

7. Governance and Leadership

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Curtin University ensures that Curtin University Early Childhood Centre has sound governance and leadership practices in place.

The Centre Management will:

- conduct its' affairs legally, ethically and with integrity
- identify organisational risks and legal obligations and manage these through policies and relevant processes
- ensure that the centre complies with the appropriate legislation as well as the policies and procedures of Curtin University

Curtin University Early Childhood Centre is owned and managed by Curtin University who is also the Approved Provider.

The centre comes under the University's Vice Chancellery – Financial and Commercial Services.

The Director works under the Chief Financial Officer, Financial and Commercial Services.

The centre is approved to operate under the Education and Care Services National Law (WA) Act 2012 and the Education and Care Services National Regulations 2012.

The centre applies the National Quality Standards and the Early Years Learning Framework.

The centre applies legislation that relates to its operation. This includes the legislation relating to child protection, working with children checks, food safety, buildings, health and safety and employment.

Each year the 'Management of the Centre' statement is updated in the Parent Information Book displayed in Reception

Considerations and Sources

Education and Care Services National Regulations 2012

- Regulation 168(2)(l)

National Quality Standard Quality Area 7 including:

- 7.1 Governance – Governance supports the operation of a quality service.

Signatory

Name: Karen Nicholls

Signed: 

Date: 14 June 2022

Position: Director



Policy Statement

- Curtin University Early Childhood Centre requires parental authorisation for actions such as the collection of children, seeking medical treatment, administration of medications, and participation in excursions, incursions and walks on campus.
- In accordance with the Education and Care Services National Regulations 2012 Regulation 94 the centre will waive compliance with this policy where a child requires emergency medical treatment for conditions such as anaphylaxis and asthma. In such cases, the centre will contact the parent as soon as practicable after the medication has been administered or emergency medical treatment provided.
- In other life threatening emergencies, the centre will act in the best interests of the child and in such cases the centre will contact the parent as soon as practicable.

Policy Considerations

One of the primary objectives of the Education and Care Services National Law (WA) Act 2012 and the Education and Care Services National Regulations 2012 is to ensure the safety, health and wellbeing of children attending education and care services.

Learning outcomes are more likely to be achieved when the Educators work closely with the family. These partnerships support the understanding of each other's expectations and attitudes and building on each other's knowledge of the child.

Strategies for Implementation

Responsibilities of the Centre

The Director will:

- Ensure that parents are provided with information on the requirements for authorisations
- Ensure that parents are informed that court orders, parenting orders or parenting plans may affect who has the right to give and be named in any authorisation
- Apply these authorisations appropriately to seeking medical treatment for a child, the collection of children, administration of medication, excursion and access to records
- Arrange for the retention of these authorisations with the enrolment record
- Exercise the right of refusal if the written or verbal authorisations from the parent or authorised person do not comply with centre policy or procedures.

Right of Refusal

The Director or her delegate will check all authorisations, should any be unclear or not completed, the Director will advise parents verbally that these must be completed correctly. Parents are to be advised that depending on the nature of the authorisation, failure to document correctly may jeopardise further attendance by their child.

Absence of collection authorisations may be waived for a parent where they have no local friends or family as the centre doesn't want parents to rush into inappropriate choices. However, in this case, the parent must commit to being readily contactable at all times and to develop safe contacts over time.



Responsibilities of Parents

Parents are to ensure that their authorisations are accurate and current.

Parents are required to advise the centre of any court orders, parenting orders or parenting plans which may affect who have the right to give and be named in any authorisations.

Should there be difficulty to comply with this policy please make a time to discuss the issue with the Director or Coordinator who may need to contact the Universities legal department or the Education and Care Services Regulative Unit.

Considerations and Sources

Education and Care Services National Law (WA) Act 2012

- Section 165A, 167

Education and Care Services National Regulations 2012

- Regulations 92, 93, 94, 102, 158, 160, 161, 162, 168 (2)(m)

National Quality Standard Quality Areas 2, 6 and 7 including:

- 2.1 Health – Each child's health and physical activity is supported and promoted
- 2.2.1 Supervision – At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
- 2.2.2 Incident and emergency management – Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
- 6.2 Collaborative partnerships – Collaborative partnerships enhance children's inclusion, learning and wellbeing.
- 7.1.2 Management systems – Systems are in place to manage risk and enable the effective management and operation of a quality service.

Related Policies

Delivery and Collection of Children (*including Procedure and Collection of Late Children Procedure*)

Confidentiality and Record Keeping

Enrolment (*including Procedure and Management of the Waiting List*)

Withdrawal from the Centre

Orientation of Families and Children (*including Procedure*)

Dealing with Complaints (*including Procedure*)

Related Forms

Enrolment Form

Medication Form

Over the Counter Medication Form

Excursions off Campus

Related Publications

Staff Handbook

The Parent Handbook – A Centre Guide for Parents and Families

Signatory

Name: Karen Nicholls

Signed: 

Date: 14 June 2022

Position: Director



Policy Statement

- It is a legal responsibility for the centre to request and collect sensitive and personal information.
- The centre respects and supports the right of all individuals to privacy and the confidentiality of their personal information. Information will only be accessed by or disclosed to those people who “need” the information to fulfil their responsibilities at the centre or have a legal right to the information.
- Information will be handled in a professional manner and stored securely to prevent access to those not authorised to see or use it.
- All information collected by the centre will only be used for the purpose it is collected for.
- Most information requested from parents will be explained at orientation and be set out on the centre’s Enrolment Form.
- Information requested from staff will be explained at the time of request.
- The centre will adhere to this policy and the related policies from Curtin University.

Policy Considerations

The Early Years Learning Framework tells us that in genuine partnerships families and educators value each other’s knowledge and roles, communicate freely and respectfully and engage in shared decision making. The information shared by parents and staff must be respected in its sharing, use and storage.

Strategies for Implementation**Information Collected**

The centre only collects information required under the Regulations and Guidelines of the relevant Australian and Western Australian Government agencies responsible for children, child protection or regulations relating to education and care programs. These can be found in the Child Care Services Handbook and the Education and Care Services National Regulations 2012.

How it is collected

Information is collected in a fair, reasonable and lawful manner through:

- verbal communication
- written communication
- direct observations
- support agencies

How it is stored

Information is stored in the child’s room area and in the centre’s administration area, and staff information is stored in the University’s Human Resources Department. These areas are locked at the end of each day. All areas are only accessed by authorized staff members. The material/records are either hard copy in files or in electronic format on computers that have individual passwords and Curtin University campus security measures.



How it is secured

Centre staff are required to commit to professional sharing of verbal information.

Documents in hard copy are locked away and only used as appropriate.

Documents stored electronically are secured by Curtin University and through strict measures such as regularly changed passwords.

Staff information is stored securely in the administration secured area.

How it is used

Information gathered is used to:

- support the enrolment process
- develop plans and programs for each child
- support families in their parenting
- support staff in professional development
- complete tasks required by the Australian and Western Australian governments
- support a multi-disciplinary team approach

How it may be disclosed professionally

Information may be disclosed:

- to the relevant Government Departments as required by law
- should there be a concern or disclosure of child abuse, information will be provided to the Department for Child Protection and Family Support
- when the centre and parents of a child are working together with a multi-disciplinary team to support the inclusion of their child
- within the centre's team so educators can provide informed care
- to emergency services where there is an injury or risk of injury or illness

Data Quality and Access

Staff and parents are entitled to have access to their own personal and private information at a suitable time on request and may be asked to correct or update information.

Time required to keep information

The centre follows recommended guidelines for the periods of time that certain information is required to be kept by law.

Any information that is no longer required to be kept by the centre will be destroyed by either shredding or through the confidential locked Disposal Bins or via the Curtin University Record Destruction Request process.

Inactive Records are transferred to the Curtin University Records and Information Management Department to be stored securely until they have been kept for the required legal amount of time prior to being securely destroyed.

Concerns

Individuals must register any privacy concerns with the Director, or in their absence, the Coordinator. The Director will deal with privacy complaints promptly and in a consistent manner, following the Dealing with Complaints Policy.



Responsibilities

Visiting Students or Observers

To safeguard and respect the privacy of the families in the centre, students or observers must adhere to the following:

Meet with the Director, present their authorised documentation and discuss their proposed visit in full detail. The Director will decide whether the proposal can proceed, basing the decision on the policies of the centre and Curtin University.

Information gathered in the centre is confidential and cannot be used without the informed consent of the Director who will consult with the relevant parents.

Parents wishing to video or photograph children in any manner in their group can do so only after the Team Leader in the room has the permission of the relevant parents.

All centre documentation is confidential. This includes forms (blank or completed), policies and procedures, financial and other statements, and all other documents. These documents can only be taken from the centre with the informed permission of the Director.

Information about matters relating to children or families may not be relayed to anyone (directly or indirectly) other than to the parents of the child it relates to unless written permission is given by the parent.

Staff Members

Staff will adhere to the privacy and confidentiality principles in regards to other staff and children and families at the centre.

All staff members and students are required to sign a confidentiality agreement prior to beginning employment at the centre.

Staff will adhere to the specific confidentiality in regards to child protection issues (*See the Child Protection and Providing a Child-Safe Environment Policy*)

Information about staff will only be accessed by Curtin University management personnel or the relevant Australian and Western Australian Government agencies.

Any documentation written by staff about children will be accurate, timely and free from negative or biased comments. All documentation will be dated and able to be traced to the scribe.

Any visual images taken by staff of enrolled children in the centre will not be used for any purpose other than the purpose for which the parent was originally advised, unless written consent is obtained.

All matters discussed at meetings will be regarded as confidential unless otherwise expressed at the meeting.



Parents

Parents are required to respect the privacy of staff and other families at the centre.

Should parents be unsure or concerned about any privacy issue, they are encouraged to discuss their concerns with the centre Director.

Considerations and Sources

Privacy Act 1988 (C'th) - Curtin University itself is not subject to the Privacy Act but it nevertheless voluntarily commits to comply with the National Privacy Principles as if it were an "organisation" as defined in the Act. Curtin University Early Childhood Centre is subject to the Privacy Act as an approved service under the Education and Care Services National Law (WA) Act 2012.

National Privacy Principles – www.privacy.gov.au/law

Education and Care Services National Law (WA) Act 2012

Education and Care Services National Regulations 2012

- 168 (2)(l), 170

National Quality Standard Quality Area 7 including:

- 7.1 Governance – Governance supports the operation of a quality service.
- 7.1.2 Management systems – Systems are in place to manage risk and enable the effective management and operation of a quality service.

Department of Education, Skills and Employment - Child Care Services Handbook
<https://docs.education.gov.au/documents/child-care-service-handbook>

Child Australia – <https://childaustralia.org.au/>

Western Australian University Sector Disposal Authority (WAUSDA)

Related Policies

Acceptance and Refusal of Authorisations

Delivery and Collection of Children (*including Procedure and Late Collection of Children Procedure*)

Diversity and Inclusion (*including Procedure*)

Fees

Enrolment (*including Procedure and Management of the Waiting List*)

Notice of Withdrawal

Orientation of Families and Children (*including Procedure*)

Dealing with Complaints (*including Procedure*)

Visitors (and Volunteers)

Student Practicums

Signatory

Name: Karen Nicholls

Signed: 

Date: 14 June 2022

Position: Director



Policy Statement

- Curtin University Early Childhood Centre seeks to foster positive relations between all persons. Every person has the right to a positive and respectful response to their concerns.
- The care of each child is a partnership between staff and parents and it is important that open channels of communication are kept to facilitate the best interest of each child.
- Parents will be made aware of the complaints procedures at enrolment.
- Staff will be made aware of the complaints procedures at orientation.
- Parents and educators are welcome to discuss any matter in regard to a child or the centre with the Team Leader of the room or with the Director and /or Coordinator.
- Solutions will be sought to resolve all disputes, issues or concerns that impact or affect the day to day wellbeing of children, staff or the centre in a fair, prompt and positive manner.
- Where possible, all confidential conversations/discussions with parents will take place in a quiet area away from children, other parents and staff who are not involved.
- All parties will be respectful of each other in order for a satisfactory resolution to occur.
- If deemed necessary, the complaint can be taken to the Integrity and Standards Unit at Curtin University.

Policy Considerations

The Early Years Learning Framework tells us that partnerships with families are based on the foundations of understanding each other's expectations and attitudes, and build on the strength of each other's' knowledge. In genuine partnerships, families and early childhood educators:

- value each other's knowledge
- value each other's contributions
- trust each other
- communicate respectfully
- engage in shared decision-making

Strategies for Implementation

Responsibilities of the Centre

The centre will encourage people to raise any issues or concerns as soon as possible to allow timely resolution (please see grievance procedure in enrolment form).

The centre will ensure that parents and staff are aware of the procedure for dealing with concerns and complaints.

The Director will ensure that any grievance or complaint is dealt with in accordance with the procedures of the centre (please refer to the enrolment form for details of the procedure).

The centre Director or Certified Supervisor or any staff member will refer notifiable complaints to the Education and Care Regulatory Unit with 24 hours.

The centre will comply with the principles and practices of the Integrity and Standards Unit at Curtin University.



Responsibilities of Parents and Staff

Parents and staff will raise any issues or concerns as soon as possible to allow timely resolution.

Parents and staff will follow procedure for dealing with concerns and complaints.

Parents and staff will comply with the principles and practices of the Integrity and Standards Unit.

Considerations and Sources

Education and Care Services National Law (WA) Act 2012 (Schedule 1)

- Sections 3, 174

Education and Care Services National Regulations 2012

- Regulations 168 (2)(o), 170, 173, 174, 175, 176, 177

National Quality Standard Quality Areas 6 and 7 including:

- 6.1 Supportive relationships with families – Respectful relationships with families are developed and maintained and contribute to service decisions.
- 7.1 Governance – Governance supports the operation of a quality service.
- 7.1.2 Management systems – Systems are in place to manage risk and enable the effective management and operations of a quality service.

Related Policies

Confidentiality and Record Keeping

Enrolment (*including Procedure and Management of the Waiting List*)

Orientation of Families and Children (*including Procedure*)

Withdrawal from the Centre

Orientation of Staff

Approved Publications

Staff Handbook

The Parent Handbook – A Centre Guide for Parents and Families

Guide for Managing Complaints (Professional Standards and Conduct Unit, Curtin University)

Orientation - General

Signatory

Name: Karen Nicholls

Signed: 

Date: 14 June 2022

Position: Director



Grievance Resolution Process

- If a person has a concern they should raise it with the person involved. If this is unsatisfactory they need to approach the Director.
- All confidential conversations/discussions will take place in a quiet area away from children, parents and other staff.
- If a parent or staff member is reluctant to approach the person or they are not satisfied with the outcome, the Director should be approached to assist however grievances should be resolved as informally and quickly as possible by the parties involved.
- Should the grievance remain a conflict and not a formal complaints the following resolution process will occur:

Conflict Resolution Process:

1. Where a mutual solution cannot be found by parties involved it is then appropriate to take the matter to the Director and discuss it formally.
 2. The Director will then discuss the matter with the parties individually or together depending on what is appropriate to suit the individual grievance.
 3. Together they will work towards a resolution. If the dispute is particularly concerning or involves the Director it is then appropriate to involve the Chief Financial Officer at Financial Services.
 4. A party to the dispute may appoint someone or a representative of an organisation to support them.
 5. When dealing with poor work performance, unacceptable behaviour or gross misconduct the centre will follow the directions of the Curtin University Early Childhood Centre Enterprise Agreement and Policies.
- If the person is still unsatisfied a letter explaining the issue should be sent to the Director of the centre. At this stage it becomes a formal complaint.

If a person has a concern regarding the treatment or safety of a child then they should contact the Director as soon as is possible and the Conflict Resolution Process will be formally initiated.

Complaints Resolution Process

- The centre will acknowledge receipt of all complaints that are provided in writing to the Director within 5 working days.
- An initial phone call or personal approach may be made to acknowledge the complaint and/or elicit further information.
- A letter will be written in response to the complaint providing an explanation or the investigation avenues to be used. It may provide information about the investigation results and the final outcome.
- If the complainant is not satisfied with the process or outcome, the complainant will then be passed on to the Chief Financial Officer at Financial Services, who will invite an independent facilitator to assist with the resolution of the issue where it may be referred to a mediator.

At any time, the parent can contact the Department of Local Government and Communities, Education and Care Regulatory Unit on 6551 8333 and the Professional Standards and Conduct Unit on 9266 9167.



Policy Statement

- Curtin University Early Childhood Centre comprises children from many different cultures, abilities and diversities. Each is respected equally and the individuality of each child is appreciated, accepted and celebrated.
- Individuals at Curtin University Early Childhood Centre will be treated with respect, regardless of their gender, race, ability, religion, age, political beliefs, impairment, marital status or sexual preference.
- The centre provides a program which enhances the self-esteem and identity of all children in the centre while promoting culture and diversity.
- The centre aims to provide opportunities for children to develop their sense of agency. Recognising that they are the initiators of their own actions and thoughts and therefore recognising their own bias and stereotypes and the effect they have on themselves and others.
- The centre will actively promote the positive aspects of diversity and encourage acceptance and appreciation of each person's individuality.
- The centre will apply for inclusion support as needed in order to provide the most comprehensive professional assistance for children with additional needs.

Policy Considerations

The Early Years Learning Framework tells us that there are many ways of living, *being* and of knowing. Children are born *belonging* to a culture, which is not only influenced by traditional practices, heritage and ancestral knowledge, but also by the experiences, values and beliefs of individual families and communities. Respecting diversity means valuing and respecting the practices and beliefs of each family.

Strategies for Implementation

Centre Responsibility

The centre will seek information from families about their children's needs, social backgrounds, cultures, beliefs and parent expectations during the orientation interview and from conversations with the family as they settle into the centre.

Children will be provided with a variety of learning experiences through an environment rich in resource that reflect cultural diversity.

The centre will support educators in their learning about the cultures and different disabilities and conditions represented in the centre community, which will in turn support the provision of a program that respects diversity.

Educators will be provided with opportunities to enrich their own understanding of the community's cultures through workshops, relevant and demonstrated examples.

Staff work in partnership with families to provide care that meets the child's needs and is consistent with the family's culture, beliefs and child care practices.

Specific cultural parenting requests will be honoured where practicable to ensure continuity of care for the child.



Inclusion Support

If a family meets the criteria as set out by the Australian Government for its Inclusion Support Program (ISP) for additional and/or bicultural support, the centre will facilitate this application and implement the support in consultation with parents.

Considerations and Sources

Education and Care Services National Law (WA) Act 2012 (Schedule 1)

- Section 3

Education and Care Services National Regulations 2012

- Regulations 73, 74, 75, 76, 155, 156, 168(2)(j), 170

National Quality Standard Quality Areas 1, 3, 5 and 6 including:

- 1.1 Program – The educational program enhances each child’s learning and development.
- 1.2.3 Child directed learning – Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.
- 3.2.1 Inclusive environment – Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.
- 5.1.2 Dignity and rights of the child – The dignity and rights of every child are maintained.
- 5.2.1 Collaborative learning – Children are supported to collaborate, learn from and help each other.
- 5.2.2 Self-regulation - Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
- 6.2.2. Access and participation – Effective partnerships support children’s access, inclusion and participation in the program.

United Nations Convention on the Rights of the Child
Equal Opportunity Act 1984 www.equalopportunity.wa.gov.au

Related Policies

Philosophy

Enrolment (*including Procedure and Management of the Waiting List*)

Orientation of Families and Children (*including Procedure*)

The Curriculum – Developing Programs (*including Procedure*)

Children’s Day (*including Procedure*)

Related Forms

Enrolment Form

Related Publications

The Parent Handbook – A Centre Guide for Parents and Families

Signatory

Name: Karen Nicholls

Signed: 

Date: 14 June 2022

Position: Director



Creating a Diverse Environment

The centre acknowledges the positive aspects of employing staff members that come from culturally and linguistically diverse backgrounds.

Staff will role model anti-bias ways of being and empower children to problem solve issues of diversity and equity so that they learn to recognise what is fair and unfair and develop ways to counteract bias.

The program will provide multi-cultural and additional needs resources throughout the children's environment to enhance the experiences of children (*see the Curriculum Guide*)

Parents will be approached to share their special events, days and significant interests from their culture.

The children's program will use experiences that enable children to recognise and reject bias and prejudice.

Staff will provide opportunities for children to develop respect for and celebrate the diversity in their environment by:

- treating all children equitably and empowering them to be able to do the same as others
- providing inclusive resources and materials that reflect diversity

Inclusion Support

If a family meets the criteria as set out by the Australian Government for its Inclusion Support Program for additional and/or bicultural support, the centre will facilitate this application and implement the support in consultation with parents and the local inclusion support agency.

Parents will be requested to consult other professionals if it is thought their child may have an additional need so that early intervention strategies can be incorporated into the centre's program for their child.

The program will incorporate goals that relevant professionals have identified in consultation with the family to support children with additional needs.



Policy Statement

- Curtin University Early Childhood Centre strives to provide high quality care to all children accessing the centre.
- The centre's priority during enrolment and orientation is to ensure that each child's needs are met in terms of settling in and feeling that they belong and that each family is provided with an orientation which promotes a smooth transition between home and service.
- Every effort is made to be fair and equitable in its dealings with families. A waiting list is held and updated to manage the vacancies as they occur.

Policy Considerations

The Centre gives priority to the employees and students of the university and its affiliates who have completed applications for enrolment.

Strategies for Implementation

Management of the Waiting List

As the demand for certain places exceeds the number of places available, a waiting list is compiled in order of receipt date of applications. Children of Curtin University staff, students, and the community have access to the Centre's waiting list however priority will be given to siblings of children who will be in the Centre concurrently, employees / students of the University and to persons meeting the Priority of Access guidelines of the Australian Government.

Enrolment

The Centre operates a 3 stage enrolment and orientation process. The stages are:

- Enrolment
- Child and parent in-room orientation and settling (*see the Orientation of Families and Children Policy*)
- Parent Orientation (*see the Orientation of Families and Children Policy*)

An enrolment package will be provided for parents that comprises of necessary enrolment and fee information as well as information on the policies of the centre and Government support programs.

Families will provide the following, prior to the agreed start date for the child:

- A completed Enrolment Form including authorisations
- The initial fee payment (of a holding fee)
- Australian Immunisation Register (AIR) immunisation history statement no more than 2 months old at time of enrolment.
- Birth Certificate, Passport or other identification
- Current contact information for parents and emergency contacts
- The official direct debit form used by the centre.
- Information on the child's additional needs (including cultural and language needs, any medical conditions and any developmental concerns)
- Other information about the child that will assist the educators to meet the child's needs.

Children cannot commence in the Centre until this information is received and discussed with centre staff.



Essential Enrolment Documentation

It is a condition of enrolment at the Centre that each parent maintains a current and complete enrolment form. It is the parent's responsibility to inform the Centre of any enrolment information changes such as change of address or change of 'Authorised Nominees'. A new form needs to be filled out or updated annually or as requested by Centre staff.

Should parents need to reduce the number of days their child attends the Centre, a 4 week (20 working days) notice in writing is required within the Centres' operational weeks.

The Centre cannot agree to informally exchange 1 day for another unless on a permanent basis.

Enrolment forms and family information are stored securely according to the Confidentiality and Privacy Policy.

Enrolling with the Centre confirms that parents are aware of the Centre's conditions and policies and agree to abide by them.

Both parents must sign the enrollment form.

Considerations and Sources

Education and Care Services National Law (WA) Act 2012

- Section 175

Education and Care Services National Regulations 2012

- Regulations 100, 101, 102, 160, 161, 162, 168(2)(k), 170, 177 and 183

National Quality Standard Quality Areas 6 and 7 including:

- 6.1 Supportive relationships with families – Respectful relationships with families are developed and maintained and families are supported in their parenting role.
- 6.1.1 Engagement with the service – Families are supported from enrolment to be involved in the service and contribute to service decisions.
- 6.2 Collaborative partnerships – Collaborative partnerships enhance children's inclusion, learning and wellbeing.
- 7.1 Governance – Governance supports the operation of a quality service.

The Early Years Learning Framework

Assistance with Child Care Fees – Department of Human Services

<https://www.humanservices.gov.au/individuals/subjects/assistance-child-care-fees>

Related Policies

Acceptance and Refusal of Authorisations

Delivery and Collection of Children (*including Procedure and Late Collection of Children Procedure*)

Confidentiality and Record Keeping

Withdrawal from the Centre

Orientation of Families and Children (*including Procedure*)

Dealing with Complaints (*including Procedure*)

Related Forms

Enrolment Form

Waiting List Application Form

Signatory

Name: Karen Nicholls

Signed: 

Date: 14 June 2022

Position: Director



Parents that are offered a place in the Centre will need to accept the place within 48 hours of the offer or it will be offered to the next person on the list. During this period they can visit the Centre and be shown the areas that their child would be attending.

Once a place at the centre has been accepted by the parents, a date to commence attendance is negotiated and a holding fee of \$200.00 is required; this holding fee is credited to the child's account, and is held towards the child care fees upon starting.

This holding fee is not refundable for children who do not commence care.

Upon acceptance of a place, the times for the orientation process is decided, and conducted prior to the child commencing in the centre. (*See Orientation of Families and Children Policy*)

An orientation/information meeting for parents to explain more about the Centre's practices is held with all new parents after they have accepted the place for their child. At the beginning of the year when so many new families are offered a place a number of group orientation/information meetings are held to expedite this process. However any parent can ask for an individual meeting if they require further time to discuss personal matters.

It is a condition of enrolment at the Centre that each child has a current and complete Enrolment Form.

The form needs to be updated annually or as requested. It is the family's responsibility to inform the Centre of any Enrolment Form changes such as change of address or change of Authorised Nominees.

The forms will be stored securely, according to the Confidentiality and Privacy Policy.

Enrolling with the Centre confirms that parents/guardians are aware of the Centre's conditions and policies and agree to abide by them.



Applications for the waiting list can be accessed via the web page or by phoning to have one emailed or mailed out. They can be lodged via email, post or in person.

As a place becomes available, staff will contact the parent of the child who is next able to access the place. If the place is not required at that time, the application will remain in the same place on the waiting list and the parent of the next child in line will be contacted.

The Centre has a requirement that to enrol in the Centre a child must take a placement of a minimum of 2 days in a week. Children's placements are either 2 day, 3 day, 4 day or 5 days per week. Every attempt is made to avoid a 1 day placement in the Centre as a child can find it difficult to settle and become part of the group if their attendance is only 1 day per week. However should a room only have one day available and a parent is willing to take that place they may do so, but are required when one becomes available, to take a second day per week in order to meet the Centre two day minimum. Failure by the parent to take the second day will result in the enrolment of the child becoming null and void.

If the days a parent requests are not available and they do not wish to take the days offered they will remain on the waitlist, however, the next person on the waitlist will be contacted and offered the place.

The waiting list is reviewed annually or when a particular age group has places become available. New Wait List Application forms can be sent out or emailed to parents and the completed form is sent back to the Centre. These forms will have the original lodgment date printed on them. This ensures that only families who still want care remain active on the waiting list.

Should a parent whose child is on the waiting list be offered a place twice and they do not accept either place, their Wait List Application will be moved down to the end of the Waiting List.

If an extra day or two becomes vacant in a room that a child already attending has been waiting for, then the place will initially be offered to this child if they have a priority of access status.

Process for Priority of Access for places on the Centre Waiting List

- Families who already have a child in the centre and wish to enroll a sibling will be given priority to enroll the sibling if both children are going to attend the centre concurrently
- People originally requesting specific days will be accommodated as much as possible. If all days are not available then those days not available will be waitlist as Priority 1
- People who wish to change or increase their days once they have been given their original request will be placed on the waiting list as Priority 2
- If more than 1 day becomes available and not filled by a Priority 1 family, these places will be offered to people on the Curtin Staff and Student Waiting List as they are Priority 3

Key

- Priority 1** - Current families wishing to enroll a sibling. Children enrolled concurrently
- Priority 2** - Current families not receiving all of the originally requested days
- Priority 3** - Current families wishing to increase or change days
- Priority 4** - Curtin staff and student waiting list applications



Policy Statement

- Parents are responsible for the payment of fees to Curtin University Early Childhood Centre for the care and education of their children.
- Fees must be up to date in order for enrolments to be maintained.
- Fees will be set in consultation with Curtin University.

Policy Considerations

The Curtin University Early Childhood Centre is a not for profit service which embraces the philosophy that children deserve the highest standard of care. Fees provide the main income for the centre's operation.

Strategies for Implementation

Centre Responsibilities

Setting Fees

The fees will usually be reviewed and adjusted at least once each year although this may occur twice if necessary. Parents will be notified in writing of the changes to the year's fees at least 14 (fourteen) days before the new fee is to come into operation.

The fees are established with the following considerations:

- budget requirements
- the centre's not for profit status
- All legal and accounting requirements
- Information provided to parents on their Commonwealth Government Childcare Subsidies.

Payment

Fee payments are processed fortnightly by direct debit. This is explained upon enrolment and should a change to the Direct Debit administrator occur. Cash and cheque payments cannot be accepted.

The centre may give permission for additional payments via eftpos or bank transfer in conjunction with direct debit if necessary.

Information on the arrangements with the Direct Debit changes is provided to all families.

Statements

Statements of entitlement are provided to parents by email every fortnight. This statement includes details of care provided, fee reduction amounts and payments received. A statement of the centre's fee structure is available to families on enrolment and if the fees change.

A \$200 deposit is taken by the centre when a place is accepted. This money will not be refunded if the child does not commence in the centre. Once the child commences this \$200 will be part of the first 2 weeks fees.

PROCEDURES SPECIFIC TO ADMINISTRATION

Parents who are employed by Curtin University and not eligible to receive Child Care Subsidy or who wish not to, can seek advice in regards to their eligibility to salary sacrifice from Pay Wise.



Procedures for dealing with overdue fees

It is essential for the survival of the business that all fees are received on time. It is recognized that occasionally, families will go through difficulties. Special plans can be set up to support them in the case of genuine need.

In the case of fee default, the following steps will be taken:

- Reminder Email
- Appointment with Director
- Payment plan implemented
- Debt Collector included if payment plan not followed

No parent will be asked to withdraw their child by any person other than the Director.

All arrangements for payment must be recorded and lodged at the same time as enrolment.

Where a repayment arrangement is made, this must be documented in detail, signed by all parties and kept on file.

While a repayment schedule is underway, the parent may not increase their child's care hours.

Accounting for Fees

The centre is required to follow all legislative business requirements regarding accounting for fees.

The main reference is the "Child Care Provider Handbook 2018, Version 1" from the Department of Education and Training.

Procedure for Non-Attendance

Administration will advise parents on the need to gain medical certificates when their approved absence limit is reached.

Parents are requested to call the centre to inform the educators if their child is to be absent.

Information on Child Care Subsidy

Please refer to the 'documents parents should provide' on the Enrolment form in relation to eligibility of the Childcare Subsidy.

All parents who are eligible are offered assistance and information with their Child Care Subsidy and additional Child Care Subsidy if applicable.

The parents are then directed to the Department of Human Services (Centrelink) for further fee assistance information.

Information on assistance with Fees

Please refer to the Centre's Goals and Responsibilities with Respect to Parents in the Parent Handbook – A Centre Guide for Parents and Families



Parent Responsibilities

Fee Payments

The fees are paid fortnightly.

A deposit is required at the time of the parent orientation. This deposit is not refundable for children who do not commence care, however will be included in the first week/fortnight of fees for children once they commence.

Fees are payable for all allocated care days even if a child does not attend because they are sick or on holidays.

Centrelink may not pay Child Subsidy to reserve a place for a child who has not yet started care. Full fees will need to be paid until your child commences attendance.

Similarly, when a family gives four weeks written notice prior to withdrawal from the centre and the child does not attend their last nominated session(s), Centrelink will not pay as an absent day and full fees will apply.

Considerations and Sources

Education and Care Services National Regulations 2012

- Regulation 168(2)(n)

National Quality Standard Quality Areas 6 and 7 including:

- 6.1.3 Families are supported – Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
- 7.1 Governance – Governance supports the operation of a quality service

Child Care Service Handbook, <https://docs.education.gov.au/documents/child-care-service-handbook>

Related Policies

Acceptance and Refusal of Authorisations

Delivery and Collection of Children (*including Procedure and Late Collection of Children Procedure*)

Confidentiality and Record Keeping

Enrolment (*including Procedure and Management of the Waiting List*)

Orientation of Families and Children (*including Procedure*)

Notice of Withdrawal

Dealing with Complaints (*including Procedure*)

Related Forms

Enrolment Form

Related Publications

The Parent Handbook – A Centre Guide for Families and Children

Signatory

Name: Karen Nicholls

Signed: 

Date: 14 June 2022

Position: Director



Policy Statement

- The Centre is open Monday to Friday 7.30am - 6.00pm.
- The Centre may be open on public holidays that students are attending lectures and the University is operating on these days.
- The Centre is closed over the Christmas - New Year period for up to four weeks.

Policy Considerations

Curtin Early Childhood Centre is a not for profit service situated on the University's Bentley campus. It is embedded in the campus community and the opening hours are influenced by parental needs on campus.

Strategies for Implementation

Establishing Centre Hours

The hours of operation of this Centre are set after careful assessment of the needs of the parents and families.

Review of these hours is made from time to time, based on research of parent's current and future needs.

Notice of Change of Hours

After a review of hours, the centre will ensure that parents have at least 14 days' notice prior to any change to hours being implemented.

Advice regarding Christmas – New Year and other Closures

centre closures over the balance of the public holidays and for the Christmas - New Year break are displayed early for the convenience of parents.

Early advice can be obtained from the office after the decision on dates is made.

Considerations and Sources

Education and Care Services National Regulations 2012

- Regulation 172

National Quality Standard Quality Areas 6 and 7 including:

- 6.1.1 Engagement with the service – Families are supported from enrolment to be involved in the service and contribute to service decisions
- 7.1 Governance – Governance supports the operation of a quality service

Dept. of Education and Training Update Service Operation Details form - <https://docs.education.gov.au/documents/update-service-operation-details-form>

Related Policies

Enrolment (*including Procedure and Management of the Waiting List*)

Orientation of Families and Children (*including Procedure*)

Notice of Withdrawal

Dealing with Complaints (*including Procedure*)

Acceptance and Refusal of Authorisations



Delivery and Collection of Children (*including Procedure and Late Collection of Children Procedure*)
Confidentiality and Record Keeping

Related Forms

Closure Advice Notices

Related Publications

The Parent Handbook – A Centre Guide for Parents and Families

Signatory

Name: Karen Nicholls

Signed: 

Date: 15 June 2022

Position: Director



Policy Statement

- Curtin University Early Childhood Centre strives to provide high quality care to all children accessing the centre.
- The centre's priority during enrolment and orientation is to ensure that each child's needs are met in terms of settling in and feeling that they belong.
- It is recognised by the centre staff that introducing some parents and children to child care can be confusing, stressful and emotional.
- The centre acknowledges that each parent and child will have different expectations and needs for their child as they begin their orientation. Sensitivity to each parent and child's individual feelings is of paramount importance.
- Orientation is an essential part of the settling process and where possible can be tailored to family needs, with the children's needs being the priority concern.

Policy Considerations

The Early Years Learning Framework tells us that experiencing *belonging* – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. *Belonging* acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of *belonging*. *Belonging* is central to *being* and *becoming* in that it shapes who children are and who they can become.

Strategies for Implementation

The Centre operates a 3 stage enrolment and orientation process. The stages are:

- enrolment (*see the Enrolment Policy*)
- parent orientation
- child and parent in-room orientation and settling

Parent Orientation

Orientation is an essential part of the settling process and as such is compulsory except in emergency circumstances.

On acceptance of a place, the parent will be invited to a parent orientation meeting usually after the child/parent orientation visits to the Centre. At the beginning of the year when so many new families are offered place, a number of group orientation meetings are held to provide an opportunity for parents to learn about the Centre's policies and practices as well as meet other parents, these meetings may be before child commences orientation.

Parents are encouraged to arrange a further individual meeting if they require more time to discuss any relevant family issues or concerns.

Staff will work with parents to arrange the child and parent in-room orientation.

Child and Parent In-room Orientation and Settling

The in-room orientation is where parents will visit with their child's educators to plan the settling in process. Parents are encouraged to speak with the educators about their family values and the expectations they hold for their child, their child's strengths and needs, any health issues as well as sharing information on any other services they may be accessing for their child.



The parent will be encouraged to make a minimum of two in-room orientation visits prior to leaving the child for a short period while remaining in the Centre. The child cannot be left at the service until they have formally commenced at the Centre and the completed enrolment form is lodged.

During the orientation process, educators will observe the child as he/she explores and engages in the program and activities whilst interacting with the other children. Educators will also be available to the family to answer any questions they may have, whilst ensuring they are not compromising the supervision of other children or required ratios.

During this time, it is normal for children to want to engage only when their parent is present as relationships with educators will not yet have been developed.

On the child's first day of attendance after orientation, educators will welcome the family and the child, and assist with separation according to the routine agreed with the parent. Parents are encouraged to ring the centre to enquire about their child. The centre will telephone parents should their child become distressed.

Considerations and Sources

Education and Care Services National Law (WA) Act 2012

- Section 175

Education and Care Services National Regulations 2012

- Regulations 160, 161, 162, 168(2)(k), 170, 177 and 183

National Quality Standard Quality Areas 5, 6 and 7 including:

- 5.1.1 Positive educator to child interactions – Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
- 6.1 Supportive relationships with families – Respectful relationships with families are developed and maintained and families are supported in their parenting role.
- 6.1.1 Engagement with the service – Families are supported from enrolment to be involved in the service and contribute to service decisions.
- 7.1 Governance – Governance supports the operation of a quality service.

The Early Years Learning Framework

Department of Human Services – Child Care Assistance/Child Care Subsidy

<https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy>

The Australian Government Priority of Access Guidelines including the employer sponsored child care guidelines (Child Care Service Handbook 2012)

Related Policies

Acceptance and Refusal of Authorisations

Delivery and Collection of Children (*including Procedure and Late Collection of Children Procedure*)

Confidentiality and Record Keeping

Diversity and Inclusion (*including Procedure*)

Fees

Notice of Withdrawal

Enrolment (*including Procedure and Management of the Waiting List*)

Dealing with Complaints (*including Procedure*)

Related Forms

Enrolment Form



Related Publications

The Parent Handbook – A Centre Guide for Parents and Families

Signatory

Name: Karen Nicholls

Signed:



Date: 15 June 2022

Position: Director



The Centre operates a 3 stage enrolment and orientation process. The stages are:

- enrolment (*see the Enrolment policy*)
- child and parent in-room orientation and settling
- parent orientation

Parent Orientation

- Arrangements are made for the parent and child orientations to take place near to the start date.
- Parent orientation takes two parts:
 - General orientation - either in a group with new parents or as individuals
 - Individual orientation - finalizing orientation and enrolment details. This may also provide an opportunity for parents to discuss any concerns or issues.
- The following applies for the beginning of the year when larger numbers of children are enrolling:
 - An orientation meeting is arranged.
 - Parents are provided with their enrolment package either before or at the meeting
 - The orientation meeting with parents follows the Guidance notes and the checklist at the back of the Enrolment Form
 - Parents are encouraged to arrange a further individual meeting if they require more time to discuss any relevant child or family issues and or concerns.
- The following applies for the remainder of the year when individual families are enrolling:
 - Parents are invited to come to the Centre for their parent orientation meeting
 - Parents are provided with their enrolment package
 - The orientation meeting with parents follows the Enrolment form and checklist within the Enrolment Form
 - Parents are encouraged to arrange a further individual meeting if they require more time to discuss any relevant child related issues or enrolment concerns.
- Fees are confirmed with the parent.
- Parents are introduced to room staff for orientation with their child. It is stressed that this is the core of the parents working relationship with the Centre, however management are available for any broader issues, information, concerns or complaints or discussion on children's development and growth.

Child and Parent In-room Orientation and Settling

- Administration and Team Leaders will endeavor to provide all relevant documentation to the team before the child commences at the Centre.
- Parents are introduced to the Team Leader who will encourage parents to speak about:
 - the expectations they hold for their child
 - their child's strengths and needs and any health issues
 - as well as sharing information on any other services they may be accessing
 - the separation and how the parents would like this to be managed and what the room staff can do to assist.



Policy Statement

- Curtin University Early Childhood Centre strives to provide high quality care and education to all children accessing the Centre
- The Centre embraces the guiding principles of the Education and Care Services National Law (WA) Act 2012 including that:
 - the best interests of children are paramount
 - the principles of equity, inclusion and diversity underlie the National Law
 - the role of parents and families is respected and supported
 - best practice is expected in the provision of education and care services.
- At all times the Centre strives to act in a manner that ensures the safety, health and wellbeing of the children and staff attending the service.
- The Centre strives toward developing a respectful partnership with parents and families.

Policy Considerations

The Curtin University Early Childhood Centre believes that the environment provided for young children to be nurtured in group care requires a positive approach and cooperation between staff and parents for sound relationships to form.

The Centre's priority is to ensure that each child's needs are met in terms of settling in and feeling that they belong and that each family is provided with an orientation which promotes a smooth transition between home and Centre. Centre management systems and procedures provide structure and an impartial and balanced environment for the families whose children attend the Centre.

Strategies for Implementation

Responsibilities of the Centre

The Centre will act in accordance with the Enrolment and Orientation of Families and Children Policies, ensuring that the required information is given to families and those families are encouraged to request further information or clarification when required.

During enrolment and orientation, the Centre will ensure parents are made aware of the contractual agreement which must be signed on enrolment and respond to any questions about that agreement.

The Centre will ensure parents are made aware of their obligations while attending the Centre, in particular:

- the need to comply with the Centre policies and procedures
- the need to maintain the contract with the Centre through regular and current fee payments
- to behave in a manner which does not have a negative impact on the health, safety and wellbeing of the children and staff at the Centre.

The Centre will encourage and where possible, facilitate effective information sharing about the child and family's needs while at the Centre.

Where a child has additional needs identified, the Centre will work closely with the parents to plan the care of the child while at the Centre and will identify clearly with the parents if specific care cannot be provided or if the assistance of external agencies is required.



The Centre will pay particular attention to any issues or concerns raised by the family. Any solution agreed by the Centre and the family will be given an opportunity to be put into place.

Responsibilities of Parents

Parents will act in accordance with the policies and procedures of the Centre.

Parents will participate openly in effective information sharing about their child and family's needs.

Parents will:

- participate actively in the orientation and ongoing enrolment of their child
- comply with any reasonable request of the Centre including for example, the requirement for medical certification of the wellness of their child post illness
- maintain their contract with the Centre through regular and current fee payments
- behave in a manner which does not have a negative impact on the health, safety and wellbeing of the children and staff at the Centre.

Parents will pay particular attention to any issues raised by the Centre. Any solution mutually agreed by the parent and Centre will be given an opportunity to be put into place.

Responsibilities of both Parties

Where an issue or concern is identified by the parent or Centre during the initial orientation period or once the child has settled in, this will be raised as soon as is practicable and a solution or solutions sought.

Ending of Enrolment

When a parent or family is choosing to cease the enrolment of a child or reduce the number of days at the Centre, a minimum of four weeks/20 working days' notice is to be given in writing. Notice for both ceasing care or reducing days cannot be given whilst the Centre is closed and the full 4 week notice period must be completed when the Centre is in operation.

When a family gives four weeks written notice to withdraw from the Centre and the child does not attend their last nominated session(s), Centrelink will not pay as an absent day and full fees will apply.

Termination of the enrolment may be sought by either party. The Centre may cease the enrolment of a child through withdrawal of the place, where:

- It is identified that the orientation or continued enrolment of the child is causing undue distress for the child, or having a negative impact on the other children in the room,
- The parent fails to maintain current fee payments
- The parent is repeatedly late collecting their child
- In its opinion, the Centre is unable to provide the specific care the child and family may require
- The respectful partnership is compromised through statements made by the parent
- If a parent has not been forthcoming in participating in the orientation or the continuing enrolment of the child
- The parent has withheld information from the Centre that could have reasonably been seen as essential for the child's on-going care and education at the Centre
- A parent behaves in an inappropriate manner including bullying toward staff, other parents, their own children or other children in the Centre.

When the enrolment is ended by the Centre, the Centre shall advise the parent of the presence of the children's services in this area.



Withdrawal of place means that no further enrolment or offer of enrolment for that child and the family will be made.

Policy Considerations and Sources

Curtin University Early Childhood Centre is an approved education and care service under the Education and Care Services National Law (WA) Act 2012 and the Education and Care Services National Regulations 2012.

In the making of this policy, the following were considered or held to have been complied with:

Education and Care Services National Law (WA) Act 2012 (Schedule 1)

- Sections 3, 167 and 175

Education and Care Services National Regulations 2012

- Regulations 160, 161, 162, 168(2)(k)(o), 170, 177 and 183

National Quality Standard Quality Areas 2, 6 and 7 including:

- 2.2 Safety – Each child is protected
- 6.1 Supportive relationships with families – Respectful relationships with families are developed and maintained and families are supported in their parenting role.
- 6.1.1 Engagement with the service – Families are supported from enrolment to be involved in the service and contribute to service decisions.
- 7.1.2 Management systems – Systems are in place to manage risk and enable the effective management and operation of a quality service.

Equal Opportunity Act 1984

The Early Years Learning Framework

Australian Government family assistance laws (Comlaw)

The Australian Government Priority of Access Guidelines including the employer sponsored child care guidelines (The Australian Government Department of education and Training Childcare Procedure Handbook)

Related Policies

Acceptance and Refusal of Authorisations

Delivery and Collection of Children (*including Procedure and Late Collection of Children Procedure*)

Confidentiality and Record Keeping

Diversity and Inclusion (*including Procedure*)

Fees

Enrolment (*including Procedure and Management of the Waiting List*)

Orientation of Families and Children (*including Procedure*)

Dealing with Complaints (*including Procedure*)

Related Forms

Enrolment Form

Related Publications

The Parent Handbook – A Centre Guide for Parents and Families

Signatory

Name: Karen Nicholls

Signed: 

Date: 14 June 2022

Position: Director



Responsible person

section 162

Centre-based services must have a responsible person present at all times that the service is delivering education and care. The responsible person is the person in day to day charge at the service and can be one of the following:

the approved provider, if the approved provider is an individual, in any other case, a person with management or control of an education and care service operated by the approved provider

the nominated supervisor of the service

a person placed in day-to-day charge of the service.

The approved provider or the nominated supervisor must take reasonable steps to ensure a person placed in day-to-day charge meets minimum requirements. To be appointed as a responsible person, they must:

- be 18 years or older
- have adequate knowledge and understanding of the provision of education and care to children
- have an ability to effectively supervise and manage an education and care service
- have given written consent
- The requirement to have a responsible person **does not** apply to family day care services.

Signatory

Name: Karen Nicholls

Signed:



Date: 14 June 2022

Position: Director

