

## Out of School Hours Care (OSHC), including Vacation Care Policies, Procedures & Guidelines



**R-6**

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## 1. Introduction

Mount Carmel College is a Catholic co-educational school from Reception to Year 12 in the Josephite tradition. Mount Carmel College includes a primary campus, secondary campus and the Western Technical College.

Mount Carmel College OSHC service operates a Before School Care (BSC) program, an After School Care (ASC) program and a Vacation Care (VAC) program.

South Australian Commission for Catholic Schools (SACCS) is the Approved Provider for Mount Carmel College OSHC.

## 2. Mission And Vision

The Gospel values of 'Caritas et Dignitas' (Love & Dignity) reflect our heritage as a Catholic school in the Josephite tradition. They are the foundation of Mount Carmel College.

The Vision and Mission of Mount Carmel College is to serve its community by providing a quality, contemporary Catholic education. The legacy of the Josephite tradition enriches the College as it works to meet the needs of the times. At the heart of our mission is a diverse learning community where relationships are grounded in Gospel values, individuals feel they belong and all are encouraged to celebrate their personal excellence.

Our Core Values are *Belonging*, *Diversity*, *Excellence* and *Relationship*.

We empower hearts and minds to flourish.

## 3. SACCS Policies & Procedures

All relevant South Australian Commission for Catholic Schools (SACCS) Policies apply to Mount Carmel College, including Out of School Hours Care (OSHC) and Vacation Care.

The SACCS Policies can be found at:

<https://cesacatholic.sharepoint.com/sites/CESAShare/Governance/Policies%20and%20Procedures>

Some (but not the complete list) of the significant SACCS policies and procedures are:

- Aboriginal and Torres Strait Islander Education Policy
- Aboriginal and Torres Strait Islander Education Procedure
- APRIM Policy 2020
- APRIM Procedures 2020
- Audit Policy
- Behaviour Education and Personal Responsibility Policy
- Capital Development Policy
- CCTV Video & Audio Surveillance Policy
- CDPP Child Safeguarding Policy
- Charter for Staff in Catholic Schools South Australia
- Cloud Computing Policy
- Code of Conduct
- Complaint Response and Resolution Procedure
- Conflict of Interest Procedure 2020
- COVID-19 Vaccination Policy
- COVID-19 Vaccination Procedure
- Cultural Diversity & Learning Guidelines
- Cultural Diversity & Learning Policy
- Curriculum, Assessment and Reporting in Catholic Schools Policy
- Curriculum, Assessment and Reporting in Catholic Schools Procedure

- Cyber Crime Policy
- Data Policy - SACCS Policy
- Dealing with Family Law Related Issues - Procedure
- Duty of Care Policy
- Duty of Care Procedure
- Early Childhood Education and Care Services Processes and Protocols
- Education of Gifted and Talented Students Policy
- Education of Gifted and Talented Students Procedure
- Engaging and Inducting Volunteers Procedure
- Engaging Contractors in Catholic Schools Procedure
- Enrolment Policy
- Enrolment Procedures
- Excursions and Camps Guide for Schools
- Fee Policy
- First Aid Policy
- First Aid Procedure
- Gender Equality Policy
- ICT Acceptable Use Policy
- ICT Access Management Policy
- Information Security Policy
- Information Sharing Policy
- Languages and Cultures Policy
- Naming & Branding Approval for Diocesan Schools Policy & Procedures
- Overseas Travel Procedure
- Pastoral Care Policy
- Pastoral Care Procedure
- Privacy Policy
- Privacy Statement - Adelaide Archdiocese
- Procedures for Engaging and Inducting Volunteers
- Protective practices for staff in their interactions with children and young people
- Recognition and Awards Policy
- Recognition and Awards Procedure
- Records Management Policy
- Recruitment of Staff in Catholic Schools Procedure
- Religious Leadership in Catholic Schools Policy 2021
- Reporting Harm of Children and Young People Procedure
- Resolving Informal Complaints between Workplace Participants Procedures
- Responding to Discrimination, Bullying and Harassment in the Workplace - Procedure
- Responding to problem sexual behaviour in children and young people (2019)
- Return to Work and Placement of Injured-Supernumerary Employees\_ Procedures
- Safeguarding Children and Young People Policy
- School Uniform Policy
- School Uniform Procedure
- Social Media Policy
- Students with Disabilities Policy
- Suicide response and postvention guidelines
- Suspension and Expulsion Procedures for Catholic Schools
- Teacher Accreditation Policy
- Whistleblower Policy

4. **Approved Provider**

The South Australia Commission for Catholic Schools Incorporated (SACCS Inc) is the Approved Provider for Mount Carmel College OSHC.



## 5. Statement of Philosophy

### [Regulations 55–56](#)

A written statement of philosophy outlines the principles under which the service operates. This philosophy reflects the principles and the National Law and the Framework for School Age Care. It underpins the decisions, policies and daily practices of the Approved Provider, nominated supervisor, educators and staff members and assists in planning, implementing and evaluating quality experiences for children. It reflects a shared understanding of the role of the service with children, families and the community and agreed values and principles of the school/site, Approved Provider, advisory committee, educators, children and families.

The Mount Carmel College OSHC is a part of Mount Carmel College. We uphold the Catholic ethos and values of the College. Children are supported in developing their full potential within a safe, caring, and supportive environment. We recognise children have a wide range of physical, social, and intellectual abilities and needs, and this is reflected in our program.

We are committed to working in partnership with families and to support the wider community. We embrace the diverse range of backgrounds held by the children and families within our service. We believe children have the right to equity and respect.

We recognise the importance of the value of free play to build children's positive behaviour and positive self-esteem. We utilise directed activities to broaden the range of experiences for children.

### **POLICY STATEMENT**

Mount Carmel College Outside School Hours Care policies, procedures and practices are guided by our philosophy.

### **PHILOSOPHY**

We believe that children should:

- Feel safe, supported and respected
- Be acknowledged for their unique identity
- Have their developmental, spiritual, and personal interests recognised and embraced
- Feel that their sense of well-being is nurtured
- Build and maintain positive relationships
- Have student voice and student agency in their learning journey
- Be supported to make positive behaviour choices

**This is achieved by the provision of an appropriate environment that is:**

- Promoting opportunity for positive social and emotional interactions
- Nurturing
- child-oriented
- Collaborative
- Facilitative of life long learning through play based experiences
- Culturally sensitive

**Educators will**

- Be positive role models
- Provide an atmosphere that is welcoming and friendly
- Provide structured and unstructured learning
- Provide an aesthetically pleasing and supportive physical environment
- Build and maintain secure, respectful, and confidential relationships with families and the local community
- Listen to the child's voice
- Work within the guidelines of the Protective Practices document

## 6. Nutrition, Food and Beverages, Dietary Requirements Policy

[Regulations 77, 78, 79, 80 & 168](#)

Mount Carmel College OSHC service considers nutrition to be a vital component in the healthy development of children. The service uses the Australian Dietary Guidelines developed by the National Health and Medical Research Council and Right Bite Food and Drink Supply Standards for South Australian Schools, as a basis for the service's policy and practices regarding nutrition.

We are compliant with the food handling practices contained in Australian Food Safety Standards.

- Food and beverages are provided to the children as part of the program and will be done so with reference to the Australian Dietary Guidelines.
- Nutrition information, service policy and the Australian Dietary Guidelines will be available for families at the service.
- Food and beverages provided are nutritious, varied and of an appropriate serving size to meet their growth and developmental needs.
- Food and beverages supplied take into account the cultural, religious and health requirements of the children and families accessing the service.
- Children are encouraged to try new foods, but no child will be forced to eat something they do not like or which is inconsistent with their religious, cultural or dietary needs.
- Food will not be used as a punishment or reward.
- The service displays a weekly menu.
- Food and beverages are prepared and stored hygienically in accordance with the Australian Food Safety Standards
- Educators discuss healthy eating and nutrition as part of the program.
- Drinking water is always available.

### Staff and volunteers

Staff and volunteers who undertake or supervise food handling activities must have skills and knowledge in food safety and food hygiene.

If staff or volunteers do not have these skills or knowledge they must complete food safety and food hygiene training.

### Food safety principles

Staff and volunteers must follow these food safety principles:

- follow good personal health and hygiene practices, including handwashing
- control the temperature of potentially hazardous food
- protect food from contamination
- keep the kitchen and food serving area clean
- clean and sanitise equipment and utensils
- keep equipment and the kitchen in good condition
- keep the kitchen and food serving area free from pests.

See SA Health's [food safety for food businesses](#) for more information.

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**School food delivered by an external food business**

If the College has food delivered for students, ensure the quality and safety of the food products received, by following these steps:

- check that delivered food is covered or packaged
- make sure someone is on-site to receive and inspect food as it's delivered
- if you've agreed to accept food between 5°C and 60°C, make sure the delivery reaches the school at the agreed time and is received under temperature control
- store potentially hazardous food under temperature control (hard frozen, below 5°C or above 60°C) and use within a suitable timeframe
- if required, make sure the food vendor has a food allergy management procedure in place and that there's a clear communication process between the school and the food vendor if a student has an allergy - see SA Health's [allergen information for food businesses](#)
- check that the business is a notified food business by sighting evidence they have notified their local council, or requesting a copy of their latest food safety inspection report.

**Out of School Hours Care (OSHC) requirements**

In South Australia, food businesses including out of school hours care services that supply food as part of their service, must comply with the:

- [Food Act 2001](#)
- [Australia New Zealand Food Standards Code](#).

The [Education and Care Services National Regulations](#) (Reg. 77) also requires that:

- children and young people attending out of school hours care should have access to food and drinks handled, prepared and stored safely
- the service provides adequate health and hygiene practices.

This includes making sure that:

- food and drinks are consumed within their 'use by' date
- food that has not been stored correctly must not be served
- food handlers are aware of their responsibilities such as washing their hands, not handling food if ill, and general food safety tips while preparing, cooking and serving food
- there are options for students to store their own food in a cool location on hot days. Our cool location is in the Hall with the air conditioner on. Students store their food in their bag. Parents are encouraged to use an insulated lunchbox and to pack a frozen drink bottle or freezer brick inside the lunch box next to food on hot days.

If you're involving children in food preparation, read SA Health's [handling and preparing food](#) for more information.

**Food safety information**

For more information about food safety, see SA Health's:

- [personal hygiene and food safety](#)
- [food safety management tools - standard 3.2.2A](#)
- [food safety fundamentals \(PDF 385KB\)](#).

**Allergens, intolerances and health complexities**

Food allergies, intolerances and health complexities can significantly impact children if not well managed. In the case of allergies, they can be life threatening.

If you're offering to prepare and serve food to children with an allergy, the food business must have systems in place to manage the risk. If unable to manage the risk, you should not offer or promote food items as allergen free.

**Allergies management**

Information on how schools can manage food service for students with allergies:

- [allergen information for food businesses](#)
- National Allergy Strategy's [all about allergens online training and information hub](#) provides resources and free online training for staff and volunteers who prepare and serve food in schools, in camps and in care
- [supporting children and students with anaphylaxis and severe allergies](#).

**Procedure**

- Breakfast will be available and provided by the OSHC service at Before School Care and Vacation Care. The menu will be displayed on the menu board.
- Afternoon tea will be available on Vacation Care days and at After School Care. The menu will be displayed on the menu board.
- Families are to provide recess and lunch during Vacation Care unless stipulated on the program.
- Families will be provided with the service's nutrition policy as part of the family enrolment package and through posters and pamphlets located at the service.

**Other Considerations**

- It is recognised that, on occasion, food and beverages supplied at the service may diverge from the guidelines for special purposes and celebrations and that families will be advised of such occasions.
- Children's food allergies.
- Meal and snack times will be advertised and promoted as a time of social interaction.
- Children will be encouraged to participate in meal/snack preparation and clean-up as part of the service's life skills focus.

## 7. Risk Assessment Policy

- for excursions, incursions, equipment and other requirements

[Regulations 97, 100-101, 103-115, 168, 173-177](#)

Mount Carmel College OSHC complies with the requirements of the National Quality Framework and undertakes risk assessments for excursions, incursions, equipment and other requirements.

Risk assessment is the process of determining the level of risk associated with a work practice, activity, substance and/or piece of equipment. This will assist in the identification and management of hazards that may impact on everyone's health and safety.

The main consideration for risk management is the protection of children and staff within the Service. Managing risk involves identifying and assessing potential hazards and developing a Risk Assessment Action Plan implementing actions and control measures to manage identified risks. Continual monitoring, evaluation and review of risk assessments is required to effectively manage risks.

Whilst emergencies can never be totally prevented, it is important to be aware of past situations, both within the OSHC Service, and in the local area.

### RISK ASSESSMENT STEPS

STEP 1	Identify the hazard or potential hazard. Use <i>Guiding Questions</i> to be aware of potential risks.
STEP 2	Assessing the risk of harm or potential harm. <i>Likelihood and Consequences</i> .
STEP 3	Risk Rating Matrix
STEP 4	Risk Assessment Action Plan
STEP 5	Evaluate and Review

STEP 1: GUIDING QUESTIONS - Identify the hazard or potential hazard		
1	Each question on the Guiding Questions aims to assist in determining the severity of the consequences of any unplanned event.	
2	Identify potential threats or developing risks associated to the OSHC Service by reflecting on the guiding questions. Answer 'Yes' or 'No' to each question. For any question answered 'no', consider if any adjustment or modification can be implemented to minimise or eliminate the risk.	
3	Identify potential events or activities which may be unique to the OSHC Service or local geographical area and as a team develop other guiding questions.	
4	There may be many questions in Step 1 that will not relate to the identified risk but continue to work through each one. These are prompts to determine: policy adjustments, procedures, purchases and education so the team have the ability to take quick and effective action if and when required.	
<i>IMPORTANT: answers form critical content for your RISK ASSESSMENT ACTION PLAN</i>		

STEP 2: ASSESSING THE LIKELIHOOD AND CONSEQUENCES		
1	Consider the OSHC Service's physical attributes and preparedness (policies and procedures) that may also affect the outcome of any given situation. When assessing risks, it is imperative to think about all possible consequences of a single situation or event.	
2	Consider the likelihood that the potential hazard will occur at the OSHC Service. Use the <i>Assessing the Likelihood</i> table below to identify the likelihood for each activity or event.	
3	Consider and evaluate the consequences should this event/emergency/situation happen. Use the <i>Assessing the Consequences</i> table below to identify the consequence for each activity or event.	
<i>IMPORTANT: Do not attempt to assess multiple events or activities at the same time. Open a new risk assessment action plan for each event or activity.</i>		

## ASSESSING THE LIKELIHOOD

ALMOST CERTAIN	Has occurred on an annual basis (or more frequently) in the past
LIKELY	Has occurred in the past few years
POSSIBLE	May occur at some stage (has occurred at least once in the history of the Service)
UNLIKELY	Has never occurred within the Service but has been known to infrequently occur in similar early education and care services in the local geographic area
PRACTICALLY IMPOSSIBLE	It is not known to have occurred in any similar early education and care service within the local geographic area

## ASSESSING THE CONSEQUENCES

<b>CRITICAL</b>	<p>Extreme risk. Death or permanent disability or multiple serious injuries. Loss of or catastrophic damage to premises.</p> <p>Risk needs careful planning and consideration required before going ahead- consultation and guidance required-policies/procedures/external professionals.</p>
<b>MAJOR</b>	<p>High risk. Complete a risk assessment and consider if risk is worth accepting.</p> <p>Serious long-term injury or illness could occur.</p> <p>Major damage to premises.</p>
<b>MODERATE</b>	<p>Medium risk. Deal with the hazard as soon as possible. Complete risk assessment to implement control measures to manage and reduce risk.</p> <p>Medical attention may be required.</p> <p>Damage to premises may occur.</p>
<b>MINOR</b>	<p>Low risk. Deal with the hazard when able-implement effective control measures to reduce risk.</p> <p>First aid may be required. Minor damage to premises.</p> <p>Unlikely to cause long-term problems.</p>
<b>INSIGNIFICANT</b>	<p>Very low risk. Deal with the hazard when able.</p> <p>No first aid required. No interruption to general operations.</p> <p>Damage to premises unlikely.</p>

### STEP 3: RISK RATING MATRIX

1	Reflecting on the guiding questions, the following table shows the risk rating when combining the likelihood of an event happening with the potential consequences.	
2	Remember that the consequences may be altered due to answers given above. However, these can be reviewed and amended if changes are consequently made to the premises or the Service procedures that will minimise or eliminate a particular risk.	

#### IMPORTANT:

*A final risk rating can be selected once you have considered the likelihood and consequences of a potential event.*

## RISK RATING MATRIX

LIKELIHOOD	CONSEQUENCE LEVEL					
		Critical	Major	Moderate	Minor	Insignificant
	Almost Certain	Extreme	Extreme	Extreme	High	Medium
	Likely	Extreme	Extreme	High	Medium	Medium
	Possible	Extreme	High	Medium	Medium	Low
	Unlikely	High	Medium	Medium	Low	Very Low
	Practically Impossible	Medium	Medium	Low	Very Low	Very Low



## STEP 4: RISK ASSESSMENT ACTION PLAN

1	Using the Risk Assessment Action Plan template, record the potential risks for the event or activity. Use the table to prioritise policies and procedures that may need updating or reviewing.  For example, if procedures are not currently in place for an item with a risk rating of 'Extreme', this would be a matter requiring urgent attention. At the other end of the scale, you may not need a policy or procedure for an item with a risk rating of 'Very Low', unless required by Regulations.	
2	Identify any potential emergency events or activities that may occur within the local area that may be a risk to the safety, health or wellbeing of children, staff or visitors.	
3	Determine appropriate elimination or control measures to minimise risk of harm.	
4	Consider if the level of risk is acceptable. If the level of risk is not acceptable, additional control measures or elimination will need to be identified and implemented. These may include the following options:  - sharing the risk (outsourcing, professional assistance) - terminate (cease the activity) - accept (accept the level of risk with appropriate authorisation) - reduce (reduce the risk level by applying additional control measures until the risk is acceptable. Consultation with relevant authorities may assist- e.g., Rural Fire Service, SES/local government)	
5	Identify responsibilities and provide date of when this must be completed.	

## STEP 5: EVALUATE AND REVIEW

1	A Risk Assessment must be monitored and evaluated to determine how well it has eliminated or managed the identified hazard. Alternative control measures may be required to achieve the best outcome.	
2	The Risk Assessment should be reviewed <i>at least</i> annually or following a local emergency event such as severe storm or bushfire.	
3	A regular and ongoing review of Risk Assessments will ensure eliminations or control measures are appropriate and up to date. This ensures that the risks or potential harm can be managed as low risk.	

## IMPORTANT:

This *Risk Assessment Guide* and *Risk Assessment Action Plan* are abridged versions and ultimately designed to help the Service begin the risk management process. Once these steps are completed, apply the mindset of 'continuous improvement' and consistently work toward the most efficient and effective procedures possible to assess and manage risks within your Service environment.

## 8. Incident, Injury, Trauma and Illness Policy

[Regulations 168; 89 \(1\) a, b & c; 12; 85; 86; 87; 176 \(2\) \(a\) \(ii\)](#)

The OSHC service recognises the following as serious incidents:

- The death of a child while either at the service or as a result of an incident that occurred at the service.
- Any incident involving serious illness of a child while being educated and cared for which the child attended or ought reasonably to have attended a hospital.
- Any incident involving serious injury or trauma to a child while being educated and cared for which the child attended or ought reasonably to have attended a hospital, or a reasonable person would consider that the child would require urgent attention from a registered medical practitioner.
- Any emergency for which emergency services attended.
- A child is mistakenly locked in or out of the premises or any part of the premises.
- Any incident where the approved provider reasonably believes that physical or sexual abuse of a child or children has occurred or is occurring while the child is being educated and cared for by the service.
- Allegations that physical or sexual abuse of a child or children has occurred or is occurring while the child is being educated and cared for by the service.

### *Severe or serious injuries are considered as:*

- Head injuries (all head injuries regardless of severity will be reported to families).
- Eye injuries
- Back injuries
- Loss of limbs or appendages
- Bone fractures
- Deep wounds requiring suturing
- Muscular injuries (more serious ones)
- Burns
- Ear injuries
- other injuries where complications have set in after the initial injuries are sustained.

The OSHC service also recognises a serious incident when a child is missing or cannot be accounted for, appears to have been taken or removed from the premises in a manner that contravenes Regulations or is mistakenly locked in or locked out of the service or any other part of the premise.

Mount Carmel College OSHC service management of risks of incident, injury, trauma and illness will be a priority. The Approved Provider (SACCS), in conjunction with the director, educators and staff will ensure that all procedures of the service are compliant with Regulations and the Law.

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**Notice of serious incidents**

A Nominated Supervisor or Service Supervisor is required to notify the [regulatory authority](#) (the Education Standards Board) via [NQAITS](#) within **24 hours** of becoming aware of a serious incident (Section 174(2) (a) and Regulation 176(2) (a)).

Also notify the *OSHC and Preschool Compliance Officer*, at the Catholic Education Office of any breach of regulations or non-compliance with the regulations.

See [Early Childhood Education and Care Services: Processes and Protocols](#) Reporting Serious Incidents

A serious incident ([Regulation 12](#)) is defined as any of the following:

- a) the death of a child while that child is being educated and cared for by the service or following an incident occurring while being educated and cared for by the service
- b) any incident involving a serious injury or trauma occurring to a child while that child is being educated and cared for, which:
  - a reasonable person would consider required urgent medical attention from a registered medical practitioner; or
  - the child attended or ought reasonably to have attended a hospital e.g., broken limb
- c) any **incident involving serious illness of a child** while that child is being educated and cared for by a service for which the child attended, or ought reasonably to have attended, **a hospital** e.g., severe asthma attack, seizure, or anaphylaxis  
any emergency for which emergency services attended  
a child appears to be missing or cannot be accounted for at the service
- d) a child appears to have been taken or removed from the service in a manner that contravenes the National Regulations
- e) a child is mistakenly locked in or locked out of the service premises or any part of the premises.

**Catholic Safety, Health & Welfare** (<https://cshwsa.org.au>) has an online incident reporting system that must be used to record serious incidents.

In addition, **SafeWork SA** Ph: 1300365255 require notification of serious incidents.

**Incident, injury, trauma and illness records**

In accordance with Regulations, our service will keep a written record of any incident, injury, trauma or illness a child suffers while in care, or as a result of being in care. This record will include:

- The name and age of the child
- The circumstances leading up to the incident or the child becoming ill
- Any products or structures involved or circumstances surrounding the illness
- The time and date the incident occurred, or illness began
- Actions taken by staff to care for the child
- Any medication that was given.
- Any medical personnel who were contacted.
- Details of anyone who witnessed the incident.
- The name, time and date of the person/persons who were notified about the incident or illness by the service.
- The name and signature of the person filling out the form and the date and time it was signed.

## 9. Sun Protection Policy

[Regulations 168, 114, 249 \(2\)](#)

Australia has one of the highest rates of skin cancer in the world. A balance of ultraviolet (UV) exposure is necessary for good health. Too little exposure results in a lack of vitamin D and too much exposure results in skin damage (for example sunburn). It is important for OSHC services to ensure that children and educators are exposed to the right balance of UV radiation to promote good health. Sensible sun protection should be used when the UV is 3 and above. Sun protection times are issued by the Bureau of Meteorology <http://www.bom.gov.au/uv/>

OSHC service provides a balanced approach to ultraviolet radiation exposure. This approach will follow the current scientific advice on UV exposure and provide children and educators with the opportunity for safe and protective UV exposure related to the UV index and will be seasonal in nature.

The service will act to ensure the appropriate level of UV exposure by:

- Encouraging the use of a combination of sun protection strategies
- Encouraging safe levels of exposure
- Requiring educators to model good sun-safe practices
- Encouraging children to take responsibility for their own sun protection
- Allow children and educators to access areas of both sun and shade

**Before school care:** sun protection is not required as the UV radiation levels are rarely 3 and above during this time.

**After school care:** sun protection is required during Terms 1 and 4, and whenever the UV is 3 and above at other times. Staff are encouraged to access the daily local sun protection times to determine if sun protection measures are required during Terms 2 and 3.

**Vacation care:** sun protection is required for all outdoor activities in Terms 1 and 4 and whenever the UV is 3 and above at other times.

SUN PROTECTION and the UV INDEX										
Low		Moderate			High		Very High		Extreme	
UV INDEX 1	UV INDEX 2	UV INDEX 3	UV INDEX 4	UV INDEX 5	UV INDEX 6	UV INDEX 7	UV INDEX 8	UV INDEX 9	UV INDEX 10	UV INDEX 11+
SUN PROTECTION NOT REQUIRED		SUN PROTECTION REQUIRED								
Unless outdoors for extended periods, or near reflective surfaces such as snow or water.		Wear sun-protective clothing, a broad-brimmed hat and sunglasses. Apply SPF30+ sunscreen to any unprotected skin. Seek shade.								



## **SUN SMART**

In accordance with the SunSmart policy for schools, this policy has been constructed closely with the five focus areas slip, slop, slap, seek and slide. This will ensure our service provides a holistic approach to protecting staff and children from sun exposure and minimise skin damage. This applies to all our service's activities and events, on and off site.

### **PROTECTIVE CLOTHING (SLIP)**

- When the UV Index is 3 or above, the service will ensure children are wearing protective clothing for sun exposure. This includes wearing the correct school uniform during the school term and practical sun protective clothing during Vacation Care (for example wearing tops with sleeves).
- When attending the service, children are required to wear loose fitting clothing that covers as much skin as possible. Clothing made from cool, closely woven fabric is recommended. It includes tops with collars and elbow length sleeves, longer style dresses and shorts, and rash tops or t-shirts for outdoor swimming.
- In accordance with other policies, children are required to wear appropriate enclosed shoes when attending the service and therefore their feet should be protected from sun exposure when engaging in outdoor activities.

### **SKIN PROTECTION / SUNSCREEN (SLOP)**

- SPF 30 or higher broad-spectrum, water-resistant sunscreen is available for staff and children's use
- Sunscreen is applied at least 20 minutes before going outdoors and reapplied every two hours if remaining outdoors
- When the UV index is below 3 sunscreen will not be provided for students to allow their skin to have safe exposure to the sun and increase their vitamin D levels
- Students who have allergies will provide their own sunscreen

### **PROTECTIVE HATS (SLAP)**

- Whilst attending OSHC, children are required to wear the school hat, either legionnaires or bucket hat unless the UV rating is below 3. Caps do not provide sufficient protection.

### **PHYSICAL ENVIRONMENT (SEEK)**

- Where possible during vacation care, outdoor activities are scheduled outside of the peak UV radiation times of the day. A combination of skin protection measures are considered when planning outdoor events eg excursions and water based activities.
- The availability of shade is considered when planning excursions and all other outdoor activities.
- Children are encouraged to use available areas of shade when outside.
- Children who do not have appropriate hats or clothing are asked to play in the shade or a suitable area protected from the sun
- Morning Tea, Lunch and Afternoon Tea are eaten in the shade or indoors.

### **EYE PROTECTION (SLIDE)**

- Children and staff are encouraged to wear close fitting, wraparound sunglasses that meet the Australian Standard AS/NZS 1067.1:2016 (Sunglasses: lens category two, three or four) and cover as much of the eye area as possible. Novelty tinted glasses do not protect against UV radiation and are not recommended. However, it will not be mandatory to wear sunglasses due to the financial cost for families providing practical eye protection for children.

### **DIRECTOR / ASSISTANT DIRECTOR WILL:**



- Observe the UV Index daily on our website (SunSmart) at 8:00 am and advise educators of which exposure level category they will need to adhere to during operational hours of the service.
- Organise and/or provide alternative venues for scheduled outdoor activities during the peak UV times of the day when practical. If no suitable venue can be provided the scheduled outdoor activity will be rescheduled outside of the peak UV times of the day, or in the shade, where possible.
- Ensure the Sun Protection Policy is being adhered to by educators.
- Incorporate sun protection educational activities into the program to support children's well-being, learning and development.
- Provide information on sun protection through newsletters, noticeboards and/or the College's website.

## 10. Water Safety Policy

[Regulations 101;2 \(b\), 168](#)

Water activities are a significant part of Australian life and provide children with opportunities to access a variety of activities for experience, learning and fun. However, all bodies of water present a significant hazard and require service educators to ensure increased vigilance around them to ensure the safety of children. It is acknowledged that children can drown in as little as 5cm of water.

Mount Carmel College OSHC service recognises the risks posed by bodies of water and takes the safety of children and educators involved in water-based activities and around bodies of water very seriously. The service will ensure that every precaution is taken so that children are able to enjoy water-based activities safely. Risk assessments will be carried out for programmed water-based activities and the outcomes will underpin the educator to child ratio for the activities.

### Procedure

The OSHC service shall ensure the safety of children around bodies of water by:

- Undertaking a risk assessment that will determine the required educator to child ratio for the proposed activity.
- Ensuring there are educators present that have a current, approved first aid qualification including CPR.
- Demonstrating a preference for venues that provide additional supervision in the form of lifeguards.
- Ensuring educators are placed in positions that allow them to directly and actively supervise any child accessing a body of water.
- Avoiding any venue with a body of water where sufficient precautions can not be taken to ensure the safety of children.

## 11. First Aid Policy

The Mount Carmel College OSHC service recognises that a first aid response to children or adults suffering from physical, emotional and psychological condition is a matter of priority and so we will act to ensure all possible assistance is rendered in accordance with state and national legislation. Educators will have the required qualifications and there will be trained staff present at all times.

We will address the administration of this first aid policy by:

- Ensuring the service meets the Education and Care Services National Regulations and the standards provided in [SafeWork SA Approved Code of Practice for First Aid in The Workplace](#).
- Ensuring that educators employed at the service have and maintain appropriate qualifications in the delivery of first aid, and management of anaphylaxis and asthma.
- Ensuring that all educators have access to training and maintain and update their first aid qualifications.
- Ensuring that the first aid equipment held at the service meets the regulations as outlined in the [SafeWork SA Approved Code of Practice for First Aid in the Workplace](#) and that any specific equipment is also suitable for use with children.
- Ensuring Material Safety Data Sheets are held at the service for all chemicals accessible at the service.

### Procedure

- All educators on duty hold an approved first aid qualification
- All staff are able to take on the role of designated first aider.
- The College holds a copy of certificates in the educator's file.
- In all instances, the priority of the educator will be the administration of appropriate and prompt first aid as required, to ensure the safety and wellbeing of the children and educators at the service.
- In the event that a child is injured or becomes ill during the session, a first aider will determine if the child is too unwell to remain at the service. The child will be removed to a quiet area if possible.
- Staff will contact the family or their emergency contacts to advise of the nature of the illness and that someone needs to collect the child. Staff will remain with the child until the family member arrives.
- Any injuries to the head (above the shoulders) the parent is to be telephoned and a note advising parents to sign the accident/injury form, this is then filed.
- In the event of a serious injury or illness, the staff member will provide first aid and, if necessary, arrange ambulance transport to the appropriate hospital, as deemed necessary or as indicated in a child's care plan (eg for diabetes).
- In the event of a serious injury or illness, the family/guardian will be contacted as soon as practicable, to notify them of the incident and ongoing events.
- Staff have a duty of care responsibility to provide first aid and seek emergency support if appropriate: it is the parent's responsibility to follow up medical care and seek advice from a doctor for non-emergency conditions.
- First aid kits are regularly checked for content. After items are used, staff will report the use of items to the Office staff and those items will be promptly replaced in the kit/s.

**In the event that a child needs to be transported in an ambulance:**

- If the staff member is able to contact the family or emergency contacts and they are able to meet the child or at ambulance's destination, the staff will ensure that all medical information held at the OSHC service is provided to ambulance officers.
- If the staff member is unable to contact any of the emergency contacts for the child, or a family member or the child's emergency contacts are unable meet the child before the ambulance is ready to depart, a staff member will be required to travel in the ambulance to the hospital with the child.
  - a) The accompanying staff member will continue to try to contact the emergency contacts until someone can be reached.
  - b) The accompanying staff member will remain with the child until a family member or emergency contact arrives
- Staff have a duty of care to call an ambulance in an emergency: this would include instances where a child's health was at risk due to parental delay in collecting the child.
- Injured or unwell children will **not be transported by staff using a personal vehicle**, except when paramedics instruct the staff to transport a child to meet an ambulance.

**First aid documentation**

- Minor incidents are to be documented on an accident/incident report. A note will alert a collecting parent/guardian that there has been an incident, that they will need to speak to a staff member regarding the incident, and that the report will need to be signed.
- Staff will complete an accident/incident report and ensure the incident is fully documented.

## 12. Infectious Diseases and Infestation Policy

[Regulations 88, 168](#)

Mount Carmel College OSHC service follows the guidelines for prevention of infectious diseases as outlined in the document 'Staying Healthy -Preventing Infectious Diseases in Child Care'. Children suffering from infectious diseases will be excluded from OSHC for the length of time specified or on the written advice from the child's medical practitioner.

### Procedure

The service will act to prevent the spread of infectious diseases/infestations by:

- Ensuring current information about infectious diseases is contained in the Policies and Procedures document.
- Providing information to families regarding infectious diseases and exclusion from the service when required.
- Providing appropriate hand washing facilities and supplies
- Encouraging effective hand washing techniques
- Providing appropriate first aid supplies
- Excluding children from the service who are suffering from an infectious disease
- Notifying families when an infectious disease has occurred at the service.
- Regularly disinfecting and cleaning all equipment
- Ensuring that there is no sharing of drinking/eating utensils
- In the case of head lice, removing any item which might enable the transmission of head lice (eg bean bags, dress up clothes) and restricting access to them until the immediate risk passes
- Making sure that all material items such as towels, dress-ups and cushion covers, will be laundered regularly
- All rubbish or left-over food is to be disposed of as soon as possible.
- All staff wearing disposable gloves when in contact with blood, open sores or other bodily substance, clothes contaminated with bodily fluids or cleaning up a contaminated area. Staff must wash hands with soap and water after removing the gloves.
- Staff with cuts, open wounds or skin disease such as dermatitis covering their wounds and wearing disposable gloves. Used gloves should be disposed of safely.
- Children not sharing hats.

### RESOURCES/REFERENCES

- Staying Healthy—Preventing Infectious Diseases in Early Childhood Education and Care Services. Australian Government National Health and Medical Research Council, 5<sup>th</sup> Edition at [www.nhmrc.gov.au/guidelines/publications/ch43](http://www.nhmrc.gov.au/guidelines/publications/ch43)
- You've Got What?, Government of South Australia Department of Health at [www.health.sa.gov.au/pehs/youve-got-what.htm](http://www.health.sa.gov.au/pehs/youve-got-what.htm)
- Health Support Planning at [www.chess.sa.edu.au/Pathways/HSPbookinfull09.pdf](http://www.chess.sa.edu.au/Pathways/HSPbookinfull09.pdf)
- Wash, Wipe, Cover (Health SA) at [www.publications.health.sa.gov.au](http://www.publications.health.sa.gov.au)
- Department of Health guidelines for managing head lice at [www.dh.sa.gov.au/pehs/branches/headlice/headlice-index.htm](http://www.dh.sa.gov.au/pehs/branches/headlice/headlice-index.htm)
- NCAC OSHCQA Fact Sheet #17 Children's Hygiene at [www.acecqu.gov.au](http://www.acecqu.gov.au) (go to NCAC archive)

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- SA Health Communicable Disease Control Branch at [www.dh.sa.gov.au/pehs/communicablediseases-index.htm](http://www.dh.sa.gov.au/pehs/communicablediseases-index.htm)
- SA Health List of Notifiable Diseases at [www.dh.sa.gov.au/pehs/PDF-files/1203-notifiable-diseaselist.pdf](http://www.dh.sa.gov.au/pehs/PDF-files/1203-notifiable-diseaselist.pdf)
- SA Health Report of Notifiable Disease or Related Death at [www.health.sa.gov.au/pehs/PDF-files/2008-case-reporting-form.pdf](http://www.health.sa.gov.au/pehs/PDF-files/2008-case-reporting-form.pdf)
- DECD Infection Control website at [www.decd.sa.gov.au/speced2/default.asp?navgrp=health&=infection](http://www.decd.sa.gov.au/speced2/default.asp?navgrp=health&=infection)

## 13. Medical Conditions Policy

[Regulations 168, 90–96, 162](#)

Mount Carmel College OSHC is committed to providing a safe environment for all children and families enrolled with specific health care requirements through implementing and maintaining effective health and hygiene practices. This will be achieved through:

- Fulfilling our duty of care requirement to try to ensure all those in attendance at the Mount Carmel College OSHC are protected from harm
- Informing staff, volunteers, children and families of the importance of adhering to the Medical Conditions Policy to maintain a safe environment for all and communicating the shared responsibility between all involved in the operation of OSHC
- Ensuring that educators have the skills and expertise necessary to support the inclusion of children with additional health needs
- Ensuring that any medication is administered as prescribed by medical practitioners and first aid guidelines
- Involving all educators, families and children in regular discussions about medical conditions and general health and wellbeing curriculum
- Ensuring the service will adhere to privacy and confidentiality procedures when dealing with individual health needs

## PROCEDURES

### Responsibilities

Staff members and volunteers must be informed about the practices to be followed. If a child enrolled at the service has a specific health care need, allergy or other relevant medical condition, parents/carers must be provided with a copy of this and other relevant policies.

Medication and medical procedures can only be administered to a child:

- With written authorisation from the parent/carer named in the enrolment form (Regulation 92(3)(b)).
- An educator will be responsible for the administration and recording of the medication that has been administered.
- The medication will be in its original container bearing the child's name, dose and frequency of administration.

The Nominated Supervisor and the OSHC Director are responsible for:

- Implementing this policy at the service and ensuring that all educators/staff follow the policy and procedures set out within
- Identifying specific training needs of educators/staff who work with children diagnosed with a medical condition, and that educators/staff access appropriate training.
- Ensuring children do not swap or share food, food utensils or food containers.

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- Ensuring food preparation, food service and relief staff are informed of children and staff who have specific medical conditions or food allergies, the type of condition or allergies they have, and the service's procedures for dealing with emergencies involving allergies and anaphylaxis.
- Ensuring a copy of the child's Medical Management Plan and Action Plan are available to staff in the service.
- Ensuring opportunities for a child to participate in any activity, exercise or excursion that is appropriate.
- administering medications as required
- Maintaining ongoing communication between educators and parents/carers to ensure current information is shared
- Ensuring staff follow each child's Medical Management Plan
- Ensuring all Medical Management Plans and medications are current.
- Ensuring required notification procedures under the Regulations and WHS are adhered to.

Parents/carers are responsible for:

- Informing the service of their child's medical conditions, if any, and informing the service of any specific requirements that their child may have in relation to their medical condition.
- Providing a Medical Management Plan signed by a medical practitioner, either on enrolment or immediately upon diagnosis of an ongoing medical condition. This Medical Management Plan must include a current photo of the child and must clearly outline procedures to be followed by educators in the event of an incident relating to the child's specific health care needs
- Notifying the Director of any changes to the status of their child's medical condition and providing a new Medical Management Plan in accordance with these changes.
- Informing the Director of any issues that impact on the implementation of this policy by the service

#### **Medication Management Plan**

- As per procedures under regulation 90 and 92, all children with a medical condition that requires particular treatment or first aid while at OSHC must have a Medical Management Plan and Action Plan completed by the child's medical practitioner. This plan must include the following information:
- Identifying information - child's name, date of birth, recent photograph
- Information on the child's medical condition
- Symptoms and consequences of the condition.
- Indicators of the need for medical intervention or treatment
- Emergency contact people and phone numbers (including parents/carers and child's medical practitioner)
- Clear instructions to cover all foreseeable circumstances including management in the service (indoors and in the playground/garden) and on excursions
- Emergency procedures
- Specific information about medication including administration, storage, timing, dosage and possible side effects
- Relevant forms and written advice from medical practitioners and parents/carers regarding the medical treatment of the child

**Anaphylaxis & Allergy Management Plan**

Anaphylaxis is a severe allergic reaction and requires immediate medical attention. Within minutes of exposure to the allergen, or 'trigger', a person can have potentially life-threatening symptoms such as breathing and/or heart symptoms.

Severe allergic reactions can occur when no documented history exists. We are aware that allergies are very specific to an individual and it is possible to have an allergy to a huge range of substances.

Symptoms of anaphylaxis include difficulty breathing, swelling or tightness in the throat, swelling tongue, wheeze or persistent cough, difficulty talking, persistent dizziness or collapse and in young children paleness and floppiness.

Anaphylaxis is often caused by a food allergy, Foods most commonly associated with anaphylaxis include peanuts, seafood, nuts, eggs and cow's milk.

To minimise the risk of exposure to foods that might trigger severe allergy or anaphylaxis in susceptible children, educators and staff will:

- Instruct children to not trade food, utensils or food containers
- Prepare food in line with a child's medical management plan and family recommendations
- Request families to label all bottles, drinks and lunchboxes etc with their child's name
- Consider whether it is necessary to change or restrict the use of food products in craft, science experiments and cooking classes so children with allergies can participate
- Closely supervise all children at meal and snack times, ensure food is eaten in specified areas.

**Asthma Management Plan**

Asthma is a lung disease that inflames and narrows the airways. Asthma symptoms include wheezing, cough, chest tightness or shortness of breath. Educators and staff will implement measures to minimise the exposure of susceptible children to the common triggers which can cause an asthma attack. These triggers include, but are not limited to:

- Dust and pollution
- Inhaled allergens, for example mould, pollen, pet hair
- Changes in temperature and weather, heating and air conditioning
- Emotional changes including laughing and stress
- Activity and exercise

To minimise exposure of susceptible children to triggers which may cause asthma, educators and staff will ensure children's exposure to asthma triggers are minimised. For example:

- Plan different activities so children are not exposed to extremes of temperature
- Restrict certain natural elements from inside environments
- Supervise children's activity and exercise at all times
- Keep children indoors during periods of heavy pollution, smoke haze or after severe storms which may stir pollen levels etc.

**Diabetes Management Plan**

Diabetes is a chronic condition where the levels of glucose (sugar) in the blood are too high. Glucose levels are normally regulated by the hormone insulin. The most common form of diabetes in children is Type 1. The body's immune system attacks the insulin producing cells so insulin can no longer be made. People with type 1 diabetes need to have insulin daily and test their blood glucose several times a day, follow a healthy eating plan and participate in regular physical activity.

Type 2 diabetes is often described as a 'lifestyle disease' because it is more common in people who are overweight and don't exercise enough. Type 2 diabetes is managed by regular physical activity and healthy eating. Over time type 2 diabetics may also require insulin.

Symptoms of diabetes include frequent urination, excessive thirst, tiredness, weight loss, vision problems and mood changes. People who take medication for diabetes are also at risk of hypoglycaemia (they may have a 'hypo') if their blood sugar levels are too low. Things that can cause a 'hypo' include:

- A delayed or missed meal or a meal with too little carbohydrate
- Extra strenuous or unplanned physical activity
- Too much insulin or medication for diabetes
- Vomiting

Symptoms of hypoglycaemia include headache, light-headedness and nausea, mood change, paleness and sweating and weakness and trembling. If left untreated people may become disoriented, unable to drink, swallow or stand, suffer a lack of coordination, loss of consciousness and seizures.

The educators will implement measures to reduce the risk of children suffering adverse effects from their condition. These may include, for example:

- Ensuring medication is administered as outlined in the medical management plan
- Ensuring children eat at regular intervals and have appropriate levels of carbohydrate

If a child is displaying symptoms of a 'hypo' a first aid trained educator will:

- Immediately administer first aid in accordance with the child's medical management plan. This may include giving the child some quick acting and easily consumed carbohydrate eg several jelly beans, 2-3 teaspoons of honey or some fruit juice. Once blood glucose is at a regular level the child may be given some slow acting carbohydrate to stabilise blood sugar eg slice of bread, glass of milk, piece of fruit

If the child is displaying severe hypoglycaemia (eg they're unconscious, drowsy or unable to swallow) a first aid trained educator will:

- immediately administer first aid in accordance with the child's medical management plan
- Call an ambulance by dialling 000
- Administer CPR if the child stops breathing before the ambulance arrives.



## 14. Sleep, Rest and Relaxation Policy

### [Regulation 81](#)

Mount Carmel College OSHC Service aims to meet the needs of all children in the service in relation to rest and sleep and will implement procedures to meet the needs of children needing sleep or rest and communicate closely with families when children seem to need extra rest or sleep.

### Procedures

At times children in the OSHC service will feel the need to rest or even sleep. These reasons may include:

- Young children
- Children with a change in routine or schedule
- Children with very long days (particularly those at the service from opening in the morning to close in the evening)
- Children who are unwell or becoming unwell
- Children who may have missed out on sleep recently

OSHC staff will implement the following procedures when they deem a child needs rest or sleep:

- Provide an area or areas where children may lay down to rest or sleep
- Pillows and blankets may be provided
- If a child is feeling tired, staff will check if the child has any other symptoms of feeling unwell. A parent will be rung if there is any indication of illness.
- Children will be allowed to sleep uninterrupted if they fall asleep.
- A parent will be informed that the child has had a sleep when the child is collected and provided with any additional information relating to the sleep.
- If a child is regularly falling asleep at the service, staff will communicate closely with the family to ascertain how the family would like staff to deal with it.

In addition to this, the Vacation Care day is structured so that most activities and physical activity are scheduled in the morning and directly after lunch. Downtime is offered to those children who need rest and have been very active during the day.

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## 15. Emergency and Evacuation Policy

[Regulations 97, 98, 168](#)

Emergencies can include:

- cyclone
- flood
- fire or bushfire
- the presence of dangerous animals or insects
- other situations that require a lockdown to be implemented
- a situation that requires the evacuation of the premises.

Mount Carmel College OSHC service considers the safety of our children, staff and families is paramount. Our procedures are tested and reviewed a minimum of once each school term in OSHC.

### Procedures

#### EVACUATION

Fire extinguishers are installed and maintained in accordance with Australian Standard 2444. However, the safe evacuation of all people is the highest priority and generally staff will not attempt to extinguish the fire unless:

- a) the fire is blocking the only exit
- b) all people have been made safe
- c) the fire is small
- d) there is no danger to the person operating the extinguisher and the person is well trained and confident in its use

Appropriate and functioning smoke detectors are installed and there is a residual current device fitted.

Floor plans are clearly displayed near the main entrance and exit of each room used by the OSHC service and are to be followed in the event of fire, natural disaster or other emergency.

A nominated staff member will call emergency services 000 and report the emergency.

Staff will direct children to the nearest safe exit (marked in green on the OSHC Building Emergency map) and proceed to the nominated assembly point.

A nominated staff member will collect the roll and the first aid kit. The nominated staff member will then proceed to the nominated assembly point to call roll for children and staff. Then report any absences to the staff member in charge immediately.

The staff member in charge will check, if safe to do so, all rooms and areas for staff and children and all doors and windows are closed as far as possible, to reduce the spread of a fire. The staff member in charge will then proceed to await emergency services to inform them of the nature and location of the emergency and if anyone is

missing. The staff member in charge will stay at a position close to OSHC to liaise with parents if they arrive to collect their children.

### **LOCK DOWN**

Our OSHC service has strategies to bring children indoors if there is a serious risk to their safety outdoors.

- Children and staff remain inside or proceed indoors to the OSHC rooms by taking the safest route, unless directed otherwise by a staff member.
- Staff return to or remain in their work area and lock all exterior doors and windows so that access from outside is not possible.
- Where possible, reduce the visibility of children and adults in the buildings from the outside view by drawing any blinds and moving to less visible sections of the room / area.

### **HARASSMENT AND THREATS OF VIOLENCE**

If a person/s known or unknown to the service harasses or makes threats to children or staff at the centre, or on an excursion, staff will:

- Calmly and politely ask them to leave the OSHC centre or the vicinity of the children.
- Be firm and clear and remember your primary duty is to the children in your care.
- If they refuse to leave, explain that it may be necessary to call the police to remove them.
- If they still do not leave, call the police.
- If the staff member in charge is unable to make the call another staff member should be directed to do so.
- Where possible staff will calmly move the children away from the person.
- No staff member is to try to physically remove the unwelcome person but try to remain calm and keep the person calm as far as possible and wait for the police.
- Staff should be aware of any unfamiliar person on the premises and find out what they want as quickly as possible and try to contain them outside the centre.

## 16. Delivery and Collection of Children Policy

[Regulations 99, 158, 168](#)

Effective partnerships between an OSHC service and its families greatly assist in all aspects of service delivery. This is especially so in children arriving and departing from a service. It is in this short period of each day where bonds between educators, staff and families are developed and where children are welcomed and settled into the OSHC environment.

A service must retain records of attendance such as sign-in sheets and families are responsible for signing these attendance records daily. Regulation 158 states that the attendance record is to be signed by one of the following persons at the time a child arrives and departs:

- the person who delivers the child to education and care premises or collects the child from the education and care premises; or
- nominated supervisor or educator.

Mount Carmel College OSHC service maintains clear processes to ensure that the arrival and departure of children is carefully monitored. We will have the highest priority for the safety and welfare of the children by ensuring clear communication and co-operation between the OSHC Service, families and the College. Safeguards are also developed and regularly reviewed to keep children safe during the time of transition between school and OSHC.

### Procedures

#### *Before School Care*

- All children coming to before school care (BSC) will be signed in by a parent or approved person.
- All children will be signed out of BSC by an OSHC educator.
- For Before School Care, Reception students in the first term of being a Reception student, are kept in the Hall until 8:45 am and are then take to their classrooms.

#### *After School Care*

- Reception students and some students with complex needs are met at their classroom and walked to the OSHC centre in the Hall. Other students will walk independently to the OSHC Service.
- Parents or any other authorised persons will sign their children out of OSHC prior to collecting their children.
- The authorised person is required to give proof of identification to the Service if they are not known to OSHC prior to collecting their children.
- Children may not go home unaccompanied unless there is signed written permission from an authorised person that identifies and qualifies such expectations. The authorised person will reserve the right to negotiate such requests where there is concern about children's safety.

#### *Vacation Care*

- All children will be signed in and out by a parent or approved person.

#### *Absent children from OSHC*

Families are to advise the Service if their child will be absent on a day that they are booked into care.

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If parents are aware beforehand, they must either phone (84470500) or email ([oshc@mcc.catholic.edu.au](mailto:oshc@mcc.catholic.edu.au))

***If a child booked in fails to arrive***

If a child booked in has not arrived by the designated time after school has finished, the OSHC staff will implement the service's procedure to locate the child:

- Speak with the child's peers or siblings, who may have relevant information.
- Check the immediate area to locate the child.
- Communicate to the OSHC Director or Assistant Director to advise a child has not arrived.

The OSHC staff will:

- Call the classroom and/or front office at school to check that the child was at school.
- Call the parent or emergency contact numbers to establish whether the child is expected at OSHC or whether other arrangements have been made.
- Keep in contact with the family and school until the child has been located.
- When the child has been located, the information is to be shared immediately with those who may be assisting to locate the child.

## 17. Excursions Policy

[Regulations 100-102; 168](#)

Mount Carmel College OSHC service, particularly Vacation Care, considers excursions can be an important part of the children's program and will be planned and implemented to provide a broad range of experiences. Parental permission will be sought for all excursions. Each excursion will be carefully planned, and the risks assessed.

### Procedures

No child will be taken outside the service premises on an excursion without the parent's/guardian's written authorisation (consent).

Educator to child ratios for excursions will be based on a risk assessment of the excursion as well as taking into consideration the National Law (sections 165, 167 and 174) pertaining to adequate supervision.

#### **WEATHER (to be read in conjunction with the Sun Protection policy)**

- When excursions are planned, staff will take possible changes in weather and temperature into account.
- Weather forecasts will be checked from 48 hours and continue until the day of the excursion. During the summer months we will check with the Bureau of Meteorology to monitor weather warnings that may be related to the location of the excursion and implement contingency plans if required.
- **If planned excursions are to areas where there is fire danger, close monitoring of the potential danger and appropriate actions are essential.**
- Educators will ensure there are sufficient shaded areas for all the children to protect them from the sun, and undercover areas or enclosed areas to protect them from rain and cold weather.
- Programs will be flexible enough to cancel, modify or shorten an excursion if it is in the children's best interests and to offer alternative experiences.

#### **IN THE EVENT A CHILD BECOMES ILL OR SUSTAINS AN INJURY WHILST ON THE EXCURSION:**

- The child will be given first aid and made comfortable. If the injury or illness prevents the child from participating in the excursion their parent/guardian will be contacted advising them of their condition and asked to collect them. In the event of a serious injury or illness, an ambulance will be called to transport the child to the appropriate hospital and their parent/guardian will be advised.

#### **IN THE EVENT OF A BREAKDOWN:**

The staff member in charge will inform the Director of the breakdown if necessary.

#### **IN THE EVENT OF AN ACCIDENT:**

In the case of a vehicle accident the staff person in charge or the driver will:

1. Check to see if any children or staff are hurt, conduct first aid and phone for an ambulance if necessary.
2. Comfort and calm the children.
3. Ensure that the children are safe at all times.
4. If it is a school vehicle, take the required details of the other driver involved: name, contact, registration number, driver's licence, insurer and any damage made to either vehicle.
5. Phone the OSHC centre to inform the Director and organise alternative transport.

**R-6**

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6. Phone the police if necessary.
7. Make an accident report on return to the centre.
8. The Director will inform the parents of the incident and ensure that all the appropriate accident procedures are undertaken

## 18. Child Safe Environment Policy

[Regulations 82, 84, 103-115, 155, 168](#)

All SACCS services use the Safe Environments for All webpage and policies attached there are our Child Safe Environment policy.

<https://www.cesa.catholic.edu.au/our-schools/safe-environments-for-all>

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## Use of Prohibited Substance (Drug) Policy

### *Rationale*

Mount Carmel College's Use of Prohibited Substance (Drug) Policy is written with its motto, Caritas et Dignitas (Love and Dignity), clearly in mind. The Gospel values of love and dignity reflect this community's efforts to assure the right of every member to a safe environment and the responsibility of every person to promote safe practices. Learning and personal growth take place most assuredly when everyone within the community feels safe.

**Note: This policy applies to Mount Carmel College OSHC as well as the day school.**

### *Aims and Objectives*

With safety and good health as its paramount aims, this policy supports students, parents/ guardians and staff in their endeavours to make informed decisions about drugs in light of the:

- College's response to illicit/unsanctioned use of drugs
- access to support services
- use and management of medication
- provision of drug education in the curriculum
- enhancement of healthy life choices

### *Response to Illicit/Unsanctioned Use of Drugs*

The possession, use and/or distribution of illicit and other unsanctioned drugs is not acceptable at Mount Carmel College.

The College opposes the inappropriate use of legal drugs and the possession of drug-related objects unless medically authorised.

This policy applies to student attendance on College premises, OSHC, at College functions, excursions, retreats and camps, and when representing the College or wearing the College uniform.

### *Mount Carmel College does not permit students to:*

- vape
- smoke or possess tobacco or e-cigarettes
- consume or possess alcoholic beverages
- use or possess illegal/unsanctioned drugs
- misuse prescribed or over-the-counter medicines
- misuse solvents and other chemical agents
- be under the influence of any of the above
- sell, supply, exchange or negotiate in relation to any of the above
- possess drug-related objects unless medically authorised.

### *Use of Prohibited Substance (Drug) Procedure*

The range of responses to drug-related incidents will take into account the nature of the incident, the circumstances of the student(s) involved, including age and developmental considerations, and the needs and safety of others in the College.

If a breach of the College's expectations exists or is suspected, some or all of the following responses will occur:

- assessment of the immediate health status of the student and the seeking of medical assistance, if required
- confiscation and identification of any substances
- preliminary investigation to establish the facts
- informing parents/guardians of student(s) involved
- formal interviews with student(s) involved
- contacting the police if the substance is suspected as illegal
- involving the Parents/Guardians in the resolution of the incident

Where there is a reasonable suspicion that a student has an illegal/unsanctioned substance in their possession, the Principal or appointed nominee, accompanied by another adult, may request to search that student's person, possessions, locker and bag, in accordance with procedural guidelines set by the Catholic Education Office.

Parents/Guardians will be notified as soon as is reasonably possible and any police involvement will be at the Principal's discretion.

A breach of the College's expectations will incur some or all of the following consequences:

- placement upon a negotiated contract between student, parent/guardians and the College (this contract may require attendance at counselling or treatment programs)
- police involvement
- detention for an appropriate time relevant to the breach
- enrolment at OSHC to be suspended or terminated
- suspension (internal or external)
- expulsion or negotiated transfer of the student

### *Access to Support Services*

College-based confidential support on drug issues, and as follow-up to drug-related incidents, is available through the College Counsellor(s) for students, parents/guardians and staff.

The College also may refer parents/guardians and students to drug counsellors, Child & Adolescent Mental Health Services (CAMHS) or other services, depending on need.

### *Provision of Drug Education in the Curriculum*

As part of Mount Carmel College's efforts to be a health promoting school, the curriculum aims to be proactive. It encourages healthy life choices and harm minimisation strategies.

Mount Carmel College has a program of Drug Education through its Health & PE program and Pastoral Care Program. Issues involving alcohol, tobacco, cannabis and other illicit drugs are addressed. Some senior subject curriculum also addresses drug issues.

Curriculum review is an ongoing process through the Teaching and Learning Committee. It is a goal of the Committee to assure that Drug Education reaches every student at every year level. Year 11 and 12 students are offered Drug Education during Pastoral Care lessons.

*Enhancement of Healthy Life Choices*

Mount Carmel College encourages its students to make healthy life choices through:

- the College's extensive curriculum, including Religious Education at each year level
- encouraging active participation in its broad co-curricular program
- participation in College masses, liturgies and assemblies
- the availability of one-to-one or small group counselling, problem solving and conflict resolution
- student leadership opportunities including Student Leaders, House Captains and Peer Support

## 19. Staffing Policy

[Regulations 46, 54, 118-154, 168, 169](#)

### Employment

OSHC workers are employed under the [South Australian Catholic Schools Enterprise Agreement 2020 \(Enterprise Agreement\)](#) in force, or as varied or replaced from time to time. All conditions, including employment and leave provisions are covered by the Enterprise Agreement

All Mount Carmel College Policies and Procedures apply to OSHC staff, as does the Staff handbook. These cover a wide range of areas including Working Alone, Use of ICT, performance & development, code of conduct, professional development & training and induction.

All SACCS services use the following Procedure documents in relation to recruitment of staff, engaging contractors and engaging and inducting volunteers.

-  [Recruitment of Staff in Catholic Schools Procedure.url](#)
-  [Engaging Contractors in Catholic Schools Procedure.url](#)
-  [Engaging and Inducting Volunteers Procedure.url](#)

### Nominated Supervisors, Educational Leader, Service Supervisor

The Principal is the **Nominated Supervisor**, accountable for any Early Childhood Education and Care facility operated by the school on behalf of SACCS Inc, ensuring that a quality service is provided to children and families.

The Head of Primary Campus and OSHC Director are also a **Nominated Supervisors**.

The **Service Supervisor** is the OSHC Director.

**The OSHC Director is the Educational Leader** and is the person responsible for the day-to-day operation of the Mount Carmel College OSHC. Whilst their Position Information Document details specifics of the role, the following link to an Australian Children's Education & Care Quality Authority (ACECQA) document also gives valuable information for this role: [Educational Leadership in Out of School Hours Care](#)

### Principal's Responsibilities

It is the responsibility of the Principal to ensure that the quality of care offered is in keeping with the values, principles and policies of SACCS Inc, the school, the National Quality Framework, the National Quality Standards and the associated Education and Child Care Services Law and Regulations.

The Principal or Head of Primary Campus, will meet regularly with the OSHC Director.

The Principal must ensure that they and all delegates (Service Supervisor/second Nominated Supervisor and Admin) are registered in the National Quality Agenda IT System (NQAITS) and that all contact details and data are accurate and up to date.

For assistance with this, please contact the *OSHC and Preschool Compliance Officer*, at the Catholic Education Office at: [ap@cesa.catholic.edu.au](mailto:ap@cesa.catholic.edu.au)

The Principal must ensure that [Prescribed information](#) is displayed prominently at the entrance of a service. This is a compliance requirement and must be up-to-date at all times.

The OSHC service must meet the requirements of the National Quality Framework, inclusive of the guiding documents:

- [Education and Care Regulations](#)
- [Education and Care Services National Law](#)
- [My Time, Our Place \(OSHC Learning Framework\)](#)

## Staff

The Regulations ([Standard 4: Element 4.2.2](#)) prescribe that regular opportunities should exist for the staff to meet to consider service matters such as programming, procedures, service implementation strategies in relation to policies, etc.

The service must be staffed according to the ratios contained in [Regulation 123 of the Education and Care Regulations](#).

Staff must undertake and maintain currency in required training (eg Responding to Risks of Harm, Abuse and Neglect – Education and Care, Child Abuse and Neglect, First Aid and WHS).

## First Aid – Staff Requirements

The service is required to have staff with appropriate first aid qualifications on duty at all times and immediately available in an emergency. In accordance with [Regulation 136](#), appropriate first aid expertise is present in the service as follows:

- (1) The approved provider of a centre-based service must ensure that the following persons are in attendance at any place where children are being educated and cared for by the service, and immediately available in an emergency, at all times that children are being educated and cared for by the service—
  - (a) at least one educator who holds a current approved first aid qualification;
  - (b) at least one educator who has undertaken current approved anaphylaxis management training;
  - (c) at least one educator who has undertaken current approved emergency asthma management training.

When staff are due to renew their first aid qualifications, best to enrol them in HLTAID012 where all three components (first aid, anaphylaxis management training and emergency asthma management training) are covered.

Note that the Australian Children's Education & Care Quality Authority states that, "The industry standard is that ...refresher training in CPR should be undertaken annually."

(<https://www.acecqa.gov.au/qualifications/requirements/first-aid-qualifications-training>)



## 20. Interactions With Children Policy

- including a Behaviour Education Policy, Inclusion Policy and Managing Conflict Policy

[Regulations 155, 156, 168](#)

Mount Carmel College OSHC service uses the My Time, Our Place Framework for School Age Care in Australia to underpin the operational development of the service and ensure that the needs of each child are addressed.

We value each of our OSHC educators and enable them to access professional development and training. This informs them of the latest research findings that will guide and empower them to effectively support and nurture children. This will enable us to uphold our mission statement, growing through meaningful interactions.

### Procedure

My Time, Our Place contains broad principles that support practice and reflect contemporary theories and research regarding children's play, leisure and learning. The principles of secure, respectful and reciprocal relationships, partnerships, high expectations, equity and respect for diversity should guide interactions with children. 'Educators who are attuned to children's thoughts and feelings support the development of a strong sense of wellbeing and social competencies' (My Time, Our Place, p10). Educators who strive to build strong connections with children contribute to their sense of belonging, fairness and self-esteem. 'Partnerships are based on effective communication which builds the foundations of understanding about each other's expectations and attitudes and build on the strength of each others' knowledge' (ibid). Important qualities for educators when building relationships with children include fairness, integrity, authenticity, humour, sympathy, understanding and open communication. The practices and outcomes identified in My Time, Our Place will guide educators in their interactions with children.

Reflective practice is another principle underpinning the school age care framework. It is central to sustaining high quality programs and interactions with children, bringing theory and practice together. This enables learning from experiences and to adapt and develop practices in the light of new understandings. Learning together with children and colleagues draws upon the diverse knowledge, experiences, views and attitudes of individuals within the group. Being reflective means being open to change and examining current beliefs, attitudes and knowledge while constantly looking for ways to improve. Services implement reflective practice by providing time for educators to examine aspects of service delivery: firstly, how it is done then, questioning why it is done this way. This examination allows educators to reflect on current theory as well as attitudes and beliefs, which may influence their views. Inquiry may increase levels of cultural appropriateness and reveal practices that may impact on children's wellbeing.

## **PROMOTING PARTICIPATION**

Participation is an ongoing process of engagement and involvement through which children and young people:

- are actively listened to
- are supported to express their views
- have their views valued and documented
- are involved in decision-making processes

The underpinning principles of the Child Protection Act 1999, section 5, clearly emphasise participation by children and young people, respect for their rights, consideration of their views and, where possible, involvement in decision-making processes affecting their lives.

## **INCLUSION POLICY**

Our OSHC service is committed to providing an environment with activities and experiences that encourage all children to learn, extend their skills and have fun. The service will offer care for children from diverse cultural, linguistic and economic backgrounds and for children with varying developmental, physical and intellectual abilities. The program will be developed to accommodate the needs of all children in our care. The service will actively promote the positive aspects of diversity and encourage acceptance and appreciation of individual differences. Staff will respect individual differences and treat everyone without bias, prejudice or reference to stereotyping, and will encourage the children to reciprocate these ideals.

### **Procedures**

- The individuality of all children and staff will be respected.
- The service is respectful of staff, children and families of all backgrounds, and structures the program to assist these individuals wherever possible.
- Programming will be inclusive of each individual's cultural needs and differences as much as possible; diversity will be celebrated. We assist children in understanding and appreciating cultural diversity.
- Children with disabilities and additional needs will be included into the service once appropriate levels of support to facilitate effective inclusion are available. This may include some physical facilities and specialised staff training.
- A positive relationship is formed with all families of children with additional needs to learn more about their child/ren, their requirements and the hopes of the family.
- Staff will help children to show understanding, acceptance and respect for individual differences by modelling appropriate behaviour and using opportunities such as informal discussions during play to address issues of fairness and justice.
- Staff will encourage children to communicate with each other respectfully and to be fair to one another.
- The service will program equitably for everyone and, where possible, offer opportunities for activities to be done individually or collaboratively, providing the children with choice within the service.
- The service identifies and encourages children's differing special qualities and ensures that programming enables each child to succeed.
- Resources will be monitored within the service to ensure that there is no evidence of stereotyping, bias and discrimination.
- To ensure that all children are receiving optimal care within the service, staff will participate in professional development and training and have ready access to reference materials within the service.

## BEHAVIOUR EDUCATION POLICY (Personal Responsibility)

### Rationale

- Each student has a right to be safe and to learn at school and at OSHC, and each student needs to respect the rights of others
- Positive and responsible student behaviours are essential to the smooth running of the school and OSHC, to achieve optimal learning opportunities, and to develop a supportive and cooperative school environment
- Behaviour (and the consequences associated with behaviour) is the result of personal choice.

### Aims

- To build an environment based on positive behaviour, mutual respect and cooperation where students can develop their potential socially, culturally and academically
- To encourage students to respect and support the rights of others in the school and OSHC community, including their right to learn
- To nurture the young person's growth in self-esteem and self-discipline
- To provide a sequence of consequences for inappropriate behaviour that encourages students to develop a sense of accountability and personal responsibility. This will be based on the philosophy of restorative justice.

### Policy

Mount Carmel College, including Mount Carmel College OSHC, requires all students to treat each other and other people in a civil and respectful manner both at Mount Carmel College, and elsewhere, including online, whether day, night, weekday, weekend or holidays. When travelling to, from or at the College or elsewhere for a school activity, a student's behaviour must reflect the standards of the College and be respectful of self and all other people.

### Personal Responsibility Procedure

- The College will assist in developing student responsibility. It will emphasise positive behaviours, including the benefits of helping and working cooperatively with others, treating others with respect, fairness and courtesy, respecting those in authority, respecting the property of others and the school. It will build on behavioural development and management strategies and restorative practices.
- Positive student behavioural achievement will be appropriately recognised
- The broader school curriculum will include opportunities for learning on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership
- Students who experience difficulty achieving positive behavioural outcomes will undertake behavioural management programs, generally in the form of individualised behavioural plans that have established goals
- Parents/guardians will be kept informed and actively encouraged to assist the College in the development of their son's/daughter's behaviour
- Consequences for inappropriate behaviour may include counselling, loss of privileges, suspension and ultimately expulsion, or exclusion from OSHC
- Expulsion is a serious measure and will only be used in extreme circumstances
- The police may also be notified of an allegation

### Restorative Justice Approach

From time to time in our community, issues arise between students or between students and staff. A Restorative Justice approach encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others because of their actions.

Restorative Justice is not a replacement for consequences of inappropriate behaviour. The College has clearly documented policies, and breaches of these policies may result in consequences including counselling, loss of privileges, suspension and ultimately expulsion. Serious behavioural concerns such as impacting the safety of oneself or others, will result in immediate action by school staff.

The Restorative Justice approach involves a facilitated, structured restorative meeting with the individuals involved. This meeting will usually be facilitated by a key staff member, such as a counsellor, social worker or Year level Coordinator, or in the case of OSHC, the OSHC Director or Assistant Director. The aim of the meeting is for each person to be able to articulate their involvement in the situation, explain the impact that the situation has had on them and others close to them, and to understand and to acknowledge the impact that has been caused. The aim is for all parties involved to reach a point where they come to an agreement on how to avoid a similar situation in the future and the respectful behaviour required. Restorative Justice is not a replacement for, nor a compulsory aspect of, disciplinary action by staff of the College.

### **Anti-Bullying, Anti-Harassment, Anti-Violence Policy**

This policy is part of and to be read in conjunction with the Personal Responsibility policy and our Anti-Sexual Harassment Policy.

All members of our school community, including OSHC, are valued and have a right to learn and work in an environment which is safe, inclusive, conducive to learning and free from harassment, violence and bullying. Everyone has the right to come to school feeling safe, comfortable and respected.

The College motto *Caritas et Dignitas (Love and Dignity)* is based on the Gospel teachings of Jesus, calling upon each of us to love your neighbour as yourself (Luke 10:25–28).

Harassment, bullying and violence are contrary to our Gospel values.

#### *Definitions*

**Harassment:** any inappropriate behaviour that may or may not be repeated and which causes a person to feel victimised, offended, humiliated, undermined or threatened in any way.

**Bullying:** a form of harassment, where there is deliberate ill-treatment of an individual by one or more other persons. The hurtful treatment is typically persistent and involves an imbalance of power.

**Violence:** Violence is the intentional use of physical force or power, threatened or actual, against another person (s) that results in psychological harm, injury or in some cases death.

**Discrimination:** Discrimination occurs when people are treated less favourably than others because of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

Examples of bullying and harassment:

- *Verbal or written:* spoken or written insults, threats, suggestive comments, name-calling, unfair criticism, spreading rumours, swearing at someone, racist or sexist comments, graffiti - using pictures, tags or words to denigrate or insult someone

- *Psychological/Emotional*: rude gestures, extortion - making someone give you something (eg money or lunch), isolation - ignoring or excluding someone, telling you to do something you don't want to do that is illegal, hurtful or unreasonable
- *Physical*: hitting, punching, pushing, kicking, touching, tripping, spitting, grabbing, looks, stares, facial expressions, gestures, taking or damaging property
- *Cyber*: using e-mail, voice and text messaging, social networking sites, photographic and video images
- *Social*: forming groups to leave out, ignore and disrespect; influencing, encouraging or organising someone else to be involved in any type of bullying or harassment.
- *Sexual*: unwanted sexual advances, other unwelcome conduct of a sexual nature; types of bullying and harassment such as that described above that is based on a person's sexuality or sexual orientation; abuse, comments, including name calling that suggests something about a person's sexuality or sexual orientation.

RIGHTS	RESPONSIBILITIES
Everyone has:	Everyone has:
<ul style="list-style-type: none"> <li>• the RIGHT to FEEL SAFE physically and emotionally</li> </ul>	<ul style="list-style-type: none"> <li>• the RESPONSIBILITY to ASSURE THE SAFETY OF OTHERS</li> </ul>
<ul style="list-style-type: none"> <li>• the RIGHT to SAY 'NO' to anything that is compromising one's feeling of safety</li> </ul>	<ul style="list-style-type: none"> <li>• the RESPONSIBILITY to BACK OFF if someone says 'NO' or 'STOP'</li> </ul>
<ul style="list-style-type: none"> <li>• the RIGHT to ASK FOR HELP</li> </ul>	<ul style="list-style-type: none"> <li>• the RESPONSIBILITY to PROVIDE HELP or to GET HELP if you see someone needing it</li> </ul>

## Anti-Bullying, Anti-Harassment, Anti-Violence Procedure

### Staff

All members of the school staff have the responsibility of addressing harassment and bullying. If staff are aware of bullying and harassment between students they should:

- Intervene to stop the harassment and / or bullying
- Report the incident on SEQTA and alert the Pastoral Care teacher and Year Level Coordinator (Secondary) or Class Teacher (Primary)
- In OSHC, speak with the OSHC Director

If staff are the victim of bullying and harassment they should report and discuss the issue with their line manager. If the member of staff is not comfortable with this then they should discuss the matter with the Principal.

### Responsibilities of Students

- Be respectful towards other students, staff and members of the school community.
- Participate in sessions regarding the school's Anti-Bullying, Anti-Harassment, Anti-Violence policy and other sessions regarding behaviour expectations
- Report the incident immediately
- Support peers to report incidents
- Learn to be an effective witness, so that bullying and harassment are discouraged through peer influence

**Responsibilities of staff**

- Foster positive relationships with students
- Establish, maintain, make explicit and model the school's expectations related to bullying
- Support students to be effective witnesses
- Respond to reported incidents as soon as possible
- Keep open communication between student, parent and the school regarding the progress of the incident
- Make appropriate documentation of the incident

**Responsibilities of the Leadership Team**

- Develop, implement and regularly review the school's procedures and practices
- Ensure that all new students to the school or OSHC, and their families, are aware of the anti-bullying policy and other relevant school policies
- Provide access to relevant Professional Development to all staff
- Ensure that families have access to the school's policies and related documents

**Responsibilities of parents/caregivers**

- Provide support for their child to report incidents as soon as possible.
- Communicate in a respectful manner with school staff regarding their concerns

**How the College Responds**

Most issues of low to medium level harassment and bullying can be successfully resolved in a non-punitive restorative manner if those affected seek help early. ASK FOR HELP. For incidents involving violence and for incidents of harassment and bullying that are more serious, our College will respond as follows:

**General Responses**

The range of responses to harassment, bullying and/or violence will take into account the nature of the incident, the circumstances of the student(s) involved, including age and developmental considerations, and the needs and safety of others in the College.

**Specific Responses**

Some or all of the following actions will occur:

- Assessment of the immediate health status of the student(s) and the seeking of medical assistance, if required.
- Confiscation and identification of any implement.
- Preliminary investigation to establish the facts.
- Formal interview with student(s) involved.
- Informing parents/guardians of student(s) involved and/or meeting with them.
- Contacting the police

**Range of Consequences**

A breach of expectations will incur some or all of the following:

- Referral of the matter for counselling. This could have the outcome of no further action if a mutually satisfactory resolution is reached.
- Loss of privileges eg restricted places in the yard.
- Detention for an appropriate time relevant to the breach (day school).
- Placement upon a contract between student and the College; this contract may require attendance at follow-up counselling sessions.
- Suspension (internal or external).
- Exclusion from OSHC
- Expulsion or negotiated transfer of the student.



## Anti-Sexual Harassment Policy

### Purpose

The purpose of this policy is to articulate the College's commitment to the elimination of sexual harassment.

Mount Carmel College regards sexual harassment as a serious breach.

The College supports the rights of individuals to be free from sexual harassment while engaged in activities undertaken at the College.

As an educational institution and an employer, the College will take all reasonable steps to eliminate sexual harassment of or by staff, students, or other members of the School community.

This policy aims to:

- Create a working and learning environment that is free from sexual harassment and where all members of the College community are treated with courtesy, dignity and respect.
- Promote appropriate standards of conduct at all times.
- Implement strategies to ensure that all members of the College community know their rights and responsibilities in this area.
- Encourage the reporting of prohibited behaviour.
- Provide an effective complaints procedure based on principles of natural justice.
- Treat all complaints in a serious, sensitive, fair and timely manner.
- Protect the victim against victimisation or reprisals.

### Policy

Mount Carmel College is committed to maintaining an environment within the College that is free from sexual harassment.

- Sexual harassment is unacceptable behaviour. It conflicts with the College's values and denies respect for the rights of students and staff to fair treatment.
- Under the South Australian Equal Opportunity Act (1984) and the Commonwealth Sex Discrimination Act (1984), sexual harassment in employment is unlawful.
- Sexual harassment is a serious issue which undermines morale and can adversely affect the ability of staff and students to effectively undertake their roles within the College.

Mount Carmel College is committed to taking action to deter sexual harassment, to increase awareness that such behaviour is unacceptable and to ensure that complaints are dealt with fairly and promptly.

Appropriate behaviour is behaviour which respects the rights and sensitivities of all people in the school environment.

All individuals have a responsibility to contribute towards an environment of trust and respect.

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*What is sexual harassment?*

Sexual harassment is a form of bullying. It is unwelcome conduct of a sexual nature against another person, where the other person reasonably feels offended, humiliated or intimidated.

It can include:

- Sexual remarks
- Written comments, text messages or emails with sexual content
- Showing or sending the person pictures of a sexual nature
- Touching another person inappropriately
- Any other conduct of a sexual nature

**Anti-Sexual Harassment Procedure***What happens if someone is sexually harassed at school?*

If you are sexually harassed at school, including OSHC, you should promptly report the behaviour to any one of the following: your teacher, your Year Level Coordinator, APRIM, Head of Campus (Primary), Deputy Principal, the Principal or any other staff member whom you feel comfortable to approach. In the case of OSHC, to the OSHC Director, the Assistant Director or a staff member.

The College will investigate the matter which may include:

- Asking you for detailed information about what happened. The contact person, a school counsellor, or another staff member of your choice will speak to you in private and you are welcome to have a support person with you.
- Examining any offensive material that has been shown, sent or given to you, which may also be confiscated.
- Gathering information from others at the College. We may need to speak to anyone else who saw what happened or heard what was said.
- In the case of suspected criminal behaviour, such as an assault, a report to the police.

If it appears that sexual harassment may have occurred, the College will make every attempt to resolve the matter, that is, to see that the behaviour is stopped. This may include:

- If appropriate, conducting a meeting of everyone involved. This can provide an opportunity for the harasser to realise that the behaviour is serious and needs to stop.
- Taking disciplinary action against the harasser.
- Linking you with the contact person you should speak to if there are further problems.
- Involving counsellors or other professionals.
- Other appropriate action to reduce the risk of recurrence.

If, however, the matter has not been resolved with the College's assistance and the harasser is aged 16 or over, you can contact the Equal Opportunity Commission to lodge a complaint.

## 21. Enrolment and Orientation Policy

[Regulations 160, 161, 162, 168, 177](#)

### BACKGROUND

*All children have the right to be treated with equity in our society...An environment where children are treated with equity relies on adults that accept and respect similarities and differences in children's families' and each other's culture, gender, sexuality, ability and beliefs.*

OSHCQA Factsheet #8 from National Childcare Accreditation Council

In approved OSHC services, enrolments will be accepted according to the Australian Government Priority of Access Guidelines (refer to the *Australian Government Child Care Service Handbook* at [www.acecqua.gov.au](http://www.acecqua.gov.au), go to publications).

### Policy

Mount Carmel College OSHC service will make available an orientation process for both children and their families. The purpose of this is to:

- enable educators to meet and greet children and their families
- provide essential operational information
- form the foundation for a successful and caring partnership between home and the OSHC service

An enrolment package must be completed for each family and, where necessary, a health support plan provided for individual children. Families have access to an OSHC Information Booklet as they enrol to ensure that they have easy reference to the information.

### Procedure

1. To be eligible to enrol in our service children must be a student in a year level from Reception to Year 6, at Mount Carmel College or another primary school.
2. Families will be required to submit an enrolment form prior to the first attendance; an enrolment form is available on our website.
3. Our OSHC service will provide an orientation for the family, including the provision of information in relation to supervision, program, fees, late fees, cancellation.
4. Families are responsible for advising the service if their details change throughout the year.
5. The names address and contact details of all people authorised to collect children from the service will be included on the enrolment form and signed by the parent/guardian.
6. Any changes to all people authorised to collect children must be advised in writing to the service by the custodial parent/guardian as soon as possible.
7. In an emergency, where the custodial parent/guardian arranges for an unauthorised person to collect his/her child from the service, the parent/guardian must firstly advise the service via a telephone conversation and then give written advice, eg by email or text message, of this arrangement and confirm who will collect the child.
8. Staff will seek proof of identity in cases where the parent or person authorised to collect children is not known to staff. This could be at any time as we regularly have new staff.
9. Families are required to drop off their children for OSHC or vacation care no earlier than 7:00am and collect their children no later than 6:00 pm.

**R-6**

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10. Families can ask for an appointment with the Director or Assistant Director to discuss any concerns regarding their child. Staff will not discuss with families confidential information regarding any other child or family within the service.
11. In the case of a parent/guardian arriving at the service in a visibly intoxicated or otherwise unfit state to drive or collect a child, the person will be encouraged to contact another adult to drive him/her and the child home, or the service will offer to call a taxi. If the unfit person insists on taking the child, staff will inform this person that they will be obliged to call the police and report the matter to Child Protection SA. In these circumstances staff should make all reasonable attempts to prevent the parent\ guardian from taking the child from the service or delay the child leaving the service until police arrive, however they must not put their own personal safety at risk in attempting to do so. These situations should be followed up with a report to the Child Abuse Report Line (CARL) and where necessary a Police report will need to be made.
12. Where any perceived safety to a child is at risk (in relation to access to that child), the police will be immediately requested for assistance.
13. All information collected about the child and their family will be treated as confidential and the procedures in the Confidentiality policy will be followed.

## 22. Governance and Management Policy

[Regulations 103–115 168, 171, 172, 173, 177, 183–184, 185](#)

Mount Carmel College OSHC service undertakes to ensure that all aspects of governance and management are clearly articulated and that this complements the service philosophy. There is an ongoing process of review and evaluation and all relevant information is readily available.

Some key responsibilities:

**OSHC Director – line manager: Head of Primary Campus**

*Responsibilities:*

- Centre Management
- Staff Management
- Behaviour Management
- Legislation and Regulation Management – jointly with the Principal
- Grievances – Staff, students, parents in conjunction with the Head of Primary Campus and/or the Principal
- Provide Leadership to Staff

**Assistant Director – line manager: OSHC Director**

*Responsibilities:*

- Program Management
- Behaviour Management
- Staff Management
- Grievances – Staff, students, parents
- Provide Leadership to Staff
- Provide High Quality Child Care

**Maintenance Officer - line manager: Business Manager**

*Responsibilities:*

- Facilities and Equipment Maintenance
- Grounds Maintenance

### **Educators**

**Qualified Staff – line manager: OSHC Director**

*Responsibilities:*

- Provide High Quality Child Care
- Coordinating activity preparation, sporting equipment, particular students collected from class, daily parent liaison and assigned daily duties
- Assist unqualified staff with direction and developing their skills

**Unqualified Staff – line manager: OSHC Director**

*Responsibilities:*

- Provide High Quality Child Care
- Assist with activity preparation, sporting equipment, and assigned daily duties

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**Business Manager - line manager: Principal***Responsibilities:*

- Overall responsibility for finances of OSHC service
- Developing and reviewing business plans
- Budget setting in conjunction with the OSHC Director, WHS
- Line manager for maintenance staff
- Member of the OSHC Advisory Committee

**College Board***Responsibilities:*

- Policy approval and review
- Responsible to the Catholic Education South Australia & the South Australian Commission for Catholic Schools

**Advisory Committee**

The Mount Carmel College OSHC Service is managed by the Advisory Committee, which comprises the Head of Primary Campus, the OSHC Director, the Business Manager or a member of the College Finance team, a representative of the School Board or a parent representative. The Advisory Committee meets regularly to discuss financial issues, staff issues and operational matters. Parent contribution is encouraged and their ideas and input are an important contribution to our OSHC Service. Our Service is non-profit and we have a commitment to manage the service according to the National Quality Standards for Out of School Hours Care.

Parents can make suggestions directly to the OSHC Director, the Head of Primary Campus or via:

[oshc@mcc.catholic.edu.au](mailto:oshc@mcc.catholic.edu.au)

The Mount Carmel College OSHC Advisory Committee is appointed to:

- Assist the School Board in meeting relevant Commonwealth and State Government legislation and standards
- Support and assist the School Board, Principal, Head of Primary Campus and OSHC Director to ensure that the quality of care being offered is in keeping with the values, principles and policies of the College and CESA
- Advocate for, represent and ensure that children, families and staff have a voice in advising the College Board on issues relating to the management of the OSHC service
- Support and assist the OSHC Director and staff
- Make recommendations to the School Board on major decisions affecting OSHC for its consideration and final decision.

***Please note:***

- Committee members need to be clear about the extent of their responsibilities with the OSHC service, through reference to this policy.
- A financial report and a general operational report should be presented as required by the College Board.
- The financial position of the OSHC service should be monitored, budgets developed and financial planning undertaken for future objectives. The financial position of service should be a major consideration in all management decisions.
- The College is responsible for any deficits or losses incurred by OSHC.
- The OSHC budget must cover OSHC staffing costs, consumables, food, drink, craft and play equipment, toys, computer, electronic equipment, office and administration expenses and excursions.
- The College is legally responsible for the management of Commonwealth Government funding as per the funding agreements.

### **Policies and Procedures - review**

The Mount Carmel College OSHC are periodically reviewed by the Mount Carmel College in their normal cycle for policy review.

### **Financial Management**

Mount Carmel College OSHC service must be financially accountable and be operated as a financially viable and sustainable business.

The Business Manager will develop a budget in consultation with the OSHC Director, incorporating all known costs regarding income and expenditure, including maintaining provisions for planned future expenditure. All specific provisions should be formally approved. Further information on budgeting and fee setting are set out under the Fee Policy.

### **Facilities And Environment**

Regulations 103–115 relate to the physical environment required for an OSHC service. Our OSHC service complies with these regulations.

The OSHC service is located on the Primary Campus in the Mount Carmel Centre Hall.  
The OSHC service accesses the campus' buildings and resources.

Premises are cleaned well and maintained by our contract cleaners and cleaning adhering to CESA guidelines and operational procedures.

### **Review And Evaluation Of Service**

Ongoing review and evaluation will underpin the ongoing development of the service. Such evaluation should involve all stakeholders, especially families, children and educators/staff.

Our OSHC service has developed a Quality Improvement Plan which form part of the review process. The development of a plan will require reflection on what works well and what aspects of the service can be further developed. The Plan will be reviewed annually.

### **Maintenance Of Records**

Our OSHC service has an obligation to keep adequate records about staff, families and children to operate responsibly and legally. The service will protect the interests of the children and their families and the staff, using procedures to ensure appropriate privacy and confidentiality.

Regulation 177 outlines requirements and includes references to records that services must keep.  
Regulations 183–184 detail storage of records.

The school Principal/Nominated Supervisor will assist in determining the process, storage place and time line for storage of OSHC records.

All documents relating to children and parents will only be made available to the parent/guardian or approved persons enrolling the child and staff who require relevant information, or Government officers when requested.

All documents relating to staff will only be made available to the individual staff member, the OSHC Director and College Leadership team members or police.

All documents relating to fee payment and Child Care Subsidy (CCS) will only be available to the parent/guardian or approved persons enrolling the child, staff and authorised Government officers.

***Workplace Health and Safety (WHS)***

The establishment and maintenance of a safe workplace is a joint responsibility of employers and employees. Our OSHC service will have practices and procedures to address the legal requirements relating to safety in the workplace and this information will underpin any service specific requirements, including grievance/complaints procedures.

At Mount Carmel College, the WHS Coordinator will include OSHC in their oversight of the site practice. OSHC has a WHS representative who has undertaken the responsible officer training.



## 23. Confidentiality Policy

[Regulations 145-152, 168, 174-178](#)

The Mount Carmel College OSHC service makes every effort to protect the privacy and confidentiality of all individuals by ensuring that all records and information about individual children, families, staff and management are kept in a secure place and are accessed by, or disclosed only to, those people who need the information to fulfil their responsibilities at the service or have a legal right to know in accordance with legislative requirements.

### Procedures

The following records for each child are confidential and will be kept in a secure and accessible place:

- personal details (name, address, date of birth)
- relevant medical details (if any)
- details of people authorised to collect children from the program
- permission for child to leave the service unaccompanied (if applicable)
- forms for signing in and out of children at the beginning and/or end of programs. We now use electronic sign in and sign out using the Spike software.
- name, home and work address and phone numbers of families/approved persons
- name, address, and phone numbers of people who may be contacted in an emergency
- signed Injury, Incident, Trauma and Illness Record authorization to seek emergency medical, hospital and ambulance services (or the chosen alternative of the families/approved person)
- any special needs or considerations relating to the child's medical needs
- authorizations to administer medication, and details of medication administered
- written authorizations to take children outside the service (eg excursions)
- Court documents.

A staff file for each employee will be confidentially maintained.

### Confidentiality:

- Staff will ensure where confidentiality applies to conversations, only those directly involved and with a need to know are required to be present, e. g. conversations with families and children, staff hand-overs and meeting reports.
- Staff will not release any confidential information through any means of communications including phone conversations and emails.
- All confidential information is handled and stored in a secure manner and access is restricted to those who have a need to know
- OSHC and the College will share information.

See also the section on the Privacy Act.

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## 24. Authorisations Policy

[Regulations 92, 99, 102, 168](#)

Mount Carmel College OSHC service has clear processes to ensure that all requirements relating to authorisations are met as determined by the Law. These policies specifically outline for educators and families what steps they must take to ensure children are safe when being educated and cared for.

### Procedures

#### *Administration Of Medication*

Where medication is required for the treatment of long-term conditions or complaints such as asthma, epilepsy or ADHD, the service will require a letter from the child's medical practitioner or specialist detailing the medical condition of the child, the correct dosage and how the condition is to be managed. This can be requested for over-the-counter medication as well as prescription only medication. If a medication authority is not provided, educators will not administer medication. In all cases, the instructions must match those on the pharmacy label.

#### *Self-Management Of Medication*

Children can only carry, and self-manage their medication when they have a written medication authority (and clear direction from the family and doctor that the child is able to self-manage)

### Health Care and Medication Policy

#### Rationale

All members of the Mount Carmel College community have responsibilities to ensure health care and the wellbeing of students, staff and volunteers.

Many students attending school and/or OSHC need medication to control a health condition. It is necessary that staff (as part of their duty of care) assist students, when required to take their medication. The College will ensure the student's privacy and confidentiality and will exercise sensitivity towards this issue to avoid any stigmatisation.

#### Policy

Mount Carmel College will:

- fulfil its duty of care in the provision of an adequate first aid service
- allocate appropriate resources, including equipment, to provide effective first aid responses which reduce, whenever possible, the severity of an injury/illness
- ensure staff, including designated First Aid Officers, are trained and undertake training as designated by the South Australian Commission for Catholic Schools and/or as per Catholic Education SA policies and procedures
- apply risk management principles to identify any gaps in first aid provisions
- respond promptly to those people that are injured or require first aid

- ensure that staff, students, visitors, volunteers and contractors are aware of how and where to obtain first aid assistance
- effectively record incidents on injuries and illnesses
- investigate incidents and first aid responses, for continuous improvement purposes relating to first aid and reducing the risk of injury
- comply with the provisions of the relevant legislation in regard to providing first aid services

The College reserves the right to temporarily exclude students from attending school if an illness or a medical condition places the student or other people in the school population at risk eg during a pandemic.

The SA Health website lists the exclusion period from school, pre-school and childcare for a number of diseases or condition including chicken pox, conjunctivitis, diarrhoea, hand, foot and mouth disease, head lice, hepatitis, measles, meningitis, mumps, rubella, scabies and whooping cough.

Regarding medication:

- to ensure that the interests of staff, students and parents/guardians/approved persons are not compromised, medication will only be administered with explicit written permission from a parent or guardian *except* if an adrenaline autoinjector (eg EpiPen or Anapen) is administered where the staff member believes the student is having an episode of anaphylaxis.

Parents or guardians must:

- notify the school if their child has anaphylaxis or severe allergies
- complete health care plans and agreements with their health care professionals and provide them to the school
- provide required medication to the school

Parents have a responsibility to work in partnership with the College to ensure open communication in all matters of health management and care and must provide relevant and updated information including supplying a medical action plan, ensure medication is authorised by a prescribing practitioner, ensure medication is provided to the school and is clearly labelled in relation to frequency, dosage and its expiry date and supply medication as required in a timely manner.

## Health Care and Medication Procedure

Mount Carmel College has a First Aid Room on the Primary Campus and on the Secondary Campus. Western Technical College students, staff, trainers and visitors will use the Secondary Campus First Aid room if required.

The OSHC service has its own First Aid kits and also have access to the Primary Campus First Aid room if required.

All teachers and all Education Support Officers are required to hold a designated, current First Aid Certificate. The OSHC educators will comply with the requirements and relevant regulations for first aid training

The College maintains a detailed list, of each student with special medical conditions, and the details of the condition and response required in an emergency. The list is available to teachers, other staff and OSHC staff. Special arrangements may be required for some students whilst on excursions or camps.

Parents should not send their child to school if their child is unwell.

A student who is bleeding or has an open wound cannot attend class until the wound is attended to, and so must immediately go to the First Aid Room for treatment.

In OSHC a student who is bleeding or has an open wound must inform a staff member as soon as possible.

School personnel DO NOT undertake invasive health care eg injections, gastrostomy feeding, catheterisation.

#### **Asthma Aware School**

Staff undertake appropriate training in first aid, including for asthma. In consideration of students, staff and visitors who may suffer from asthma or other breathing issues, use of aerosol sprays at school, including deodorants and body sprays, is strongly discouraged.

#### **Allergy Aware School**

Some students or staff within the College have allergies to particular food. Some classes or year levels or students at OSHC may be asked to refrain from bringing particular food to school, for the safety of others. The school requests that nuts and nut products not be brought to school or OSHC by any student or staff.

Staff members will take particular care to check the allergies of each student in their care, particularly where the College is supplying food or drink.

#### **Birthdays and food**

Whilst birthdays are important occasions, due to the large number of students with food allergies and intolerances, please do not bring a birthday cake or other food to school or OSHC to share with other students. This policy is consistent with the policy at many childcare centres.

#### ***Children Leaving the Premises***

##### ***Signing out children***

All children being collected from the OSHC Service will be signed out by a parent or approved person. The authorised person is required to give proof of identification to staff if they are not known to the staff.

##### ***Children leaving premises without being signed out***

Children may not leave the premises unaccompanied by an authorised person unless there is signed written permission from the family that identifies and qualifies such expectations. The OSHC Service will reserve the right to negotiate such requests where there is concern about a child's safety.

##### ***Children Being Taken on Excursions***

No child will be taken outside the service premises on an excursion without the parent's/guardian's written authorisation (consent) on a form that includes the following:

- a. Child's name
- b. Reason for leaving the premises
- c. Date
- d. Description of the proposed destination
- e. Method of transport
- f. Proposed activities to be undertaken
- g. Period that the child will be away from the premises

## 25. Fees Policy

[Regulation 168](#)

OSHC services are generally operated as not-for-profit businesses. Approved services receive an allocation of Child Care Subsidy places, and these must be managed in accordance with Australian Government legislation (refer to the Child Care Service Handbook at [www.acecqa.gov.au](http://www.acecqa.gov.au)). Mount Carmel College OSHC is an approved childcare service.

The Approved Provider of the service has the legal responsibility for ensuring that there are sound practices in place to manage the fees and related income and expenditure of the OSHC service. OSHC services have limited opportunities to source funds other than fee income. Therefore, the development of a service and its facilities must be addressed by planning and making provisions within the operational budget of the service.

### POLICY

Mount Carmel College OSHC service sets fees in accordance with our annual budget to meet the income required to develop and maintain a quality service for children and families. We strive to ensure that our service is affordable and accessible to families in our community. The annual budget is ratified by the Approved Provider annually, or as necessary, and monitored carefully throughout the year.

Our service uses Spike software which is a package specifically designed to process bookings, attendances and produces a statement to show family fees. This package is approved for the Australian Government by the Department of Employment and Workplace Relations.

The service will support families by providing relevant information as it becomes available but families must be responsible for liaising with the federal government *Services Australia* as needed. Families are reminded that our OSHC service is unable to communicate with *Services Australia* regarding details of their CCS. This is a confidentiality matter for all parties.

### OSHC Fee Schedule

The current OSHC Fee Schedule is available on the Mount Carmel College website in the OSHC section of the Primary Campus.

### Procedure

#### Bookings

Each family is expected to make bookings, in advance, for the OSHC sessions required. Information must include dates, times and the name/s of child/ren who will attend, to ensure that the service is prepared with resources, training and staffing to meet the children's needs. The program and educator rosters are based on bookings and so the service will charge fees for a booked session that is not used.

Bookings are essential to ensure that for any given session there is a list of children booked for care so that educators can accurately check attendances and efficiently follow up any booked children who do not arrive.

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### **One Week Notification for Cancelling OSHC Bookings**

All sessions booked are reserved for your child and consequently will be charged for. However, if we are given one week's notice for a cancellation then the booking will be deleted as well as the fees associated with that booking.

### **Cancelling Vacation Care Bookings**

Parents/guardians who cancel Vacation Care bookings less than one week before the first booked date will be financially responsible for the fee for all booked days, as staffing ratios and payments to external bodies are based on enrolment numbers.

### **Emergency Care**

If a child is not collected from school the service will only provide emergency care, if the child is currently enrolled in the service, educator to child ratios are not exceeded and capacity of the service is not exceeded.

### **Fees**

- Fees are charged for each session for Before School Care and After School Care and per day for Vacation Care programs
- Fees payable by families vary depending on the amount of Child Care Subsidy (CCS) rebate each family receives
- CCS is paid directly to the OSHC Service and this is used as a fee reduction (visible on a family's statement).
- Families are required to pay the difference between the fee charged and the subsidy amount ie the 'gap' amount
- Fees must be paid promptly in line with the child's attendance.
- A dated receipt will be provided for each payment (via email)
- Fees are to be paid at least fortnightly
- Fees are payable for every session that a child is enrolled at the OSHC Service. This includes pupil free days, sick days, but excludes periods when the OSHC Service is closed. The Service may be closed due to staff training or periods of local emergency such as bushfire or flood or pandemic.
- Fees are not pro-rated ie parents will be charged the stated fee for the session/day, regardless of the actual attendance hours on the day
- Families are requested to contact the OSHC Service if their child is unable to attend a particular session.
- Casual bookings may be offered to families if places are available within the OSHC Service's licensed maximum number of places for the session.

### **Child Care Subsidy (CCS)**

Child Care Subsidy (CCS) can be applied to your account. We need to be provided with individual customer reference numbers from the eligible parent and child/ren. Families need to apply to Centrelink for Customer Reference Numbers (CRN). Centrelink will start applying fee reduction directly into the families OSHC account once the family has accepted our enrolment on their MyGov account. Any queries with CCS require the family to contact Centrelink direct.

Parents/guardians are required to register for CCS through their myGOV account linked to Centrelink and provide documentation to support the CCS payment.



Basic requirements that must be satisfied for an individual to be eligible to receive Child Care Subsidy include the following.

The child must:

- be a 'Family Tax Benefit child' or 'regular care child' and
- be 13 or under and not attending secondary school and
- meet immunisation requirements

The person claiming the Child Care Subsidy, or their partner must:

- meet residency requirements and
- be liable to pay for care provided under a Complying Written Arrangement (their written agreement) with their childcare provider
- childcare must be provided by an approved provider

Families level of Child Care Subsidy will be determined by:

- Combined family income
  - Activity test of parents
  - Type of early learning and childcare Service.
- 
- Child Care Subsidy will be provided directly to the OSHC Service and this amount will be deducted from the parent/family account.
  - Families must regularly check that their details are correct and report a change in circumstance to Centrelink, including family income, activity levels, relationship changes or any other changes to their circumstances.
  - Any dispute with CCS payments is the responsibility of the family. The family will be advised to contact Centrelink directly for any queries regarding CCS payments.

#### Payment of fees

- For fee payment methods, please see the Mount Carmel College Fee schedule
- Families will be issued with a *Statement of Entitlement* on a weekly basis in accordance with the fee payment and regulatory requirements
- The *Statement of Entitlement* will include details of the sessions of care provided and the resulting fee reduction amounts
- The *Statement of Entitlement* is generated using our CCS Software which meets all requirements as per Family Assistance Law legislation

Families are encouraged to discuss any difficulties that they may have in paying fees with the Director, who will discuss and make suitable arrangements for payment of fees as well as informing them of other avenues of financial support if required.

Families that do not pay their Before School Care, After School Care or Vacation Care Fees by the due date, will be required to prepay their fees for subsequent bookings.

If families have a query with their account, they can raise their issues with the OSHC office either by phone, in person or email.



All accounts need to be brought to a nil balance by the end of the year. Enrolment and bookings will be cancelled for families with outstanding amounts being carried over to the new calendar year.

#### **Absences from OSHC Service**

- Families are requested to contact the OSHC Service if their child is unable to attend a particular session. Any cancellations before 6pm the night before a booking will incur a cancellation fee as per the OSHC Schedule of Fees. Any cancellations made on the same day care is cancelled will be charged as an approved absence.
- Families must still pay the 'gap' fee to the Service if their child is unable to attend.
- Under the Child Care Subsidy scheme, families are allowed up to 42 absence days per child, per financial year and may be entitled to additional absence days in certain circumstances - see Child Care Subsidy Handbook. Additional absences can be claimed for the specified reasons as defined by the Family Assistance Law.
- Records and evidence will be kept by the OSHC Service for each additional absence, where required
- Approved absences can be taken for any reason, including public holidays and when children are sick.
- Families can view their absence count through their Centrelink online account via myGov.
- In a period of local emergency, such as bushfire or pandemic, and our Service is temporarily shut down on public health advice, families may be provided with additional absence days as per Family Assistance Law legislation.
- If our Service is forced to close because of a public health directive eg during a pandemic, we may waive gap fees in line with Family Assistance Law guidelines

#### **Financial Difficulties**

- If a family is experiencing financial difficulties, a suitable payment plan may be arranged with authorisation of the approved provider.
- Families can apply for Additional Child Care Subsidy (ACCS) through Centrelink if they are in temporary financial hardship.
- There are four different payments under Additional Child Care Subsidy:
  - Additional Child Care Subsidy (child wellbeing)— to help children who are at risk of serious abuse or neglect. The approved provider is involved in determining children who may require additional support who are at risk of harm
  - Additional Child Care Subsidy (grandparent)— to help grandparents on income support who are the principal caregiver of their grandchildren. Families are required to contact Centrelink directly regarding this payment
  - Additional Child Care Subsidy (temporary financial hardship) — to help families experiencing financial hardship. Families are required to contact Centrelink directly regarding this payment
  - Additional Child Care Subsidy (transition to work) — to help low-income families transitioning from income support to work. Families are required to contact Centrelink directly regarding this payment

#### **Debt Recovery Procedure**

- If a family fails to pay the required fees on time, a reminder letter will be issued.
- At any time of the debt recovery process the family will be encouraged to enter a debt agreement with the service to repay outstanding fees. A written contract will be provided for the family to sign outlining repayment plan details. The repayment plan will provide information as to the

duration and amount of the repayments as well as steps that will be taken if the repayment plan is not adhered to.

#### **Late Pick Up**

- Our OSHC Service is not licensed to have children on the premises after hours. This is a breach of the Education and Care Regulations.
- It is unacceptable to pick children up late from the OSHC Service. A late fee will apply where children are not picked up prior to closing time. Please see the Schedule of OSHC Fees for the late pick-up fee.
- If parents and emergency contacts cannot be contacted in a reasonable period, as determined by OSHC staff, after closing time of After School Care or Vacation Care, staff may make the decision to take the child to a police station. The staff will continue to attempt to contact a parent or emergency contact for a reasonable time.
- A review of the child's enrolment will occur where families are consistently late with picking up their child/ren.

#### **Change of Fees**

- Fees are subject to change at any time provided a minimum of two weeks written notice is given to all families.
- CCS hourly rate caps may be increased by the CPI at the commencement of each financial year.
- Any CCS hourly rate increases are governed by CCS and are automatically adjusted through our CCS Software.

#### **Termination of Enrolment**

- Parents are to provide two weeks' notice of their intention to withdraw a child from the centre.
- If termination from the OSHC Service is required without notification, families can lose their Child Care Subsidy, resulting in the payment of requirement for full fees to be charged.
- In some circumstances CCS may not be paid for sessions if the child has not physically started care.
- Additionally, CCS may not be paid for absences submitted after a child's last physical day of care, unless conditions have been met as specified by Family Assistance Law

#### **Responsibility of Management**

The Nominated Supervisor is responsible for:

- ensuring all families are aware of our Fees Policy
- ensuring enrolments are submitted correctly with the appropriate enrolment information
- providing families with regular statement of fees payable
- notifying families of any overdue fees
- providing families with reminder letters as required
- terminating enrolment of children should fees not be paid
- discussing fee payment with families if required
- providing at least 2 weeks written notice to families of any fee increases or changes to the way fees are collected

Please note: Reg. 172 states a minimum of at least 14 days must be provided to families.

### **Responsibility of Families**

- Provide the Service with the correct enrolment details to facilitate the CCS claim, if required, including:
  - Centrelink Reference Numbers for child and CCS claimant
  - Date of Birth for child and CCS claimant
- Ensure payment of fees as per policy
- Notify Centrelink of any changes that may affect their CCS entitlement
- Confirm their child's enrolment through the parents myGov account.

### **Third Party Payments**

Parents are generally liable to pay the co-contribution for childcare fees. Only state and territory governments (and their agencies) can contribute to the cost, in part or full, of child care fees for families. Where an agreement has been made between an employer or charity to assist in the contribution of fees the fees must be reduced accordingly before CCS has been applied. Our Service will record all documentation regarding any third party payments.

### **Complaints relating to the administration of Child Care Subsidy**

Families who wish to raise concerns regarding the management of Child Care Subsidy should speak with the Nominated Supervisor in the first instance. The Nominated Supervisor will follow the steps as outlined in this policy, including advising the Approved Provider of all grievances.

Families can raise concerns regarding management of the Child Care Subsidy to the dedicated Child Care Tip-Off Line either via phone or email:

Phone: 1800 664 231

Email: [tipoffline@dese.gov.au](mailto:tipoffline@dese.gov.au)

### **Confidentiality of Accounts**

All records will be kept confidential and stored appropriately. Financial information regarding families' accounts will be available upon request.

## 26. Complaints/Grievance Policy

[Regulations 168, 173, 176](#)

Mount Carmel College takes complaints about the service, its staff, educators, practices, and procedures seriously. There are processes in place to ensure all grievances and complaints are addressed, investigated fairly, and documented in a timely manner.

The service will address complaints by:

- Ensuring a clear, accessible, and documented complaints procedure is made available to all families, staff and children
- Ensuring that the process is fair to all parties involved
- Ensuring that complaints are dealt with promptly
- Maintaining confidentiality as much as is possible
- Maintaining records of complaints, processes, and outcomes
- Notifying the regulatory body of any complaint that alleges the safety, health or wellbeing of a child was or is being compromised, or that the law has been breached.

### Procedure

[Catholic Education South Australia](#) provides information about how school complaints are handled. You can read here:

[CESA Grievance Response and Resolution Information](#)  
[CESA Complaint Response Resolution Procedure](#)

Children will access the complaints procedure through conversations with educators, and through discussions with families.

Complaints can be made in the following manner:

- in person
- by phone
- in writing, via email or mail

### Procedure For Parents/Guardians Lodging A Complaint

Following parents/guardians becoming aware of concerning information, they are requested to not discuss complaints in front of children. It may be that an appointment with the OSHC Director is needed.

Complaints regarding any aspect of the service should try to be resolved in an informal manner with staff in the first instance. If you feel you are unable to discuss your complaint with a staff member or in the event that discussion with the staff member proves unsatisfactory, your complaint can be directed to the OSHC Director. If the complaint is about the OSHC Director, the complaint should be addressed to the Head of the Primary Campus or the Principal.

**R-6**

**Primary Campus**

17 Pennington Terrace, Pennington  
Phone: 8447 0500

**7-12**

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Website: [www.wtc.sa.edu.au](http://www.wtc.sa.edu.au)

We always welcome your feedback and suggestions. These may help us to continuously improve our service.

**Procedure For Children Lodging a Complaint or Concern**

The opportunity for children to make complaints or raise concerns should be fully explained to them. Such complaints may be in relation to incidents with other children, issues with educators or of a general nature. Educators will take children's complaints/concerns seriously and attend to them as a matter of priority whilst maintaining confidentiality.

Where educators are unable to take appropriate action regarding a child's complaint, educators will inform the OSHC Director.

Complaints relating to educators, educator conduct, or aspects of the program are to be directed to the OSHC Director.

Children may have a family member or other representatives to assist them raise their concerns.

**Complaint Handling Process**

The Nominated Supervisor will be responsible for ensuring that any complaint that alleges a breach of legislation or a serious incident is reported to the Approved Provider. The Nominated Supervisor Mount Carmel College Principal will be responsible for ensuring that the Education and Early Childhood Services Registration and Standards Board is notified within 24 hours of any complaint that alleges a breach of legislation or where the safety, health or wellbeing of a child was or is being compromised.

The Nominated Supervisor will:

- Investigate complaints promptly and thoroughly with the understanding that the complainant will not be disadvantaged through the process.
- Listen to/read the complaint and document the exact details of the complaint.
- Seek further information, to clarify the issues and investigate the complaint, including speaking to other parties involved as required.
- Seek additional advice from line managers and other agencies, including legal advice as required.
- Refer to any State or National Regulations or organisational policy that may provide clarity to the complaint, as required.
- Assess the complaint fairly and determine the best possible resolution.
- Inform the complainant of the outcome in writing or verbally, as required, in a timely manner.
- Ensure that the complaint process and its outcome are documented, and that all documentation is treated and stored confidentially.

Complaints not resolved at this level may be referred by either the complainant or the Nominated Supervisor, Mount Carmel College Principal to the Approved Provider (SACCS) to investigate the matter.

## 27. Quality Improvement Plan (QIP)

The QIP is a working document to drive quality education and care, in which collaboration occurs between Principal, Educational Leader and educators in the service.

To comply with the National Quality Framework, the service must have ready by Term 2 each year, a Quality Improvement Plan (QIP) which has been continuously developed and updated over the previous 12-month period. The QIP may include improvements from the service's assessment and rating report and other priorities as negotiated with Principal and Service Supervisor.

Following an assessment and rating by the Regulatory Authority, any element identified as "Not Met", must be added to the QIP for immediate attention.

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## 28. ICT Acceptable Use Policy

All students, staff and volunteers are to use the College's information and communications technology (ICT) in a way that is ethical and which enhances student and staff learning and contributes to the betterment and well-being of the community. The technology is to be used in harmony with the Catholic ethos of the College.

The College's rules apply to the use of any College equipment, property or resource at any time, whether during school hours or not, and includes the use from home or elsewhere. It also includes the use of technology whilst in OSHC.

The College's computer network and systems are educational resources provided by the College to be used primarily for educational purposes. Anyone using it has a responsibility to use these resources in an appropriate, ethical, professional and lawful manner.

All email, telephony and message systems, including internet based, will be treated as education or business-related messages. Accordingly, one should not expect that any information or document transmitted or stored on the College's computer network or systems is private.

Workplace participants are permitted to use the internet and email facilities to send and receive personal messages, provided that such use is kept to a minimum and does not interfere with participants' responsibilities and duties in the College, or with the College's functions.

However, any use of the internet or messaging, including emails, for personal purposes is still subject to the same terms and conditions as otherwise described in these rules.

Individuals and/or the College may be liable for what is written or said in a message. Messages are neither private nor secret. They may be easily copied, forwarded, saved, intercepted, archived and may be subject to discovery in litigation. The audience of an inappropriate comment in a message may be unexpected and extremely widespread.

Workplace participants must not:

- possess and/or use any hacking tools
- attempt to use or interfere with any other person's login credentials or password

The internet, email or any other messaging or telephony device should never be used for the following purposes:

- to threaten, abuse, vilify, defame, bully, harass, degrade or discriminate (by virtue of gender, race, disability, religion, national origin, sexual orientation or other). A workplace participant who feels this has been breached shall follow the College's procedures re reporting such matters;
- to send, receive or store obscene, offensive or pornographic material
- to discuss or comment in a negative manner, on the physical appearance of other persons (whether they receive the message or not)
- to harass any person whether through language, frequency or size of messages
- to injure the reputation of the College and or the Church in a manner that may cause embarrassment to the College or the Church
- to offend the ethos and values of Catholic teachings



- to spam, spoof or mass mail or mass message or deliberately receive chain mail
- open or download an attachment, or access any link, that you reasonably suspect may contain a virus, malware or other computer contaminant
- install non-licensed or non-approved software onto school or personal devices used at school
- to cheat, plagiarise or to infringe the copyright or other intellectual property rights of another person
- to perform any other unlawful or inappropriate act.

### Procedure

Any inappropriate material received by email or any other communication means should be deleted immediately and not forwarded to anyone else. It is particularly important to respond to an inappropriate email or message with an indication to the sender that such messages are not to be sent in the future. Students are asked to report any suspicious, unauthorised or inappropriate activities or communications to a teacher, including any website or anything online which makes them feel uncomfortable.

From time to time when accessing the internet users may be redirected to, or accidentally access, inappropriate material. These sites should be brought to the attention of the ICT staff, Deputy Principal, Head of Campus or OSHC Director in order for them to be blocked by the College's filtering software and to ensure that it is noted that the material was not accessed purposely.

The contents and usage of email and internet access may be subject to monitoring by the College, the Catholic Education Office or by a third party on the College's behalf. This includes electronic communications which are sent or received, internally or externally. Where inappropriate use is suspected through this means, or by other incidents, the Principal may authorise personnel to examine the usage logs and/or email accounts.

The Privacy Act requires individuals and the College to take reasonable steps to protect the personal information that is held from misuse and unauthorised access. Each person is responsible for the security of their password and shall not allow it to be used by anyone else.

### *Additional student rules:*

- Any student file is subject to inspection by school staff, whether it is stored on school equipment, in the cloud or on any other device connected brought to school or a school activity, and its content must be in keeping with this document's rules
- The use of chat sessions or any form of chat line is expressly forbidden at school or at a school activity, except with permission from the teacher
- Students must not divulge their home address, phone number or any other personal information through emails or any other internet related communication
- Students must protect their school-related information and data with a secure password
- Students in College Uniform are representing our College. As such, students are not permitted to upload photographs or videos that include students (themselves or others) in College Uniform, that may be considered rude, inappropriate, disrespectful, hurtful, or bring the College community (or its members) into disrepute. This applies whether at school, at home or anywhere else.
- Students who use their device to access material on the school's network and systems must supply the device, including its password, if requested by the Principal, Deputy Principal or Head of Campus if in the College's opinion it may assist in determining whether inappropriate conduct has occurred.

**Mobile Phones, Smart Watches and Other Communication Devices**

In this section the term 'communication devices' includes all devices capable of making a voice call, a video call, messaging, connecting to the internet or playing audio and/or video, including but not limited to mobile phones, smart watches, laptops, tablets and iPads.

Mobile phones and other communication devices, when used appropriately, offer students and their parents many advantages in terms of ease of communication and a sense of personal safety. Mobile phones also have the capacity to have a negative impact on the learning environment and the safety and well-being of students.

**During lesson times mobile phones, laptops and other communication devices must only be used with the explicit permission of the teacher.**

**In OSHC, this rule also applies and these devices must only be used with permission of a staff member.**

**For Reception to Year 6 students:** if a mobile phone is brought to school, during the school day it needs to be handed to the front office staff, stored in the student's personal locker (if available) or given to the class teacher if the teacher has a place to lock the phones during the day.

**For Years 7-12 students:** Unless teacher permission has been given, the mobile phone or communication device must be locked in a locker or be in the student's pocket on silent mode and must not be brought out until the teacher has given permission. Permission to use a phone or communication device during a lesson is only valid whilst that teacher is supervising the student.

At all times during the school day the phone or communication device shall be on silent for calls, messages and all other notifications.

**Recess, Lunch time and During the School Day**

Recess and lunch are valuable times for socialising with other students. Except when a teacher gives permission for a student to use their mobile phone or communications device during a lesson, at all other times, including recess and lunch, student use of a mobile phone, communication device or other audio or video device is not permitted.

**Appropriate Use of Mobile Phones and Communication Devices**

Mobiles phones or other communication devices must not be used to bully, intimidate or otherwise harass other people through any text message, photographic, video or other data transfer system.

Students must not lend their phone or communication device to another student.

Mount Carmel College takes no responsibility for the theft and/or damage of student mobile phones or electronic devices.

Permission to bring a mobile phone or other communication device to school and/or use it during the school day may be revoked by the Principal, Deputy Principal or Head of Campus. Parents will be informed of any such action.

Students are not permitted to charge their mobile phone, laptop or any other electrical device at school. Electrical charging cables can be a trip factor for students and electrical cables brought into the school are not checked each time, nor electrically tested or tagged re safety.

**Mobile Phone Use for Medical Reasons**

With advances in technology, the mobile phone and other communication devices are being used for a wider range of applications. One such example is the use of a smart phone app to monitor glucose levels. If a student needs to use a mobile phone or other communication device during the school day for a significant medical condition, a parent must provide written information about its use and frequency during the school day.

**Phone Calls Between Students and Parents**

The mobile phone is not a means of bypassing school procedures. Staff will generally not speak with parents on a student-initiated phone call, including where a student has a dispute or to authorise pickup arrangements. If a student needs to leave school early or be out of school for part of the day, the parent needs to phone the College Office.

Students are not encouraged to phone their parents during the day. Students need to work out friendship and relational issues with others and develop their social skills as part of growing up. If there is a problem with a student's interaction with someone else, the staff will follow school procedures. Staff will investigate any concerns and involve parents when it is appropriate. Students need to manage their workloads and deadlines and talk with their teacher if they have a problem meeting a deadline.

**Advice for Parents re Mobile Phones**

Parents need to be aware of the following regarding mobile phones and other communication devices:

- Students can access non filtered websites via their mobile phones
- Mobile phones and other communication devices can be used for cyber bullying
- Students are encouraged to protect their mobile phone or device by using a PIN
- If a student is using data from their device's data plan, rather than the wifi connection at the College, parents run the risk of unexpected costs if the data plan usage limit is exceeded

Mobile phones and other communication devices can interfere with sleep. It is strongly recommended that parents do not permit their children to have a mobile phone, laptop or tablet in their bedroom whilst sleeping. Text messages, phone calls and social networking communication can be highly disruptive to sleep and the child cannot be easily monitored for disturbing or upsetting reactions to communications received.

**Headphones**

Headphones may only be worn in lesson time if the teacher has given permission. If a student has permission to wear headphones at a particular time, social manners require the student to remove the headphones from the ears when talking with someone, even if the headphones have a pass-through feature.

**Cameras**

A camera (still or video), whether a standalone camera or a camera incorporated in a phone or any other device, must not be used:

- in private areas such as changing rooms or toilets or in any other banned area
- to film people, including students, staff or visitors, without their explicit knowledge and permission
- to disrupt the learning environment or interfere with the operation of the College
- when the student is instructed not to by a staff member
- to record (by audio or image) any conversation or incident such as an altercation
- to record (by audio or image) any lesson unless the teacher has given explicit permission

- during tests or examinations. During a test or examination the teacher may require students to hand up their phone or to lock it in their locker.

**BYOD Requirements**

Please see information published by the College in regard to minimum requirements for BYOD devices. These minimum requirements take account of current rules in regard to SACE Online exam requirements and NAPLAN Online testing.

Students are required to bring their device to school fully charged. Devices must be clearly labelled for identification.

Students are responsible for the care of their device. The student's locker (with a padlock) should be used to secure the laptop or other communication device when it is not in use.

A protective cover, padded bag or protective sleeve is recommended to reduce the risk of damage. The College accepts no responsibility for the loss or damage of any personal device. Virus protection software is strongly recommended.

At school, students are required to use the school wifi and not another source such as a mobile phone hotspot or public wifi.

## 29. Security Camera Use Policy

### Overview

Schools face a variety of security related threats. Closed circuit television (CCTV) can be an effective tool to help a school to meet its obligation to provide a safe and secure environment for staff and students and to meet its duty of care obligations.

The location of all proposed and actual CCTV cameras must be approved by the Principal.

CCTV must not be used for monitoring:

- Inside toilet cubicles
- change rooms

### CCTV and Privacy Law

CCTV equipment and any data collected through its use must be managed strictly in accordance with the Privacy Laws. The Information Privacy Principles prescribed under the Information Privacy Act state that you can only use personal information for the purpose for which it was obtained. Section 426 of the EGPA prescribes that a person must not make a record of the information, use the information or disclose the information to anyone else, unless one of the following exceptions applies:

- An individual consents to the use of the footage for a specific purpose (consent may be implied where there is clear signage advising of the existence of the CCTV)
- Under a legislative authority
- For law enforcement purposes
- To prevent risks to health and safety.

### Safeguards against misuse of personal information

Personal information must be adequately protected against misuse, loss and unauthorised access, or unlawful use and disclosure. This means protecting stored camera footage and protecting areas where monitoring of camera surveillance takes place.

Required safeguards include:

- Suitable storage for digital records
- Placing cameras securely out of reach
- Positioning screens so live footage cannot be viewed by unauthorised persons
- Using password protection to restrict access to stored footage

### Procedure

#### Accessing live footage or recordings

- Live footage or recordings from CCTV cameras can only be accessed if prior approval is given by the Principal, Deputy Principal or Head of Campus
- an audit trail of who accesses footage and when it is accessed must be maintained
- Requests from the police or a subpoena for a CCTV recording must be referred to the Principal
- CCTV footage which is used for student suspension or exclusion, a Workcover claim, claim against a staff member or community member or any other case where the footage may be subject to police, court or legal claim, must be retained until the matter is fully resolved, including any appeal process and for as long as stipulated in any relevant rules or regulations in regard to document retention for that particular matter.



## 30. Privacy Policy

Mount Carmel College adopts the Archdiocese of Adelaide Privacy Policy in its entirety. See the section on SACCS Policies for the link.

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