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this issue

June 2005

Wage Case Update

## Victoria & ACT Wage Increase in Effect

Child care workers in Victoria and the ACT will receive the first increment of their significant pay increase from July 1, 2005. This is the result of the May 11<sup>th</sup> decision by the AIRC to bring into effect the work value decision it delivered in January.

The wage rise will be phased-in in four increments:

1. Up to \$20 per week from July 1, 2005
2. Up to a further \$20 per week from January 1, 2006
3. Up to a further \$20 per week from July 1, 2006
4. The balance of increase on January 1, 2007.

*(Continued on page 2)*

### Beyond 2005

*The latest on the agency changes*

As previously reported, FaCS have called for applications for funding to provide Professional Support Coordinator (PSC) services. Agencies applying for this funding would currently be in the process of writing their applications. These applications must be received by FaCS in Canberra by June 2, 2005.

It is expected that the PSC will be appointed in August 2005.

The next round of tenders will be for the Inclusion Support Agencies (ISA).

*Anne Gawen*

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The effect of this phasing-in process will be that employees receiving the highest rises will have to wait until January 2007 to receive their full increase, whereas employees receiving the lowest rises will receive their full increases sooner.

The new classification structure includes the following increases:

- Level 1.1\* (the lowest award rate) will increase from \$474.60 per week to \$480.60.
- Level 5.2\* (the highest award rate) will increase from \$651.40 to \$743.80.

The largest increase will be going to employees at level 2.1\* (Diploma Level) who will see an increase of \$148.35 per week. (*\*Note that the levels we refer to are levels within the new ACT/Victoria structure and in no way relate to our current levels in South Australia*).

The full bench decision also stated that:

- The phasing-in arrangement was "intended to ensure that any fee increases resulting from our decision are introduced in a staged way".
- "In the event that a child care service provider elected to increase fees in advance of any increase in labour costs, and without appropriate justification, the LHMU may make application to modify the phase-in arrangements we have determined, in respect of the child care service provider concerned".

It is important to note that there will not be an automatic flow on to South Australia. The S.A. claim will go before the SA Industrial Relations Commission for finalisation.

When full details of the decision have been further studied more information will be available to **Network SA Extra** subscribers.

*Michelle Brereton*



# Attracting & Retaining Staff

As part of their research for a paper to be presented at the Our Children the Future Conference, Anne Gawen and Teresa Harnett of Network SA surveyed staff at OSHC & Long Day Care services where staff retention was high to find out what was important in attracting and retaining staff. We thought you might be interested in some of their responses:



## *In Outside School Hours Care:*

- *Staff are valued in the workplace.*
- *Staff are kept informed by the school, governing council, board.*
- *Qualified leaders are professional OSHC workers.*
- *Qualified staff encourage all staff to attend training.*
- *Training is a budgeted item that is reviewed each year.*
- *The Director delegates duties to other qualified staff, increasing hours for staff, e.g. administration work.*
- *When extra hours arise and rosters change in Vacation Care, all staff are consulted and the delegation of hours is discussed as a team.*
- *Annual performance appraisals are a team expectation.*
- *The staff team regularly meets, socialises and discusses issues together.*

## *In Long Day Care:*

- *There is a flexible approach to Rostered Days Off.*
- *Annual leave is based on clear staffing policies.*
- *Staff feel they are kept updated in current practice by regular opportunities of in-service training eg. SACSA Framework.*
- *Management, directors & team leaders have great leadership skills and always follow-up issues or information.*
- *Above Award conditions e.g. extra annual leave provision.*

- *Annual performance appraisal systems that track goals and influence training opportunities.*
- *Opportunities for advancement and promotion within the organisation.*
- *A consistent staff team who are friendly and efficient.*
- *A professional yet personable environment.*
- *When staff vacancies arise the appointing process is very thorough and new staff are carefully selected.*
- *A strong director and a supportive management committee who demonstrate good governance practices.*

Therefore, to draw a conclusion from the surveys, staff are attracted and retained in a service where:

- *Staff are valued for their input.*
- *There is improved remuneration for staff.*
- *Above award employment contracts are offered.*
- *There is strong leadership and professionalism.*
- *Community support within the service is strong, e.g. from families.*
- *The service has an in-service training commitment.*
- *The service uses succession planning where staff goals are identified and followed up.*
- *Staff Appraisals are a key method to retain staff and to address professional development and training needs.*
- *There are thorough and effective recruitment policies and procedures.*
- *Performance management processes are used to ensure that staff meet their goals and leaders perform to their potential.*
- *Management make the time and effort to build and retain their key resource – their staff.*



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*Anne and Teresa will be presenting "Strategies to Attract and Retain Staff" at the Our Children the Future Conference on June 18, 2005. This article is a small excerpt from their presentation.*

### A note on salary sacrificing

A few of you have been asking about salary sacrificing in child care, especially in light of the 2004 changes to the definition of a charity which affects non-profit child care providers.

Salary sacrificing is a very complex issue and the implications and feasibility of offering salary sacrificing to staff will vary in each case.

The ATO website ([www.ato.gov.au](http://www.ato.gov.au)) answers some frequently asked questions about salary sacrificing and explains that there is no legal requirement for employers or employees to enter a salary sacrifice arrangement.

However, we strongly suggest that each individual service seek advice from a skilled taxation accountant and the ATO before deciding to introduce salary sacrificing.

### What's new at [networksa.org.au](http://networksa.org.au)

We are always updating our website and adding more helpful information and resources. The latest updated information and downloads available at [www.networksa.org.au](http://www.networksa.org.au) include:

- Sample Job Descriptions for both [Long Day Care](#) and [OSHC](#) services.
- [Child Care Staff Selection Papers](#) which were published as inserts in the Update over the past year.
- A checklist for [establishing a new OSHC service](#).
- [Wage case updates](#).
- More links to useful website from our [links page](#).
- [OSHCQA bulletins](#).
- [OSHCQA Training Calendar for Term 2, 2005](#).
- Previous issues of the [Update Newsletter](#)

Check the website regularly for further additions.

## Treated pine in children's play equipment

We thought you would be interested to know that the Australian Pesticide and Veterinary Medicines Authority (APVMA) have recently delivered their final report on copper chrome arsenate (CCA). CCA is the arsenic-based chemical used in treated pine products to prevent rotting.

The media release put out by the APVMA explains that they cannot be sure that there isn't a 'health risk for people, particularly children, who had frequent and close exposure to treated timber products such as decks, garden furniture and playground structures.' The APVMA stated that certain uses of CCA will be phased out over a 12 month period to the end of March 2006.'

As for existing CCA treated structures, at this stage, there seems to be no official recommendation to dismantle them. Investigations are also taking place to determine if painting the treated timber has any benefit.

CCA treated timber has a greenish tint which fades over time. To date, no regulatory authority in the world has required the demolition of CCA treated structures.

It is worth noting that trace amounts of arsenic are commonly found in the environment, in foods and in drinking water and the World Health Organisation has set a tolerable daily intake for this natural element.

To manage the risks, it is recommended that basic good hygiene practices are followed including ensuring that children wash their hands thoroughly after playing outside.



We will publish any further information as it comes to hand. If you are interested in reading the full report it is available at

[www.apvma.gov.au/chemrev/arsenic.shtml](http://www.apvma.gov.au/chemrev/arsenic.shtml)

*Michelle Brereton*



**FREE CD FOR  
SERVICES**

*Free Policy Development CD for Services  
inside this issue of the Update*

South Australian Care and Education Forum

## **Policy Development Guidelines**

Included with this issue of Update is a complementary disc for service providers on Guidelines for Policy Development for long day care services in SA.

It can also be used for out of school care services (although it is being adapted for inclusion in the OSHC package) and other children's services sites.

The idea stemmed from the many calls that are received by associations regarding policy development and as a result of discussion within the SA Care and Education Forum (a group of volunteers, chaired by Anne Clark, representing long day care, out of school hours care, Montessori and private preschools, Aboriginal services, Network SA, Inclusion SA, Diversity Directions and the Gowrie).

Policies are essential to assist in meeting regulations, accreditation and to provide guidelines for safe high quality practices and procedures for staff, management, families and children to follow.

The guide is in two forms on the disc. A word file and Pdf file so any computer should be able to access one or both.

The Guide DOES NOT write the policies for you. However it gives you examples of ways to set them up, topics to write policies on and points to be considered under each topic.

They are presented in three sections. Those essential for

1. Regulations
2. Accreditation
3. Best practice

The production of the discs has been supported and funded by GUILD Insurance, who reviewed the document and saw the value in assisting services to manage risk and provide best practice.

We sincerely thank them for their generous support.

We also thank Network SA who are providing the distribution through Update.

Thanks are also extended to Anne and Rebecca Clark for their hard work in putting the Guide together and Bev Pope for her review and editing skills.

Members of the SAC&EF hope you find this a useful tool as you develop your policies or review your policies or as you look to develop a policy on a particular issue.

We would welcome your feedback on the guide and comments can be forwarded to Network SA or to the SA Care and Education Forum PO Box 406, Hindmarsh, SA 5007.

If centres require a hard copy this can be arranged through Network SA but a charge will apply.

Regards,

SA Care and Education Forum.

# How Services Can Support Aboriginal Families

Aboriginal children learn very early to be independent and self sufficient. They take more risks when playing and they learn by observing, by trial and error and lots of practice. Often older brothers, sisters and cousins are the teachers in the families and sometimes children come to centres with some inappropriate behaviour or language which is not accepted in the centres but may be the normal way at home.

**Listed below are some suggestions which may help your service to support Aboriginal Families:**

- Having contact with ARMSU (Aboriginal Resource and Management Support Unit).
- Participating in Cultural Awareness Training to enhance your knowledge.
- Ensuring your environment is culturally friendly by:
  - Having a warm inviting environment.
  - Having cultural activities.
  - Having visual resources.
- Inviting families to visit your centre to see that:
  - It is not a baby sitting place.
  - Children will learn to socialise and make friends.
  - Children will learn about other cultures and people.
  - Children will learn new and interesting activities that will help them towards entering kindy, pre-school or school.
- Having awareness and understanding of Aboriginal Culture can include:
  - The lack of eye contact by some Aboriginal children and families. For example, it is not OK to stare continually into the face but it is OK to scan the face area and look back now and again.
  - Hugging and kissing of children is very natural. Children like a lot of physical contact.
  - Ideas of toilet training may vary. Aboriginal families may allow their child to be toilet trained at their own rate and with little pressure.
  - Having an understanding of the extended family. Extended family living in the home may include grannies, aunts, uncles, cousins and close friends. Cousins can be viewed as brothers and sisters. So a child may come to child care stating that they have many brothers and sisters.
  - Community events may take a lot of time and therefore child care days may be missed. Aboriginal families believe it is important that their children learn by participating in the life of the community. They are included in community events, funerals, celebrations and family crises.
  - Understanding the "SHAME" factor; One of the most powerful personal emotions felt by Aboriginal people is that of "shame" involving feelings of embarrassment, disgrace and humiliation. When feeling "shame" a child may refuse to talk, run away from the situation or become aggressive. Try to avoid situations which have proven to cause a child to feel shame or singled out, e.g. being disciplined or praised in front of others.
  - Understanding the use of Aboriginal English is important as it is crucial to an Aboriginal person's sense of identity, both in terms of self-identity and identifying other Aboriginal people.
- Gather resources which are truly representative, current, accurate, and depict both traditional and non-traditional lifestyles. Seeing Aboriginal resources encourages Aboriginal families to feel a pride in the centre.
- Establish an "active learning" environment where children learn by doing after they have observed you doing the same activity.
- Have Aboriginal people visit your centre and be part of your program.
- Be flexible when families forget to let you know their children will not be attending due to a community event or family crisis.
- Ensure that when a child is enrolled at your centre, there is sufficient space on the enrolment form to allow for the names of a range of family members who are eligible to pick up the child.



*Sue Nowland & Teresa Butler-Bowdon*

# Telephone Advice Hot Topics

## ***Performance appraisal for the Director***

Several enquiries have been received recently about performance appraisal for Directors of services. Operators and Management Committee members rely on their Directors to keep them informed of the day-to-day issues of service management. There is usually a supportive relationship between all parties and there's often a quick chance to touch base along the way. Because of this regular contact and update of information, a formal appraisal is often overlooked. Another reason for the Director's appraisal being overlooked is simply because it is put in the too hard basket.

It is good practice to conduct a performance appraisal with the Director annually. The Director rarely has peers within the service. Although she or he can discuss many issues with other staff members, much of the detail of tasks performed is quite different. Therefore, discussion about challenges, rewards, difficulties and assimilation of new information is limited. Most people need to be able to discuss issues arising for them and bounce ideas around with others, to maintain enthusiasm and generate new ways of taking the service forward. Appraisals should allow for some of this sharing as well as incorporating a self-appraisal component.

There are many resources available through libraries, resource agencies and Internet sites. Network SA has a Performance Development Resource Manual you may choose to purchase. One of the simplest ways of developing an appraisal is by referring to the Director's job description. Choose key requirements from within the job description. They may be topics such as child and family inclusion, financial management, program supervision, staffing, legal compliance, etc. Ask the Director to provide his/her thoughts on each topic in relation to the day-to-day management of the service.

Questions could include:

- What has worked well?
- What decisions have been made that you may do differently at another time?
- What ideas would you like to incorporate in your work?
- How could you be supported in a better or different way?
- What areas of your job would you like more training in?
- What is your personal vision for the service in the next two years?
- Can we, as a service team, work better or smarter in any particular way?
- How can we improve our service delivery to children and families?

Make sure that the service philosophy and goals are on hand to refer to in addition to the job description.

If the Director is going to have a performance appraisal, make sure that she/he is given at least a month's notice to prepare information. Provide a copy of any questions or scenarios that may need to be worked on and make sure dates, times and locations are arranged well ahead. Interruptions can be a real problem if appraisals are carried out during service operating times. Work out how this can be managed in order to give the Director an interruption free, relaxed opportunity to make the most of the appraisal. The Director's appraisal should be a win/win opportunity for all concerned and for the service.

*Bev Pope*





**Is your service a Network SA Extra subscriber?**

**If so, we would like to hear from you!**

We are calling for testimonials from Network SA *Extra* subscribers to use on our website and in promotional materials.

You often tell us verbally how much you appreciate our Network SA *Extra* service, but we would love to get some of this feedback in writing.

Please tell us how Network SA *Extra* has helped you in the past and why you would recommend that other services subscribe.

You can use the form enclosed to fax us your testimonial on **Fax: 08 8268 8065**

or post it to us at Network SA, PO Box 2440, Regency Park, South Australia, 5942. Alternatively you can e-mail [michelle.brereton@networksa.org.au](mailto:michelle.brereton@networksa.org.au)



Our Community has established what they call “Centres of Excellence” on the [www.ourcommunity.com.au](http://www.ourcommunity.com.au) website. These ‘centres’ provide practical tools and resources, some of which require payment or membership and some are free.

These *Centres of Excellence* include:

- **Giving Centre:** The secure place for all Australians to Give.
- **Funding Centre:** Helping all Australian community groups find money.
- **Community & Business Partnerships Brokerage Service:** for community groups and businesses, who want to connect, make a difference and form a partnership.
- **Boards, Committees & Governance Centre:** Be a better Board, Be a better Board member, Find a Board Position.
- **Leadership Centre:** Resources for Community Leaders.
- **Management Centre:** The A-Z of Resources for Managing Community Organisations.
- **Community Marketplace:** Providing All Community Groups with Excellent Value Products and Services.
- **The Insurance Centre:** Helping Community Groups Manage Risk and Secure Insurance.
- **The Financial Centre:** Tailored Financial Solutions for Community Groups.
- **TechCommunity Centre:** Technology Resources and Services for Community Groups.

For more information on any of these products or services visit [www.ourcommunity.com.au](http://www.ourcommunity.com.au),

**What they come out with...**

Rachel, age 3, asked “Where are all the babies?” The staff member replied “Holly and Susie are asleep and James is in the toddler room”. Rachel thought for a moment and then asked “Has James turned into a toddler now?”



# OSHCQA BULLETIN JUNE 2005



## Who are the stakeholders?

Documentation and information relating to OSHCQA makes many references to “stakeholders”. It may be timely to define this term more clearly.

In OSHC services, the stakeholders who must be engaged in the QA process and have a clear understanding of the requirements are:

- **The Operator.** In most instances this is a school council / board or another community based organisation. In OSHC services operated by individuals or private enterprises, the Operator is the owner of the service. The Operator is responsible for ensuring that the service fulfils all legal and statutory requirements and this includes OSHCQA. OSHC Committees are most commonly a subcommittee of the School council or board.
- **The OSHC Staff.** All staff members of a service are key stakeholders. The staff team implements the operational requirements of the Operator.
- **The Families.** This refers to the family networks of the children cared for in OSHC

services. It may be parents but may also include members of extended families who actively share in the care of children.

- **The Children.** This is clearly the children who use the various components of OSHC. They may be regular users who attend several sessions per week, children who attend regularly though less frequently or those children who are casual or infrequent users of care.
- **The Community.** This a broad reference to other groups with links or interactions with an OSHC service or simply the local community (and services) within which a service operates. The relationship between an OSHC service and its community will be unique for each service. OSHCQA Quality Area 3 does require links and partnerships with families and communities and so operators need to consider how they will address this for their service.

Preparation for OSHCQA must be configured in such a way that stakeholders are not only kept informed but play an active role. This role involves offering feedback and suggestions to support staff to establish and maintain a cycle of continuous improvement.

*Teresa Harnett & Kay Thomas*

*(OSHCQA Bulletin continued over page...)*



(...OSHCQA Bulletin continued from previous page)



We are often asked “how services are going with accreditation”. On the NCAC web site ([www.ncac.gov.au](http://www.ncac.gov.au)) you are able to have a look and see whether or not services have been accredited.

The current national feedback is that approximately 61% of services achieve accreditation on the first attempt.

Teresa and Kay at Network SA have been busy with support for rural areas and mentoring for individual services.

In mentoring sessions the key focus is to support stakeholders to meet the necessary deadlines in the most practical and efficient way in the time available.

In an ideal world, services would have commenced the preparatory process towards the end of 2003 and should by now have well established practices and documentation to support the work they are doing.

For those services feeling overwhelmed by the workload, there will be a period of time between when the Self Study is submitted and when the validator visits. This will be a period of no less than 8 weeks and so if there are several aspects of preparation that still need to be addressed this time may offer a lifeline.

**In the coming months there may be opportunities for extra people to support services to fulfil the OSHCQA requirements.**

**Consider whether or not you would be interested in such an opportunity should it arise.**

*Until next month,  
Teresa Harnett & Kay Thomas*

# network sa

## Expressions of Interest Sought

Network SA is seeking expressions of interest from people who would be interested in casual or short term part time contract work with our organisation.

We are interested in hearing from people who have at least 3 years experience in the children’s services sector.

The type of work will be varied and hours required may range depending on demand.

For further information call Bev Pope at Network SA on (08) 8445 8128.

To register your interest in casual or contract work with Network SA, please send a brief CV with a covering letter indicating your main areas of expertise and your availability (e.g. hours, days of the week) to:

Bev Pope  
Network SA  
PO Box 2440  
Regency Park SA 5942

Closing date: Friday June 17, 2005.

**Positions Vacant**

**Hallett Cove R-12 School  
Out of School Hours Care**

H.C.S OSHC is seeking a **Level 3 Director** to manage our OSHC Service and Vac Care Programs.

Applicant needs approved DECS qualifications and experience with 5-12 yr olds. Min 20 hours per week.

Contact Peter Robertson 0401 121 608 for Job and Person Specification.

Apply in writing, not exceeding 2 pages, including the names and contact numbers of 2 referees to:

Peter Robertson  
Hallett Cove OSHC  
2-32 Gledsdale Rd  
Hallett Cove, 5158  
Email: robertsp@hcs.sa.edu.au

**Cowandilla CPC-7 School  
Out of School Hours Care Service**

**Director – Level 1**

Child Care (SA) Award

OSHC - min 20 hours per week

Vac Care – to be negotiated

Cowandilla Out of School Hours Care Services is seeking a committed person to lead our Service which consists of after school, before school and vacation care until the end of 2005. Possible extension for 2006

Job and Person Specification can be obtained from  
Di Harrison on 8443 7800

Applications close Friday 17<sup>th</sup> June 2005

**MURRAY BRIDGE CHILD CARE CENTRE**

6 month contract **Level 4/5 qualified child care worker** minimum 20 hours per week and possibility of more as centre numbers increase.

Applicants must have recognised DECS qualifications. Knowledge of Accreditation and SACSA Framework is desirable. The ability to work flexible hours an advantage.

We are also urgently seeking caring, experienced, professional **Level 3 and Level 4 qualified child care workers** for relief positions in our busy non-profit community based centre.

Enquiries to Anne for a job and person specification on 8532 4094.

Applications in writing including the names and phone numbers of two work related referees by Friday June 10, 2005 to:

The Director  
Murray Bridge Child Care Centre  
PO Box 586  
Murray Bridge SA 5253

**ASSOCIATIONS**

**Childcare South Australia Inc**

Meetings are held on the 3rd Monday of the month (4th if the 3rd is a public holiday) at the Education Centre, Milner St, Hindmarsh at 7.30pm.

Postal address: P.O. Box 406  
Hindmarsh SA 5007.

Email acccsa@internode.on.net.

Phone: 0407 580 645

**OSHC Association**

Meetings for all OSHC staff, parents and advisory committee members are held at Education Department Centre [EDC] Milner Street Hindmarsh or Network SA at the Parks Community Centre, Trafford Street, Regency Park at 10 -12.00 noon in weeks 3 and 8 on the Tuesday.

For further information contact the Chairperson, Teresa Harnett, on 0411 558 050.

**National Association of  
Community Based Children's  
Services (SA)**

Meetings are held on the 1st Tuesday of each month at 9.30am at the Gowrie Training Centre.

For further information contact Deb on 8231 0941 or by fax on 8231 0949.

**South Australian Association of  
Community Based Child Care  
Centres**

Meetings are held on the 3rd Tuesday of each month at 9.30am. at the Gowrie Resource Centre.

For further information contact Lynne Rutherford on 8222 5880.

The Network SA Update is funded by the Commonwealth Department of Family and Community Services (FaCS)

**Editor:** Michelle Brereton

**Contributors:** Anne Gawen, Teresa Harnett, Kay Thomas, Anne Clarke, Bev Pope, Sue Nowland, Teresa Butler-Bowdon, Michelle Brereton.

ABN : 55 025 418 476.

Network SA and ARMSU are located at The Parks Community Centre, Trafford Street, Angle Park. Enter from Trafford St (car park 4) and follow the path to the centre of the complex. We are in the 2nd building on your left, opposite the Health Centre.