



# Staff Induction Booklet

Putney Playgrounds Kindergarten  
6 Frances Street, Putney 2112 ph. 9808 2540  
[putneyplay@optusnet.com.au](mailto:putneyplay@optusnet.com.au)  
Centre director: Samar Khalaf

## TABLE OF CONTENTS

- ≡ Welcome
- ≡ Philosophy
- ≡ Policies
- ≡ Code of conduct

- ≡ Working with Children's check
- ≡ Modern award information
- ≡ Job Descriptions
- ≡ Personal Details form
- ≡ Induction checklist
- ≡ New staff agreement
- ≡ Induction feedback



## WELCOME

Congratulations on your position here at Putney Playgrounds Kindergarten. We are delighted to have you as part of our team. To make PPK a high quality Child Care Centre we welcome all children and families from all sections of the community. It is our goal to cater for each individual child and their family to create a home away from home for all of the children. This booklet is designed to make your transition to the centre as smooth as possible. A lot of information has been included that you are expected to read and understand before signing the form at the back of this booklet.

## OUR PHILOSOPHY

At Putney Playgrounds Kindergarten we provide a safe, friendly, caring and multicultural environment. We aim to cater for the needs and interests of children, staff, families and the wider community. When children feel safe, secure and supported they grow in confidence to explore and learn. (EYLF, 2009).

Our philosophy is influenced and based on the sound principles of the Early Years Learning Framework (EYLF) for Australia. In accordance with this curriculum we aim to extend and enrich children's learning until their transition to school. A specific emphasis is placed on play based learning and the importance of communication, language, social and emotional development (EYLF, 2009).

At Putney Playgrounds Kindergarten we believe that children learn best when the curriculum is connected to their everyday lives and interests. It is for that reason that our program is heavily influenced by children's interests at that time. We believe play provides opportunities for children to learn as they discover, create, improvise and imagine. (EYLF, 2009). We believe by providing children a safe, stimulating and caring environment that they will feel confident to solve problems and empowered to learn. We aim to provide children with the skills to be aware of their own feelings as well as those of others. Children are taught to respect and nurture the natural environment through relevant activities and health and hygiene practices are modelled and encouraged.

We value the role of families and invite them to be a part of our centre's daily program and practices. We have an open door policy which enables parents or family members to include themselves anytime. We value the individuality of every family and what they contribute to our centre.

We believe that it is important for educators to build on their professional knowledge so that they are co-learning with children, families and the community. When educators create environments in which children experience mutually enjoyable, caring and respectful relationships with people and the environment, children respond accordingly (EYLF 2009). We believe that educator's positive interactions with children are the most important part of their role but appreciate that children also need personal space and quiet moments. As professionals we assess what happens in our setting and reflect on what needs to change.

#### REFERENCE

Department of Education, Employment and Workplace Relations (DEEWR). (2009). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*.

## **POLICIES**

Below are a number of relevant policies that are essential that you are familiar with. There is a policy manual folder in the office which contains 45 policies. Over your first three months of work please aim to review these policies.

### **PUTNEY PLAYGROUNDS KINDERGARTEN CONTINUITY OF EDUCATION AND CARE POLICY**

---

#### **NQS**

QA 6	6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
QA7	7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.

#### **EYLF**

LO1	Children feel safe, secure, and supported
-----	-------------------------------------------

#### **Aim**

We aim to ensure the continuity of education and care of all children attending the service in the absence of their family members and/or primary carers. Our service will strive to ensure that all children feel comfortable and secure whilst being educated and care for at the service.

#### **Related Policies**

Additional Needs Policy  
Educator and Management Policy  
Education, Curriculum and Learning Policy  
Excursion Policy  
Food, Nutrition and Beverage Policy  
Health, Hygiene and Safe Food Policy  
Relationships with Children Policy  
Sleep, Rest, Relaxation and Clothing  
Staffing Arrangements Policy

#### **Implementation**

## **Employment of Regular Educators**

- ≡ When our service employs casual educators, or where volunteers and work experience students are present at the service, these persons will be engaged in an induction process that familiarises them with the service environment and any needs of children.
- ≡ The service policies and procedures, an educator handbook and description of their roles and responsibilities at the service will be available to the abovementioned persons.
- ≡ The service will seek to make use of the same casual staff where possible. This will ensure that casual educators are able to familiarise themselves with the service environment, expectations, and routine and children and their families.
- ≡ The service will seek to employ casual educators on a regular day where possible. This will ensure that casual educators are able to familiarise themselves with the children and their families attending the service on that day. Building positive relationships between educators, children and families will encourage effective continuity of care.
- ≡ Where possible and without undue delay, regular educators will inform family members via the service newsletter of any changes to staffing that will be occurring.
- ≡ Casual educators are encouraged, and should be encouraged by the service, to display a photo of themselves with an introductory paragraph about them to help children and their families familiarise themselves.

## **Learning and Transitions**

- ≡ Throughout each day, educators will communicate with educators about the experiences of children throughout the day to help provide continuity of education and care when the service has split shifts. This will include information on the attendance and non-attendance of children at the service.
- ≡ Children will be supervised when transitioning to and from the service (excursions) and within the service.
- ≡ When children return to the service after an absence, educators will provide support to children.
- ≡ Educators will help children transition between rooms and settings.
- ≡ To assist children transition to formal schooling, the service will support children to liaising with local primary schools. Children with additional needs will also be assisted by specialist support services. We will develop plans to assist children transition to formal schooling.
- ≡ Individuals who are authorised to deliver and collect children will be encouraged to share information their child each day.
- ≡ The service will regularly promote the important of the continuity of education and care for all children and educators.
- ≡ As a part of our commitment to the Early Years Learning Framework, our service requires families to complete 'What You Did on the Weekend Sheets' and provide regular information to enhance their child's learning at the service.

## **Routine to Promote Continuity**

**A sense of routine is important along with smooth transitions as they allow staff to -**

- ≡ Meet each child's needs.
- ≡ Have one-on-one interactions with children and build strong relationships

**When planning a transition staff will -**

- ≡ Talk to children to prepare them, giving them advice as to what is happening next and when.
- ≡ Talk with families to see if all their child's needs are being met.
- ≡ Ensure that the routine has flexibility to allow requests and suggestions from staff, families and children.
- ≡ Make use of familiar and favourite items of a child.

**Sources**

**Education and Care Services National Regulations 2011  
National Quality Standard  
Early Years Learning Framework**

**Review**

The policy will be reviewed annually.

The review will be conducted by:

- ≡ Management
- ≡ Employees
- ≡ Families

**PUTNEY PLAYGROUNDS KINDERGARTEN EDUCATION,  
CURRICULUM AND LEARNING POLICY**

---

**NQS**

QA1	1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	1.1.4	The documentation about each child's program and progress is available to families.
	1.1.5	Every child is supported to participate in the program.
	1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.
	1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	1.2.2	Educators respond to children's ideas and play and use intentional

		teaching to scaffold and extend each child's learning.
	1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

### National Regulations

Reg	73	Educational programs
s	74	Information about the educational program to be kept available
	75	Information about educational program to be given to parents
	76	Documenting of child assessments or evaluations for delivery of educational program

### EYLF

LO1 – LO5	All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.
-----------------	--------------------------------------------------------------------------------------------------------------------

### Aim

Educators aim to create positive learning environments and guide experiences for each child in conjunction with their family. Educators will observe children and facilitate their learning to provide each child with an individualised portfolio by documenting their learning throughout the year. Children and their families will be encouraged to participate in the ongoing process to promote engaged learning.

### Related Policies

Additional Needs Policy

Child Protection Policy

Continuity of Education and Care Policy

Educator and Management Policy

Enrolment Policy

Excursion Policy

Food, Nutrition and Beverage Policy

Health, Hygiene and Safe Food Policy

Immunisation and Disease Prevention Policy

Infectious Diseases Policy

Medical Conditions Policy

Orientation for Children Policy

Physical Activity Promotion Policy

Physical Environment (Workplace Safety, Learning and Administration) Policy

Record Keeping and Retention Policy

Relationships with Children Policy

Technology Usage Policy

### Implementation

**Our Educational Leader is Maryana Salama , Early Childhood Teacher.**

The role of the educational leader is to work with educators to provide curriculum direction and to ensure children achieve the outcomes of the approved learning framework.

## **Our service is committed to the Early Years Learning Framework (EYLF).**

Observations of all children enrolled in our service will be documented and kept for future reference and reflection, through use of portfolios. Children's portfolios will be available for a child's family members to look at but remains the property of the Service for the duration of the child's enrolment. Portfolios will be added to regularly by educators, families and children and reflected upon by educators to ensure programming for each child remains relevant to their interests and developmental stage.

### **Early Years Learning Framework**

- ≡ Each child's learning will be based on their interests and strengths and guided by our educators.
- ≡ Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- ≡ Every child will be equally valued and their achievements and learning celebrated.
- ≡ Educators will observe and record the strengths and learning of each child.
- ≡ Educators will work closely with children and families to generate ideas for the curriculum.
- ≡ Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred. The curriculum must not be pre-programmed to match specific Learning Outcomes.
- ≡ The curriculum will be based on the children's interests, educators extending children's interests, spontaneous experiences and family input.
- ≡ Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs.
- ≡ Where appropriate, the curriculum (play and learning experiences) will build and develop each child's Learning Stories, Portfolio and Observations of each child's strengths and achievements.
- ≡ The curriculum will be evaluated and reflected upon each week by educators.

### **Learning and Play**

- ≡ Children are encouraged to express themselves creatively through a wide variety of indoor and outdoor activities.
- ≡ Children's fine and gross motor skills are strengthened and developed through a wide variety of both indoor and outdoor activities including manipulative play, block play, sensory play, dramatic play, drawing and other physical activities such as running and skipping.
- ≡ Mathematics and science concepts along with exploration of natural aspects of our environment are encouraged through block play, building, cooking, water play, sensory play, collecting natural materials such as leaves and rocks and gardening.
- ≡ Language development is encouraged through educators modelling language, show and tell, story time, games, poems and dramatic play experiences.

- ≡ Social/emotional and independence skills are strengthened through activities such as role-play, dramatic play, group games and self-help tasks.
- ≡ Music and movement activities encourage physical, social and creative areas of a child's development.
- ≡ Road safety, hygiene, dental care and nutrition will all be built into the weekly program.

These activities will be supervised and guided by educators to find out how child responds as an individual and also as part of a group. Educators will work in conjunction with families to provide learning experiences that are relevant to each child and tailored to their specific needs. A child's home language, culture and religious practices will be accepted and included in the program.

From this, educators will assess the child's needs and plan ways to meet these needs. We evaluate this program every week in order to make sure we stay on target and help each child to reach their full potential. The weekly program will be displayed in the room it takes place in. We welcome any suggestions and are happy to answer questions from family members at any time.

### **EYLF Learning Outcomes**

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

### **Sources**

**Education and Care Services National Regulations 2011**

**National Quality Standard**

**Early Years Learning Framework**

### **Review**

The policy will be reviewed annually.

The review will be conducted by:

- ≡ Management, employees
- ≡ families

## **PUTNEY PLAYGROUNDS KINDERGARTEN EDUCATOR AND MANAGEMENT POLICY**

---

### **NQS**

QA4	4.2	Educators, co-ordinators and educators are respectful and ethical.
	4.2.1	Professional standards guide practice, interactions and relationships.
	4.2.2	Educators, co-ordinators and educators work collaboratively and affirm skills, to improve practice and relationships.
	4.2.3	Interactions convey mutual respect, equity and recognition of each other.
QA7		7.2.2
		7.3.2

	7.3.4
--	-------

### **National Regulations**

Reg s	168	Education and care service must have policies and procedures
----------	-----	--------------------------------------------------------------

#### **Aim**

Our Service aims to ensure that positive working relationships are formed between all educators and management. Educators and management will at all times conduct themselves in an ethical manner and strive to make all interactions positive and compliant with the Service's philosophy.

**PLEASE REFER TO THE POLICY MANUAL FOLDER FOR THE COMPLETE POLICY**

### **PUTNEY PLAYGROUNDS KINDERGARTEN NATIONAL QUALITY FRAMEWORK POLICY**

---

#### **Aim**

Our service participates in the National Quality Framework (NQF). The service aims is to provide the highest quality education and care available across all areas.

#### **Related Policies**

Enrolment Policy

Educators Orientation Policy

#### **Who is affected by this policy?**

Educators

Families

Child

Management

Visitors

#### **Implementation**

Our Service participates in and values the National Quality Framework (NQF), including the National Quality Standard (NQS), the Early Years Learning Framework (EYLF) and the National Regulations – an Australian Government initiative linked to the funding of the Child Care Benefit for parents. This is conducted through the Australian Children's Education and Care Quality Authority (ACECQA) and the state licensing department through scheduled site assessment visits and where appropriate, spontaneous visits.

The NQS provides standards of quality practices for care provided in our Service as well as guidance and support from the Service's self evaluation through our Quality Improvement Plan (QIP). The system also allows educators to continually improve practices by identifying the quality aspects of care the Service is already providing and assisting the Service in developing goals for further improvement through our QIP. The Service is required to complete and submit a comprehensive QIP every twelve months.

The Service will ensure that all educators and management are informed about current practices and requirements in the NQF process by attending appropriate in-service/training, accessing any other publications and information about the accreditation process that may be of benefit – including those published by ACECQA.

Educators will involve parents, families and management in each stage to seek their input and views into practices and care in our Service – this includes having parent input into policy reviews, parent meetings and providing updates in newsletters about the Service's current stage in the process.

**The seven Standards under the NQS are –**

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Educators arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
  
7. Leadership and service management

**The Rating System**

The NQS is accompanied by a national quality rating and assessment process that promotes transparency and accountability and assists parents to make informed choices about the quality of education and care at a service. Our service will display the rating received for each quality area and the overall rating.

**The Ratings are as follows –**

- ≡ Excellent
- ≡ Exceeding National Quality Standard
- ≡ Meeting National Quality Standard
- ≡ Working towards National Quality Standard
- ≡ Significant improvement required.

We will access regular updates on the ACECQA website – [www.acecqa.gov.au](http://www.acecqa.gov.au)

**Sources**

**National Quality Standard**

**Early Years Learning Framework**

**Education and Care Services National Regulations 2011**

**Review**

The policy will be reviewed annually.

The review will be conducted by:

- ≡ Management
- ≡ Employees

≡ Families

## PUTNEY PLAYGROUNDS KINDERGARTEN PRIVACY AND CONFIDENTIALITY POLICY

---

### NQS

QA4	4.2.1	Professional standards guide practice, interactions and relationships.
	4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills

QA5	5.2.3	The dignity and the rights of every child are maintained at all times
-----	-------	-----------------------------------------------------------------------

QA6	6.1	Respectful supportive relationships are developed and maintained
-----	-----	------------------------------------------------------------------

QA7	7.1.1	Appropriate governance arrangements are in place to manage the service
-----	-------	------------------------------------------------------------------------

### National Regulations

Reg s	181	Confidentiality of records kept by approved provider
	181- 184	Confidentiality and storage of records

### Aim

This policy is to address the issues of privacy and confidentiality of children, educators, volunteer workers and parents using the service. It aims to protect the privacy and confidentiality by ensuring that all records and information about individual children, families, educators and management are kept in a secure place and are only accessed by or disclosed to those people who need the information to fulfil their responsibilities at the service or have a legal right to know.

### Related Policies

Educator and Management Policy  
Enrolment Policy  
Family Law and Access Policy  
Medical Conditions Policy  
Record Keeping and Retention Policy  
Social Networking Usage Policy

### Who is affected by this policy?

Child

Families  
Educators  
Management

## **Implementation National Privacy Principles**

### **NPP 1: collection**

Describes what an organisation should do when collecting personal information, including what they can collect, collecting from third parties and, generally, what they should tell individuals about the collection.

### **NPP 2: use and disclosure**

Outlines how organisations may use and disclose individuals' personal information. If certain conditions are met, an organisation does not always need an individual's consent to use and disclose personal information. There are rules about direct marketing.

### **NPPs 3 & 4: information quality and security**

An organisation must take steps to ensure the personal information it holds is accurate and up-to-date, and is kept secure from unauthorised use or access.

### **NPP 5: openness**

An organisation must have a policy on how it manages personal information, and make it available to anyone who asks for it.

### **NPP 6: access and correction**

Gives individuals a general right of access to their personal information, and the right to have that information corrected if it is inaccurate, incomplete or out-of-date.

### **NPP 7: identifiers**

Generally prevents an organisation from adopting an Australian Government identifier for an individual (e.g. Medicare numbers) as its own.

### **NPP 8: anonymity**

Where possible, organisations must give individuals the opportunity to do business with them without the individual having to identify themselves.

### **NPP 9: trans-border data flows**

Outlines how organisations should protect personal information that they transfer outside Australia.

### **NPP 10: sensitive information**

Sensitive information includes information such as health, racial or ethnic background, or criminal record. Higher standards apply to the handling of sensitive information.

### **Service Privacy Guidelines**

- ≡ Personal information will only be collected in so far as it relates to the service's activities and functions, and in line with relevant legislation. (National Privacy Principle 1.1 - Privacy Act 1998.)
- ≡ Collection of personal information will be lawful, fair, reasonable and unobtrusive. (National Privacy Principle 1.2 - Privacy Act 1998.)

- ≡ Individuals who provide personal information will be advised of: the name and contact details of the service; the fact that they are able to gain access to their information; why the information is collected; the organisations to which the information may be disclosed; any law that requires the particular information to be collected; and the main consequences for not providing the required information. (National Privacy Principle 1.3 – Privacy Act 1998).
- ≡ The use or disclosure of personal information will only be for its original collected purpose, unless the individual consents or unless it is needed to prevent a health threat, or is required or authorised under law. (National Privacy Principle 2.1 – Privacy Act 1998).
- ≡ The service will take steps to ensure the personal information collected, used or disclosed, is accurate, complete and up to date. Parents will be required to update their enrolment details annually, or whenever they experience a change in circumstances. Computer records will be updated as soon as new information is provided. (National Privacy Principle 3 – Privacy Act 1998).
- ≡ Personal information will be kept in a secure and confidential way, and destroyed by shredding or incineration, when no longer needed. (National Privacy Principle 4 – Privacy Act 1998).
- ≡ Individuals will be provided with access to their personal information and may request that their information be up-dated or changed where it is not current or correct. (National Privacy Principle 6 – Privacy Act 1998).
- ≡ Individuals wishing to access their personal information must make written application to the Co-ordinator, who will arrange an appropriate time for this to occur. The Co-ordinator will protect the security of the information by checking the identity of the applicant, and ensuring someone is with them while they access the information to ensure the information is not changed or removed without the Co-ordinator/Supervisor’s knowledge.
- ≡ The Co-ordinator will deal with privacy complaints promptly and in a consistent manner, following the Service’s Grievance Procedures. Where the aggrieved person is dissatisfied after going through the grievance process, they may appeal in writing to “The Director of Complaints, Office of the Federal Privacy Commission, GPO Box 5218, Sydney NSW 1042, or phone the Commissioner’s Hotline on 1300 363 992. (Privacy Act 1998). [www.privacy.gov.au](http://www.privacy.gov.au)
- ≡ Every employee and the Operator is provided with clear written guidelines detailing:
  - What information is to be kept confidential and why
  - What confidential information they may have access to in order to fulfil their responsibilities and how this information may be accessed.
  - Who has a legal right to know what information?
  - Where and how the confidential information should be stored.
- ≡ Every employee and the Operator is required to sign a Confidentiality Statement.
- ≡ Every enrolling parent/guardian is provided with clear information about:
  - What personal information is kept, and why.
  - Any legal authority to collect personal information.
  - Third parties to whom the service discloses such information as a usual practice.
- ≡ Confidential conversations that educators have with parents, or the Co-ordinator has with educators will be conducted in a quiet area away from other children,

- parents and educators. Such conversations are to be minuted and stored in a confidential folder.
- ≡ Personnel forms and employee information will be stored securely. (Workplace Relations Act 1996).
  - ≡ Applicants, students or volunteers will be informed that their personal information is being kept, for what reason, for how long, and how it will be destroyed at the end of the time period.
  - ≡ Applicants will be asked for their consent before their references are checked. Unsuccessful applicants will be advised of when and how their personal information will be destroyed.
  - ≡ Information about educators will only be accessed by the Co-ordinator, Educators Liaison Officer/Operator and individual educators concerned. (Workplace Relations Act 1996.)
  - ≡ All matters discussed at committee meetings will be treated as confidential. (Privacy Act 1998.)
  - ≡ No member of educators may give information or evidence on matters relating to children and/or their families to anyone other than the responsible parent/guardian, unless prior written approval by the responsible parent/guardian is obtained. Exceptions may apply regarding information about children when subpoenaed to appear before a court of law. Notwithstanding these requirements, confidential information may be exchanged in the normal course of work with other educators at the Service and may be given to the Operator, when this is reasonably needed for the proper operation of the Service and the wellbeing of users and educators. (Privacy Act 1988).
  - ≡ Reports, notes and observations about children must be accurate and free from biased comments and negative labelling of children.
  - ≡ Educators will protect the privacy and confidentiality of other educators by not relating personal information about another educator to anyone either within or outside the Service.
  - ≡ Students/people on work experience/volunteers will not make educators/children or families at the Service, an object for discussion outside of the Service (e.g. college, school, home etc.), nor will they at any time use family names in recorded or tutorial information.
  - ≡ Students/people on work experience/volunteers will only use information gained from the Service upon receiving written approval from the Service to use and/or divulge such information, and will never use or divulge the names of persons.

## **Sources**

### **National Quality Standard**

### **Education and Care Services National Regulation**

### **Privacy Act 1988**

### **Information Privacy Principles as stipulated in the Privacy Act 1988**

### **United Nations Convention of the Rights of a Child**

### **Freedom of Information Act 1989**

## **Review**

The policy will be reviewed annually.

The review will be conducted by:

- ≡ Management

- ≡ Employees
- ≡ Families

**PUTNEY PLAYGROUNDS KINDERGARTEN PHYSICAL ENVIRONMENT (WORKPLACE SAFETY, LEARNING AND ADMINISTRATION) POLICY**

---

**NQS**

Qa2	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
-----	-------	-----------------------------------------------------------------------------------------------------------

QA3	3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose
	3.1.2	Premises, furniture and equipment are safe, clean and well maintained
	3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
	3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses

QA6	6.1.1	There is an effective enrolment and orientation process for families
	6.1.2	Families have opportunities to be involved in the service and contribute to service decisions
	6.1.3	Current information about the service is available to families
	6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
	6.3.1	Links with relevant community and support agencies are established

		and maintained.
	6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	6.3.3	Access to inclusion and support assistance is facilitated
	6.3.4	The service builds relationships and engages with their local community.

### National Regulations

Reg s	182	Tobacco, drug and alcohol free environment
	156	Relationships in groups
	103	Premises, furniture and equipment to be safe, clean and in good repair
	104	Fencing and security
	105	Furniture, materials and equipment
	106	Laundry and hygiene facilities
	107	Space requirements—indoor
	108	Space requirements—outdoor space
	109	Toilet and hygiene facilities
	110	Ventilation and natural light
	111	Administrative space
	112	Nappy change facilities
	113	Outdoor space—natural environment
	114	Outdoor space—shade
	115	Premises designed to facilitate supervision
	116	Assessments of family day care residences and approved family day care venues
	117	Glass (additional requirement for family day care
		Educational programs
		Documenting of child assessments or evaluations for delivery of educational program
		Information about the educational program to be kept available
		Information about educational program to be given to parents
		Weekly menu
		Notification to parents of incident, injury, trauma and illness
		Children leaving the education and care service premises
		Authorisation for excursions
		Administrative space (centre-based services)
168(2)(k)		Policies and procedures are required in relation to enrolment and orientation
		Policies and procedures to be kept available

### EYLF

LO2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
	Children respond to diversity with respect
	Children become socially responsible and show respect for the environment
LO4	Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
	Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
	Children transfer and adapt what they have learned from one context to another
	Children resource their own learning through connecting with people, place, technologies and natural and processed materials

**Aim**

To provide a physical environment that is safe, appealing, constructive, well-maintained and welcoming to all individuals who use it.

**PLEASE REFER TO FULL POLICY IN THE POLICY MANUAL FOLDER  
IN THE OFFICE**



## PUTNEY PLAYGROUNDS KINDERGARTEN RELATIONSHIPS WITH CHILDREN POLICY

### NQS

QA5	5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	5.1.2	Each child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	5.1.3	Each child is supported to feel secure, confident and included.
	5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	5.2.3	The dignity and the rights of every child are maintained at all times.

### National Regulations

Reg s	155	Interactions with children
	156	Relationships in groups

### EYLF

LO1	Children feel safe, secure, and supported.
	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
	Children develop knowledgeable and confident self identities.
	Children learn to interact in relation to others with care, empathy and respect.
LO2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
	Children respond to diversity with respect.
	Children become aware of fairness.
	Children become socially responsible and show respect for the environment.

### Aim

Our Service aims to ensure that all educators form positive relationships with children that make them feel safe and supported in the Service. Educators will encourage positive relationships between children and their peers as well as with educators and volunteers at the Service.

**PLEASE REFER TO THE COMPLETE POLICY IN THE POLICY MANUAL FOLDER IN THE OFFICE.**

## **PUTNEY PLAYGROUNDS KINDERGARTEN STAFFING ARRANGEMENTS POLICY**

---

### **NQS**

QA4	4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
QA7	7.1.1	Appropriate Governance arrangements are in place to manage the service.

**National Regulations**  
**Regulations numbered 240 and higher are state or transitional regulations**

Reg	122	Educators must be working directly with children to be included in ratios
	123	Educator to child ratios—centre-based services
	126	Centre-based services—general educator qualifications
	130	Requirement for early childhood teacher—centre-based services—fewer than 25 approved places
	131	Requirement for early childhood teacher—centre-based services—25 or more approved places but fewer than 25 children
	132	Requirement for early childhood teacher— centre-based services—25 to 59 children
	133	Requirement for early childhood teacher—centre-based services—60 to 80 children
	134	Requirement for early childhood teacher—centre-based services—more than 80 children
	135	Early childhood teacher illness or absence
	136	First aid qualifications
	150	Staff record must include name of responsible person at service each time children being educated and cared for by the service.
	173(2)(c)	Offence not to clearly display name of responsible person in the main entrance
	240	Qualifications for educators—centre-based service applies until 31.12.15 <b>Applies to reg 126</b>
	241 242	Persons taken to hold an approved early childhood teaching qualification Persons taken to be early childhood teachers applies from 1.1.14 to 1.1.16 <b>Applies to regs 130-134</b>

243	Persons taken to hold an approved diploma level education and care qualification
244	Persons taken to hold an approved certificate III level education and care Qualification
245	Person taken to hold approved first aid qualification. Applies until 31.12.12 or qualification expires.
246	Anaphylaxis training
247	Asthma management training
271	Educator to child ratios—children aged 36 months or more but less than 6 years <b>Applies to reg 123</b>
272	Early childhood teachers—children preschool age or under <b>Applies to regs 131-134</b>
273	Course in child protection
275	Educator to child ratio—centre-based service—children aged over 24 months and less than 36 months <b>Applies to reg 123</b> until 31.12.15
277	Qualifications for educators—centre-based services <b>Applies to reg 126</b> until 1.1.14
278	Qualifications for primary contact educators
279	Early childhood teacher—centre-based service—fewer than 30 children <b>Applies to regs 130 to 132</b> until 1.1.14
283	Early childhood teacher interim policy approval <b>Applies to reg 272</b> until 1.1.13 or expiry of approval

### **Aim**

To ensure that our education and care service is at all times compliant in relation to staff/child ratios and qualified educators.

**PLEASE REFER TO COMPLETE POLICY IN THE POLICY MANUAL FOLDER IN THE OFFICE.**

## **CODE OF CONDUCT**

## **PUTNEY PLAYGROUNDS KINDERGARTEN CODE OF CONDUCT**

---

### **Rationale**

The quality of care for children, good relationships among staff, the confidence of parents and our community and the reputation of Putney Playgrounds Kindergarten all depend upon the professional attitude and behaviour of PPK staff and management. There is an understanding of a shared responsibility in abiding by the code of conduct set for staff as a condition of employment at PPK. The code of conduct applies to all staff permanent, casual and part time.

### **Centre practice**

1. Staff will greet all parents and carers in a professional and friendly manner each day
2. Professional dialogue must take place between staff in each room to ensure that accurate information is available to parents regarding their child/ren's activities for the day.
3. Staff will support the policies and procedures of the centre. Where staff believe any of the policies require updating or alteration, they will first discuss the proposed changes with the Director. Meanwhile staff will continue to follow the existing policy and procedures.
4. It is particularly important that staff know and follow the child protection policy and procedures.
5. Staff must effectively and appropriately attain professional standards as outlined in specific job descriptions. Induction procedures will be undertaken and monitored by the director.
6. It is vital that PPK remains a healthy and safe environment for children, staff, parents and visitors. Staff must act in ways which do not endanger the health or safety of anyone, and should encourage healthy and safe behaviour in the children by setting a good example.
7. Good quality childcare relies on effective teamwork and good relationships by treating each other with respect, courtesy and professionalism at all times.
8. All staff are encouraged to continue their professional development and in consultation with the director, opportunities will be provided for staff to attend courses and training which will ultimately benefit both the individual and the centre.
9. Permanent part time staff are expected to attend staff meetings to promote continued high quality of PPK.
10. It is a condition of employment that staff will abide by the confidentiality policy as issued by the director.
11. Staff will treat each child equitably and with respect, assisting each child to build self-esteem and to feel safe and supported in our centre.

*I have read and understand the above staff conduct policy and agree to abide by its terms.*

*Name:* \_\_\_\_\_

*Position:* \_\_\_\_\_

*Signature:* \_\_\_\_\_

*Date:* \_\_\_\_\_

## **WORKING WITH CHILDREN CHECK**

Anyone working with children is required to have a working with children check. You will find this form in the back of this booklet. Please complete this form as soon as possible and return it to the Director.

## **AWARD**

You will be paid under the MODERN AWARD-Children's services award 2010. Miscellaneous workers'-Kindergartens and Child care centres, & C. (State) Training Wage Award NSW NAPSA. The complete award is available in the office. You are also able to access the website [www.fairwork.gov.au](http://www.fairwork.gov.au)

## **JOB DESCRIPTIONS**

### **PUTNEY PLAYGROUNDS KINDERGARTEN JOB DESCRIPTION- EARLY CHILDHOOD TEACHER WITH FIRST AID.**

<b><u>Job description:</u></b>	Teacher
<b><u>Responsible to:</u></b>	Nominated Supervisor
<b><u>Qualifications:</u></b>	Diploma/Degree in Teaching Early Childhood or equivalent First Aid Certificate

#### **Duties of the position**

##### **A. In respect to Programming**

- ≡ To be responsible for the planning, implementation and evaluation of the daily program for the children in their care.
- ≡ To be responsible for planning and preparing the environment, setting up interest services, preparing and clearing away materials and supplies.
- ≡ Have an actively anti bias approach which is reflected in interactions with children, families and staff
- ≡ Keep up to date with current developments in the Early Childhood field

##### **B. In respect to the Staff**

- ≡ Respect and support colleagues, developing positive channels of communication to ensure a smooth running Service
- ≡ Contribute toward a healthy team environment
- ≡ Collaborate with staff to ensure that the program is continually improving

##### **C. In respect to the Service**

Work according to the Education and Care Services National Regulations 2011 under the Education and Care Services National Law Act 2010 as determined by the NSW Department of Education and Communities.

Have a commitment to Quality Improvement and Accreditation System, the Service philosophy of education and care and NSW Curriculum Framework

- ≡ To develop a co-operative relationship with all members of staff, to ensure a smoothly operating service and a consistently caring, secure and active environment for all the children at all times
- ≡ To share cleaning responsibilities in ensuring safety of the service environment and equipment

Be aware of government regulations, guidelines pertaining to children's services and be competent and prepared to assist the Nominated Supervisor

- ≡ Comply with the policies and procedures of the Service

Attend staff meetings

Maintain the ability to use information technology

Any other duties, within the scope of the position, as specified by the Nominated Supervisor

##### **D. In respect to the Families**

- ≡ Maintain positive relationships and inclusive practices with families, children

- ≡ To attend parent meetings
- ≡ Encourage families to participate in Service decision making and experiences
- ≡ Advocate for children and families
- ≡ Create a safe, supportive and informative environment for families
- ≡ Act as a resource person for families

**E. In respect to Child Protection**

- ≡ To assist the head of agency to comply with child protection in the workplace – responding to allegations of reportable conduct against employees
- ≡ Inform the head of agency of all allegations or convictions of a child protection nature against an employee, of which you become aware
- ≡ Ensure compliance as a mandatory reporter, which requires reporting to DECS, where there is reasonable grounds to suspect that a child is a risk of harm

**F. In respect to WHS**

- ≡ Report all workplace accidents and hazards to your supervisor. Implement immediate action for identified hazards if able to do so.
- ≡ Follow all WHS policies & procedures
- ≡ Maintain a clean and safe work environment

**G. In respect of themselves**

- ≡ To conduct oneself in a professional manner.
- ≡ To dress neatly and appropriately at all times.
- ≡ To maintain personal hygiene.
- ≡ Sign on and off each day, read staff communication book. Check notice boards.
- ≡ Assume extra duties necessary to the function of the Service.
- ≡ To be punctual.
- ≡ Participate in staff development and training programs
- ≡ Notify the Nominated Supervisor as soon as possible of any intended absence.

≡  
**WORK AT ALL TIMES TOWARDS  
 THE SERVICE PHILOSOPHY AND ABIDE BY THE POLICIES OF THE  
 SERVICE.**

**H. In respect to the Community**

- ≡ Distribute information to assist families to access resources within our community
- ≡ Be an advocate for high quality services for children in our community
- ≡ Build social capital by promoting our community participation in decision making
- ≡ Participate in excursions and experiences with children which promote awareness of our community

***I undertake to fulfil the specification of this job description, abide by the policies of this service and to follow the instructions of the service Nominated Supervisor and Owner/Operator.***

**Signed:**

**Date:**

**PUTNEY PLAYGROUNDS KINDERGARTEN JOB DESCRIPTION-  
DIPLOMA WITH FIRST AID**

**Job description:** Children's Service Worker Level 4.1, 4.2, 4.3 (diploma)  
**Responsible to:** Nominated Supervisor/Management  
**Qualifications:** Diploma of Children's Services or equivalent  
First Aid Certificate

**Duties of the position**

**A. In respect to Programming**

- ≡ To be responsible for the planning, implementation and evaluation of the daily program for the children in their care.
- ≡ To be responsible for planning and preparing the environment, setting up interest services, preparing and clearing away materials and supplies.
- ≡ Responsible for ensuring that the records are maintained accurately for each child in their care
- ≡ Have a working knowledge of Scientific Brain Research and the implications for education and care
- ≡ Have an actively anti bias approach which is reflected in interactions with children, families and staff
- ≡ Keep up to date with current developments in the Early Childhood field
- ≡ Develop, implement and evaluate daily care routines

**B. In respect to the Staff**

- ≡ Respect and support colleagues, developing positive channels of communication to ensure a smooth running centre
- ≡ Contribute toward a healthy team environment
- ≡ Collaborate with staff to ensure that the program is continually improving
- ≡ Responsible to management for the supervision of students on placement

**C. In respect to the Service**

Work according to the Education and Care Services National Regulations 2011 under the Education and Care Services National Law Act 2010 as determined by the NSW Department of Education and Communities.

- ≡ In charge of a group of children in the age range from 2-6years.

Have a commitment to National Quality Framework.

- ≡ To develop a co-operative relationship with all members of staff, to ensure a smoothly operating service and a consistently caring, secure and active environment for all the children at all times.
- ≡ To share cleaning responsibilities in ensuring safety of the service environment and equipment.

Be aware of government regulations, guidelines pertaining to children's services and be competent and prepared to assist the Nominated Supervisor.

- ≡ Comply with the policies and procedures of the centre.

Attend staff meetings.

Maintain the ability to use information technology.

Any other duties, within the scope of the position, as specified by the Nominated Supervisor.

Responsible for ensuring a safe environment is maintained for both staff and children.

#### D. In respect to the Families

- ≡ Maintain positive relationships and inclusive practices with families and children.
- ≡ To attend parent meetings.
- ≡ Encourage families to participate in centre decision making and experiences.
- ≡ Advocate for children and families.
- ≡ Create a safe, supportive and informative environment for families.
- ≡ Act as a resource person for families.

#### E. In respect to Child Protection

- ≡ To assist the head of agency to comply with child protection in the workplace – responding to allegations of reportable conduct against employees.
- ≡ Inform the head of agency of all allegations or convictions of a child protection nature against an employee, of which you become aware.
- ≡ Ensure compliance as a mandatory reporter, which requires reporting to DECS/ACECQA, where there is reasonable grounds to suspect that a child is a risk of harm.

#### F. In respect to OHS

- ≡ Report all workplace accidents and hazards to your supervisor. Implement immediate action for identified hazards if able to do so.
- ≡ Follow all OHS policies & procedures.
- ≡ Maintain a clean and safe work environment.

#### G. In respect of themselves

- ≡ To conduct oneself in a professional manner.
- ≡ To dress neatly and appropriately at all times.
- ≡ To maintain personal hygiene.
- ≡ Sign on and off each day, read staff communication book. Check notice boards.

- ≡ Assume extra duties necessary to the function of the Centre.
- ≡ To be punctual.
- ≡ Participate in staff development and training programs.
- ≡ Notify the Nominated Supervisor as soon as possible of any intended absence.

≡  
 WORK AT ALL TIMES TOWARDS  
 THE CENTRE PHILOSOPHY AND ABIDE BY THE POLICIES OF THE  
 CENTRE.

**H. In respect to the Community**

- ≡ Distribute information to assist families to access resources within our community.
- ≡ Be an advocate for high quality services for children in our community.
- ≡ Build social capital by promoting our community participation in decision making.
- ≡ Participate in excursions and experiences with children which promote awareness of our community.

***I undertake to fulfil the specification of this job description, abide by the policies of this service and to follow the instructions of the service Nominated Supervisor and Owner/Operator.***

**Signed:**

**Date:**

\_\_\_\_\_

—

**PUTNEY PLATGROUNDS KINDERGARTEN JOB  
 DESCRIPTION-TRAINEE**

**Job description:** Children's Services Employee Level 1.1  
**Responsible to:** Nominated Supervisor  
**Qualifications:** No qualifications

## **Duties of the position**

### **A. In respect to Programming**

- ≡ To assist in the planning, implementation and evaluation of the daily program, in consultation with the teacher.
- ≡ To assist in planning and preparing the environment, setting up interest services, preparing and clearing away materials and supplies.

### **B. In respect to the Staff**

- ≡ Respect and support colleagues, developing positive channels of communication to ensure a smooth running centre.
- ≡ Contribute toward a healthy team environment.
- ≡ Collaborate with staff to ensure that the program is continually improving.

### **C. In respect to the Service**

Work according to the Education and Care Services National Regulations 2011 under the Education and Care Services National Law Act 2010 as determined by the NSW Department of Education and Communities.

- ≡ Have a commitment to the Quality Improvement and Accreditation System.
- ≡ To develop a co-operative relationship with all members of staff, to ensure a smoothly operating service and a consistently caring, secure and active environment for all the children at all times.
- ≡ To share cleaning responsibilities in ensuring safety of the service environment and equipment.

Be aware of government regulations, guidelines pertaining to children's services and be competent and prepared to assist the Nominated Supervisor.

- ≡ To learn and implement the policies, procedures and routines of the service.
- ≡ To learn how to establish relationships and interact with children.
- ≡ To learn basic skills required to work in this environment with children.

Attend staff meetings.

To share basic duties including food preparation.

### **D. In respect to the Families**

- ≡ Maintain positive relationships and inclusive practices with families, children.
- ≡ To attend parent meetings.
- ≡ Encourage families to participate in centre decision making and experiences.
- ≡ Advocate for children and families.
- ≡ Create a safe, supportive and informative environment for families.
- ≡ Act as a resource person for families.

### **E. In respect to Child Protection**

- ≡ To assist the head of agency to comply with child protection in the workplace – responding to allegations of reportable conduct against employees.

- ≡ Inform the head of agency of all allegations or convictions of a child protection nature against an employee, of which you become aware.
- ≡ Ensure compliance as a mandatory reporter, which requires reporting to DEC'S/ACECQA, where there is reasonable grounds to suspect that a child is a risk of harm.

**F. In respect to OHS**

- ≡ Report all workplace accidents and hazards to your supervisor. Implement immediate action for identified hazards if able to do so.
- ≡ Follow all OHS policies & procedures.
- ≡ Maintain a clean and safe work environment.

**G. In respect of themselves**

- ≡ To conduct oneself in a professional manner.
- ≡ To dress neatly and appropriately at all times.
- ≡ To maintain personal hygiene.
- ≡ Sign on and off each day, read staff communication book. Check notice boards.
- ≡ Assume extra duties necessary to the function of the Centre.
- ≡ To be punctual.
- ≡ Participate in staff development and training programs
- ≡ Notify the Nominated Supervisor as soon as possible of any intended absence.

≡ WORK AT ALL TIMES TOWARDS  
THE CENTRE PHILOSOPHY AND ABIDE BY THE POLICIES OF THE  
CENTRE.

**H. In respect to the Community**

- ≡ Distribute information to assist families to access resources within our community
- ≡ Be an advocate for high quality services for children in our community
- ≡ Build social capital by promoting our community participation in decision making
- ≡ Participate in excursions and experiences with children which promote awareness of our community

***I undertake to fulfil the specification of this job description, abide by the policies of this service and to follow the instructions of the service Nominated Supervisor and Owner/Operator.***

**Signed:**

—

**Date:** \_\_\_\_\_

**PUTNEY PLAYGROUNDS KINDERGARTEN JOB DESCRIPTION-CERT.  
III**

**Job description:** Children's Service Worker level 4A.1, 4A.2, 4A.3, 4A.4, 4A.5  
**Responsible to:** Nominated Supervisor/Management  
**Qualifications** Certificate III in Children's Services  
First Aid Certificate

**Duties of the position**

**A. In respect to Programming**

- ≡ To be responsible for the planning, implementation and evaluation of the daily program for the children in their care.
- ≡ To be responsible for planning and preparing the environment, setting up interest services, preparing and clearing away materials and supplies.
- ≡ Responsible for ensuring that the records are maintained accurately for each child in their care.
- ≡ Have a working knowledge of Scientific Brain Research and the implications for education and care.
- ≡ Have an actively anti bias approach which is reflected in interactions with children, families and staff.
- ≡ Keep up to date with current developments in the Early Childhood field.
- ≡ Develop, implement and evaluate daily care routines.

**B. In respect to the Staff**

- ≡ Respect and support colleagues, developing positive channels of communication to ensure a smooth running centre.
- ≡ Contribute toward a healthy team environment.
- ≡ Collaborate with staff to ensure that the program is continually improving.

- ≡ Responsible to management for the supervision of students on placement.

### C. In respect to the Service

Work according to the Education and Care Services National Regulations 2011 under the Education and Care Services National Law Act 2010 as determined by the NSW Department of Education and Communities.

Have a commitment to Quality Improvement and Accreditation System, the centre philosophy of education and care and NSW Curriculum Framework.

- ≡ To develop a co-operative relationship with all members of staff, to ensure a smoothly operating service and a consistently caring, secure and active environment for all the children at all times.
- ≡ To share cleaning responsibilities in ensuring safety of the service environment and equipment.

Be aware of government regulations, guidelines pertaining to children's services and be competent and prepared to assist the Nominated Supervisor.

- ≡ Comply with the policies and procedures of the centre.

Attend staff meetings.

Maintain the ability to use information technology.

Any other duties, within the scope of the position, as specified by the Authorise Supervisor.

Responsible for ensuring a safe environment is maintained for both staff and children.

### D. In respect to the Families

- ≡ Maintain positive relationships and inclusive practices with families, children.
- ≡ To attend parent meetings.
- ≡ Encourage families to participate in centre decision making and experiences.
- ≡ Advocate for children and families.
- ≡ Create a safe, supportive and informative environment for families.
- ≡ Act as a resource person for families.

### E. In respect to Child Protection

- ≡ To assist the head of agency to comply with child protection in the workplace – responding to allegations of reportable conduct against employees.
- ≡ Inform the head of agency of all allegations or convictions of a child protection nature against an employee, of which you become aware.
- ≡ Ensure compliance as a mandatory reporter, which requires reporting to DECS, where there is reasonable grounds to suspect that a child is a risk of harm.

### F. In respect to OHS

- ≡ Report all workplace accidents and hazards to your supervisor. Implement immediate action for identified hazards if able to do so.
- ≡ Follow all OHS policies & procedures.
- ≡ Maintain a clean and safe work environment.

G. In respect of themselves

- ≡ To conduct oneself in a professional manner.
- ≡ To dress neatly and appropriately at all times.
- ≡ To maintain personal hygiene.
- ≡ Sign on and off each day, read staff communication book. Check notice boards.
- ≡ Assume extra duties necessary to the function of the Centre.
- ≡ To be punctual.
- ≡ Participate in staff development and training programs.
- ≡ Notify the Authorise Supervisor as soon as possible of any intended absence.

≡  
WORK AT ALL TIMES TOWARDS  
THE CENTRE PHILOSOPHY AND ABIDE BY THE POLICIES OF THE  
CENTRE.

H. In respect to the Community

- ≡ Distribute information to assist families to access resources within our community.
- ≡ Be an advocate for high quality services for children in our community.
- ≡ Build social capital by promoting our community participation in decision making.
- ≡ Participate in excursions and experiences with children which promote awareness of our community.

***I undertake to fulfil the specification of this job description, abide by the policies of this service and to follow the instructions of the service Nominated Supervisor and Owner/Operator.***

**Signed:**

**Date:** \_\_\_\_\_

**PERSONAL DETAILS FORM**

**Company: Essential Supply Company Pty Ltd**

**Trading as Putney Playgrounds Kindergarten**

Surname:	Mr/Mrs/Miss/Mrs
First Name:	
Address:	
Post Code:	
Date of Birth:	
Phone Number:	
Hired Date:	
Full time Permanent/Permanent part/time/Casual	Hrs p/wk:
Hourly Rate:	
Tax File Number:	Claiming threshold:
Bank:	
Branch:	
BSB No:	
Account Number:	
Superannuation Fund:	
Membership Number:	
Emergency Contact:	
Relationship:	
Address:	
Phone No:	

**INDUCTION CHECKLIST**

Name \_\_\_\_\_

Position \_\_\_\_\_

Date \_\_\_\_\_

Position description and employee handbook given	
Salary, contract, award, entitlements	
Organisation structure and reporting responsibilities	
Taxation and administration	
Administrative requirements eg sign in sheets, time sheets	
Evidence of WHS management system	
Disclosure of personal information	
Signed code of conduct	

Workplace consultation arrangements	
WHS management system documents and register	
Hazards and infections	
Emergency procedures	
First aid/cabinet	
Infection control	
Use of fire extinguishers	
Accident reporting	
Complaints and grievances policy and procedures	
Amenities facility tour	
Introduced to colleagues	
Security	

DIRECTOR SIGN \_\_\_\_\_  
EMPLOYEE SIGN \_\_\_\_\_  
DATE \_\_\_\_\_

**NEW STAFF AGREEMENT**

I ..... agree that I have read and understand the information enclosed in the staff induction booklet. I agree that I will spend the next few months familiarising myself with the other policies and procedures. As well as this I will familiarise myself with the NQF and NQS, 5 EYLF areas and the WH and S handbook.

SIGN \_\_\_\_\_  
DATE \_\_\_\_\_

**INDUCTION FEEDBACK-To be completed after 3 months probationary period**

1. How do you feel you have adjusted to the daily routine and structure of the centre \_\_\_\_\_

—

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

—

2. Do you have any suggestions or ideas as to how we can improve our induction process and recruitment?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Do you have any suggestions or feedback on our policy manual and philosophy?

---

---

---

---

4. Have you been made to feel welcome at the centre by staff, management and families?

---

---

---

---

---