of Enquiry** – Child Care Connections expect a variety of projects, both short and long term, to form a part of each room's educational program. These must be documented to demonstrate continuity of learning and intentional teaching practices.

Suggested format for projects

1. "What do we know about...?" – document children's responses (quotes and/or photos)
 2. Research topic using a variety of media – books, internet, play-based learning, etc.
 3. Implement experiences.
 4. Display evidence of research and experiences
 5. "What have we learnt about..." or "What we now know about..." – document children's response (quotes and/or photos)
- **Displays** – when displays are created the following elements must be included;
 1. Title – link 'title' to EYLF (Learning Outcome, Principle or Practice)
 2. Children's voices – photos and/or quotes
 3. Educator's voice – narration of the experience
 4. Analysis of Learning
 5. Theorist
 - **Critical Reflection** – educators must reflect on the educational program and practice on a daily basis using the 'Daily Educator Reflection' form. At each program planning session educators must review the 'Daily Educator Reflection' forms and develop strategies to implement for continuous improvement.

These reflections can then be included within the Service's QIP or individual room Action Plans.

- **Self-Assessment** – in conjunction with the Educational Coordinator each educator must take part in a self-assessment in relation to educational program and practice.

Every 3 months (Feb, May, August, November) the Educational Coordinator must review individual journals, each room's Day Book, projects and displays and then provide each educator with feedback.

Child Care Connections Educator Self-Assessment Educational Program and Practice.

Educator's Name: _____ Date: _____

3 things that I am doing well / I am proud of.

-
-
-

3 things that I need to work on

-
-
-

What would I like further support with?

-

Something I would like to try.

-

Educational Coordinator notes/follow up:

POLICY DOCUMENT CONTROL SHEET

Policy Name: Educational Program and Practice

Department: Child Care Connections

Date Policy Approved by Council 2/1/2004

Reviewed by (Name and Job Title of officer)	Nature of Amendment (List changes made to Policy)	Date Council Endorsed Amendment
Child Care Connections Team	Reviewed June 2003	
Child Care Connections Team	Changes reflect new research findings, stakeholder views and input or issues in health and child development.	21/8/2006
Child Care Connections Team and Policy Focus Group	Reviewed July 2007 Changes include documentation of children's program.	20/8/2007
		Date Child Care Connections Team Endorsed Amendment
Child Care Connections Management Team	Reviewed March/April 2009 Changes include change to source and minor change to procedure to recognise children who like to produce an 'end product'	16/4/2009
Child Care Connections team, Management & families	Updated source & terminology Removal of FDC references Included references to National Quality Standards.	APRIL 2014
Child Care Connections team, Management & families	Included Documentation Procedure and Self-Assessment form Changes to wording	JANUARY 2016

CHILD CARE CONNECTIONS



BUILDING POSITIVE RELATIONSHIPS AND INTERACTIONS WITH CHILDREN/BEHAVIOUR GUIDANCE POLICY

File Ref: Child Care Connections Policies
Author: Child Care Connections Management
Department: Community Development – Children’s Services

Background

For young children, learning what is considered positive or desirable behaviour is complex. The aim is for children eventually to be able to guide their own behaviour without always relying on adult guidance or external rewards or punishment – in other words, to be motivated internally by care and respect for self, others and the physical world. This is a lifelong and challenging aim to achieve.

The approach in the Early Years Learning Framework and National Quality Standard is a positive one and focuses on building children’s capacities and understanding as well as promoting positive behaviours.

The focus should be on building relationships as the foundation for teaching children in all areas of learning, including learning positive behaviours.

Learning positive behaviours begins at birth, when children begin to build relationships with special people.

Early relationships are a foundation for forming additional relationships, such as with educators. Children’s desire to feel a strong sense of belonging in their family or early childhood setting underpins behaviours such as requesting attention, asserting oneself and showing empathy for other children.

Policy Statement

The National Quality Standard asks educators to establish a ‘positive and calm atmosphere’ (DEEWR, 2009b, p. 115) through warm and respectful interactions with each other and children. In this atmosphere, educators:

- Build a sense of security that frees children to explore, experiment and learn.
- Teach children skills for self-regulation
- Support children to build a positive sense of self
- Increase children’s motivation to learn.

Child Care Connections must take reasonable steps to ensure the education and care service provides education and care to children in a way that –

- a. Encourages the children to express themselves and their opinion; and

- b. Allows the children to undertake experiences that develop self-reliance and self-esteem; and
- c. Maintains at all times the dignity and rights of each child; and
- d. Gives each child positive guidance and encouragement towards acceptable behaviour; and
- e. Has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.

Child Care Connections must take reasonable steps to ensure that the education and service provides the children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service.

Child Care Connections must have regard to the size and the composition of the groups in which children are being educated and cared for by the service.

Source:

Source: 'Learning positive behaviour through educator-child relationships' - Research in Practise series. Anne Stonehouse and Anne Kennedy. Early Childhood Australia 2013

Source: 'Belonging, Being & Becoming – The Early Years Learning Framework for Australia'. DEEWR 2009

Education and Care Services National Regulations: Regulation 155 & 156

National Quality Area 5: Relationships with Children

Review: 2 Years

<i>Status:</i>	<i>CURRENT</i>
-----------------------	-----------------------

CHILD CARE CONNECTIONS



BUILDING POSITIVE RELATIONSHIPS AND INTERACTIONS WITH CHILDREN/BEHAVIOUR GUIDANCE PROCEDURES

Behaviour guidance is part of our relationship and daily interactions with all children, including infants and toddlers. For example, you help children learn to guide their behaviour when you:

- Promote the children's sense of belonging, connectedness and wellbeing.
- Support them to feel secure and let them know that you are there to help Acknowledge when they have done something positive. For example, something kind or helpful.
- With an understanding of age and developmentally appropriate expectations educators must encourage the children to use language (verbal or non verbal) to express their needs, wants and feelings. Talk with the children about their emotions and responses to events with a view to supporting their understandings of emotional regulation and self-control.
- Help them deal with conflict constructively.
- Offer materials, equipment and experiences that engage their interests.
- Give them choices and let them make decisions.
- Respect their individual preferences for time away from the group, active play and quiet times.
- Help them to feel good about themselves and to appreciate, care for and respect others.
- Mediate and assist children to negotiate their rights in relation to the rights of others.

Nurturing children's sense of agency

Educators enacting the concept of agency encourage positive behaviour. Providing agency includes:

- Involving children in making rules, setting up and changing the physical environment and making substantial decisions about the curriculum.
- Reflecting on the guidelines that educators set and examining the reasons for them.
- Taking the time to let children do some things for themselves as they want to.
- Allowing children to make meaningful choices and decisions about their experiences.

Educators play an important role in assisting families to guide their children's behaviour in positive and effective ways by:

- Collaborating with families regarding their child's behaviour respectfully and supportively.
- If a child hurts another child as a result of inappropriate behaviour then families of both children must be informed. The identity of the child acting inappropriately must not be disclosed.

Procedures for extreme challenging behaviour

The quality and strength of an educator-child relationship is determined and tested when the educator is challenged by a child's behaviour. This is when the child has the greatest need for a caring educator who focuses on how to assist the child, rather than reacting to the sense of being challenged.

1. Children must be encouraged to solve their own disagreements. All attempts must be acknowledged. Children must be assured that it is the "behaviour" that is inappropriate.
2. When children have tried this and still require assistance, an educator must intervene to mediate between the parties' concerned providing support and guidance.
3. If the problem has been solved, the educator must provide positive feedback to all parties. Parents/guardians of the children must be informed about the steps leading up to and the way the situation was managed.
4. If a child is continuing to exhibit inappropriate behaviour, if appropriate the child must be reminded of the service limits and guidelines and the consequences of what their behaviour could be.
5. If the behaviour continues after this reminder, the child must be guided away from the immediate situation and given the choice to play somewhere else or to have some time to 'calm down'. An educator is to sit with, or near by the child, to support the child until they have re-gained their self-control and is ready to re-join the play. The educator must continue to provide support and assistance to the child if required. If the child becomes physical with other children or educators the child must be guided away from the situation whilst still being supported to regain self-control.
6. If the child continues to be physical during this time and hurts children, and educators or property, the other children in the room must be guided away from any danger. The child's parent/guardian must be phoned and details must be explained over the phone unless the parent wishes to discuss in person on collection. If appropriate the parent/guardian must be provided the opportunity to speak to their child at this time.
7. The parent/guardian may be requested to collect the child.
8. If the behaviour is continuing on a regular basis, after observations have been documented and where applicable, incident forms completed, the parent/guardian may be requested to come to the service to discuss strategies to implement when the child is in care. If appropriate, the child may be involved in this process either at this first meeting or a subsequent meeting if required.
9. If after all these procedures have been implemented and there is no change in behaviour, it may be necessary for the child to be absent from the service for a period of time, to enable educators and parent/guardian time to work through the issue together. The decision to take this step must be reached in consultation with all necessary parties

10. On return to the service the service educators, parent/guardian and child (if appropriate) are to have a discussion to ensure a settled return to the service. This is to include a written agreement signed by the parent/guardian, educators and the Nominated Supervisor.
11. At the end of a pre-determined time frame the agreement must be reviewed with the parent/guardian, key educators and the Nominated Supervisor. If agreed by all parties, the child can return to care as normal. If not agreed, a suitable course of action is to be determined and must involve the parent/guardian, and the Nominated Supervisor. Written documentation recording the process followed must be completed.

Educators must consistently work towards building a positive relationship with each child at the education and care setting.

POLICY DOCUMENT CONTROL SHEET

Policy Name: Building Positive Relationships and Interactions with Children/Behaviour Guidance

Department: Child Care Connections

Date Policy Approved by Council: 2/1/2004

Reviewed by (Name and Job Title of officer)	Nature of Amendment (List changes made to Policy)	Date Council Endorsed Amendment
Child Care Connections Team	Reviewed June 2002	
Child Care Connections Team	Changes reflect new research findings, stakeholder views and input or issues in health and child development.	21/8/2006
		Date Child Care Connections Team Endorsed Amendment
Child Care Connections Team	Reviewed no changes necessary	30/11/2008
Child Care Connections Team	Terminology	February 2013
Child Care Connections Team, Management and families	Updated source, terminology & FDC removal Included references to National Quality Standard	May 2014
Child Care Connections Team, Management and families	Changes to wording	January 2016

CHILD CARE CONNECTIONS



FOOD AND NUTRITION POLICY

File Ref: Child Care Connections Policies
Author: Child Care Connections Management
Department: Community Development – Children’s Services

Background

Early childhood is a critical time for physical, cognitive and social development. Sound nutrition and food safety practices are necessary for normal development, good health and the prevention of illness and accidents. The early childhood years are also vital in the establishment of lifelong eating habits and food attitudes. What children eat is important for healthy growth and development and how they eat is important for setting up healthy attitudes towards eating and helping to prevent behavioural problems and possible overeating.

Eating well should start early. The preschool and school years are a vital time for the development of children’s eating habits and attitude to food. The development of nutritionally sound habits and attitudes can provide positive outcomes, which last a lifetime. Working with families to foster healthy eating habits early in life can reduce the risk of food or nutrition based illnesses such as diabetes, heart disease and high cholesterol in later years. A national nutrition survey showed that the rate of overweight and obesity in children is increasing.

Policy Statement

Child Care Connections is committed to fostering nutritionally positive attitudes and food preferences in young children and safe food practices by:

- The provision of nutritionally adequate and appetising food for snacks.
- Teaching children about food and nutrition.
- Educating parents/legal guardians as to the value of good nutrition in relation to children’s health and development.
- Developing a partnership with parents/legal guardians.
- Using the Australian Guide to Healthy Eating Pie Chart as a guide to gauge what proportion of each type of food should be included in the daily diet.
- Working together with parents/legal guardians to support the provision of healthy nutritious foods from home.
- Ensuring that children have nutritionally adequate food whilst in care.
- Educators acting as positive role models for children.
- Educators incorporating nutrition education experiences into the program and opportunities for play.

- Continuous education and training of educators in nutrition, safe food handling and best practice.
- The reheating of food for children over the age of three (3) years will be negotiated with each family on an individual basis.

Child Care Connections is committed to providing a safe, clean environment for preparing, serving and storing of food either prepared in the service or brought from home by:

- Careful preparation of food and correct food handling techniques as recommended by the Food Safety Manual for Tasmanian Education and Care Services and or any recognised authority.
- Provision of food to children which has been stored, prepared and served in a safe and hygienic manner.
- Educators trained in correct food service techniques, and children's nutrition.
- Correct food handling must be carried out by the educators.
- Children must be supported to follow correct food handling procedures.
- Correct use of serving utensils when required.
- Safe practices when sharing food such as fruit platters.
- Correct storage and reheating of food and drinks including storage of baby milk formula and expressed breast milk and their preparation.
- Promoting positive safe and hygienic food handling practices to children.

Source: Eat for Health. Australian Dietary Guidelines. Australian Government. NHMRC. February 2013
Eat for Health. Infant Feeding Guidelines. Australian Government. NHMRC. February 2013
Move Well Eat Well. Department of Health and Human Services. 2013
Food Safety Manual for Tasmanian Education and Care Services. 2012

Education and Care Services National Law Act 2010: section 167

Education and Care National Regulations: Regulation 78

National Quality Framework: Quality Area 2 Children's Health and Safety

Review: 2 Years

Status: CURRENT

CHILD CARE CONNECTIONS



FOOD AND NUTRITION PROCEDURE

- All families must be supplied with a copy of the latest Food & Nutrition Policy upon enrolment and with regular information relating to food and nutrition.
- Families must be encouraged to provide a variety of nutritious foods that reflect the Australian Guide to Healthy Eating Pie Chart.
- A menu must be displayed and the food must be nutritious foods that reflect the Australian Guide to Healthy Eating Pie Chart.
- Emergency nutritious food must always be available.
- Children must have access to nutritionally based food between meals.

Food allergies and special dietary requirements:

- Child Care Connections education and care settings are 'Allergy Aware' and promote a nut free environment; this is to protect children and educators who are at risk of an anaphylactic reaction to nuts. Educators must advise families not to provide foods containing:
 - a. peanut butter, Nutella and any other foods that contain nuts or known traces of nuts, and
- All educators are required to complete an accredited course on Anaphylaxis every three (3) years. Any special dietary needs or requirements due to food intolerances must be met, respected and treated in confidence.
- A procedure must be in place by each service to ensure that information regarding food intolerances and allergies is noted and updated.
- Educators must be aware of children's food allergies and intolerances and work with families to ensure children's safety.
- If nuts are brought into care, educators must suggest an appropriate alternative to the parents/legal guardians. Parents/legal guardians are also invited to discuss any concerns they have with the Nominated Supervisor.
- Educators must use an educational approach and work together with parents to ensure that the food brought from home is both nutritious and appropriate.

Drinks

- Water must be the primary drink and must be available at all times.
- Drinking water is available and accessible to children both indoors and outdoors at all times, for example, water bottles, water coolers, jugs. (Move Well Eat Well)
- Cooled boiled water is offered to babies under the age of 6 months who are not exclusively breastfed and to all infants from 6-12 months.
- For all services, water is provided with each meal and morning and afternoon tea for children 1 year and over.
- Children's bottles and drink containers brought from home must contain water or milk only, without added flavour.

- Water must be available for children to serve themselves at meal times and other times. Younger children who are unable to self-serve must be given drinks regularly.
- In all Child Care Connections education and care services, children must have access to their own drink flask/bottle provided and/or water.

Preparing and heating bottles:

- Educators must consider best practice when preparing and heating bottles. Services must determine whether they use microwave ovens to heat bottles. If microwave ovens are used then a written risk assessment must be completed and signed by the educator and the parent/legal guardian and a copy placed on file.
- Breast milk must not be heated in microwave ovens.

Breastfeeding:

- Exclusive breastfeeding must be encouraged with positive support, for babies up to six (6) months. Continued breastfeeding must also encouraged and supported beyond six (6) months.
- The Service and its educators have a welcoming attitude towards breastfeeding, and display and provide information that shows this support.
- The Services must provide an appropriate comfortable space for mothers to express milk or breastfeed.
- The service has relevant safe-handling practices for breast milk labelling, storage and use.

Communicating with parents:

- Educators must monitor the contents of children's lunch boxes and work with families to ensure adequate and appropriate food is provided.
- Parents/legal guardians must be informed of any changes in their child's eating patterns.
- Individual services must determine a method by which information about the children's food consumption is passed onto families. These may include uneaten portions returned home, (excluding items that require immediate disposal such as yoghurt), face to face conversations, or a chart.
- Educators must talk with parents if there are concerns with the nutritional intake of any child.
- Regular nutritional information, healthy lifestyle information and, suggestions for suitable food options must be provided to families.
- Educators must discuss with families about not providing 'sometimes' food and drinks in lunchboxes brought from home.
- A written menu must be available for families.

The children's environment and developmental program:

- Educators must ensure that the physical environment is conducive to a calm and peaceful routine, e.g. children must not be crowded or situated close to distractions. Educators must supervise the children at all times and where possible, sit with them and discuss the food being eaten or engage in general conversation.
- Food awareness activities must be included in the program.

- The children must be involved in discussions about 'everyday' and 'sometimes' foods.
- 'Sometimes' food and drinks are not included in planned menus and are discouraged in lunchboxes sent from home.
- 'Sometimes' food and drinks are not used as a reward or an incentive and are limited in the wider service environment.
- Children must be encouraged to gain practical experience in the preparation of any cooked food through cooking experiences.
- The development of children's independence must be encouraged in the eating, preparation, presentation, packing away and cleaning up routines.
- Meal and snack times must be organised to avoid unnecessary waiting periods at the table.
- Children must be encouraged to try different food experiences through positive reinforcement and must not be forced, pressured, bribed or threatened.
- Children must be encouraged to participate in self-help skills, including retrieving their lunchboxes, opening containers, packing away lunch boxes and drink bottles.
- Children must be educated truthfully in the nutritional value of food, e.g. eating crusts does not make hair curly.
- Food awareness activities are chosen from a variety of cultures.

Special Occasions:

- Special occasions can be celebrated with culturally appropriate foods, e.g. birthdays, cultural and religious days.
- Parents/legal guardians must be reminded that they need to advise educators about the ingredients used in celebration foods and cakes brought to the service to ensure that children and adults with severe allergies are not placed at risk.

Individual child/family preferences and cultural diversity:

- The individuality of children must be recognised in regard to quantity and type of food provided.
- Educators must recognise that a child's intake is determined by their appetite. This varies widely with age, activity and growth, and must be discussed with the child's parents as required.
- Cultural and religious requirements and restrictions regarding food intake must be met and respected.
- Food experiences must reflect both the cultural backgrounds of individual children and expand their experiences with food.
- Educators must give feedback to parents/legal guardians regarding foods tried, children's favourites or developing trends, or if additional food is required.
- Educators must recognise the individuality of children in relation to the timing of the provision of meals and snacks.
- Educators must recognise that emotional or physical factors such as separation, being unwell or tired can affect the appetite of the child.

Food Safety

- Children and educators must wash their hands before handling food or eating meals and snacks.

- Gloves must be worn by educators when handling 'ready to eat' foods, for example, raw fruit, vegetables and cheese.
- Basic food guidelines for preparation and storage must be adhered to for all foods.
- All food products including fresh fruit and vegetables to be used in the services for cooking experiences or emergency foods must be bought and stored so they have optimum nutritional value when served.
- Cooking equipment must be kept for the preparation of food and not used in play.
- Part of the role of the educator at meal and snack times is to supervise and model positive interactions and appropriate hygiene and infection control procedures.
- Children must be discouraged from handling other children's food and utensils and supported to follow safe and hygienic food handling procedures.
- Educators must ensure that all food whether brought into care or provided by the service is stored in a safe manner.
- Services must adhere to the requirements of their respective Food Premise licences.
- Educators must undertake training in food handling and nutrition bi-annually



POLICY DOCUMENT CONTROL SHEET

Policy Name: Food and Nutrition Policy

Department: Child Care Connections

Date Policy Approved by Council: 2nd January, 2004

Reviewed by (Name and Job Title of officer)	Nature of Amendment (List changes made to Policy)	Date Council Endorsed Amendment
Child Care Connections Team	Changes reflect new research findings, stakeholder views and input or issues in health and child development.	21/8/2006
Child Care Connections Team and Staff/parent/carer Policy Focus Group.	Reviewed June 2007 Replaces Food Brought from Home and Food/meal times Policies. Both Policies have been combined and: Includes more detailed information on food safety practices consistent with the National Childcare Accreditation System standards.	20/8/2007
		Date Child Care Connections Team Endorsed Amendment
Child Care Connections Team, stakeholders and policy review focus group	Changes reflect the heating of bottles in microwaves in line with latest information from the National Child Care Accreditation System.	30/11/2008
Child Care Connections Team	Changes reflect the change in operations to food being brought from home	29-6-2009
Child Care Connections Team	Changes in terminology changes in Family Day Care and Centre exclusion of food products	Feb 2013
Child Care Connection team, Management & families	Updated sources and terminology. Removal of age restriction for reheating food. Reflected information from Move Well Eat Well New section on breastfeeding Removal of FDC references Updated Healthy Eating chart Included references to Education and Care Services National Law, National Regulations and Quality Areas Removal of "no egg" component from Policy	July 2014 September 2014

CHILD CARE CONNECTIONS



REST AND SLEEP POLICY, INCLUDING COTS, BEDS, MATTRESSES AND BEDDING

POLICY

File Ref: Child Care Connections Policies
Author: Child Care Connections Management
Department: Community Development – Children’s Services

Background

Children who wish to rest or sleep while in care have a right to do so. The provision of equipment that meets the mandatory Australian Safety Standards and following safe practices from recognised safety authorities helps to ensure the comfort and safety of children while sleeping/resting.

To assist children feel happy and secure in childcare, it is important that sleep/rest routines and environments replicate their home routine as much as possible. **Services must consult with families about children’s sleep and rest needs and must be sensitive to each child’s needs so sleep and rest times are positive experiences.**

Communications with families must be maintained to ensure a consistent approach in responding to children’s sleep and rest needs.

Safe sleeping practices must be followed to minimise the risk of harm to children.

Policy Statement

Child Care Connections is committed to providing a safe sleeping/resting environment by ensuring educators have up to date child development and safety information to minimise the possibility of accidents while children are sleeping/resting.

Services must ensure there are adequate numbers of cots, mattresses and bed linen for the children in care and that all equipment where applicable meets Australian Standards. Beds and cots must be arranged in a manner that allows easy access by educators and children.

Educators must respect family’s wishes regarding sleeping however children must not be made to sleep or rest, nor will they be prevented from sleeping or resting should they require to do so. The child’s sleeping and rest times must be recorded and provided to families when they collect their child.

Cots and stretchers must comply with SIDS safe sleeping guidelines:

- Infants must be placed on their back to sleep
- Infants feet must be placed at the bottom of the cot
- The infant's blanket must be tucked in firmly so there is no loose bed linen or the use of a safe baby sleeping bag with fitted neck and armholes and no hood.
- Bed linen must not be placed close to the infants face
- Doonas, duvets, pillows or cot bumpers must not be used.

Source – Sids and Kids – Safe sleeping – retrieved April 2014 from www.sidsandkids.org

Education and Care Services National Regulations: Regulation 81

National quality Area 2: Children's Health and Safety

Cross-Reference: Clothing and Comfort Policy

Review 2 Years

Status: **CURRENT**

CHILD CARE CONNECTIONS



REST AND SLEEP PROCEDURE

Maintaining individual Children's Sleep routines:

- Information must be collected about the child's sleeping/rest habits on enrolment and must be updated regularly as the child moves into the next stages of development. This may include information about activities the child likes to do before sleep, such as reading a story, singing, taking something special to bed like a teddy or a favourite rug or having a pacifier such as a dummy. Knowing the child's habits assists to reduce stress at sleep time.
- Family preferences in relation to sleep and rest are respected.
- Children are not hurried during the transition to bed and are provided with simple explanations of what is going to happen, depending on the children's level of understanding.

Safe and Comfortable Sleeping:

- Infants must not be given bottles and left in the cot unsupervised as they can inhale liquid into their lungs whilst falling asleep. Children must be closely monitored and the bottle removed as soon as the child has finished
- Children's cots, stretchers/mattresses and bedding must comply with current Australian Safety Standards. Placement of cots should be carefully considered in relation to health and safety. i.e.; away from power points, curtain cords or under objects such as pictures or mirrors and to allow easy access to and from the cot/bed for child and educator.
- It is recommended that cots, stretchers or mattress must be arranged at least 30 centimetres apart from each other and educators must ensure that children's heads are not next to each other. (head to toe positioning)
- The above must also be followed with children who rest but do not sleep. They must be at least 30 centimetres apart and be positioned head to toe.
- Children are to be made comfortable for sleeping. Clothes with ribbons, strings, hoods or ties around the neck such as a bib are to be removed before going to bed. Teething necklaces must be removed before going to bed. Consideration must be given to those children who wear necklaces etc for cultural/religious beliefs, provided it does not pose a safety risk to the child while sleeping or resting.

Educators must discuss with the child's parents/guardians any specific individual safety concerns.

- Pillows and excess bedding items such as doonas, duvets and cot bumpers must be removed from cots to keep infants safe from suffocation.
- Educators must assess the risks, on an individual basis, that are associated with placing a child's comfort toy/blanket in the cot whilst sleeping. Careful consideration and agreement with parents will occur prior to a decision being reached to ensure the well being, health and safety of the child is not compromised.
- Hanging mobiles must be out of infant's reach to reduce risk of strangulation.
- Children must not be left unattended in a pram, stroller and rocker. Children who fall asleep in a pram, stroller or a rocker must be removed and placed in a cot or on a mattress.
- Educators must not use a ribbon, string or chain to attach a dummy to an infant's clothes, as there is potential for strangulation.
- Infants and children must be regularly monitored during their rest and sleep. The temperature of the sleep areas must be monitored regularly and maintained at a comfortable level for sleeping/resting.
- Cots will be made up in accordance with SIDS safe sleeping guidelines:
 - Infants must be placed on their back to sleep
 - Infants feet must be placed at the bottom of the cot
 - The infant's blankets must be tucked in firmly so there is no loose bed linen, or the use of a safe baby sleeping bag with fitted neck and armholes and no hood.
 - Bed linen must not be placed close to the infants face
 - There must be no doonas, duvets, pillows or cot bumpers
 - Blankets are not to be hung over the side of children's cots whilst they are sleeping.

Sleep/Rest environment:

- There must be a cot, stretcher or mattress available for any infant or young child up to 7 years to sleep in, at any time of the day in a comfortable and appropriate area in accordance with the Education and Care Services National Regulations (Regulation 81)
- Bed linen is clean and in good repair and is washed regularly, or before use by another child.
- Education and Care Services National Regulations and the National Quality Standard are adhered to at all times.

- When in a separate bedroom infants and young children must be supervised when going to sleep or be within hearing distance and be monitored by the use of a baby monitor. Sleeping children must be visually monitored every 10 minutes and this must be recorded.
- Children who sleep in the play room must be monitored visually every 10 minutes and an educator must remain indoors whilst any children are asleep.

POLICY DOCUMENT CONTROL SHEET

Policy Name: Rest and Sleep, including Cots, Beds, Mattresses and Bedding

Department: Child Care Connections

Date Policy Approved by Council:

Reviewed by (Name and Job Title of officer)	Nature of Amendment (List changes made to Policy)	Date Council Endorsed Amendment
Child Care Connections Team	New policy developed June 2007 Combined with the existing Cots Beds and Bedding Policy. This policy reflects current information from recognised authorities and views from stakeholders,	20/8/2007
		Date Child Care Connections Team Endorsed Amendment
	Reviewed and no changes necessary	30/11/2008
Child Care Connections Management	Reviewed changes in terminology. Reference to how to place a baby to sleep in a cot	July 2012
Child Care Connection Team, Management and families	Updated source and terminology, Removal of FDC references Included references to National Quality Standard	April 2014
Child Care Connection Team, Management and families	Changes to wording in relation to positioning of cots, stretcher and mattresses and children at rest/sleep time.	January 2016

CHILD CARE CONNECTIONS



INCIDENT INJURY AND TRAUMA POLICY

File Ref: Child Care Connections Policies
Author: Child Care Connections Management
Department: Community Development – Children’s Services

Background

Incidents /near incidents are highly likely to occur in unsafe situations. However, they can also occur in education and care settings where every precaution (possible) has been taken to ensure the safety of children, educators, parents/guardians and visitors in relation to foreseeable dangers. In these situations, an incident can be due, but not limited, to such factors as the behaviour of a child or adult, or unforeseen weather conditions.

Policy Statement

More Australian children aged 1 – 14 years die as a result of injury than from cancer, asthma and infectious diseases combined. In 2005 35% of all deaths in this age group were due to injury. (Kidsafe Tasmania website. March 2014)

Child Care Connections is committed to providing a safe environment in the undertaking of the operation of each of its services, adhering to the Education and Care National Regulations and the National Quality Standards, in order to minimise the possibility of incidents.

Where an incident does occur, the injured person(s) must be attended to immediately in accordance with current first aid practice, ensuring that no other person is put in danger.

In the event a traumatic situation occurs the educators must provide comfort to those impacted and the parent/guardian must be contacted. The incident must be recorded on the Incident/Injury/Trauma & Illness Record. Should the traumatic situation be considered a major event then De-briefing/counselling sessions for all parties either directly or indirectly involved may be offered.

Source: Kidsafe Tasmania website –March 2014. www.kidsafetas.com.au

National Quality Regulation: Regulation 85

National Quality Framework: Quality Area 2

Review: 2 Years

Status: CURRENT

CHILD CARE CONNECTIONS



EDUCATOR INCIDENTS – PROCEDURES

No educator is to put themselves in danger by attending an injured person.

1. Appropriate first aid treatment must be provided by a qualified first aider. Child Care Connections WH&S procedures must be adhered to when administering the first aid.
2. Educator incidents must be reported to the Nominated Supervisor and Workplace Health and Safety Representative of the service immediately in the case of a major incident, or as soon as possible in the case of a minor incident.
3. In the case of a major incident, an ambulance, and the educator member's next of kin or nominated person must be contacted.
4. A Council Incident Report Form is to be completed by the educator and other relevant persons as soon as possible after the incident and sent to Human Resources at Glenorchy City Council
5. Where necessary, a Worker's Compensation claim is to be completed and forwarded within 48 hours.
6. The injured person must seek medical advice and the appropriate Worker's Compensation forms must be completed by the Doctor and returned to Human Resources as soon as possible.

CHILD CARE CONNECTIONS



CHILD INCIDENT, INJURY AND TRAUMA – PROCEDURE

1. Appropriate first aid treatment must be provided by a qualified first aider. Child Care Connections WH&S procedures must be adhered to when administering the first aid.
2. At least one Educator must be responsible for the other children in an area away from the injured child whilst he/she is being attended to.
3. Major incidents involving children must be reported to Nominated Supervisor after first aid and ambulance are contacted, i.e. at time of incident, or as soon as reasonably practicable in the case of a minor accident.
4. **In the case of a minor incident** (one requiring first aid only):-
 - The parent/guardian must be contacted immediately where the child is upset, or in the service's opinion it would be advisable for the child to receive medical attention. In the event of a head or facial injury the family must be contacted so that they have the option whether or not to seek medical advice.
 - Unless contacted earlier in the day, the parent or person collecting the child must be informed of the details of the incident and must sign the Child Incident and Injury Report form as evidence that he/she is aware of the incident.
 - A Child Incident and Injury Report must be legibly completed by the relevant educator and filed at the centre. All sections must be filled in appropriately.
 - The Incident/Injury/Trauma & Illness Record must be legibly completed by the educator who filled in the incident form.
5. **In the case of a major incident** (one requiring medical attention):-
 - The injured person(s) must be attended to immediately in accordance with current first aid practice by a suitably qualified first aider.
 - An ambulance must be contacted immediately and then the parent/guardian must be informed of the situation by Nominated Supervisor (where possible).
 - Where the child is on an excursion when the injury occurs, the service must be informed as soon as possible of the situation. The Service may contact the parent/guardian if this has not already occurred.
 - An educator must accompany the child to the hospital in the ambulance and remain with the child until the parent/guardian arrives. The educator must take a copy of the child's enrolment/medical details to the hospital.

- If the parent arrives prior to the ambulance's arrival then the parent/guardian must accompany the child.
- A Child Incident and Injury Report form and the Incident/Injury/Trauma & Illness Record must be completed and filed at the centre. A copy must be sent to the Insurance and Investment Officer, and the Nominated Supervisor.
- A Serious Incident Report must be filled out and sent to the Education and Care Unit within 48 hours of the accident occurring.
- Child Incident and Injury Report form must be signed and made available to parents.
- If a serious incident occurs resulting in a child's hospitalisation or death, the Education and Care Unit must be notified in accordance with the Education and Care National Regulations by the Nominated Supervisor.
- All educators involved must write a report for the Nominated Supervisor.
- De-briefing/counselling sessions will be provided for all parties either directly or indirectly involved as determined necessary.

Trauma

- The educator/s must provide comfort to the child/ren affected by the traumatic event.
- The parents/guardians must be notified of the event and if necessary requested to collect the child/ren.
- The educator must complete the Incident/Injury/Trauma & Illness Record
- Should the traumatic situation be considered a major event then De-briefing/counselling sessions for all parties either directly or indirectly involved may be offered.

☐ Register completed (tick)

CHILD CARE CONNECTIONS



CHILD INCIDENT AND INJURY REPORT

Full Name of Child		Time incident/injury occurred
Child's DOB		Date of incident/injury
Location where incident/injury occurred (describe place)		
Witness 1		If no witnesses, whereabouts of educators:
Witness 2		
Circumstances of incident/injury:		
Nature of any injury sustained and the location on the body:		
Action Taken, by whom, including administration of first aid:		
Parent Contacted Time Time Time Name of person contacted:	<i>(Please note all attempts)</i> Time Time Time	Name & signature of person making report Name & signature of person informing the parent Date
Name of person collecting the child		Time of child's departure from the service
I/we _____ acknowledge that I/we have been notified of the incident/injury Signature of Parent / Parent's Nominee		
DATE: / /		



Action has been taken to address risk (as relevant)

NOTE: The service is to retain a child's incident and injury report forms until that child turns 25 years of age, consistent with the requirements of the Tasmanian Limitations Act 1974

POLICY DOCUMENT CONTROL SHEET

Policy Name: Incident, Injury and Trauma

Department: Child Care Connections

Date Policy Approved by Council: 2/11/1998

Reviewed by (Name and Job Title of officer)	Nature of Amendment (List changes made to Policy)	Date Council Endorsed Amendment
Child Care Connections Team	Reviewed July 2002 Reviewed July 2004	
Child Care Connections Team	Changes reflect new research findings, stakeholder views and input or issues in health and child development.	21/8/2006
		Date Child Care Connections Team Endorsed Amendment
Child Care Connections Team	Source updated and cross referenced with CCC Death Of A Child Policy	30/11/2008
Child Care Connections Management	Source and terminology update. Trauma added	July 2012
Child Care Connections Team, Management and families	Source and terminology update Removal of FDC references Included reference to National Quality Standards	April 2014
Child Care Connections team, Management and families	Terminology update Changes to Incident and Injury form	January 2016

CHILD CARE CONNECTIONS



SUPERVISION POLICY

File Ref: Child Care Connections Policies
Author: Child Care Connections Management
Department: Community Development – Children’s Services

Background

Effective supervision is one of the most basic and important priorities in education and care services. It is so important that the requirement for adequate supervision is in the Education and Care Services National Law Act 2010 (National Law) in section 165.

Adequate supervision means that an educator can respond immediately, including when a child is distressed or in a hazardous situation.

A duty to take reasonable care of a child exists at all times the child is in care of the service. One part of this reasonable level of care is that the Approved Provider, Nominated Supervisor and educator are each responsible for ensuring that children are adequately supervised at all times the children are in the service’s care. This includes when children are indoors or outdoors on the premises, as well as when they are on an excursion, including an excursion that is a regular outing, away from the service. Supervision is constantly observing and relating to individual children and groups of children to contribute to their safety, health and wellbeing.

Educators need to **actively supervise** children as they are not always able to recognise potential risks involved in their play and are not always aware of their own limitations or abilities. It is important to be aware of signs of illness in children and their behaviours in their interactions with peers.

Active Supervision means being at the children’s level, having the children in sight and/or sound contact and being directly engaged with the children in meaningful interactions.

It is not the intention of this policy that educators merely ‘stand back and watch’.

Policy Statement

Child Care Connections must ensure that children are actively supervised according to children's age and stage of development. Child Care Connections environments must be designed and arranged in a way that is conducive to being easily supervised, whilst respecting the increasing independence and abilities of older children. Educators must involve children where appropriate with setting limits.

**Source: National Quality Framework Supervision factsheet updated September 2013.
Department of Education and Early Childhood Development Victoria**

Staying Healthy – Preventing infectious diseases in early childhood education and care services.' 5th Edition

National Quality Framework Resource Kit. ACECQA October 2011

Education and Care Services National Regulations: Regulation 123

National Quality Area 2: Children's Health and Safety

Cross Reference: Excursion Policy

Review 2 years

Status: CURRENT

CHILD CARE CONNECTIONS



SUPERVISION PROCEDURE

1. Children must be **actively supervised** by the appropriate and required ratio of educators as determined by the Education and Care Services National Regulations: Regulation 123 and educators must regularly move around the play areas to check on the children's whereabouts. Educators must use physical barriers, engaging experiences, good communication and effective supervision to ensure that children are aware of the boundaries and remain within them.
2. Educators must position themselves where they have a maximum view of all areas and avoid sitting with their back to the play area/children. If this is not always possible then educators should listen closely to children who are not in direct line of sight.
3. Some experiences will need closer supervision than others, such as when children are using scissors, woodwork or engaging in water play.
4. When children have access to animals the educators must follow the 'Animals in the Environment' policy as well as recommendations from 'Staying Healthy – Preventing infectious diseases in early childhood education and care services.' 5th Edition (refer to page 61)
5. Children must be closely supervised when they appear to be unwell, are having meals, handwashing, going to the toilet or having a nappy change. Bathroom and nappy change area doors/gates must be kept closed when not in use.
6. Educators must be mindful if it is the first time that children have been involved in an activity, as they may require closer supervision, support and assistance.
7. Outdoor areas require extra supervision, particularly where challenging environments are provided. Educators must position themselves around the playground to ensure all areas of the play area are supervised appropriately and must avoid having their backs to a play area.
8. When in a separate bedroom infants and young children must be supervised when going to sleep or be within hearing distance and be monitored by the use of a baby monitor. Sleeping children must be visually monitored every 10 minutes and this must be recorded.

9. Children who sleep in the play room must be monitored visually every 10 minutes and an educator must remain indoors whilst any children are asleep.
9. Where the design of buildings and grounds makes effective supervision difficult, there is a devised supervision plan.

POLICY DOCUMENT CONTROL SHEET

Policy Name: SUPERVISION

Department: Child Care Connections

Date Policy Approved by Council:

Reviewed by (Name and Job Title of officer)	Nature of Amendment (List changes made to Policy)	Date Council Endorsed Amendment
Child Care Connections Team And Policy Focus Group.	New policy developed June 2007	20/8/2007
		Date Child Care Connections Team Endorsed Amendment
Child Care Connections Management	Reviewed March/April 2009 Changes include update source Minor changes to terminology. Visually monitoring every 10 minutes	16/4/2009
Child Care Connection Team, Management and families	Updated terminology, removal of FDC references, source update, and family consultation included. Included references to National Quality Standards	April 2014
Child Care Connection Team, Management and families	Changes to wording	January 2016

CHILD CARE CONNECTIONS



CLOTHING AND COMFORT POLICY

File Ref: Child Care Connections Policies
Author: Child Care Connections Management
Department: Community Development – Children’s Services

Background

- Effective clothing and comfort strategies, including sun protection clothing, are important factors in ensuring a child feels secure and safe in a child care service environment.
- Child Care Connections educators endeavour to consult with families about their child’s² individual needs and must be aware of the different values and parenting beliefs, cultural or otherwise that are associated with clothing and footwear.
- Child Care Connections educators define ‘comfort’ as a state of reassurance, satisfaction, ease, and free from anxiety or pain.
- For the purpose of this policy, the term ‘clothing and footwear’ encompasses:
 - safe sleepwear;
 - sun protective clothing, including hats;
 - clothing for messy play, including art and craft smocks;
 - appropriate clothing for changing weather conditions and temperature of play environments;
 - clothing to facilitate self-help, including role play props and clothing; and safe footwear for play experiences such as climbing and running.
- It is understood by educators, children and families that there is a shared responsibility between the service and other stakeholders that the Clothing and Comfort Policy and procedures are accepted as a high priority.
- In meeting the service’s duty of care, it is a requirement that management and educators implement and adhere to the service’s Clothing and Comfort Policy

Policy Statement

“Children have a right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.”

² For the purpose of this policy, child/children is defined as a person or group of persons up to the age of 18 years who access the service for care reasons. (UNICEF)

Child Care Connections educators must ensure that children in care are dressed appropriately and comfortably for play and sleep. Consideration must be given to the child's age and stage of development, cultural and family practices. Information from relevant authorities such as the Cancer Council and Sid's and Kids will be sourced as a guide for educators and families, students and volunteers.

Cross Reference: Child Protection Policy, Sun Protection Policy, Rest Sleep including Cots/Beds, Mattresses and Bedding Policy, Workplace Health and Safety Policy, Excursion Policy

Source: Early Childhood Australia – Code of Ethics – retrieved April 2014 from www.earlychildhoodaustralia.org.au

Source: The Cancer Council Tasmania – retrieved April 2014 from www.cancertas.org.au/pages/sunsmart.php

Source: Tracy Byrne (podiatrist) - retrieved January 2016 from www.tracybyrne.co.uk

National Quality Area 2: Children's Health and Safety

Review 2 YEARS

Status: CURRENT

CHILD CARE CONNECTIONS



PROCEDURE

Clothing and footwear

Sleepwear:

- The educators must monitor the temperature of the rest environment and address children's clothing needs.
- Children resting in jumpers with hoods and cords are at higher risk of choking and must be removed when resting.
- Sleepwear should take into consideration the:
 - child's age;
 - safe resting practices established by the service;
 - temperature of the rest environment;
 - bed linen used for resting; and
 - individual needs.
- ***Refer to Child Care Connections Rest and Sleep Policy***

Sun safe clothing, including hats

- The educators, students and volunteers must role-model wearing recommended sun safe clothing at all times.
- ***(refer to the Child Care Connections Sun Protection Policy)***

Clothing for messy play:

- Children should have at least one complete change of clothing, including adequate clothing for weather changes - e.g. T-Shirt, jumper, and alternative footwear.
- Smocks and protective items will be provided by the service for when children are participating in messy play.
- Spare clothing and footwear must be available if required.

Clothing for indoor/outdoor environment:

- Children must wear comfortable play clothes that follow the Cancer Council guidelines in relation to 'sun safe' clothing
- For older toddlers and pre-schoolers, clothes that children can easily remove to assist with self-help skills when changing or toilet training are preferable.
- Warm winter coat and hat in winter
- Sun safe hat in summer (wide brim or legionnaire style)
– ***refer to Sun Protection policy***



Footwear:

- Whilst at the Service the children can choose to wear shoes both indoors and outdoors whilst playing. Educators must support the child's decision and designated places must be available for children to put their shoes if they choose to take them off, e.g. lockers, 'shoe shelves' etc.
- It is recommended practice that young children be encouraged to walk barefoot as much as possible, as this develops the muscles and ligaments in the foot, increases the strength of the foot arch, improves proprioception and contributes to good posture. (www.tracybyrne.co.uk)
- Educators must respect a parent/guardian's request in relation to their child being able play in bare feet indoors or outdoors.
- Open toed sandals, shoes and thongs can restrict children's play and movement. It is recommended that the shoes the children wear to the Service are covered in and have non-slip soles to assist children to play safely, particularly when climbing, riding bikes and running.
- It is preferable that infants and young children who are beginning to crawl and walk wear soft, flexible footwear.

Other items:

- An adequate supply of nappies is required for children who wear them. (suggest 6-8)
- Children who are toilet training will require extra pants and clothing including sock and shoes.
- Hooded jumpers and coats with cords can increase the possibility of choking and must be discouraged.
- Families must be advised about appropriate clothing choices for play and rest at enrolment and induction and educators must regularly remind families through a variety of ways including newsletters and posters.
- The educators, volunteers and students must be informed of clothing and comfort policy and procedure through induction procedures.
- Families and educators must regularly review Clothing and Comfort policy and source information from recognised authorities.
- Child Care Connections services must undertake an educative approach in relation to non-compliance of the Clothing and Comfort Policy and work in partnership with families, staff and educators.
- Spare clothes must be provided, where possible for children who attend care in clothes that do not comply with the policy (i.e.: sleeveless tops). The reasons must be discussed with families.
- If all attempts to work with families fail, then the educators are to refer to the Nominated Supervisor.
- Students and volunteers must be provided with information on what is appropriate clothing.
- Educators, students and volunteers must wear clothing that portrays a professional image.

- Child Care Connections Management Team (Manager of Community and Customer Services and the Nominated Supervisor) must discuss appropriate clothing options with educators, students and volunteers should it be determined necessary.
- A copy of the Child Care Connections 'Presentation of Educators' policy for wearing the non-compulsory uniform must be displayed in the staff rooms and included in induction information for new casual and permanent employees as well as students and volunteers.

Protective Behaviours and Practices

- All children have a right to privacy, however young children must be appropriately supervised when dressing and undressing depending upon age and ability, as they may require assistance. This will take place in a respectful manner and in a suitably designated area, i.e. bathroom or nappy change area.

POLICY DOCUMENT CONTROL SHEET

Policy Name: Clothing and Comfort Policy

Department: Child Care Connections

Date Policy Approved by Council:

Reviewed by (Name and Job Title of officer)	Nature of Amendment (List changes made to Policy)	Date Council Endorsed Amendment
Child Care Connections Team and Policy Focus Group	New Policy developed May 2007	20/8/2007
		Date Child Care Connections Team Endorsed Amendment
Child Care Connections Management	Reviewed March/April 2009 Changes include update source Changes to wording/terminology Reference to clothing that portrays a professional image and service coordinators discussing appropriate clothing with staff/carers students/volunteers should it be necessary	16/4/2009
Child Care Connections Team	Terminology	February 2013
Child Care Connection Team, Management and families	Updated sources and terminology Removal of FDC references Included reference to National Quality Standards	April 2014
Child Care Connection Team, Management and families	Changes to wording. Included new source in relation to children being able to go barefoot indoors and outdoors.	January 2016

CHILD CARE CONNECTIONS



RISK MANAGEMENT / WORKPLACE HEALTH & SAFETY

File Ref: Child Care Connections Policies
Author: Child Care Connections Management
Department: Community Development – Children’s Services

Background

Children must be supported to feel secure and safe in the education and care environment so that they can safely explore and learn about their world. In order to protect children from harm and any hazard likely to cause injury, the education and care service must manage risks and implement procedures to maintain a safe environment for children, educators and families.

Risks can include structural damage, property damage, a security issue, maintenance issues, dangerous items, equipment, garbage or any other item that may cause injury, illness or death. Early identification of potential hazards and effective strategies to reduce or prevent further risk is vital.

Policy Statement

Child Care Connections must implement procedures to prioritise the maintenance of environments and conditions that are safe for children, families and educators. Procedures must be implemented to assist with early detection of potential hazards and to reduce risks within the education and care community. The education and care service complies with legislations and regulations and annually reviews the policy and procedure to ensure effective risk management practice.

Source: Education and Care Services National Law
Education and Care Services National Regulations
Guide to the National Quality Standard ACECQA
Regulations: 85, 97, 100, 101, 136, 168
Community Child Care Co-operative (NSW)

National Quality Framework: Quality Area 2: Children's Health and Safety
National Quality Framework: Quality Area 3: Physical Environment

Review **Annually**

Status: *New*

CHILD CARE CONNECTIONS



PROCEDURE

- The Approved Provider must ensure that Child Care Connections educators, Workplace Health & Safety Representatives (WHS Rep's) form part of the organisations Work Place Health and Safety Committee.
- The Nominated Supervisor or WHS Rep must conduct risk assessments that may be relevant to the services.
- The Nominated Supervisor or WHS Rep must ensure a risk assessment is conducted prior to excursions.
- The Nominated Supervisor or WHS Rep must liaise with educators to ensure that risk management is part of daily practice and that procedures are developed and maintained to implement policies, record and review hazards.
- The Nominated Supervisor must ensure that health and safety information and training is included in the induction and is ongoing as part of each individual educators professional development.
- Information must be provided to families during enrolment and orientation about the services Risk Management policy and the need to maintain emergency contact details, written consent for permission to access urgent medical, dental, hospital and ambulance assistance.
- The Nominated Supervisor must ensure that emergency and evacuation and lockdown procedures are rehearsed, documented and evaluated at least every three months.
- The Nominated Supervisor must ensure that during operational hours at least one educator who holds a current approved first aid qualification, asthma and anaphylaxis management training is in attendance and available.
- All educators, non-contact staff and contractors must complete 'Safety Circle' training and adhere to its principles on a daily basis.
- Educators must be responsible for the completion of daily WHS checklists of the environment before children and families enter the service. Educators must identify any potential hazards and note these on the checklist, rectifying any risks immediately where possible. Any identified hazards that cannot be immediately removed or rectified must be reported to the nominated supervisor immediately.
- Educators must not put themselves or others at risk at any time when seeking to reduce or remove potential hazards.

- Educators must be encouraged and supported to complete first aid training and professional development to increase their knowledge and awareness of risk management.
- Educators must participate in emergency evacuation procedures to ensure the welfare of children, families and educators.
- Educators must be both professional and sensitive when identifying risks. Educators must respond quickly and effectively to minimise or remove risks to promote a safe environment free from harm and respond appropriately when incidents or emergencies occur.

POLICY DOCUMENT CONTROL SHEET

Policy Name: Risk Management / Workplace Health and Safety

Department: Child Care Connections

Reviewed by (Name and Job Title of officer)	Nature of Amendment (List changes made to Policy)	Date Council Endorsed Amendment
Child Care Connections Team, Management and families	New, this policy rescinds Council Organisation Risk Management Policy to be Children's Services Specific. Source and terminology includes reference to the National Quality Standard. Education and Care Services National Law and Regulations	July 2014
Child Care Connections Team, Management and families	Included reference to 'Safety Circle' training.	January 2016

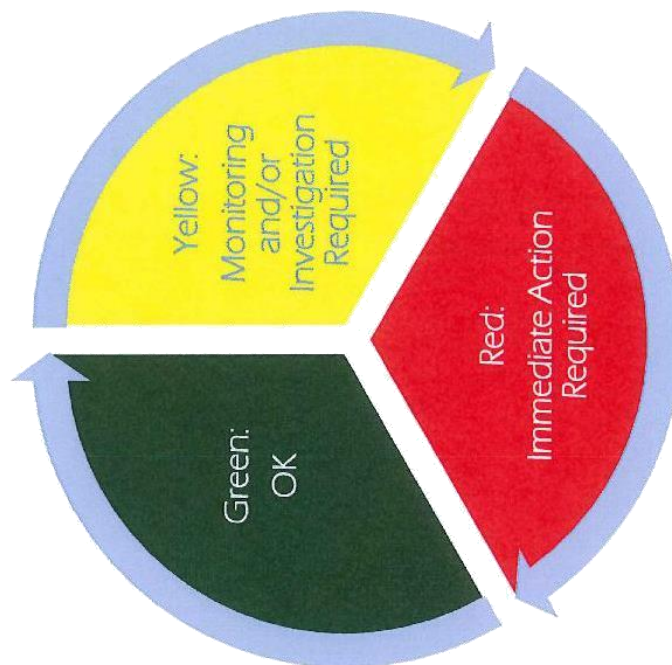


Glenorchy City Council Corporate Performance Indicators December 2015

Index

Profit & Loss			
• Monthly Profit and Loss - Revenue	5	•	OH & S
• Monthly Profit and Loss - Expenditure	8	•	Salaries & Wages including on-cost – Operational
• Grants Revenue – All Departments	11	•	Salaries & Wages including on-costs – Capital Projects
• Total Revenue (excluding rates and grants)	11	•	Other Employment Costs – Operational
• Total Expenditure	12	•	Staff Turnover Rate
• City Services and Infrastructure	13	•	Average Sick Leave by Department Indicator
• Community Economic Development & Business	13	•	Lost Time Injury Frequency Rate
• Corporate Governance	14		
Balance Sheet			
• Total Capital Expenditure	17		
• Capital – Roads	18		
• Capital – Property	18		
• Capital – Stormwater	19		
• Capital – Other	19		
• Cash Flow Movement	20		
• Investment Profile and Interest Earned	20		
• Loan Profile and Interest Expense	21		
• Annual Growth AAV	21		
• Percentage of Rates Outstanding	22		
• Accounts Receivable	22		

Corporate Performance Indicator Legend



Considerations when reviewing performance statistics:

- » Indicators for previous months may change in the future as adjustments are made to the accounting system after that month's reporting period.
- » Scales on the charts vary within indicator groups



Profit and Loss Corporate Performance Indicators December 2015

Monthly Profit and Loss Summary							
Revenue \$'000	Actual Month	Budget Month	Variance Month	Actual YTD	Budget YTD	Variance YTD	% Variance
Rates Income (Includes SFL)	3	15	(12)	32,517	32,325	192	1%
Statutory Charges	132	139	(7)	1,251	1,217	34	3%
User Charges	488	560	(73)	5,824	5,677	147	3%
Grants Subsidies	69	71	(3)	1,650	2,215	(565)	-26%
Investment Income	1,077	1,086	(9)	1,969	2,025	(55)	-3%
Water Wastewater Charges	12	75	(62)	148	316	(168)	-53%
Reimbursements	60	88	(29)	290	197	93	47%
Other Income	78	76	2	445	328	117	36%
Total Revenue	1,918	2,111	(193)	44,093	44,299	(206)	0%

REVENUE - COMMENTS FOR MONTHLY VARIANCE:

(\$'000)

Rates - \$12 under budget

Primarily due to no supplementary rates notices being processed in the month.

Statutory Charges - \$7 under budget

Primarily due to higher than budgeted Application Fees \$10, partially offset by lower than budget Development Fees \$7 and inspection fees \$11 resulting from building activity varying from the original budget.

User Charges – \$73 under budget

Primarily due to lower than budget childcare fees \$32 from lower than budget equivalent full time places and lower revenues from The Derwent Entertainment Centre \$51.

Grants Subsidies - \$3 under budget

Primarily due to timing of the Veolia Waste Sponsorship of \$6 which is now expected later this financial year.

Investment Income - \$9 under budget

Due to lower than forecast interest rates than when the budget was formulated.

Water Wastewater Charges - \$62 under budget

Primarily due to lower than budgeted water sales during the month.

Reimbursements - \$29 under budget

Primarily due to lower Derwent Entertainment Centre wages recovery which was due to below budget event activities.

Other Income - \$2 over budget

Primarily due to higher refunds and miscellaneous receipts partially offset by delays in receiving fuel tax credits due to staff leave.

REVENUE - COMMENTS FOR YTD VARIANCE:
(\$'000)

Rates Income – \$192 over budget

Due to a higher than budgeted number of rateable properties since the budget was developed and the coming on line of the Bunnings development.

Statutory Charges – \$34 over budget

Primarily due to higher than budgeted building applications reflecting in higher than budgeted building and planning related fees \$89, animal charges \$10 offset by lower than budgeted Inspection Fees \$64.

User Charges – \$147 over budget

Primarily due to higher than budgeted Landfill fees \$221, Food and Beverage Sales \$51 and Garbage Collection \$27, partially offset by lower than budget Childcare Fees \$162 due to lower than budget equivalent full time places.

Grants Subsidies – \$565 under budget

Primarily due to the State Financial Assistance Grants pre-paying a full year advance payment of \$1.2M which was received on 30 June 2015, the 2014-15 financial year, but budgeted to be received in the 2015-16 financial year.

Investment Income – \$55 under budget.

Due to lower than budgeted bank interest as a result of lower than budgeted interest rates.

Water Wastewater Charges – \$168 under budget

Due to generally lower than budgeted sales.

Reimbursements – \$93 over budget

Primarily due to higher than budgeted DEC wages cost recoveries \$106 due to increased event activities.

Other Income – \$117 over budget

Primarily due to the proceeds of asset sales \$64 and the AGL Royalty payment \$36 for access to tip methane.

Monthly Profit and Loss Summary							
Expenditure \$'000	Actual Month	Budget Month	Variance Month	Actual YTD	Budget YTD	Variance YTD	% Variance
Finance Charges	32	37	5	197	208	12	6%
Employee Costs	1,487	1,429	(58)	9,429	9,011	(418)	-5%
Admin Office Costs	428	417	(10)	2,989	3,123	135	4%
Materials, Contractors & Other	974	839	(135)	4,730	5,497	768	14%
Depreciation	1,533	1,199	(334)	7,549	7,574	26	0%
Rates Expenses	1,180	1,172	(8)	2,359	2,344	(16)	-1%
Total Expenditure	5,633	5,093	(540)	27,252	27,759	506	2%
Total Surplus (Deficit)	(3,715)	(2,982)	(733)	16,840	16,540	300	-2%

**EXPENDITURE - COMMENTS FOR MONTHLY VARIANCE:
(\$'000)**

Finance Charges – \$5 under budget

Primarily due to slightly lower levels of electronic (BPay) payment for both rates and animal charges.

Employee Costs – \$58 over budget

Primarily due to the impact of the unbudgeted May 2015 2.5% wages increase granted to staff which was not budgeted and a \$50 termination payment.

Admin Office Costs – \$10 over budget.

Primarily due to higher communications \$28 and IT software support \$36 partially offset by reduced catering costs at the Derwent Entertainment Centre \$31 due to lower activity levels.

Materials, Contractors & Other – \$135 over budget

Primarily due to water and sewerage charges \$70 (billed late), and contract security at an earlier Derwent Entertainment Centre event \$53.

Depreciation / Asset Write Off – \$334 over budget

Primarily due to a late posting of the written down value of 6 Gavitt Street which was sold earlier this year.

Rates Expenses – \$8 over budget

State Fire Service Contribution was slightly above budget.

EXPENDITURE - COMMENTS FOR YTD VARIANCE:
(\$'000)

Finance Charges – \$12 under budget

Due to slightly lower levels of electronic (BPay) payment for both rates and animal charges.

Employee Costs – \$418 over budget

Primarily due to the impact of the 2.5% unbudgeted wages increase previously approved and termination payment.

Admin Office Costs – \$135 under budget

Primarily due to IT software maintenance costs under budget \$108 due to project delays.

Materials, Contractors & Other – \$768 under budget

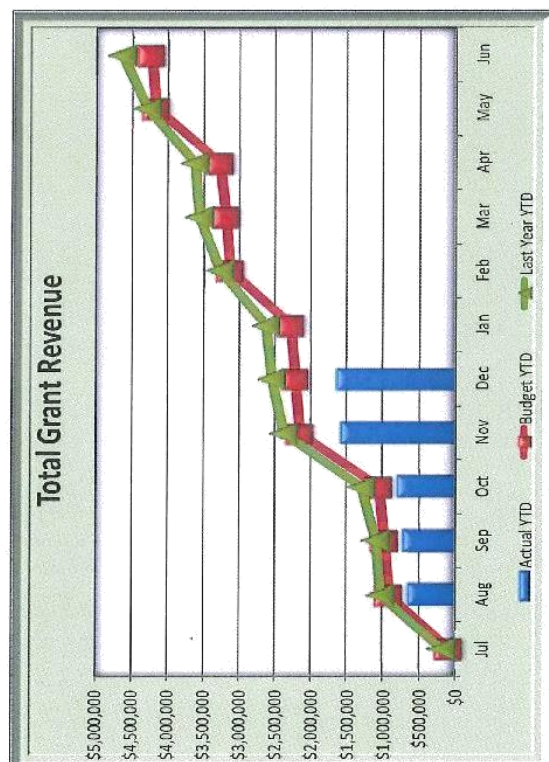
Primarily due to savings derived from the Street Lighting project \$265, savings in vehicle leases \$150 and underspends in contractors \$154 and materials \$105.

Depreciation / Asset Write Off - \$26 under budget

Primarily due to lower than budget depreciation on IT Systems \$230 due to delays in project implementation partially offset by written down value of 6 Gavitt Street.

Rates Expenses – \$16 over budget

Primarily due to the a higher payment of the fire services levy to the State Government from an unbudgeted increase in the number of rateable properties.



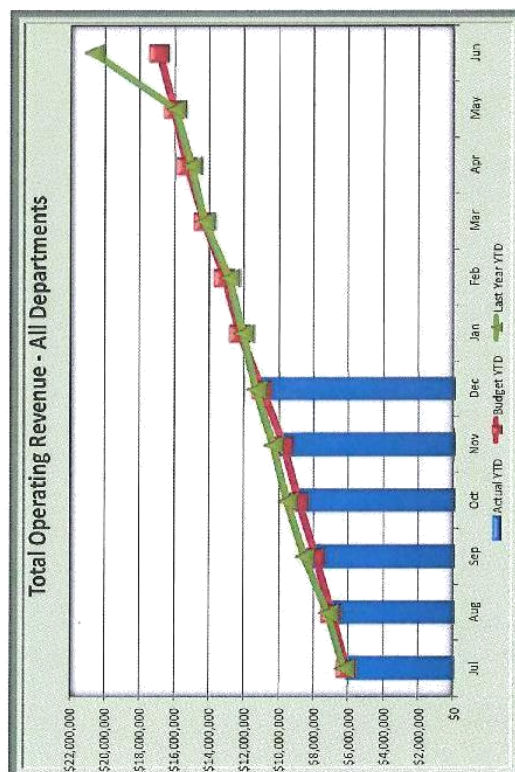
Grants Revenue for All Departments – Graph 1

The total of grants revenue received from Government bodies.

Responsible: Executive Leadership Team

-	Actual YTD:	\$'000
-	Budget YTD:	\$1,649
	Under Budget:	\$2,215
		\$566

Refer to comments on pages 6-7



Total Operating Revenue (excluding rates, grants, TasWater income) – Graph 2

Total revenue earned by all areas of the council through fees, charges and fines compared to budget.

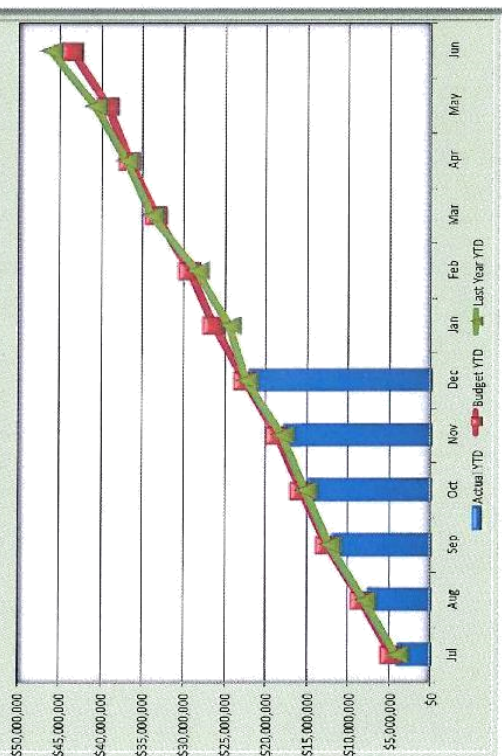
Responsible: Executive Leadership Team

-	Actual YTD:	\$'000
-	Budget YTD:	\$11,032
	Over Budget:	\$10,949
		\$ 83

Refer to comments on pages 6-7



Expenditure - All Departments



Total Operating Expenditure (excludes depreciation) – Graph 3

Total op. expenditure for all areas of the council compared to budget.

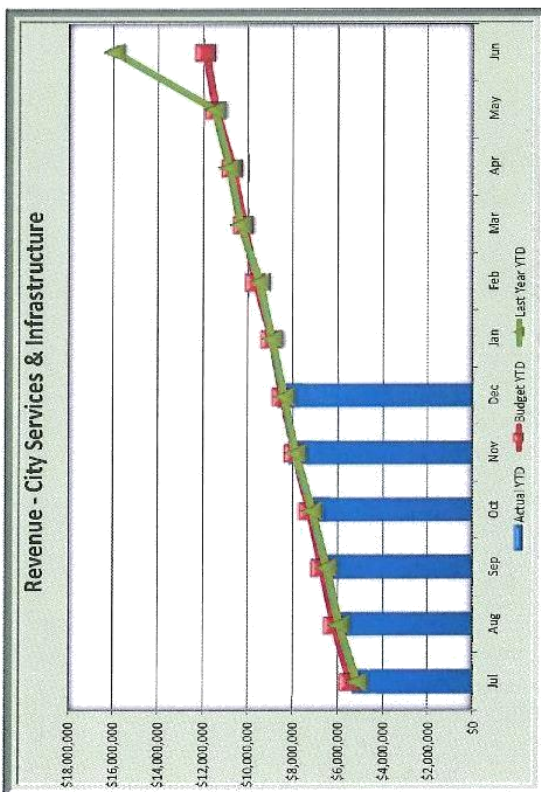
Responsible: Executive Leadership Team

-	Actual YTD	\$22,149
-	Budget YTD	\$22,611
-	Under Budget	\$ 462

Refer to comments on pages 6-10



Note: Variance to Consolidated Profit & Loss is result of removing Internal Income and Internal Expenditure



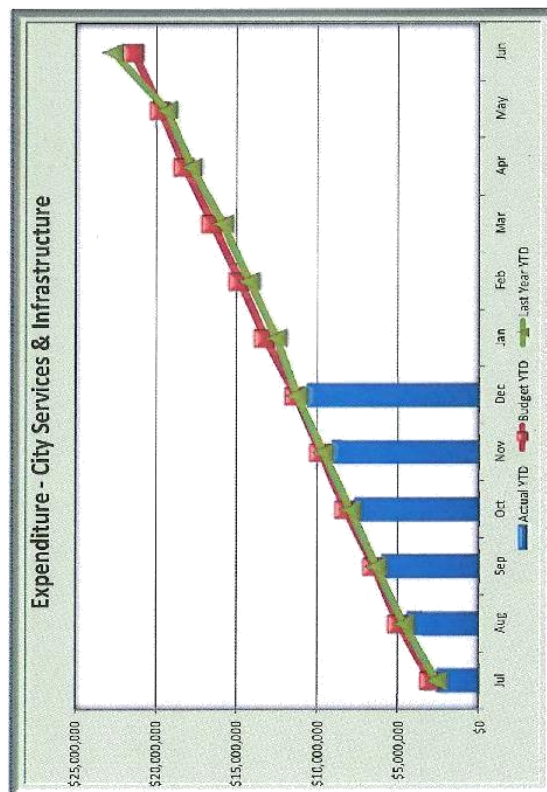
City Services and Infrastructure Revenue - Graph 4

Total revenue for City Services and Infrastructure for fees, charges and grants compared to budget.

Responsible: *Director City Services and Infrastructure*

-	Actual YTD	\$8,709
-	Budget YTD	\$8,430
	Over Budget	\$ 279

Landfill revenue is \$222 ahead of budget..



City Services and Infrastructure Expenditure - Graph 5

Total expense for City Services and Infrastructure compare to Budget, less depreciation.

Responsible: *Director City Services and Infrastructure*

-	Actual YTD	\$10,656
-	Budget YTD	\$11,334
	Under Budget	\$ 678

Major savings have been generated from the Street Lighting project \$265.

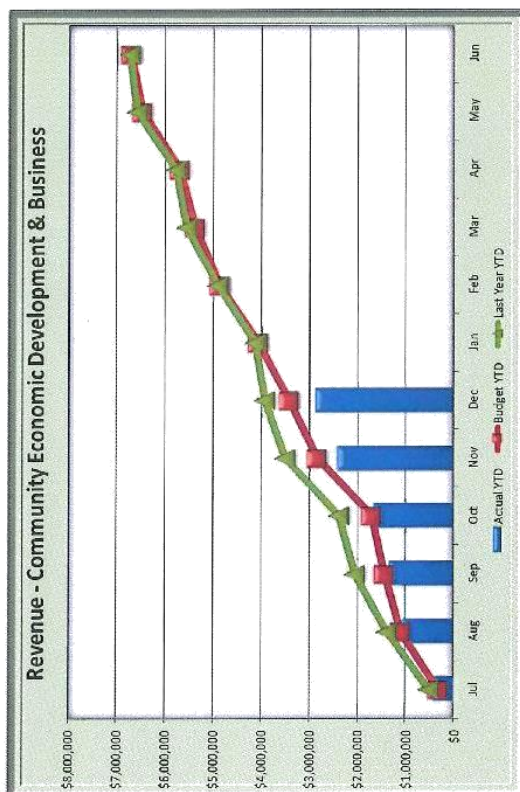


Community Economic Development and Business Revenue – Graph 6

Total revenue of Community Economic Development and Business, for fees, charges and grants
Responsible: Director Community Economic Development and Business

-	Actual YTD	\$2,877
-	Budget YTD	\$3,410
-	Under Budget	\$ 533

The Financial Assistance Grant expected this year was partly paid (in advance) in June 2015..

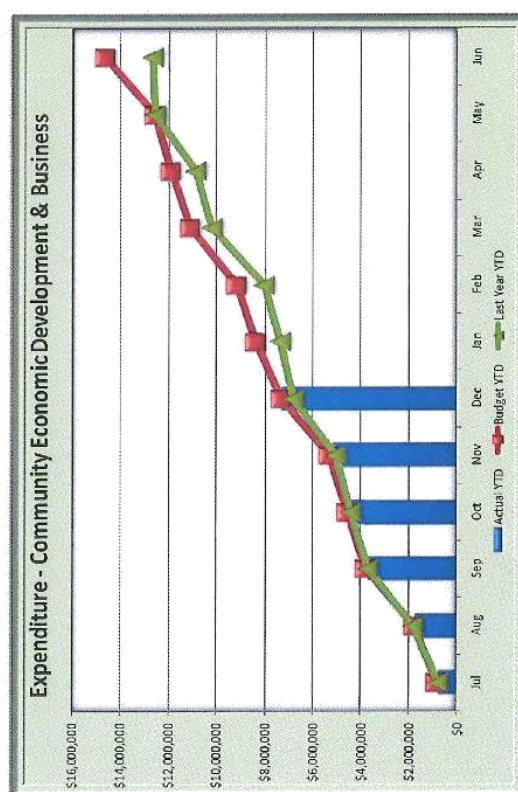
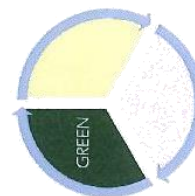


Community Economic Development and Business Expenditure – Graph 7

Total expense for Community Economic Development and Business
Responsible: Director Community Economic Development and Business

-	Actual YTD	\$7,296
-	Budget YTD	\$7,310
-	Under Budget	\$ 14

IT software support costs are lower than budget due to delays in implementing new projects..



Corporate Governance Revenue - Graph 7

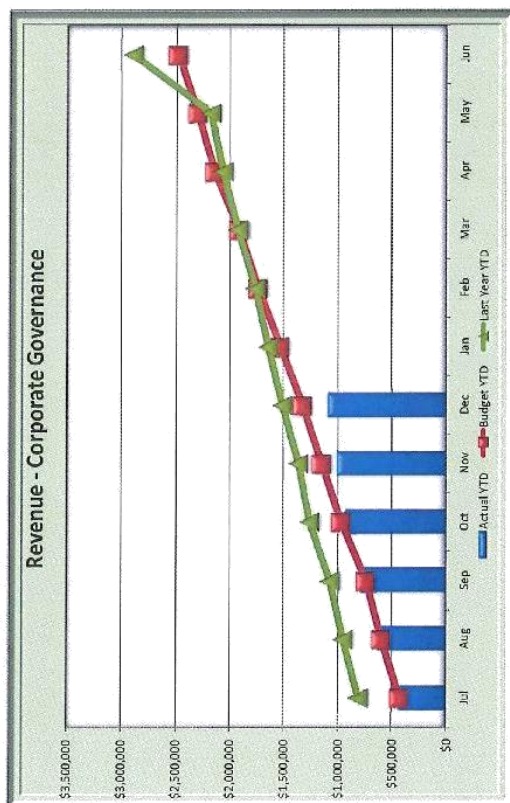
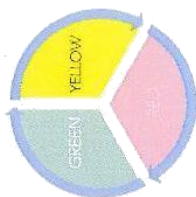
Total revenue for

Responsible: Director Corporate Governance

\$'000

-	Actual YTD	\$1,095
-	Budget YTD	\$1,324
=	Under Budget	\$ 229

Sales of water from the Derwent Reuse scheme have been below budget..



Corporate Governance Expenditure - Graph 8

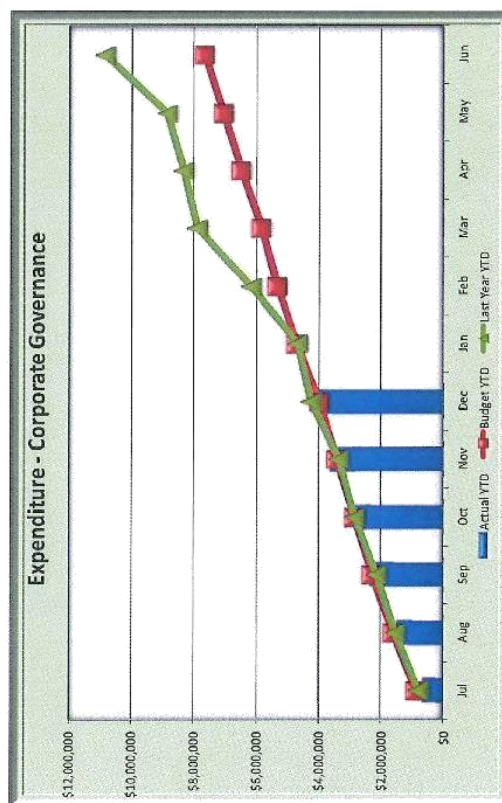
Total expense for EID compared to budget (exc. depreciation).

Responsible: Director Corporate Governance

\$'000

-	Actual YTD	\$4,197
-	Budget YTD	\$3,967
	Over Budget	\$ 230

Wages and salaries are above budget..





Balance Sheet Corporate Performance Indicators December 2015

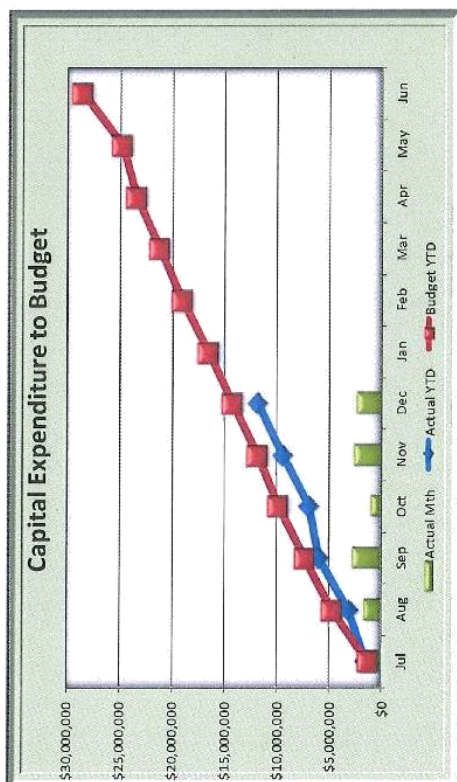
Total Capital Expenditure – Graph 14

Total Capital expenditure compared to budget.
Responsible: Executive Leadership Team

\$'000

-	Actual YTD	\$11,791
-	Budget YTD	\$14,230
	Under Budget	\$2,439

Refer pages 18-19. Additional information regarding capital variances is contained in Appendix B.



Capital Expenditure - Roads – Graph 15

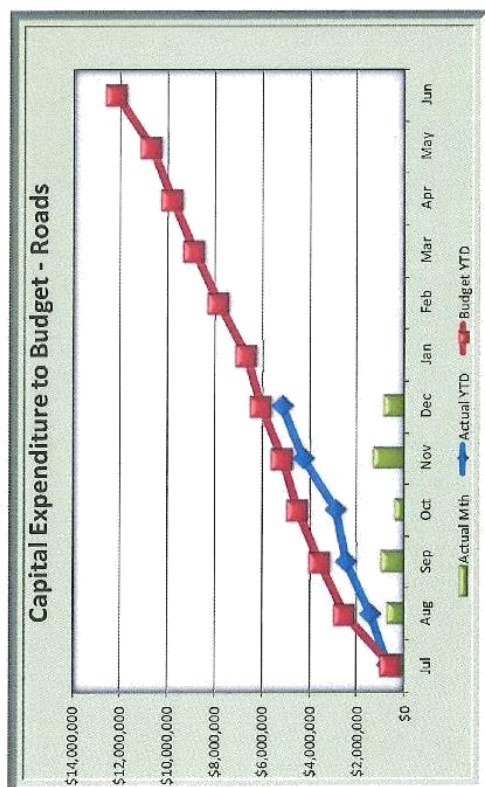
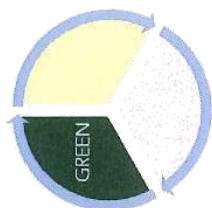
Total expenditure for roads compared to budget.

Responsible: *Director City Services and Infrastructure*

\$'000

-	Actual YTD	\$5,139
-	Budget YTD	\$6,029
	Under Budget	\$ 890

Additional information regarding capital variances is contained in Appendix B.



Capital Expenditure - Property – Graph 16

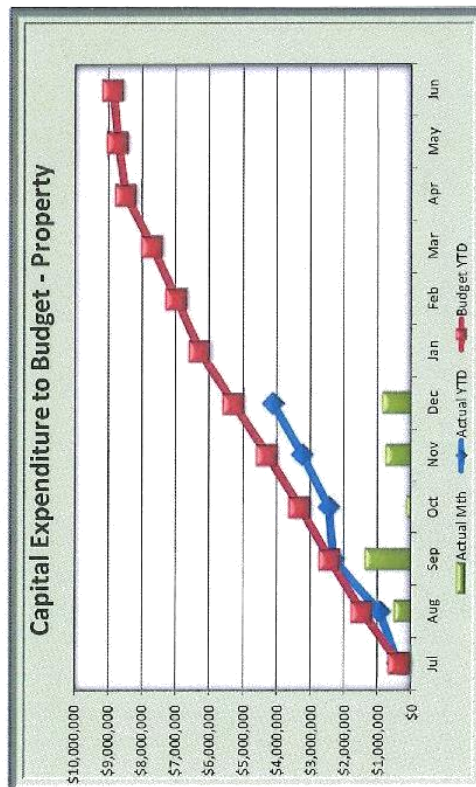
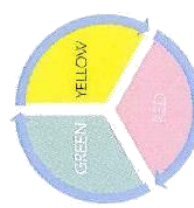
Total expenditure for property compared to budget.

Responsible: *Director Community Economic Development and Business*

\$'000

-	Actual YTD	\$4,111
-	Budget YTD	\$5,292
	Under Budget	\$1,181

Additional information regarding capital variances is contained in Appendix B.



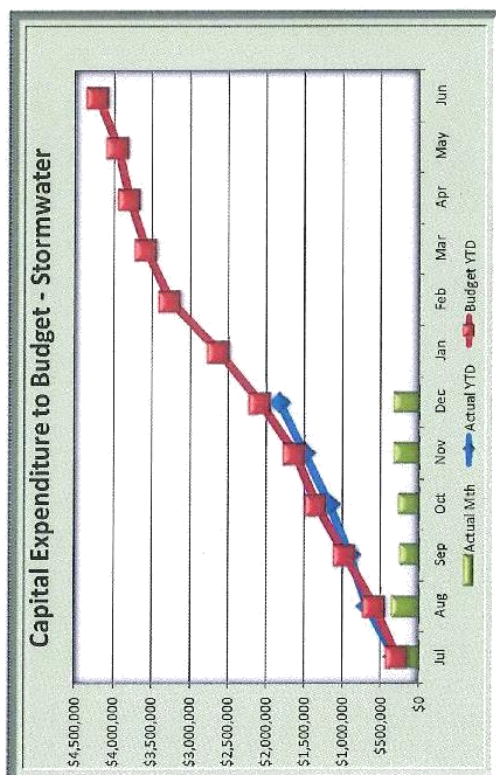
Capital Expenditure – Stormwater (excluding stormwater property connections) – Graph 17

Total expenditure for stormwater compared to budget.
Responsible: *Director City Services and Infrastructure*

\$'000

-	Actual YTD	\$1,822
-	Budget YTD	\$2,077
-	Under Budget	\$ 255

Additional information regarding capital variances is contained in Appendix B.



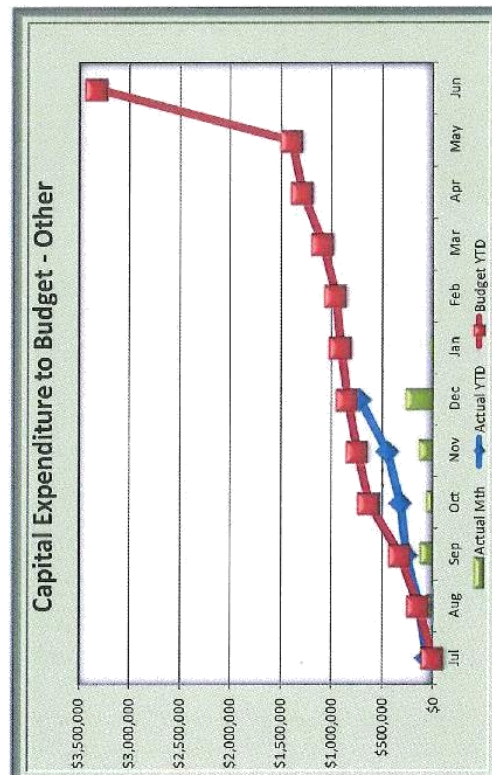
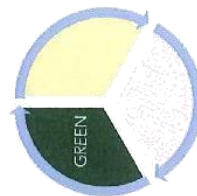
Capital Expenditure – Other (e.g. capital grants, technology, plant and equipment etc.) – Graph 18

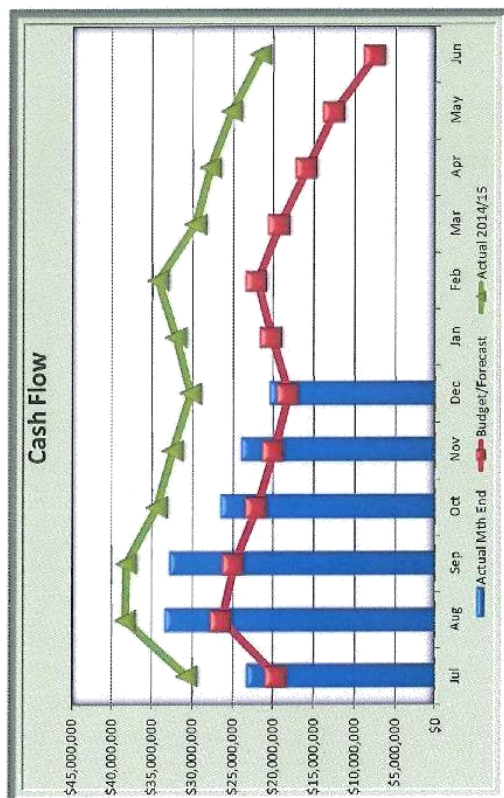
Total expenditure for other capital compared to budget.
Responsible: *Director Community Economic Development and Business*

\$'000

-	Actual YTD	\$ 719
-	Budget YTD	\$ 832
-	Under Budget	\$ 113

Additional information regarding capital variances is contained in Appendix B.



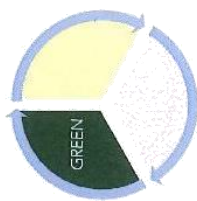


Cash Flow Movement - Graph 19

Total cash assets available (cheque account, cash floats and short term deposits), compared to budget and last year.

Responsible: Director Community Economic Development and Business

-	Actual Cash	\$'000
-	Budget	\$20,384
-	Variance	\$18,083
-		\$ 2,301



Interest Earned - Graph 20

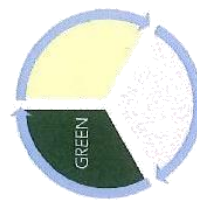
Total interest earned (accrued and received) compared to budget.

Responsible: Director Community Economic Development and Business

-	Actual YTD	\$'000
-	Budget YTD	\$ 340
-	Under Budget	\$ 396
-		\$ 56

Effective Interest Rate: 2.41%

Benchmark:
RBA Cash Rate (currently 2.00%) + 0.50% = 2.50%



Investment Profile		
Maturity	Total Amount	Average Rate
Cash on hand	\$ 139,965	0.00%
At call	\$ 2,922,209	1.76%
30 - 60 days	\$ 251,352	1.90%
61 - 90 days	\$ 8,570,176	2.18%
90 - 120 days	\$ 8,500,000	2.91%
120+ days	\$ -	0.00%
Total	\$ 20,383,702	2.41%

Loan Profile			
Maturity Date	Rate	Loan Balance YTD	
15-Jun-21	4.84%	\$	1,004,286
15-Jun-22	6.76%	\$	884,409
15-Jun-24	3.49%	\$	301,051
15-Jun-25	4.78%	\$	509,747
15-Jun-27	4.75%	\$	289,696
30-Jun-22	5.01%	\$	3,825,168
Total		\$	6,814,357

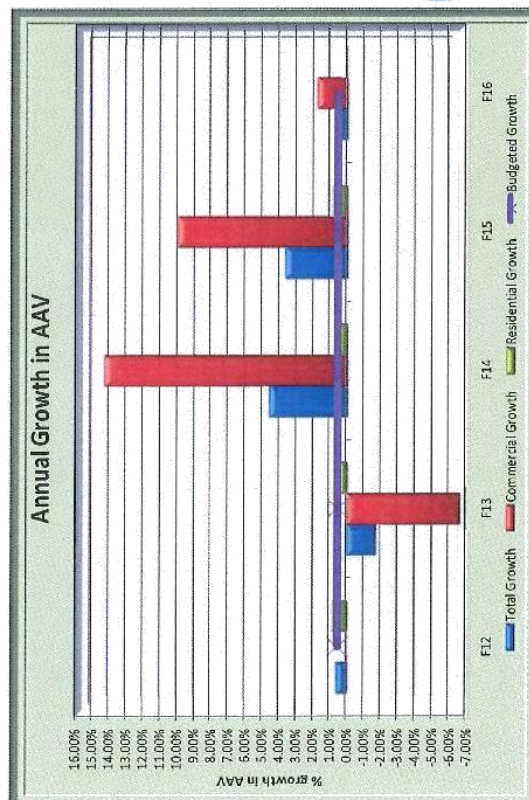
Interest Expense – Graph 21

Total interest expense (accrued and paid) compared to budget.

Responsible: Director Community Economic Development and Business

		\$'000
-	Actual YTD	\$ 158
-	Budget YTD	\$ 170
	Variance	\$ 12

Comment: Total loan repayments due during year ending 2015/16 is \$1,145.



Annual Growth in AAV – Graph 22

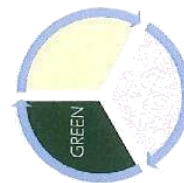
A comparison of the annual growth in the Assessed Annual Value (AAV) for Commercial, Residential and Overall Total.

Responsible: Director Community Economic Development and Business

AAV growth 2015/16 on July 1st 2015 Base

-	Commercial growth	1.75%	(being 91% of the total AAV growth)
-	Residential growth	0.08%	(being 9% of the total AAV growth)
-	Total AAV growth	0.62%	

Target 0.50% AAV growth compared to previous year



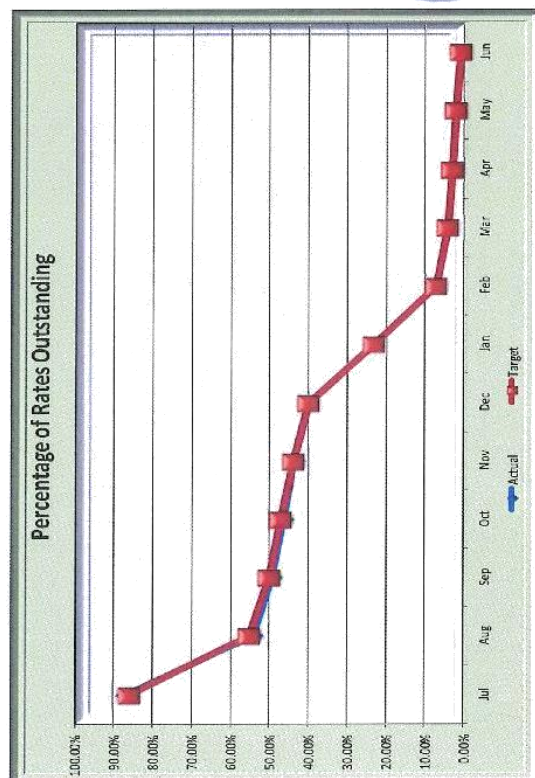
Percentage of Invoiced Rates Outstanding – Graph 23

Shows the percentage amount of invoiced rates not paid.
Responsible: Director Community Economic Development and Business

- Actual 31 Dec 2015: 40.17%
- Target 31 Dec 2015: 40.00%
- Variance: 0.17%

Total outstanding 31 Dec 2015: \$15,161 \$'000

Arrears as at	this month	last month	Movement
2015:	\$153	\$189	\$36
2014:	\$42	\$47	\$5
2013:	\$13	\$14	\$1
2012:	\$1	\$2	\$1
2011 +:	\$3	\$3	\$0
TOTAL	\$212	\$255	\$43



Accounts Receivable (AR) – Graph 24

A monthly summary of the level of money owing to council for non rate income.

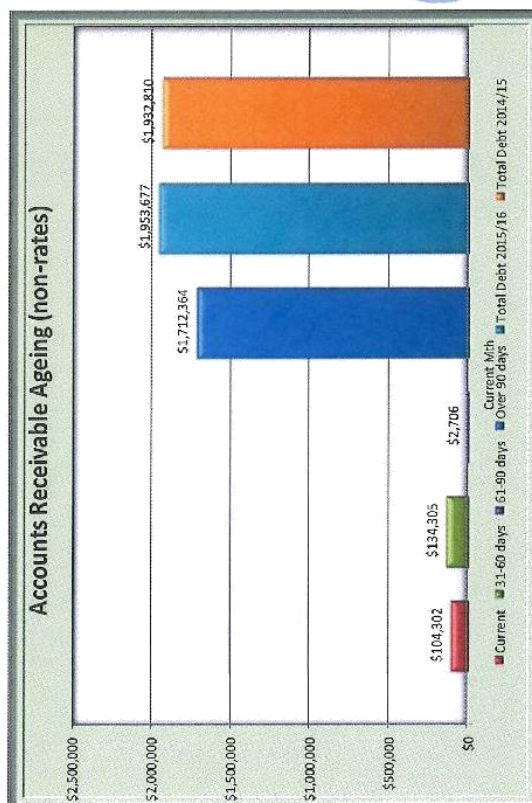
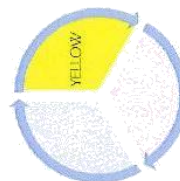
Responsible: Director Community Economic Development and Business

- Total 31 Dec 2015: \$1,954 \$'000
- % of AR 61 days & over: 87.4 %

Target: <25% of AR 61 days and over (excluding property debts)

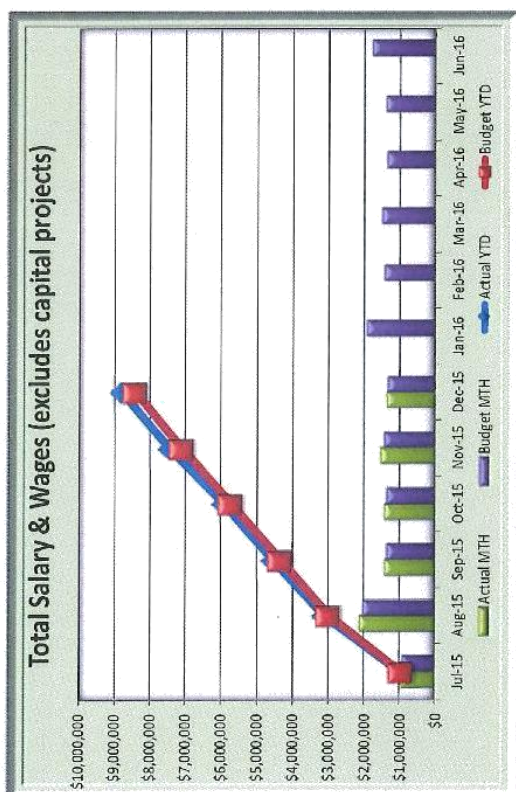
Comment:

Major component is \$1.6M contractor debt relating to Derwent Park Re-use scheme in the process of being written off. Other debts are being managed in accord with policy.





HR and OH & S Corporate Performance Indicators December 2015

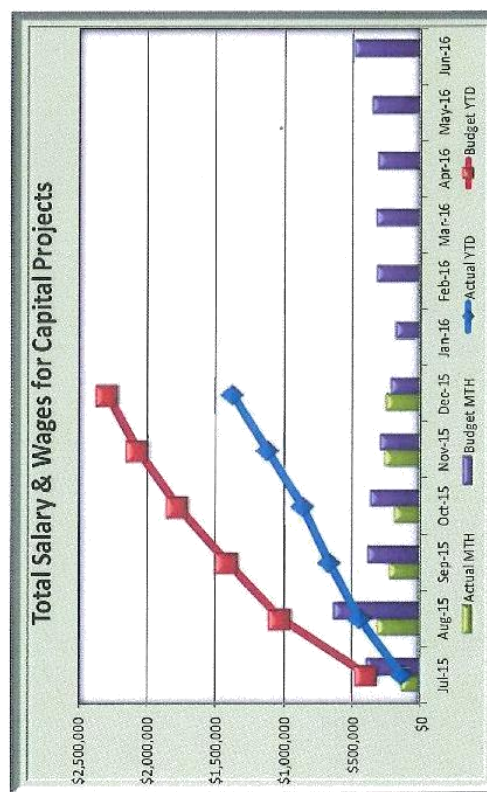


Salaries & Wages including on-costs – Operational (excludes capital projects) – Graph 25

Total operational salary costs compared to budget.

Responsible: Executive Leadership Team

-	Actual YTD	\$8,784
-	Budget YTD	\$8,405
	Over Budget	\$ 378

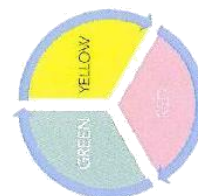


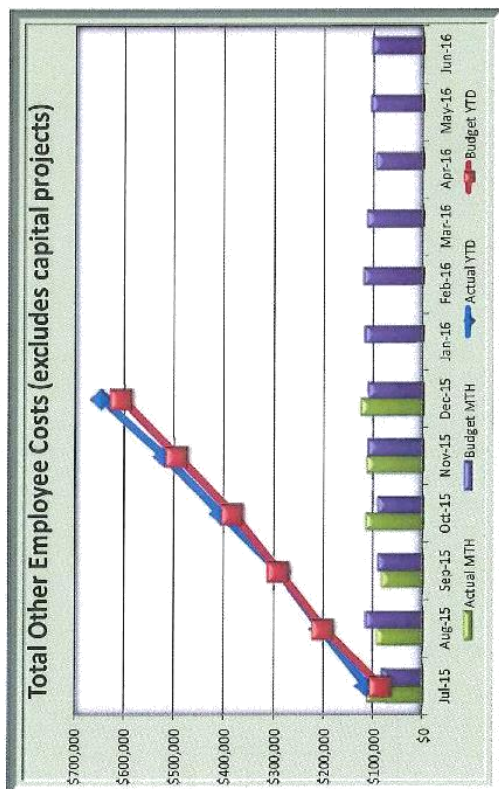
Salaries & Wages including on-costs – Capital Projects – Graph 26

Total salary costs for capital projects compared to budget.

Responsible: Executive Leadership Team

-	Actual YTD	\$1,378
-	Budget YTD	\$2,292
	Under Budget	\$ 914



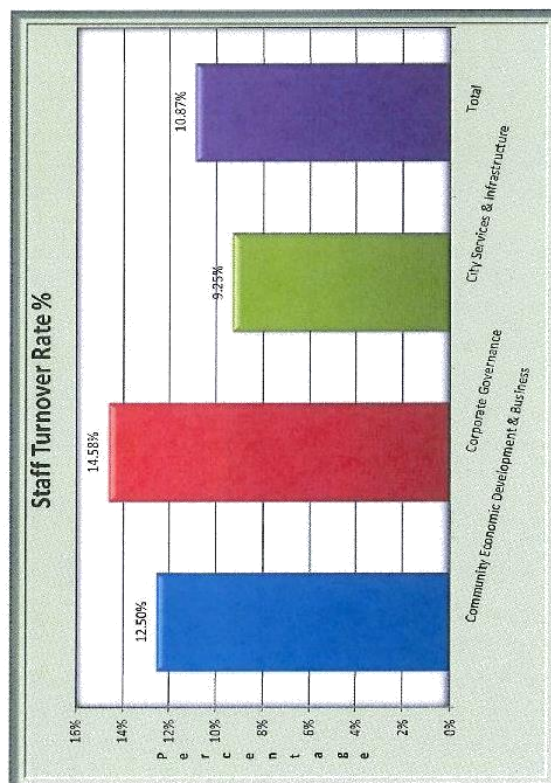


Other Employment Costs – Operational (excludes capital projects) – Graph 27

Total operational other employment costs compared to budget (i.e. relief/casuals, overtime, medical expenses, FBT etc).

Responsible: Executive Leadership Team

-	Actual YTD	\$ 645
-	Budget YTD	\$ 605
	Over Budget	\$ 40



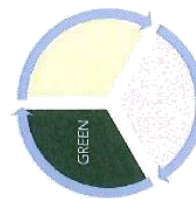
Permanent Staff Turnover Rate – Graph 28

Total staff turnover is the total number of terminations over the last twelve months divided by the number of staff As at the last day of the month. This ratio represents the percentage of our total workforce who leave the council.

Responsible: Executive Leadership Team

Rolling 12 month av. turnover rate calculations used

	2015	2014
Rolling 12 month turnover rate	10.87%	11.49%



Benchmark: LGAT All Tasmanian Councils Group Average (2007/08) recorded: 15.20%

Average Number of Days Sick Leave Taken - Graph 29

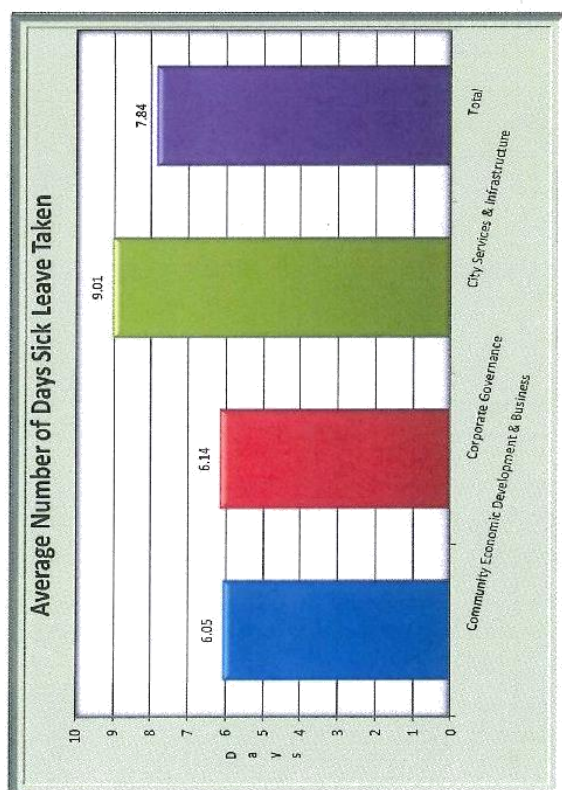
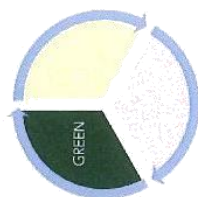
For each department: Total number of days sick taken divided by number of staff for previous 12 months. This ratio represents the number of sick days taken per person on average.

Responsible: Executive Leadership Team

- Total average sick leave days taken last 12 months:

Last 12 mths: 7.84 Days
Prev. 12 mths: 7.03 Days

Benchmark: LGAT All Tasmanian Councils Group Average (2007/08) recorded: 6.80 days

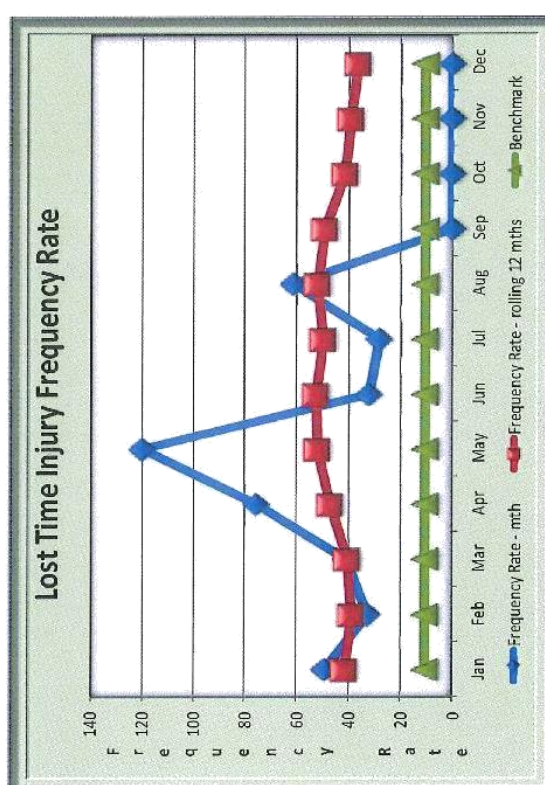


Lost Time Injury Frequency Rate - Graph 30
The Lost Time Injury Frequency Rate is the number of lost time claims per one million hours worked for permanent, casual and overtime staff.

Responsible: Executive Leadership Team

- Claims per 1 million hours worked:
• Rolling 12 month average 36.66
• Current month 0.

Benchmark: Work Cover Tasmania All Industries (2010/11) recorded: 10.80 claims.



Capital Expenditure Summary (\$'000)		31/12/2015
2015/16 Capital Budget Year to Date		14,230
2015/16 Capital Year to Date Expenditure		11,791
Total Over/(Under) Spend		(2,439)
Total Over/(Under) Spend Comments		
Roads Capital - Under Budget \$890		
Primarily under budget due to:		
11916 - Gepp Pde \$305		
11850 - Sinclair Avenue \$253		
11741 - Leonard Avenue \$220		
11738 - Lawson Street \$163		
11735 - Adelphi Ave \$128		
Property Capital - Under Budget \$1,181		
Primarily under budget due to:		
12005 - Public Space Revitalisation \$300		
11797 - KGV \$215		
11616 - DEC box Office \$162		
Stormwater Capital - Under Budget \$255		
Primarily under budget due to:		
300* - Derwent Park Reuse Scheme \$246		
11778 - Redfern Place \$82		
11963 - Pekurn Crescent \$73		
Other Capital - Under Budget \$113		
Primarily under budget due to:		
Vehicle Purchases \$96		

Emergency/Unforeseen Projects Commenced (No budget allocated in 2015/16 Funded from SAMG Reserve \$400,000)			
Project Number	Description	Budget Approved	Comments
3591	GASP Pavilion Glazing	\$18,061	Approved IMG 20/8/15
3602	Glenorchy Pool Flue and Burner	\$9,085	Approved IMG 15/10/15
Total		\$27,146	

Emergency/Unforeseen Projects Commenced (No budget allocated in 2015/16) Funded from savings within Program			
Project Number	Description	Estimated Full Cost of Project	Comments
Total		0	

Budgeted 2015/16 projects that will not be undertaken this Financial Year			
Project Number	Description	Annual Budget	Comments
Total		0	

- gm
- R. Huds

Williams family
15 Kenmere Place
Glenorchy Tas 7010

MICHAEL
0431025102

Mayor Kristie Johnston
Glenorchy City Council
374 Main Road
Glenorchy Tas 7010

Dear Mayor Johnston,

We are writing to you in relation to a former council worker and life long friend, Ian (Jessie) James, who sadly passed away October 23rd this year. Jessie had lived in Glenorchy since the age of 5, moving to Rosetta when he married Judy where they stayed for the last 42 and a half years. He was a much loved, well respected and hard working member of our community. He was employed by Glenorchy City Council for 42 years, apparently the second longest serving member of the council family.

As well as being a respected servant of the City of Glenorchy, Jessie was a past player and life member of Glenorchy Cricket Club, past player and member of Glenorchy Football Club, a T.F.L. State Selector, member of Claremont Golf Club, Auditor for Northern Suburbs Athletic Club and the Glenorchy Golden Years Club, Local Government Welfare Officer and a Justice of Peace.

Our family has been based in Glenorchy since 1951 and as long term residents we were thinking that it would be fitting to pay tribute to someone who invested so much of himself to our community and the people in it, a show of appreciation for his many years of loyalty and service. One suggestion could be to rename the Glenorchy recreational oval in Eady Street to Ian (Jessie) James Memorial Ground, and it would be quite appropriate given the amount of time he spent there with his cricket club.

We appreciate you taking the time to read this letter of suggestion and hope it is considered favourably.

Sincerely,



Tony, Michael & Kerry Williams

File Ref:
Doc No:
RCVD: 23 NOV 2015
EO ☒ OD ☐ Box ☒
GLENORCHY CITY COUNCIL

OFFICE OF THE MAYOR

14 December 2015

Tony, Michael and Kerry Williams
15 Kenmere Place
GLENORCHY TAS 7010

Dear Tony, Michael and Kerry

Thankyou for your letter proposing recognition of the contribution Ian (Jesse) James had made within both the Glenorchy City Council and the community.

Further thought and consideration will have to be given to your request to rename the Eady Street Oval as the Ian (Jesse) James Memorial Oval. Council is however, looking into creating a Glenorchy Sportman's Hall of Fame, either within the new building at the KGV Precinct or in one of our other Council facilities.

Ian would be a worthy candidate and would certainly be considered for inclusion in this which would recognise players, coaches, umpires, administrators and volunteers who have made a most significant contribution to sport in our community.

Thank you again for your proposal and for taking the time to seek an appropriate way to pay tribute to your friend and valued community and former Council member.

Yours sincerely,

Alderman Kristie Johnston
Mayor

- S.M.
- K. Hudson

0488 063 555.

Williams family
15 Kenmere Place
Glenorchy Tas 7010

Mayor Kristie Johnston
Glenorchy City Council
374 Main Road
Glenorchy Tas 7010

File Ref:		
Doc No:		
RCVD:	19 JAN 2016	
EO ☒	OD ☐	Box ☒
GLENORCHY CITY COUNCIL		

Dear Mayor Johnston,

We are in receipt of your letter dated 14 December, 2015 in response to our letter requesting the consideration of a name change to the Glenorchy recreational oval in Eady Street. We agree without doubt that Ian (Jessie) James would be a worthy candidate for inclusion in a Glenorchy Sportsman's Hall of Fame for his contribution to sport but our intention was to honour him for his services outside of sport. The idea of the possible renaming of the sports ground was purely because he spent so much of his (spare) time there it seemed the appropriate reward, as well as being cost effective as it surely couldn't cost too much for a plaque, would be also willing to fund raise if cost was the issue.

We do appreciate your offer of further thought and consideration into our request and would also appreciate very much if this suggestion could be tabled at your next council meeting. We are sending a copy of this letter along with copies of our past communication, and the letter of support from Mr Scott Bacon to all Glenorchy Council's Aldermen in the hope of gaining their support as well. The President and members of the Wellington Cricket Club as well as a member of the family who originally donated the ground to the council are supportive of the name change should the decision be a favourable one (please see enclosed a copy of the letter from Mr Siggers confirming his support).

Thank you again for your attention and looking forward to your response.

Yours sincerely,



Tony, Michael & Kerry Williams

cc: Harry Quick, Jenny Branch-Allen, Jan Dunsby, Steven King, Christine Lucas, Haydyn Nielsen,
David Pearce, Stuart Slade, Matt Stevenson and Adriana Taylor

17th JAN 2016

J. L. SIGGERS
54A DRISCOLL ST.
ROSELITA 4010

DEAR TONY,

I AM AWARE OF THE PROPOSAL FROM THE WILLIAMS FAMILY REGARDING THE NAMING OF THE RECREATION GROUND TO THE IAN (JESSE) JAMES MEMORIAL OVAL. PRIOR TO WRITING THIS LETTER I RAN YOUR IDEA AROUND MY FRIENDS AND FAMILY AND CAN TELL YOU WITHOUT EXCEPTION THEY WERE ALL SUPPORTIVE OF YOUR PROPOSAL.

ON A PERSONAL LEVEL MY FAMILY HAVE A CONNECTION THROUGH MARRIAGE TO CHARLES EADE AND PATRICK (PATSY) GAVITT WHO BETWEEN THEM WERE RESPONSIBLE FOR THIS LAND BEING "SET ASIDE" FOR THE RECREATION OF THE CITIZENS OF GLENORHBY. GAVITT WAS WELL KNOWN HAVING BEEN LICENCEE OF THE RACECOURSE HOTEL (PREVIOUSLY ON THE SITE OF NORTHEATE) THEN BUILDING OWNING AND THE LICENCEE OF THE ELNICK HOTEL, AND MANY FINE FEDERATION HOMES IN THE AREA WERE BUILT BY HIM.

CHARLES EADE WAS A PROMINENT SELECTOR WAS SELECTED AND PLAYED CRICKET FOR AUSTRALIA AND TOURED INDIA. HE STILL HOLDS THE FIRST CLASS HIGHEST SCORE IN CRICKET IN AUSTRALIA! 566 PLAYING FOR BREAK A DAY AGAINST WELLINGTON.

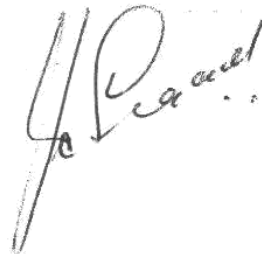
MY GRANDFATHER TOLD ME HOW DIFFICULT IT WAS FOR "THE POWERS THAT BE" ALL THOSE YEARS AGO TO CONVINCE GAVITT AND PARTICULARLY EADE TO ACCEPT THE NAMING OF GAVITT & EADE STREETS IN THEIR HONOUR FOR THE CONTRIBUTION THEY MADE TO THE MUNICIPALITY.

THE REASON I HAVE SPOKEN OF EADE & GAVITT
IS SIMPLY THAT ONE OF MY FRIENDS,
SUGGESTED THAT THE EADE/GAVITT GROUND
WOULD BE APPROPRIATE. I CAN ASSURE YOU
THAT EADE IN PARTICULAR WOULD THOROUGHLY
SLIP THAT IAN JAMES NAMES OVER THE GATE.

MY FRIENDS AND I WENT THROUGH
THE NAMES OF PAST & LIVING MEMBERS OF
OUR COMMUNITY AND WE WERE UNABLE TO
COME UP WITH ANY ONE MORE QUALIFIED THAN
JESSE JAMES TO HAVE THAT RECREATION GROUND
NAMED IN HIS HONOR.

I WISH YOU SUCCESS IN THIS ENDEAVOUR
AND ASSURE OF MY SUPPORT IN THIS PROPOSAL
NOT ONLY MINE BUT MY FAMILY & FRIENDS AND
ANY HELP WE CAN GIVE WILL BE FORTHCOMING.

SINCERELY

A handwritten signature in dark ink, appearing to read "J. P. Reed". The signature is stylized with a large, looped initial "J" and a long, sweeping underline that extends to the right.

