

GOVERNANCE AND MANAGEMENT OF THE SERVICE INCLUDING CONFIDENTIALITY POLICY



Policy Statement

Fun 4 U Helensburgh is committed to strong, transparent, and ethical governance practices that support the delivery of high-quality, safe, inclusive, and compliant Out of School Hours Care (OSHC). Our governance systems ensure that the Service operates responsibly and sustainably, meets all legislative and regulatory requirements under the National Quality Framework (NQF), and prioritises the safety, wellbeing and rights of children above all other considerations.

The Approved Provider and Nominated Supervisor acknowledge their shared responsibility for leadership, oversight, decision-making, risk management, accountability, and continuous improvement. We are committed to maintaining clear roles and responsibilities, effective management systems, open communication, and ongoing professional development to foster a positive organisational culture and ensure best practice across all areas of service operation. All governance practices at Fun 4 U Helensburgh are guided by our Service Philosophy, the My Time, Our Place Framework, the National Quality Standard (particularly Quality Area 7 – Governance and Leadership), and the Early Childhood Australia Code of Ethics.

Background

Effective governance provides the foundation for quality education and care. Under the Education and Care Services National Law and Regulations, approved providers must ensure that policies, procedures, systems, and leadership structures are in place to enable the safe and effective management of OSHC services (Regulations 168–172, and associated National Law sections). These requirements ensure that services operate lawfully, transparently, and in a manner that supports high-quality outcomes for children, families, educators, and the broader community.

At Fun 4 U Helensburgh, governance encompasses all structures and processes that guide the planning, operation, evaluation, and improvement of our Service. This includes regulatory compliance, financial management, staff leadership, risk management, child safety systems, incident reporting, record-keeping, complaints handling, quality improvement planning, and community engagement.

Strong governance also ensures accountability at all levels, with clearly defined roles for the Approved Provider, Nominated Supervisor, management personnel, responsible persons, and educators. This enables informed decision-making, effective supervision, and a coordinated approach to achieving continuous improvement aligned with the National Quality Standard.

Through robust governance systems, Fun 4 U Helensburgh ensures that:

- Legal and regulatory obligations are met at all times
- Children's safety, wellbeing, and rights remain our paramount priority
- Policies and procedures are effectively implemented and regularly reviewed
- Educators and staff are supported through clear leadership and professional learning
- Families are engaged as valued partners in our service community

Our commitment to high-quality governance reflects our dedication to operating a responsive, child-centred OSHC service that upholds best practice, fosters trust with families, and continually strives to enhance outcomes for all children in our care.

Legislative Requirements and links to the National Quality Framework

| QUALITY AREA 7: GOVERNANCE AND LEADERSHIP | | |
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| 7.1 | Governance | Governance supports the operation of a quality service that is child safe. |
| 7.1.2 | Management Systems | Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe. |
| 7.1.3 | Roles and Responsibilities | Roles and responsibilities are clearly defined and understood and support effective decision-making and operation of the service. |
| 7.2 | Leadership | Effective leadership builds and promotes a positive organisational culture and professional learning community. |
| 7.2.1 | Continuous Improvement | There is an effective self-assessment and quality improvement process in place. |
| 7.2.2 | Educational Leadership | The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. |

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| 7.2.3 | Development of professionals | Educators, co-ordinations and staff members performance is regularly evaluated, and individual plans are in place to support learning and development. |
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| EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS | |
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| S. 3A | Paramount consideration |
| S.4 | How functions to be exercised |
| S. 13 | Matters to be taken into account in assessing whether fit and proper person |
| S. 14 | Regulatory Authority may seek further information |
| S. 19 | Section 19 Conditions on provider approval |
| S. 21 | Reassessment of fitness and propriety |
| S. 51 | Conditions on service approval |
| S. 162 | Offence to operate education and care service unless responsible person is present |
| S. 172 | Offence to fail to display prescribed information |
| S. 173 | Offence to fail to notify certain circumstances to Regulatory Authority |
| S. 174 | Offence to fail to notify certain information to Regulatory Authority |
| S. 174AA | Educators and other staff members of education and care service to notify certain information [NSW] |
| S. 175 | Offence relating to requirement to keep enrolment and other documents |
| S. 188 | Offence to engage person to whom prohibition notice applies |
| 29 | Condition on service approval-insurance |
| 30 | Condition on service approval – quality improvement plan |
| 31 | Condition on service approval-quality improvement plan |
| 55 | Quality improvement plan |
| 56 | Review and revision of quality improvement plans |
| 73 | Educational program |
| 74 | Record of child assessments or evaluations for delivery of educational program |
| 84 | Awareness of child protection law |

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|------|--|
| 104 | Fencing |
| 106 | Laundry and hygiene facilities |
| 107 | Space requirements- indoor |
| 108 | Space requirements- outdoor |
| 109 | Toilet and hygiene facilities |
| 110 | Ventilation and light |
| 117 | Glass |
| 117B | Minimum requirements for person in day-to-day charge |
| 117C | Minimum requirements for a nominated supervisor |
| 157 | Access for parents |
| 158 | Children's attendance record to kept by approved provider |
| 160 | Child enrolment records to be kept by the approved provider and family day care educator |
| 161 | Authorisations to be kept in enrolment record |
| 162 | Health information to be kept in enrolment record |
| 165 | Record of Visitors |
| 167 | Record of service's compliance |
| 168 | Education and care services must have policies and procedures |
| 170 | Policies and procedures to be followed |
| 171 | Policies and procedures to be kept available |
| 172 | Notification of change of policies or procedures |
| 173 | Prescribed information to be displayed |
| 174 | Time to notify certain circumstances to Regulatory Authority |
| 174A | Prescribed information to accompany notice |
| 175 | Prescribed information to be notified to regulatory authority |
| 176 | Time to notify certain information to Regulatory Authority |

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| 177 | Prescribed enrolment and other documents to be kept by approved provider |
| 180 | Evidence of prescribed insurance |
| 181 | Confidentiality of records kept by approved provider |
| 183 | Storage of records and other documents |
| 184 | Storage of records after service approval transferred |
| 185 | Law and regulations to be available |

Definitions of Key Terms used in the Policy

| TERM | MEANING | SOURCE |
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| ACECQA – Australian Children’s Education and Care Quality Authority | The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children. | ACEQA |
| Approved provider | A person who holds a provider approval (National Law). A provider approval authorises a person to apply for one or more service approvals and is valid in all jurisdictions. | Guide to the NQF (Glossary) |
| Authorised person | Means: (a) a person who holds a current working with children check (WWCC), or equivalent; or (b) a family member of a child who is being educated and cared for by the service or the family day care (FDC) educator; or (c) an authorised nominee of a family member of a child who is being educated and cared for by the service or the FDC educator; or (d) in the case of an emergency, medical personnel or emergency service personnel; or (e) a person who is permitted under the jurisdictional working with children law to remain at the service without holding a working with children check (WWCC), or equivalent. | National Law (Section 170) |
| Continuous improvement | Ongoing improvement in the provision of quality education and care services. The National Quality Framework aims to raise quality and drive continuous improvement through the National Quality Standard and quality rating processes. Quality rating encourages continuous improvement and engages the approved provider and their service teams in self-assessment and documenting their performance against the National Quality Standard. Providers of high quality services regularly monitor and review their performance to guide planning and make improvements. | Guide to the NQF (Glossary) |
| Development of professionals | A system of regular performance review, individual learning and development plans for educators, staff and coordinators. Performance planning and review ensures that the knowledge, skills and practices of educators and other staff members are current, and that areas requiring further development are addressed | Guide to the NQF (Element 7.2.3 – Development of professionals) |

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| Educational leader | The educational leader is an appropriately qualified and experienced educator, coordinator or other individual designated in writing by the approved provider under regulation 118 to lead the development and implementation of educational programs in the service. | Guide to the NQF (Glossary) |
| Educational program | A program that: <ul style="list-style-type: none"> • is based on an approved learning framework • is delivered in a manner that accords with the approved learning framework • is based on the developmental needs, interests and experiences of each child; and • is designed to take into account the individual differences of each child. | National Law (Section 168) |
| Fit and proper person (to be an approved provider) | The regulatory authority assesses whether an approved provider or a person with management or control of a service is a fit and proper person to be involved in the provision of an education and care service. In determining whether they are a fit and proper person, the regulatory authority will consider: <ul style="list-style-type: none"> • the person's history of compliance with any education and care services, children's services or education law, and any decision under one of those laws to refuse, refuse to renew, suspend or cancel a licence, approval, registration or certification issued to the person under that law • their criminal history, to the extent that it may affect their suitability for the role of provider (including working with children clearance, such as a WWCC, or teacher registration details, jurisdiction dependant) • whether they are bankrupt or insolvent • whether they have the financial circumstances to enable them to sustain ongoing operation of a service • whether they have a medical condition that may cause them to be incapable of being responsible for the service • whether they have the management capability to operate a service • actions taken under Commonwealth Family Assistance Law, including sanctions and suspensions | National Law (Section 12) Guide to the NQF (Provider and service approvals – Considering an application for fitness and propriety) |
| Governance | Refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy. Good governance requires effective management systems and clearly delineated roles and responsibilities to support the effective operation of a quality service. | Guide to the NQF (Quality Area 7 – Governance and leadership) |
| Inappropriate person | Means a person: <p>(a) who may pose a risk to the safety, health or wellbeing of any child or children being educated and cared for by the education and care service; or</p> <p>(b) whose behaviour or state of mind or whose pattern of behaviour or common state of mind is such that it would be inappropriate for him or her to be on the education and care service premises while children are being educated and cared for by the education and care service.</p> | National Law (Section 171) |
| Management system | A system to manage organisational risks and enable the effective management and operation of a quality service. | Guide to the NQF (Element 7.1.2 – Management systems) |

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| Quality Improvement Plan (QIP) | A document created by an approved provider to help self-assess service performance in delivering quality education and care and to plan future improvements. Regulatory authorities consider the service's QIP as part of the quality assessment and rating process. The QIP does not have to be provided in any specific format, but must include: 1. an assessment of the quality of service practices against the National Quality Standard and the National Regulations 2. identified areas for improvement 3. a statement of the service's philosophy. | National Regulations (Regulation 55) |
| Service philosophy | A statement the approved provider must develop and include in their QIP that outlines the purpose and principles under which the service operates. It: <ul style="list-style-type: none"> • underpins the decisions, policies and daily practices of the service • reflects a shared understanding of the role of the service among staff, children, families and the community • guides educators' pedagogy, planning and practice when delivering the educational program. | Guide to the NQF (Element 7.1.1 – Service philosophy and purpose) |
| Working with children check (WWCC) | A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: <ul style="list-style-type: none"> • the person has been assessed as suitable to work with children; or • there has been no information that if the person worked with children the person would pose a risk to the children; or • the person is not prohibited from attempting to obtain, undertake or remain in child-related employment. | National Law (Definitions) |

Related Legislation

Family Assistance Law – Incorporating all related legislation as identified within the [Child Care Provider Handbook](#)

Principles that inform the policy

In accordance with the Education and Care Services National Regulations, the Approved Provider must ensure that appropriate governance and management policies and procedures are established and maintained for the operation of the service (Reg 168) and must take reasonable steps to ensure these policies and procedures are implemented consistently (Reg 170) (ACECQA, 2021).

Governance refers to the systems and processes that guide, oversee and monitor the effective operation of our OSHC Service, ensuring accountability, transparency and informed decision-making. The Approved Provider and Nominated Supervisor hold primary legal responsibility for establishing, administering, and maintaining the service in compliance with legislative requirements. Management responsibilities may also extend to Persons with Management or Control (PMC), as defined by ACECQA. These individuals may be involved in executive

leadership or financial decision-making, or have authority or significant influence over the planning, direction, control or delivery of the education and care service (ACECQA, 2023).

Our Service has the following established positions:

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| Approved Provider | Annette Potter |
| Nominated Supervisor | Debbie Waters |
| Persons with Management or Control | Annette Potter |
| Educational Leader | Shannyn Merchant Melanie Baillie |
| Responsible Persons /Educators | Shannon Blackwell Laila Waters Lucinda Rushton Lorrain Gombi Dylan Cooke Anna Lugona |

National Quality Framework (NQF) and National Quality Standard (NQS)

Our OSHC Service is always committed to ensure full compliance with the Education and Care Services National Law and National Regulations. The approved provider maintains provider approval under the National Quality Framework (NQF) by continuing to meet all eligibility, suitability, and operational requirements for the delivery of education and care services and by implementing all directions issued by the regulatory authority. Our Service actively participates in the National Quality Standard (NQS) assessment and rating process as detailed in the Guide to the National Quality Framework. The approved provider and nominated supervisor ensure educators and staff are supported to engage in continuous quality improvement, are well prepared for assessment and rating processes, and uphold regulatory compliance across all service operations. Our Service strives to achieve and continuously work towards an 'Exceeding' rating across all seven quality areas of the NQS.

Notification and Reporting

The approved provider is responsible for ensuring all statutory notification and reporting obligations are met under relevant legislation, including the National Quality Framework, Family Assistance Law, Child Protection requirements, the Reportable Conduct Scheme (as applicable to state or territory legislation), taxation, and any other regulatory requirements.

These obligations are undertaken in accordance with the Notification and Reporting Guide and relevant legislated timeframes.

Educators and staff receive information regarding reporting requirements during induction and through ongoing training and guidance to support prompt and accurate reporting of incidents and concerns to management. All notifications to the regulatory authority are submitted in writing via the NQA ITS in line with legislated timeframes under the NQF. Notifications to the Department of Education, as required under Family Assistance Law, are completed via the Provider Portal or through the Service's Child Care Subsidy (CCS) software system.

| Key notification and reporting requirements: | | |
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| National Law or Regulation | Notification to the regulatory authority by the approved provider | |
| S. 37, 38, 39, 40 59, 59A, 86, 173, 174, 174AB, 306 R. 36, 174, 175 | <ul style="list-style-type: none"> of changes regarding the approved provider, Persons with Management or Control or operational changes | |
| | Timeframe | Within 7 days (check notification guide as timeframes differ, 7 days is the minimum requirement) |
| S. 174 R. 12, 175, 176 | <ul style="list-style-type: none"> of any incident or complaint that seriously compromises the safety, health or wellbeing of a child, including physical or sexual abuse | |
| | Timeframe | within 24 hours or within 24 hours of the approved provider being aware of the incident, complaint or allegation |
| S. 56, 56A, 173 R. 35 | <ul style="list-style-type: none"> of any changes to the nominated supervisor | |
| | Timeframe | at least 7 days prior to the appointment (or as soon as possible, but no more than 14 days after commencement) |

| National Law or Regulation | Notification to families | |
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| S. 69 | <ul style="list-style-type: none"> transfer of Service approval | |
| | Timeframe | 7 days before transfer |
| S. 37, 38, 84 85, 86 R. 172 | <ul style="list-style-type: none"> changes to policy or procedures that: <ul style="list-style-type: none"> affect the fees charged or the way they are collected significantly impact the service's education and care of children, or significantly impact the family's ability to utilise the service. | |

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| | Timeframe | At least 14 days before |
| R. 88, 93, 94 | | <ul style="list-style-type: none"> • occurrence of an infectious disease • medication administered during an emergency, including an asthma or anaphylaxis emergency |
| | Timeframe | As soon as practicable |
| R. 86 | | <ul style="list-style-type: none"> • any incident, injury, trauma or illness involving their child |
| | | As soon as practicable, but within 24 hours |



Children's Health and Safety

Our OSHC Service is committed to promoting and protecting the health, safety and wellbeing of all children. This is achieved through the consistent implementation of high-quality hygiene and infection control practices, effective prevention and management of injury and illness, and the provision of safe, secure and supportive environments. Our practices are guided by relevant legislation, best-practice standards and service policies, including the *Administration of First Aid Policy*, *Administration of Medication Policy*, *Dealing with Infectious Diseases Policy*, *Health and Safety Policy*, *Incident, Injury, Trauma and Illness Policy*, *Medical Conditions Policy*, *Nutrition and Food Safety Policy*, *Safe Use of Digital Technologies and Online Environments Policy*, *Sun Safety Policy*, *Supervision Policy* and *Water Safety Policy*. Together, these policies support a comprehensive approach to creating and maintaining a healthy and safe environment for all children attending our Service.

Child Safe Environment

Our OSHC Service is dedicated to maintaining a culture of safety where the protection and wellbeing of children is paramount. All educators, staff, students and volunteers are required to understand and uphold our Child Safe policies, including the *Child Protection Policy*, *Child Safe Environment Policy* and Child Safety and Wellbeing requirements, in accordance with the National Principles for Child Safe Organisations and the Child Safe Standards legislated in our state/territory.

Educators and staff are provided with training and guidance to support their understanding of the various ways children may express concerns, distress or disclose harm. This includes recognising verbal and non-verbal disclosures and responding appropriately to complaints or



information suggesting harmful or concerning behaviours, including those of a sexual nature, towards themselves or others (ACECQA, 2023). Clear procedures are in place to ensure all concerns are managed promptly, sensitively and in accordance with legislative reporting requirements.

Service Philosophy, Self Assessment and Quality



Our OSHC Service develops and maintains a Quality Improvement Plan (QIP) within the first three months of operation, in collaboration with children, families, educators and the management team. The Service philosophy informs all day-to-day practices and decision-making and reflects the principles and outcomes of My Time, Our Place: Framework for School Age Care in Australia, Version 2.0. You can locate our services philosophy on our website.

The approved provider ensures that:

- The Service philosophy guides operational decisions and is embedded within the QIP
- The QIP reflects a continuous improvement approach through ongoing self-assessment against the National Quality Framework and identification of areas for enhancement
- The QIP is available at the Service upon request and updated at least annually or as required by the regulatory authority
- The QIP is submitted to the regulatory authority within required timeframes when requested
- Clear goals and strategies that reflect the interests, values and perspectives of all stakeholders are documented as part of the Service's reflective quality improvement processes.

Physical Environment

Our OSHC Service provides a safe, clean, welcoming and engaging physical environment that supports children's learning, exploration and inclusive participation. Facilities, equipment and resources are routinely inspected, maintained and risk assessed to ensure they meet regulatory safety standards and promote safe play and positive learning experiences. Children are supervised at all times, and environments are organised to support development, independence and wellbeing in line with the National Quality Framework and the *Providing a Child Safe Environment Policy*.



The approved provider ensures that all regulatory requirements relating to space, facilities, equipment and maintenance are met at all times while children are educated and cared for at the Service.

Staffing



Our OSHC Service complies with all staffing requirements under the National Quality Framework and adheres to the Staffing Arrangements and *Code of Conduct Policy*. The approved provider is responsible for implementing effective recruitment and screening processes; providing comprehensive induction, training and professional supervision; ensuring staff hold required qualifications and approvals; maintaining accurate personnel records; and supporting educators to fulfil their roles competently and ethically. A strong focus is placed on professional development, accountability and teamwork to foster a positive workplace culture, uphold child safety obligations and deliver high-quality education and care experiences.

Code of Conduct

Our Code of Conduct outlines the professional and ethical standards expected of all educators, staff, volunteers and students engaged at the Service. It provides guidance to ensure appropriate conduct in all interactions and decision-making, including duties related to confidentiality, professional boundaries, child safety, record-keeping, resource use, recruitment practices, and relationships within the workplace. Adherence to the Code of Conduct supports a respectful, transparent and safe environment for children, families and staff.

Maintenance of Records

Our OSHC Service is committed to fulfilling all record-keeping obligations under the National Quality Framework, National Model Code and relevant legislation. The approved provider is responsible for ensuring that all records are accurately completed, maintained, securely stored and managed in accordance with authorisation requirements, privacy legislation, confidentiality principles and legislated retention timeframes. Records are routinely monitored and reviewed to ensure compliance and integrity.



Key service information is clearly displayed and accessible to families, educators, staff and visitors at all times. This includes provider and service approval details, nominated supervisors, quality ratings, waivers (if applicable), operating hours, contact details for complaints and the regulatory authority, and the names of the responsible person and educational leader. In accordance with National Regulations, the current NQS service rating and certificates are displayed, including all quality area ratings, the overall service rating and any suspended or revoked ratings. Where required, quality and compliance histories are also displayed. The service displays additional notices as required, including those relating to anaphylaxis risk or occurrences of infectious disease outbreaks. Where necessary, information is provided in languages reflective of the service community to support inclusion and accessibility.



Confidentiality

All members of management, including the approved provider, nominated supervisor, responsible person, educators, staff, students and volunteers who have access to personal or confidential information, are required to uphold strict confidentiality at all times. Information must not be disclosed unless required by law or appropriately authorised. Confidential documents and sensitive discussions are handled respectfully and securely in accordance with privacy legislation and the *Privacy and Confidentiality Policy*.

The approved provider ensures that personal information and records are not shared without appropriate consent or legal authority as required under Regulation 181. This is supported through strict access controls, staff training regarding confidentiality obligations, and verification of requests for information against legal requirements. The service maintains a safe and confidential mechanism for individuals to report concerns, misconduct, or any matters impacting the safety, welfare or wellbeing of children. This process promotes a culture of accountability, integrity and transparency and is mandatory for NSW services and considered best practice nationally.

Ethical Decision-Making

Our OSHC Service is committed to decision-making that reflects integrity, responsibility and professionalism. All actions and decisions are guided by service policies and procedures and aligned with the Education and Care Services National Law and National Regulations, the



approved learning framework (My Time, Our Place), and the ethical principles outlined in the Early Childhood Australia (ECA) Code of Ethics.

Managing Conflicts of Interest

Any real, perceived or potential conflict of interest must be promptly disclosed by members of management, Persons with Management or Control (PMC), nominated supervisors and relevant staff. Conflicts must be effectively managed to preserve fairness, transparency and integrity across all service operations.

The following processes apply:

1. Individuals must notify the approved provider immediately of any conflict of interest.
2. The person involved must not participate in discussions or decisions related to the identified matter and must step out of the meeting while the item is considered.
3. The minutes must clearly document the disclosure and management of the conflict.
4. All management personnel and relevant staff must complete a Conflict of Interest Disclosure Statement upon appointment and annually thereafter. Any changes during the year must be declared promptly and documented accordingly.

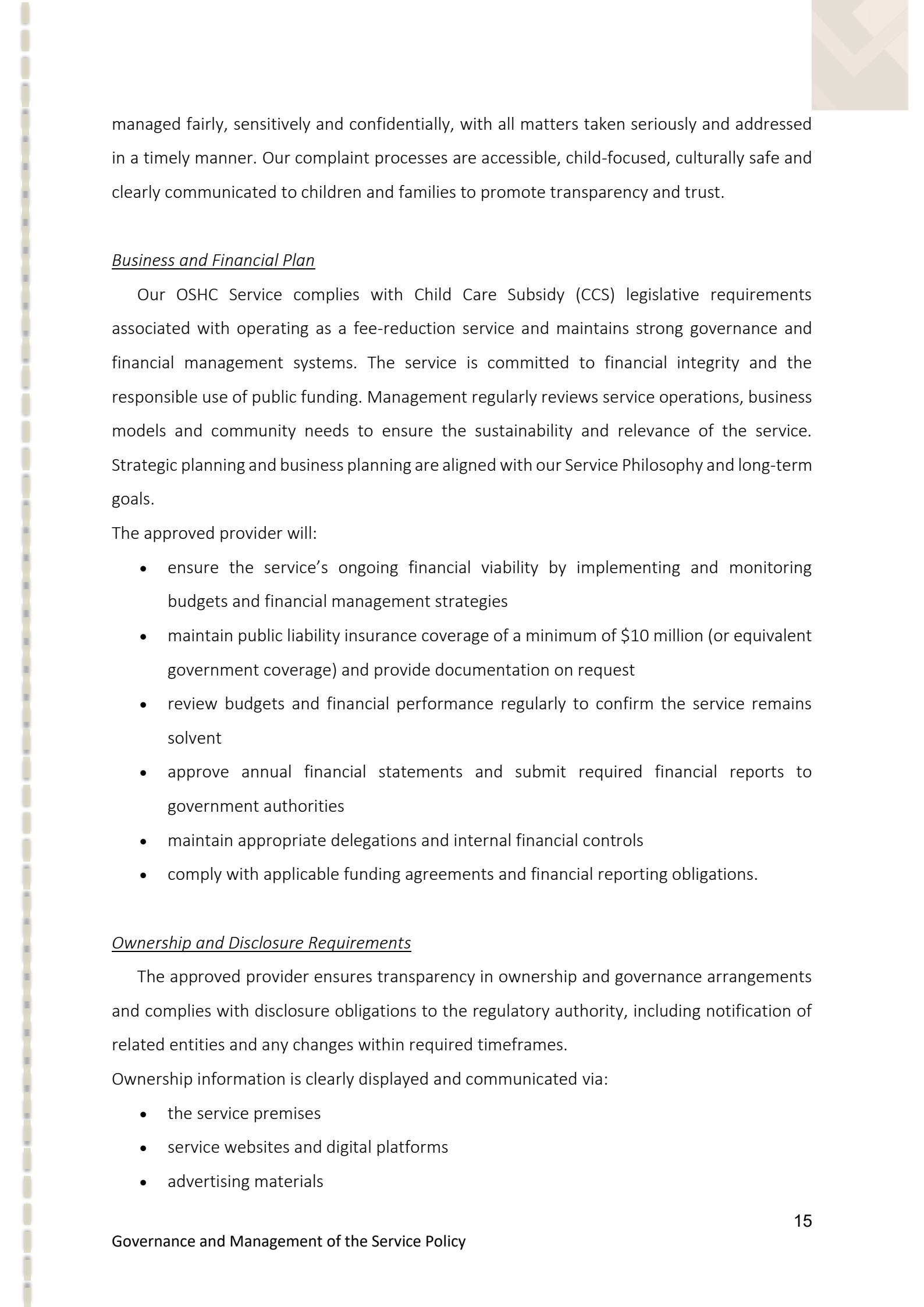
A Conflict of Interest Disclosure Register is maintained by the service.

Educational Program

Our OSHC Service recognises the unique context of school age care and provides programs that enhance children's learning, development and wellbeing. The educational program is informed by and delivered in accordance with the approved learning framework, **My Time, Our Place**, incorporating its principles, practices and learning outcomes. Programs are evidence-based, developmentally appropriate and responsive to children's interests, experiences and voices. The approved provider ensures the appointed Educational Leader is supported to oversee the planning cycle, implementation, evaluation and continuous improvement of the educational program in accordance with the Educational Program Policy.

Management of Complaints

Our *Dealing with Complaints Policy and Procedure* ensures that all children, families, educators, staff, students, volunteers and community members are supported and empowered to raise concerns or lodge complaints confidently and safely. Complaints are



managed fairly, sensitively and confidentially, with all matters taken seriously and addressed in a timely manner. Our complaint processes are accessible, child-focused, culturally safe and clearly communicated to children and families to promote transparency and trust.

Business and Financial Plan

Our OSHC Service complies with Child Care Subsidy (CCS) legislative requirements associated with operating as a fee-reduction service and maintains strong governance and financial management systems. The service is committed to financial integrity and the responsible use of public funding. Management regularly reviews service operations, business models and community needs to ensure the sustainability and relevance of the service. Strategic planning and business planning are aligned with our Service Philosophy and long-term goals.

The approved provider will:

- ensure the service's ongoing financial viability by implementing and monitoring budgets and financial management strategies
- maintain public liability insurance coverage of a minimum of \$10 million (or equivalent government coverage) and provide documentation on request
- review budgets and financial performance regularly to confirm the service remains solvent
- approve annual financial statements and submit required financial reports to government authorities
- maintain appropriate delegations and internal financial controls
- comply with applicable funding agreements and financial reporting obligations.

Ownership and Disclosure Requirements

The approved provider ensures transparency in ownership and governance arrangements and complies with disclosure obligations to the regulatory authority, including notification of related entities and any changes within required timeframes.

Ownership information is clearly displayed and communicated via:

- the service premises
- service websites and digital platforms
- advertising materials

- documentation or displays required under the National Law.

This promotes accountability and ensures families and regulators have clear access to accurate information regarding the operation and governance of the service.

Roles and Responsibilities

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| Approved Provider | <p>Space, equipment, facilities</p> <ul style="list-style-type: none"> • Ensure that requirements relating to the physical environment, space, equipment and facilities are met, including regulations 104, 106, 107, 108, 109, 110, 116, 117 (Quality Area 3). <p>Educational needs and program</p> <ul style="list-style-type: none"> • Ensure that children’s educational and developmental needs are met (section 51; Quality Area 1). Educators and staff • Ensure that requirements relating to staffing are met, including implementing the Staffing policy and procedures (including regulation 84) • Ensure that roles and responsibilities are clearly defined, understood, and support effective decision- making and operation of the service (Element 7.1.3) • Ensure that the performance of educators, staff and co-ordinators is regularly evaluated and individual plans are in place to support learning and development (Element 7.2.3) • Ensure that a nominated supervisor, educators, staff, volunteers and contractors to whom a prohibition notice applies are not engaged by the service (section 188) • Ensure the educational leader is supported to lead the development and implementation of the educational program and assessment and planning cycle (Element 7.2.2). • Nominated supervisors and responsible person • Ensure that requirements relating to the nominated supervisor and responsible person are met, including implementing the Staffing policy and procedures (including section 162, section 162A; regulation 117B). <p>Records and confidentiality</p> |
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| | <ul style="list-style-type: none"> • Keep a record of the service's compliance with the information listed in regulation 167 • Keep a record of enrolment and other documents listed in section 175 at the service or FDC residence or venue and be available for inspection by an authorised officer • Ensure that records are kept confidential and not divulged except as permitted under regulations 181 and 182 • Ensure that records are stored safely and securely for the period set out in regulation 183 • Ensure that record keeping obligations are complied with when using digital technologies and online environments at the service, including the taking, use, storage and destruction of images and videos of children being educated and cared for by the service • Ensure authorisation is obtained from parents to take, use and store images and videos of children being educated and cared for by the service • Keep enrolment and attendance records (regulations 158, 159, 160, 161, 162) and other documents listed in regulations 160, 177 and 178, ensure they are accurate and available to families on request (section 175). If a service approval is transferred, the documents must be transferred to the receiving approved provider (regulation 184) |
| Nominated Supervisor/ Responsible Person | <ul style="list-style-type: none"> • Ensure that regulatory obligations are met in relation to governance and management • Adopt quality governance and management processes, procedures and practices, in line with the National Quality Standard, especially Quality Area 7 – Governance and leadership • Implement systems of risk management, financial and internal control, and performance reporting. Monitor management and financial performance to ensure the solvency, financial strength and good performance of the service • Develop and review the service philosophy and purpose, strategic direction and initiatives (Element 7.1.1) |

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| | <ul style="list-style-type: none"> • Ensure that the family of a child at the service is allowed to enter the premises when the child is being educated and cared for (regulation 157). <p>Notifications and reporting</p> <ul style="list-style-type: none"> • Ensure that all notification and reporting requirements are met regarding the National Quality Framework and other relevant laws. <p>Health, safety and wellbeing</p> <ul style="list-style-type: none"> • Ensure the health, safety and wellbeing of children in the service and take every reasonable precaution to protect children from harm and hazard, including harm from the use of digital technologies and online environments (Quality Area 2). <p>Quality Improvement Plan (QIP)</p> <ul style="list-style-type: none"> • Ensure there is an effective self-assessment and quality improvement process in place (Element 7.2.1). <p>Educational needs and program</p> <ul style="list-style-type: none"> • Ensure that children's educational and developmental needs are met (Quality Area 1). <p>Educators and staff</p> <ul style="list-style-type: none"> • Ensure that roles and responsibilities are clearly defined, understood, and support effective decision- making and operation of the service (Element 7.1.2) • Ensure that the performance of educators, staff and coordinators is regularly evaluated and individual plans are in place to support learning and development (Element 7.2.3) • Ensure that requirements relating to staffing are met, including implementing the Staffing policy and procedures (Quality Area 4) • Ensure that the educational leader is supported to lead the development and implementation of the educational program and assessment and planning cycle (Element 7.2.2.). <p>Records and confidentiality</p> <ul style="list-style-type: none"> • Ensure that requirements relating to records and confidentiality are met. |
| Educators | <ul style="list-style-type: none"> • Must be aware of and follow the Governance and management policy and procedures |

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| | <ul style="list-style-type: none"> • Must be familiar with and implement the service's policies and procedures, philosophy, QIP and code of conduct • Ensure that requirements relating to records and confidentiality are met. |
| Families | <ul style="list-style-type: none"> • Be aware of the Governance and management policy and procedures and address any questions to the approved provider or nominated supervisor/responsible person. |

Induction and Ongoing training

Our OSHC Service is committed to ensuring that all managers, coordinators, educators, staff, students and volunteers are well trained, informed and supported to fulfil their roles effectively and uphold the National Quality Framework and all regulatory requirements.

Induction Training

All new staff, including relief educators, students and volunteers, will complete a comprehensive induction prior to working independently with children. Induction includes orientation to the Service philosophy, governance framework, Code of Conduct, child safe practices, mandatory reporting obligations, supervision procedures, health and safety requirements, emergency and evacuation procedures, administration of medication and first aid processes, infection control practices, behaviour guidance, privacy and confidentiality requirements, and key policies and procedures. Induction also includes familiarisation with workplace expectations, job role responsibilities, reporting systems, and communication protocols. Completion of induction training is documented and monitored by management.

Ongoing Training and Professional Development

Ongoing training is scheduled regularly to maintain staff competency, regulatory compliance and continuous improvement. This includes:

- Mandatory refresher training in first aid, CPR, anaphylaxis and emergency asthma management, maintained in line with regulatory requirements.
- Annual child protection and child safe training for all staff, including recognising and responding to harm and reportable conduct obligations.

- Regular policy and procedure reviews conducted during staff meetings and dedicated training sessions to reinforce understanding and consistent implementation.
- Emergency and evacuation rehearsals and scenario training at least every three months, with reflective discussions following drills to strengthen preparedness.
- Health, safety and wellbeing training, including risk management, infection control, safe work practices and supervision strategies.
- Professional development opportunities aligned to leadership growth, behaviour guidance, inclusive practices, trauma-informed care and effective communication with children and families.

Information Sharing and Communication

Information sharing occurs through structured staff meetings, daily handovers, team briefings, newsletters, digital communication platforms, training workshops and written updates to ensure staff remain informed of policy changes, procedural updates and service priorities. Records of completed training are maintained and reviewed regularly to identify learning needs and ensure continuous compliance and quality improvement.

Through effective induction, ongoing professional development and consistent information sharing, our Service ensures all staff are confident, capable and supported to meet their governance responsibilities and provide safe, high-quality education and care for children.

Monitoring Evaluation and Review

At Fun 4 U, we proactively monitor updates from ACECQA and Childcare Centre Desktop to ensure our *Governance and Management of the Service Policy and Procedure* remains current and compliant. The policy is reviewed at least annually, in consultation with families, staff, educators, and management, to reflect best practices and evolving regulatory requirements. In addition to this, our policies are made readily available to families on our Facebook page and next to our sign in and out register we have a poster with a QR code that links to all of our policies. (Reg 171 & 172)

Links to other policies/ resources

| Related Polices | Child Care Centre Desktop Polices |
|---|---|
| Acceptance and refusal of Authorisations Policy Administration of First Aid Policy Code of Conduct Policy Child Protection Policy Child Safe Environment Policy Dealing with Infectious Diseases Policy Dealing with Complaints Policy Delivery and Collection of Children Policy Emergency and Evacuation Policy Enrolment and Orientation Policy Excursion/Incursion Policy Food, Nutrition and Beverages Policy Fees Payment Policy Privacy and Confidentiality Policy Safe Arrival of Children Policy Safe Transportation of Children Policy Safe Use of Digital Technologies and Online Environments Policy Safe Sleep/Rest Time Policy | Approved Provider Transfer Blank Action Plan Budget Forecast Guide Budget Forecast Spreadsheet Compliance Calendar Compliance Checklist Conflict of Interest Register and Statement Credit Card Agreement Director Management Report Key Terms – Policies and Procedures New Ownership Letter Notification and Reporting Guide NQS Assessment and Rating Process-Letter to Families NQS Assessment and Rating Visit-Letter to Families Philosophy Development and Review Procedure Philosophy Template QIP Register of Goals Quality Improvement Plan Guide Quality Improvement Plan Workbook Service Closure Letter |

Sources

- Australian Children’s Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)
- Australian Children’s Education & Care Quality Authority. (2025). Policy and procedure guidelines. [Governance and Management Guidelines](#).
- Australian Government. Department of Education. [Child Care Provider Handbook](#). (2025)
- Early Childhood Australia Code of Ethics. (2016).
- [Education and Care Services National Law Act 2010](#). (Amended 2025)
- [Education and Care Services National Regulations](#). (Amended 2025)
- NSW Government. (2025). [Education and Care Services \(Supply, Authorisation and Use of Devices\) Order 2025](#).
- *Work Health and Safety Act 2011* (Cth).

Record of services’ compliance (Reg 167)

Date Created: August 2015

Date Reviewed by Fun 4 U: 30/11/2025

Childcare Centre Desktop Policy Update: November 2025

This Policy Follows ACEQA: [PolicyGuidelines GovernanceManagement v2.pdf](#)