Guide to Outside School Hours Care (OSHC) Provision
Support for school councils to establish and operate an OSHC service
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Developed by the Victorian Department of Education and Training and Community Child Care Association.
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1. About this Guide

OVERVIEW
This Guide to Outside School Hours Care Provision (the Guide) has been developed for Victorian government schools to support school councils, principals, and staff in Outside School Hours Care (OSHC) services.

The Guide has been designed to provide an overview of legal requirements and regulations under the National Quality Framework (NQF) and key information to support quality service delivery. It aims to support schools in the decisions related to establishing an OSHC service and provides an overview of the two operating models:

1. school council managed
2. third party managed.

Schools should refer to the following sources for additional and up-to-date information:

- the Australian Children’s Education and Care Quality Authority (ACECQA), which oversees the implementation of the NQF and works with the state and territory regulatory authorities to implement and administer the NQF: [www.acecqa.gov.au](http://www.acecqa.gov.au)
- the regulatory authority responsible for implementing and overseeing the NQF in Victoria, which is the Quality Assessment and Regulation Division of the Victorian Department of Education and Training (DET): [www.education.vic.gov.au/childhood/providers/regulation/Pages/default.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/default.aspx)
- [Schools Procurement](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/default.aspx) at DET, which provides the [OSHC expression of interest template](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/default.aspx) to be used when selecting a third party provider
- [Legal Services](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/default.aspx) at DET, which provides the [OSHC licence agreement](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/default.aspx) to be used when engaging a third party provider, along with guidance and support on its implementation
- the [Management of School Trading Operations Guidelines](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/default.aspx), which provides guidance on a range of OSHC-related matters, including record keeping, financial reporting, and managing debts
- the [Finance Manual for Victorian Government Schools](http://www.education.vic.gov.au/school/principals/management/Pages/schoolcouncil.aspx), which provides a general overview of common financial activities performed in government schools
- the [School Policy and Advisory Guide](http://www.education.vic.gov.au/school/principals/management/Pages/schoolcouncil.aspx), which provides Victorian government schools with quick and easy access to governance and operational policies and advice.

WHO SHOULD USE THE GUIDE?
The Guide is targeted at principals and school councils in Victorian government schools. It may also be useful for staff working at an OSHC service.

<table>
<thead>
<tr>
<th>Audience</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>School councils</td>
<td>School council makes the decision to establish an OSHC service and whether to manage the service or engage a third party. School council has financial management and legal responsibilities relating to OSHC and the school premises. School council is advised on DET policy, processes and legislative requirements related to the service by the principal as executive officer.</td>
</tr>
<tr>
<td>School principals</td>
<td>As the school leader and the executive officer of a school council, a principal is responsible for implementing school council decisions. The principal advises the school council on DET policy, processes and legislative requirements relevant to the OSHC service.</td>
</tr>
</tbody>
</table>
This Guide is divided into six main sections corresponding to the different stages of the OSHC establishment and operating process.

The sections are outlined in the table below.

<table>
<thead>
<tr>
<th>Section</th>
<th>Section outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>About</td>
<td>• Outlines what OSHC is, along with its purpose and benefits</td>
</tr>
<tr>
<td></td>
<td>• Outlines operating models and key management roles</td>
</tr>
<tr>
<td></td>
<td>• Explains how OSHC fits within the NQF and the Victorian context</td>
</tr>
<tr>
<td>Consider</td>
<td>• Outlines a six-step process to making an informed decision about whether or not to establish an OSHC service</td>
</tr>
<tr>
<td></td>
<td>• Supports school councils to understand their role in the decision to establish either a school council or third party managed OSHC service</td>
</tr>
<tr>
<td>Establish</td>
<td>• Outlines preparation required prior to applying to become an OSHC service</td>
</tr>
<tr>
<td></td>
<td>o For school council managed services this includes recruitment, business establishment and venue preparation</td>
</tr>
<tr>
<td></td>
<td>o For third party managed services this includes the process for selecting a third party provider and how to establish an OSHC licence agreement with the preferred provider</td>
</tr>
<tr>
<td></td>
<td>• Outlines the application process for becoming either a school council managed or third party managed service</td>
</tr>
<tr>
<td></td>
<td>• Provides information about applying for Commonwealth support</td>
</tr>
<tr>
<td></td>
<td>o Child Care Benefit, the Community Support Programme and the Inclusion Support Programme</td>
</tr>
<tr>
<td></td>
<td>• Provides guidance on setting up a service</td>
</tr>
<tr>
<td></td>
<td>o For a school council managed service this includes quality educational program requirements, legislated tasks required prior to opening and promoting the OSHC service</td>
</tr>
<tr>
<td></td>
<td>o For a third party this is about conducting an expression of interest process to identify potential providers and establishing the OSHC licence agreement between school council and the preferred provider</td>
</tr>
<tr>
<td>Operate</td>
<td>• Provides information on the ongoing role of school council for both operating models</td>
</tr>
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<td></td>
<td>• Outlines notification requirements to the regulatory authority</td>
</tr>
<tr>
<td>Changing OSHC</td>
<td>• Steps through the process for changing OSHC operating models at schools where the service has already been established</td>
</tr>
<tr>
<td>operating models</td>
<td></td>
</tr>
<tr>
<td>Information</td>
<td>• Provides key contacts and resources for further information, advice and support</td>
</tr>
</tbody>
</table>
The following diagram illustrates the process for considering establishing an OSHC service.

Throughout each section of the Guide there are boxes which highlight where additional information can be found. These are marked with an ‘information icon’ as shown in the example below.

| Information Icon | ACECQA website | National Quality Framework |

To support understanding, there is a table of commonly used acronyms situated in front of the contents page, and a glossary of key OSHC terms provided in the final pages of the Guide.
## 2. Commonly used acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>r. Regulation</td>
<td></td>
</tr>
<tr>
<td>s. Section</td>
<td></td>
</tr>
<tr>
<td>ACECQA</td>
<td>Australian Children’s Education and Care Quality Authority</td>
</tr>
<tr>
<td>BARR</td>
<td>Bushfire At-Risk Register</td>
</tr>
<tr>
<td>CCB</td>
<td>Child Care Benefit</td>
</tr>
<tr>
<td>CCR</td>
<td>Child Care Rebate</td>
</tr>
<tr>
<td>DET</td>
<td>Department of Education and Training (State of Victoria)</td>
</tr>
<tr>
<td>EMP</td>
<td>Emergency Management Plan</td>
</tr>
<tr>
<td>EOI</td>
<td>Expression of Interest</td>
</tr>
<tr>
<td>FISO</td>
<td>Framework for Improving Student Outcomes</td>
</tr>
<tr>
<td>FSAC</td>
<td>Framework for School Age Care in Australia: My Time, Our Place</td>
</tr>
<tr>
<td>NQF</td>
<td>National Quality Framework</td>
</tr>
<tr>
<td>NQS</td>
<td>National Quality Standard</td>
</tr>
<tr>
<td>OSHC</td>
<td>Outside School Hours Care</td>
</tr>
<tr>
<td>QIP</td>
<td>Quality Improvement Plan</td>
</tr>
<tr>
<td>SPAG</td>
<td>School Policy and Advisory Guide</td>
</tr>
<tr>
<td>VEYLDF</td>
<td>Victorian Early Years Learning and Development Framework</td>
</tr>
<tr>
<td>WWCC</td>
<td>Working With Children Check</td>
</tr>
</tbody>
</table>
3. About

This section outlines what an Outside School Hours Care (OSHC) service is, including its purpose and the benefits. It also outlines the different operating models, key roles and explains how OSHC fits within the National Quality Framework (NQF) and the Victorian context.

This section provides initial information for principals and school councils about OSHC.

WHAT IS AN OUTSIDE SCHOOL HOURS CARE SERVICE?
An OSHC service provides education and care for primary school-age children (generally ages 5 to 12 years) outside school hours and during school vacations. Education and care is also often provided on pupil-free days. OSHC services are usually located at or close to primary schools. They may also be offered in locations such as community centres, halls, neighbourhood houses or recreation centres.

Hours and locations will vary depending on community needs, generally operating on weekdays as:

- **Before school care**
  7.00am-8.45am (or until school start time)
- **After school care** (including early school finish)
  3.30pm-6.00pm (or from school finish time)
- **Vacation care** (during school holidays)
  7.00am-6.00pm

OSHC is an education and care service that supports children to:

- engage in play and leisure activities
- learn new skills to further their development
- build relationships with educators in a community which is connected to, but separate from, the school community.

WHAT ARE THE BENEFITS OF OSHC?
An OSHC service provides a range of benefits for the school community that support children’s learning achievement, engagement and wellbeing.

**Strengthening relationships**

A quality OSHC service establishes and fosters partnerships with families by encouraging their feedback and involvement. Educators build, strengthen and maintain positive relationships between the school community and the OSHC service by:

- providing education opportunities in a multi-age environment to develop happy, healthy and resilient children
- increasing school attractiveness for parents and carers who are in the process of selecting a school for their child or children
- supporting families in managing their work, training and study responsibilities by providing an education and care service outside school hours.
Learning experiences

OSHC services provide a range of learning experiences which may include:

- indoor and outdoor play activities planned with and for the children
- a range of developmentally appropriate options that cater for the needs and interests of all children, including construction, drama, dress-ups, art and craft, cooking, quiet reading and games
- incursions and programs delivered by external educators and organisations coming into the service such as language or music sessions

Some OSHC services operate during school holidays. During these times, services will often plan excursions such as a trip to the cinema or a park. These learning experiences are an opportunity for building stronger connections and partnerships between the OSHC service, the child, the child’s family and the wider community.

Links to the Framework for Improving Student Outcomes (FISO)

There are clear links between the benefits of an OSHC service and FISO. Illustrated below, FISO uses the latest research on student learning and global best practice to help schools focus their efforts on key areas that are known to have the greatest impact on school improvement.

The FISO Improvement Model:

The FISO Improvement Model has four state-wide priorities, including six high-impact, evidence-based Improvement Initiatives on which to focus effort. One of these priorities, for example, is ‘Community engagement in learning.’ The establishment of an OSHC service may benefit this priority at a school by helping to build the school community, engaging parents and carers as partners in learning and building networks with local schools, services and agencies.
The table below details the state-wide priorities and the improvement initiatives that may be relevant to planning to set up an OSHC service in the year ahead.

<table>
<thead>
<tr>
<th>FISO state-wide priority</th>
<th>Improvement initiatives</th>
<th>Other dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional leadership</td>
<td>N/A</td>
<td>• Vision, values and culture</td>
</tr>
<tr>
<td>Positive climate for learning</td>
<td>• Empowering students and building school pride</td>
<td>• Strategic resource management</td>
</tr>
<tr>
<td></td>
<td>• Setting expectations and promoting inclusion</td>
<td>Health and wellbeing</td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Building communities</td>
<td>• Parents and carers as partners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Networks with schools, services and agencies</td>
</tr>
</tbody>
</table>

The extent to which establishing an OSHC service authentically links to the FISO dimensions will depend on the school's unique context, circumstances and needs.

**WHAT ARE THE OPERATING MODELS?**

An OSHC service can be a school council managed service or provide by a third party. A third party provider may be a community based, not-for-profit organisation such as a parent incorporated body or local government, or a private, for-profit provider.

It is a school council decision to establish an OSHC service and whether that service will be school council managed and operated or provided by a third party. The school council retains financial management and legal responsibilities related to the OSHC service regardless of the operating model chosen.

More detail about the operating models is outlined in the Consider section of this guide.

**WHAT ARE THE RELEVANT REGULATORY AND LEGAL FRAMEWORKS?**

The NQF was introduced in 2012 to improve education and care across long day care, family day care, preschool/kindergarten, and OSHC. An OSHC service is an approved education and care service under the NQF.

The NQF was the result of an agreement between all Australian governments to work together to provide better educational and developmental outcomes for children.

The NQF includes:

- The *Education and Care Services National Law Act (2010)* and the *Education and Care Services National Regulations 2011 (National Law)*
- the *National Quality Standard (NQS)*
- an *assessment and quality rating process*
- *approved national learning frameworks*.

Under the National Law and Regulations, education and care services are required to meet the NQS to ensure high quality, consistency and an ongoing commitment to continuous improvement. Each service is assessed and rated in relation to the following seven quality areas:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management.
The Australian Children's Education and Care Quality Authority (ACECQA) is the national, independent statutory authority governing the NQF. The Victorian Department of Education and Training (DET) is the regulatory authority in Victoria, and is responsible for:

- granting provider and service approvals to operate an education and care service
- assessing and rating services against the NQS and regulations
- receiving and investigating notifications of incidents and complaints
- monitoring and enforcing compliance with the National Law and National Regulations.

Under the National Law and National Regulations, services are required to base their educational program on an approved learning framework. This should focus on addressing the developmental needs, interests and experiences of each child, while taking into account individual differences. The educational program should contribute to the following outcomes:

- children have a strong sense of identity
- children are connected with and contribute to their world
- children have a strong sense of wellbeing
- children are confident and involved learners
- children are effective communicators.

As of 2016, all early childhood services (including OSHC) and schools are required to comply with Child Safe Standards; these include seven standards designed to ensure organisations that work with children take steps to create a culture of child safety and protect children from all forms of abuse.

To create and maintain a child safe organisation and comply with the Child Safe Standards, an approved education and care service must have in place:

**Standard 1:** Strategies to embed an organisational culture of child safety, including through effective leadership arrangements

**Standard 2:** A child safe policy or statement of commitment to child safety

**Standard 3:** A code of conduct that establishes clear expectations for appropriate behaviour with children

**Standard 4:** Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel

**Standard 5:** Processes for responding to and reporting suspected child abuse

**Standard 6:** Strategies to identify and reduce or remove risks of child abuse

**Standard 7:** Strategies to promote the participation and empowerment of children.

<table>
<thead>
<tr>
<th>Victorian regulatory authority</th>
<th>Who's who in the National Quality Framework?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACECQA</td>
<td>DET's NQF webpage</td>
</tr>
<tr>
<td></td>
<td>National Quality Standard Reference Sheet</td>
</tr>
<tr>
<td></td>
<td>Child Safe Standards</td>
</tr>
<tr>
<td>DET’s PROTECT portal</td>
<td>Child Safe Standards Resources</td>
</tr>
<tr>
<td></td>
<td>Identifying and responding to all forms of abuse in Victorian schools</td>
</tr>
</tbody>
</table>
WHAT IS THE ASSESSMENT AND RATING PROCESS FOR OSHC IN VICTORIA?

The NQF promotes high-quality education, care services and outcomes for children through the assessment and rating process.

All education and care services under the NQF are assessed against the NQS and the National Law and Regulations.

Authorised officers visit services for assessment and create a rating report, rating against each of the seven quality areas and an overall rating. The ratings are:

- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working Towards National Quality Standard
- Significant Improvement Required.

In Victoria, DET is the regulatory authority whose authorised officers undertake assessment and rating visits at education and care services.

Services may also apply for the ‘Excellent’ rating through ACECQA.

<table>
<thead>
<tr>
<th>Victorian regulatory authority</th>
<th>ACECQA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and rating process</td>
<td>Excellent rating</td>
</tr>
<tr>
<td>Preparing for the assessment and rating visit</td>
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<tr>
<td>Assessment and rating visit</td>
<td></td>
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<tr>
<td>After the assessment and rating visit</td>
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</tbody>
</table>

WHAT ARE THE GOVERNANCE AND MANAGEMENT ROLES IN OSHC?

The National Law and Regulations require that each OSHC service nominate people to fill the key governance and management roles included in the table below.

As detailed in the Education and Care Services National Law Act 2010 (National Law), it is a legal requirement that at least one of the following three key persons is present at all times the service is educating and caring for children (s. 162).

<table>
<thead>
<tr>
<th>Approved provider</th>
<th>Person with management and control</th>
</tr>
</thead>
<tbody>
<tr>
<td>The approved provider is the individual or organisation that has been approved by the regulatory authority to operate, and is legally responsible for, the OSHC service. For school council managed OSHC services, the approved provider is the school council. When a third party provider is engaged by school council to provide the service, the third party provider is the approved provider.</td>
<td></td>
</tr>
<tr>
<td>The person with management and control is the person who has responsibility, alone or with others, for managing the delivery of the service. The person with management and control is a duty holder under the National Law and can be liable for breaches of the law by the service. They are expected to have a working knowledge of the National Law and an understanding of their role and responsibilities in meeting key objectives with particular regard to ensuring the safety, health and wellbeing of children attending the education and care service. A service is required to nominate a person to be the person with management and control. Where a school council is the approved provider it is required that at least one person is nominated to be the person with management and control. The person with management and control may be the school principal (as the executive officer of the school council) or members of the school council. For a third party provider, the person with management and control may be an officer of the corporation or association, or a senior manager with responsibility for delivery of the service. A person with management and control must be ‘fit and proper persons’ in accordance with the National Law.</td>
<td></td>
</tr>
</tbody>
</table>
As detailed in the *Education and Care Services National Law Act 2010* (National Law), it is a legal requirement that at least one of the following three key persons is present at all times the service is educating and caring for children (s. 162).

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nominated supervisor</strong></td>
<td>The nominated supervisor is responsible for the day-to-day management of the service. The approved provider of an education and care service must not operate the service unless there is a nominated supervisor for that service (s. 161). In most OSHC services, the nominated supervisor will be the OSHC coordinator. A nominated supervisor must consent to the nomination.</td>
</tr>
<tr>
<td><strong>Certified supervisor</strong></td>
<td>The certified supervisor is authorised to assume responsibility for day-to-day operation of the OSHC service in the absence of the nominated supervisor. A service should nominate multiple certified supervisors who are capable of overseeing the operation of the service. Certified supervisors are generally assistant coordinators, second in charge (2IC) or educational leaders.</td>
</tr>
</tbody>
</table>

The service must notify the Regulatory Authority of any change to the person with management and control. If there is a change to the school principal, or an extended absence, the Regulatory Authority should be notified of the change to the person with management and control.

With these roles in mind, key stakeholders in an OSHC service are captured here:

**Community**
- Children
- Parents and carers
- School community
- Wider community

**OSHC Service**
- Approved Provider (School council or third party)
- Nominated Supervisor (often the coordinator)
- Educators (may be certified supervisors)
- Staff

**Government**
- Victorian Regulatory Authority (licensing, approvals, monitoring and enforcement)
- Australian Children’s Education and Care Quality Authority (NQF implementation)
- Victorian Department of Education and Training (school policy and advice)
- Commonwealth Department of Education and Training (Commonwealth support)
**Important note:**
While the information above is correct at time of writing, the National Law is changing. From 1 October 2017:

- A person’s capability to operate an education and care service will be a new factor to be considered when the regulatory authority assesses whether a person is fit and proper to be a person in management or control of a service.
- There will no longer be certified supervisors, allowing decisions about the responsible person to be made by the approved provider at service level.
- Either the approved provider, a nominated supervisor, or a Person in day to day charge must be present when a service is operating.
- Services will be able to have more than one nominated supervisor.
- The approved provider will be responsible for ensuring the person they appoint as a nominated supervisor must be fit and proper and have suitable skills to supervise the service.
- A nominated supervisor will need to consent in writing to appointment to the role.
- Each nominated supervisor and person in day to day charge will have to undertake child protection training.


<table>
<thead>
<tr>
<th>Victorian regulatory authority</th>
<th>Outside school hours care</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACECQA website</td>
<td>National Quality Framework</td>
</tr>
<tr>
<td>DET</td>
<td>School Policy and Advisory Guide</td>
</tr>
<tr>
<td></td>
<td>Legal Services</td>
</tr>
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<td></td>
<td>Finance Manual for Victorian Government Schools</td>
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<td>School Infrastructure Policy Portal</td>
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<td></td>
<td>Finance services</td>
</tr>
<tr>
<td></td>
<td>Tax services</td>
</tr>
<tr>
<td></td>
<td>CASES21</td>
</tr>
<tr>
<td>Commonwealth Department of Education and Training</td>
<td>Information on becoming an approved child care service</td>
</tr>
</tbody>
</table>
WHAT DOES OSHC LOOK LIKE IN VICTORIA?

As recorded at March 2017, there are 1209 approved OSHC services operating in Victoria. This makes up 29 per cent of approved education and care services in Victoria.

Quality rating of OSHC services

As at March 2017, 90 per cent of Victorian OSHC services have received a quality rating compared with 85 per cent nationally.

Victorian OSHC services are generally rated as higher quality compared to the national average:

Ownership type

In Victoria, 62 per cent of OSHC services are managed by a private third party operator, 13 per cent by a not for profit third party and 25 per cent by a school council.

Metropolitan Melbourne has more private third party managed services, compared to rural and regional Victoria which has more school council managed services.

Within the third party private market, 89 per cent of services are operated by approved providers with 10 or more services. For not-for-profit third party providers, there is more of a spread between small, medium and large providers.

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1 Data taken from the ACECQA snapshot Q1 2017 (data as at 31 March 2017) and Victorian service register as at 1 June 2017

2 ACECQA snapshot Q1 2017 (data as at 31 March 2017)
4. Consider: Before establishing a service

This section outlines a six-step process to help school councils make an informed decision about setting up an OSHC service. School councils usually consider establishing an OSHC service after requests from the school community.

It also supports school councils to understand their role in deciding whether the service should be managed by the school council or a third party provider.

DEcision Making Process in Considering an OSHC Service
The following six steps have been identified to support schools researching whether to establish an OSHC service.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>• Form a working party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>• Conduct a needs analysis</td>
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<td>Step 3</td>
<td>• Consider suitable venues</td>
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<td>Step 4</td>
<td>• Consider operating models</td>
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<td>Step 5</td>
<td>• Consider fees and costs</td>
</tr>
<tr>
<td>Step 6</td>
<td>• Make recommendations to school council</td>
</tr>
</tbody>
</table>

Step 1: Form a Working Party
The principal or school council may set up the working party with parent representatives, school council representatives, and the school principal.

Setting up a working party may be a short-term alternative to a school council sub-committee. Short-term working parties may oversee the implementation of tasks while allowing school councils to keep the number of sub-committees to a practical size. The working party coordinates the task of collecting information and assists with addressing the interests and concerns of all stakeholders.

The scope of work and the reporting expectations of the working party should be agreed with the school council before the working party starts work.

If a working party is not established, the principal, or a school council nominee such as a parent volunteer, may be responsible to research whether or not to establish an OSHC service.
STEP 2: CONDUCT A NEEDS ANALYSIS

The working party should look at the estimated enrolments of the service by surveying families at the school (and possibly neighbouring schools) to see if the service is needed and how it could operate to give families access to care for their children when they need it most.

Determine the target population

To determine the number of families who require OSHC services, the working party may do the following:

- analyse school enrolment data (current school enrolments, past enrolment trends and projected enrolments)
- identify any services currently operating locally that are providing an OSHC service or alternative for school-age children
- determine current capacity and waiting lists of any nearby existing OSHC services
- enquire whether other schools within close proximity have a need for OSHC
- survey target population.

To identify services operating locally that are providing an OSHC service or alternative education and care service for school-age children, the working party may contact the local government, nearby kindergartens or sporting/leisure facilities. This may present opportunities for collaboration with existing services, where schools can share services or facilities to meet community needs.

ACECQA’s National Register can also assist the working party to identify existing nearby education and care services and view their quality rating. The Victorian register can be exported in Excel/CSV format in order for users to filter by suburb, and it provides contact details, capacity and most recent quality ratings for those services. Operating model is not explicitly listed in the register, however the service name often provides an indication as to whether the service is school managed or third party operated.

Target population

Surveying parents and carers of the target population can establish the number of potential users of the service to inform service viability.

Information gathered through a survey may include:

- families’ current OSHC arrangements
- current age of each child that may utilise the OSHC service
- likelihood that a family will use each component of care (before school care, after school care, vacation care)
- days in the week that families are likely to use each component of care
- preferred operation times (open and close times of each component of care)\(^3\)
- information regarding each child’s interests, preferred experiences and activities
- parent and carer interest in joining an OSHC sub-committee (if appropriate)
- demographic information such as languages spoken at home.

Analysing the data

Analysing this data will inform whether there is demand for an OSHC service. This may be part of the working party’s role, along with preparing a report of their findings and recommendations to the school council.

In order to be approved for Child Care Benefit (CCB) the OSHC service must meet certain requirements under Family Assistance Law. The service must:

- provide care mostly for children attending school

\(^3\) Contributions to key operational information required at application stage of OSHC establishment
• operate on each school day if it provides before or after school care
• operate on each normal working day in at least seven weeks of school holidays in a year if it provides vacation care and remain available to provide care for any particular child for at least eight continuous hours on each normal working day it operates.

For more information on the CCB, refer to the Applications for Commonwealth Funding section of this guide. Information is also available from the Commonwealth Department of Education and Training at: www.education.gov.au/information-becoming-approved-child-care-service

Demand of less than five days a week

If the needs analysis concludes that the demand for a service is less than five days a week, this has implications for whether CCB will be approved, which will affect the fees families would be expected to pay for attending the service. In this situation, making arrangements with an already established local OSHC service or establishing an OSHC service in partnership with a nearby school may be options for consideration. For more information on the CCB, refer to the Applications for Commonwealth Funding section of this guide.

If the needs analysis identifies that a service is unlikely to be viable, the report to school council should include the reasons for this finding. Alternatively, if the working party has found that there is demand for a service, the report should include a summary of the data upon which they have relied to make that finding, including identifying the components of care that are in demand (before school care, after school care, vacation care or any combination of these).

### Victorian regulatory authority

<table>
<thead>
<tr>
<th>Victorian regulatory authority</th>
<th>Services for children over preschool age - for Victorian school principals</th>
</tr>
</thead>
</table>

| Commonwealth Department of Education and Training | Information on becoming an approved child care service |

#### STEP 3: CONSIDER SUITABLE VENUES

The venue chosen should be able to accommodate the demand for care. Two or more schools may work together to deliver joint services on-site or at a local community venue. However, off-site venues must consider child transportation to and from the service.

#### Requirements under the NQF

The National Regulations set out ‘Physical Environment’ requirements for the operation of the service. If there is more than one suitable venue option, the working party may report the pros and cons of each venue to the school council against the requirements in the National Regulations.

The National Regulations include specifications relevant to the venue that must be in place, including:

- 3.25 square metres of unencumbered indoor space per child (r.107)
- 7 square metres of unencumbered outdoor space per child (or additional unencumbered indoor space with approval of the Victorian regulatory authority) (r.108)
- outdoor spaces must provide adequate shade and allow children to explore the natural environment (r.113—4)
- areas in which children can rest if needed (r.81)
- accessible toilets (r.109)
- adequate heating, cooling, ventilation and natural light (r.110)
- administration space, and space for conducting private conversations (r.111)
- whether the area promotes visibility and facilitates effective supervision (r.115)
- the cleanliness and safety of the premises, furniture and equipment (r.103)
The NQS quality area three: ‘Physical Environment’ requires a physical environment that is safe, suitable and provide a rich and diverse range of experiences promoting children’s learning and development.

In addition to complying with the National Law and Regulations, any venue must comply with the Building Code of Australia and applicable Australian Standards. For example, a venue must also comply with the Food Safety Standards in areas where food is being prepared. An assessment of the venue’s compliance with the Building Code of Australia may be required prior to making an application, depending on the choice of venue. If required, the Victorian Building Authority provides building surveyor information.

Use of school facilities – buildings and grounds

Whether considering a licence agreement for the non-exclusive use of an area of the school by a third party or planning to use, modify or build a facility for a school council managed OSHC service, school councils must comply with the information set out in the Victorian School Building Authority’s School Infrastructure Policy Portal, which includes information on:

- school councils’ financial delegation to enter into contracts to carry out self-funded building works or improvements, including minor capital works
- requirements at each stage of the School Assets Lifecycle, including the planning stage
- delivering co-located facilities in established schools.

Examples of policies maintained in the School Infrastructure Policy Portal that provide relevant information for the use of school facilities for an OSHC service include:

- Delivering co-located facilities in established schools policy
- Hire and licence of school facilities policy

Schools must ensure facilities comply with the Building Code of Australia, any applicable Australian Standards, ministerial directions, and the Building Quality Standards Handbook.

<table>
<thead>
<tr>
<th><strong>Victorian regulatory authority</strong></th>
<th><strong>Outside school hours care</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Education and care service - indoor and outdoor space</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Natural environments</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Healthy Eating in the National Quality Standard</strong></td>
</tr>
<tr>
<td><strong>Victorian School Building Authority</strong></td>
<td><strong>School Infrastructure Policy Portal</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Building Quality Standards Handbook</strong></td>
</tr>
<tr>
<td><strong>Victorian Building Authority</strong></td>
<td><strong>Appointing a building surveyor</strong></td>
</tr>
<tr>
<td><strong>Food Safety Standards</strong></td>
<td><strong>For kitchens and food preparation areas if these are being used by the service</strong></td>
</tr>
</tbody>
</table>
STEP 4: CONSIDER OPERATING MODELS

There are two possible operating models for Victorian government schools seeking to establish an OSHC service to choose from:

1. school council managed
2. third party provider managed.

Selecting an operating model is a decision for school council, as opposed to a decision for the principal alone. This is due to OSHC being a school trading operation for which school council approval is required, as detailed in the Management of School Trading Operations Guidelines. Additionally, as outlined in the Education and Training Reform Act 2006, one of the functions of school councils (as listed under s2.3.5) is to regulate and facilitate the after hours use of the school premises and grounds. School Council Constituting Orders (under Part C – Powers) highlights that the school council is empowered to apply for and obtain approval to operate a children’s service. This may be either on the school premises or on premises under the control of the Minister. These Constituting Orders also state that school council may obtain a licence to operate the service, or enter into a licence agreement with another person to provide a children’s service or to provide a children’s service on behalf of the school council.

Regardless of which option is pursued, school council is responsible for choosing an operating model that:

- is sustainable and efficient
- is suited to the community’s needs
- is reflective of the needs analysis
- has appropriate governance structure and management arrangements that provide for ongoing and regular review.

Governance structure and financial management

It is important to understand that there are governance and financial management responsibilities that remain with school council regardless of the operating model of the OSHC service.

In a third party managed service, school council still has governance and financial oversight in relation to their key functions outlined in the Education and Training Reform Act 2006. In third party operating models for an OSHC service, any school council management responsibilities will vary according to the OSHC licence agreement in place with the third party provider. The school council will maintain a degree of financial management to ensure the service does not negatively affect the school budget. The school council will also maintain a role in monitoring the service’s performance regarding compliance with the National Law and to assess that the service is operating in a manner that ensures the health, safety and wellbeing of children who are enrolled to attend the service.

More information about the two operating models is outlined below.

School council managed service

Where school council decides to become the approved provider of an OSHC service, the school council is responsible for all aspects of the service. The school council can assume direct management of the service or may use an OSHC sub-committee to oversee the operation of the service.

As detailed in the Subcommittees and Working Parties Policy in the School Policy and Advisory Guide, school councils may form an OSHC sub-committee to assist the council for a particular purpose, such as overseeing the implementation of the OSHC at the school. School councils are strongly encouraged to use and adapt the sample Terms of Reference for School Council Managed OSHC Sub-Committee available in the appendices of this Guide, and use and adapt the OSHC School Council Managed Meeting Template for regular meetings.

For a school council managed service the OSHC coordinator usually has responsibility for the day-to-day management of the service. In this model of management, legal responsibility for the service
remains with the school council. The school council (as an entity), person with management and control, nominated supervisor and certified supervisor may be liable for offences under the National Law.

Where school council manages the service as the approved provider, key responsibilities include:

- quality and compliance of the service as required by the NQF, including the development and implementation of the Quality Improvement Plan for the service
- all financial management (revenue sits within school budget)
- determining fee structure, which includes setting and adjusting fees and imposing fines (for example, a fine for late pick up by parents and carers)
- all management responsibilities, which may involve an OSHC sub-committee
- record keeping
- policy development and review
- developing and upholding a vision and goals for the service
- staff recruitment, retention and backfill
- staff professional development, support and supervision
- sharing of resources and facilities between the school and the OSHC service as required.

These responsibilities may be shared between school council, an OSHC sub-committee, the OSHC co-ordinator and OSHC staff. This will vary depending on the school context, as will the involvement of the school leadership and administration teams.

**Third party managed service**

Where school councils choose to engage a third party to provide the service, there will be joint responsibilities. The external party will be the approved provider and is legally responsible for the service. However, the school council is responsible for:

- selecting and engaging a third party provider using the OSHC expression of interest template and the OSHC licence agreement
- accessing DET’s Schools Procurement for advice on the expression of interest process and Legal Services for advice on the terms of the licence agreement
- negotiating the terms of the licence agreement including fees
- ongoing management of the licence agreement with the third party provider, including:
  - monitoring compliance with the National Law
  - compliance with the terms of the licence agreement
  - how the provider engages with students and families and responds to the needs of the community
- monitoring the service provision and determining a change of management model as appropriate.

Even if a third party is managing the service, the functions of a school council detailed in s2.3.5 of the Education and Training Reform Act 2006 still apply:

- to regulate and facilitate the after-hours use of the school premises and grounds
- to exercise a general oversight of the school buildings and grounds and ensure that they are kept in good order and condition.

It is recommended that an OSHC sub-committee be established to oversee the licence agreement and the ongoing relationship with the third party provider. School councils are strongly encouraged to use and adapt the sample Terms of Reference for an OSHC Sub-Committee available in the appendices of this guide. The OSHC licence agreement specifies that the third party provider meets at minimum quarterly with the school council’s representatives and there is an OSHC Third Party Meeting Template that can be adapted for this purpose.
Types of third party providers

Third party providers can operate under various ownership structures such as community based, not-for-profit or for-profit private:

- **Not-for-profit organisations**: when a profit is made under this ownership structure, the provider reinvests all profits back into the service. The approved provider may be a local government, parent incorporated body or another community or charitable organisation as outlined below:
  - **Incorporated body**: in this ownership structure, a group of volunteers (typically parents who will use the service) become an incorporated body. The incorporated body is the approved provider and is legally responsible for the OSHC service. Members are usually voted in annually and oversee the governance of the service. Day-to-day operations are generally managed by an OSHC coordinator employed by the incorporated body. See [Consumer Affairs Victoria](https://www.consumeraffairs.vic.gov.au) for more information about incorporated associations.
  - **Local Government**: the service is managed by local government as the approved provider. This ownership structure is commonly used for vacation care services, and there may be a number of local council managed OSHC services in the municipality. In this model, a team leader is often employed, with responsibilities including budget management, recruitment and policy development. Coordinators are often also employed for each service to manage staff and the day-to-day operations.
  - **Community based organisation**: these range from small to large organisations with an interest in charity, youth work, or community development. Examples include churches and community health organisations.

- **For-profit private providers**: in this ownership structure, OSHC services are owned and managed privately. The approved provider takes on legal responsibility of the service and manages all aspects of the business. The approved provider (typically a corporation) may be a small owner-operated business with one service, or a large provider with multiple services nationally.

Choosing third-party providers

Before choosing a third party provider, school council should consider the third party provider’s experience, quality ratings, size (number of existing services under their management), and fees as part of the expression of interest process using the [OSHC expression of interest template](#).

Quality ratings are available at: [Starting Blocks website – for quality ratings of existing services](#).

Large providers (managing and operating multiple OSHC services) may offer efficiencies through economies of scale such as professional development and career progression opportunities for staff. At the same time, a large provider that has multiple services may be less able to tailor the service to a school and their community.

Engagement of a third party OSHC provider is not a departmental procurement activity. School councils are encouraged to approach multiple third party providers through an EOI process using the [OSHC expression of interest template](#). This process should be based on the school’s service requirements and preferences before putting the OSHC licence agreement in place. Licence agreements enable the shared use of school facilities and are not subject to the purchasing thresholds that apply to departmental service delivery contracts. The **Establish** section of this guide provides further information on the EOI process.
STEP 5: CONSIDER FEES AND COSTS

Costs for establishing an OSHC service will vary for each school. As a starting point, some of the costs that may be involved in preparing for service establishment are listed below. These will vary according to the operating model, and in the case of a third party managed service, are subject to specifications in the licence agreement.

It is recommended that the working group undertake a cost-benefit analysis of both operating models for the purpose of informing the school council decision. This analysis should consider any in kind contributions. For example, the time it takes for school staff, including the principal, to manage issues and follow up complaints, concerns and fee payments from families.

Cost considerations include:

- Establishment
  - application fees for provider approval (a third party provider usually already has provider approval)
  - application fees for service approval (to be submitted by the approved provider)
  - business establishment fees (ABN/ACN, bank account)

- Venue preparation
  - Rent (if using an off-site facility)
  - maintenance and modification
  - utilities
  - ICT equipment
  - materials for program set up

- Staffing
  - wages
  - casual relief educators
  - professional development
  - WorkCover insurance

- Administration costs
  - book-keeper
  - public liability insurance
  - annual regulatory fees
  - auditing accounts
  - advertising – for staff or for the service

Third party provider service costs

Third party providers have different cost structures which should be reviewed by school council and agreed as part of the EOI process and before finalising the licence agreement and engaging the provider. Service costs may change over the life of the licence agreement. Third party providers’ approaches to service delivery will vary, including how fees for parents and carers are revised, complaints and grievances processes and how agreements are terminated.

School councils should use the OSHC licence agreement rather than a third party provider’s own contract to manage the risk of school council bearing additional costs. For example, the OSHC licence agreement prevents schools bearing the cost of low enrolment numbers or any legal proceedings.

If a third party insists on using its own contract or would like to change a clause or add special conditions to the OSHC licence agreement, it is recommended that the principal contacts Legal Services for advice.

Note that higher income for schools in some areas (e.g. rent from a third party provider) may be offset by higher fees being passed on to parents.
Commonwealth support for OSHC services

Commonwealth support is available for eligible services, and may offset some of the service costs, particularly for parents and carers. Further information on this support is included in the Applications for Commonwealth support section of this guide. Information is also available from the Commonwealth Department of Education and Training at: www.education.gov.au/information-becoming-approved-child-care-service.

STEP 6: THE WORKING PARTY REPORT: MAKE RECOMMENDATIONS TO SCHOOL COUNCIL

The working party’s report back to the school council should include:

- data on the demand for the OSHC service as determined by the needs analysis
- identified venue options (and any improvement or ongoing maintenance works that may be required to ensure the venue is suitable)
- operating models explored
- associated costs of operating models, including a cost-benefit analysis of each model
- recommendations about establishing an OSHC service and the preferred operating model.

After the working party presents their recommendations, the school council will decide whether or not to establish an OSHC service.

In accordance with DET’s school council guidance, the school council by law is a unit, a body corporate. This means decisions made by the council must be those of the group rather than of an individual. School councillors must adhere to the school council code of conduct in their decision making regarding OSHC; they must act in good faith in the best interests of the school, act fairly and impartially, and use information appropriately. School councillors’ overriding commitment must be to a shared vision and plan reflecting the broad values of the school community.

The decision of the school council must be documented in meeting minutes; those minutes must include a summary of the reasons for the final decision.

If the school council decides not to establish an OSHC service, no further action is required. The school council may wish to re-visit this decision if the needs of the school community change or new information becomes available.

If the school council decides to establish an OSHC service, the school council should also record a decision in relation to:

- the preferred operating model
- the location/venue for the service
- care components to be offered
- budget available to deliver the service.

School councils planning to establish an OSHC service may include this decision in their School Strategic Plan and the Annual Implementation Plan, including identifying links to the FISO Improvement Model, showing how the OSHC service contributes to improving student outcomes.
The table below details the state-wide priorities and the improvement initiatives that may be relevant to planning to set up an OSHC service or improving service quality.

<table>
<thead>
<tr>
<th>FISO state-wide priority</th>
<th>Improvement Initiatives</th>
<th>Other dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional leadership</td>
<td>N/A</td>
<td>Vision, values and culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategic resource management</td>
</tr>
<tr>
<td>Positive climate for learning</td>
<td>• Empowering students and building school pride</td>
<td>Health and wellbeing</td>
</tr>
<tr>
<td></td>
<td>• Setting expectations and promoting inclusion</td>
<td></td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Building communities</td>
<td>Parents and carers as partners</td>
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<td></td>
<td></td>
<td>Networks with schools, services and agencies</td>
</tr>
</tbody>
</table>

The extent to which establishing an OSHC service authentically links to the FISO dimensions will depend on the school's unique context, circumstances and needs.
5. Establish

PREPARING FOR A SCHOOL COUNCIL MANAGED SERVICE

This section is designed to help schools whose council has decided to manage and operate an OSHC service.

In a school council managed service, responsibility for the operation and compliance of the service remains with school council as the approved provider.

Where the school council has decided to be the approved provider of the OSHC service, it is considered best practice to form an OSHC sub-committee to assist with the establishment and ongoing management of the service. As detailed in the Subcommittees and Working Parties Policy in the School Policy and Advisory Guide, school councils are responsible for deciding the purpose and terms of reference of the sub-committee, including when they meet and report in writing to school council. There is a draft OSHC-Subcommittee Terms of Reference and OSHC Sub-Committee Meeting Template in the appendices of this Guide. A sub-committee cannot make decisions on behalf of school council, but its purpose should be to assist the council in overseeing the OSHC service at the school and to report to the school council on its ongoing operations and performance.

As with all sub-committees, there must be at least three members, one of whom must be on school council.

Key responsibilities of the OSHC sub-committee in preparing an application for school council to become an approved provider include:

• determining who will perform key OSHC roles (e.g. person with management and control, nominated supervisor, certified supervisor, educational leader)
• meeting employment requirements
• establishing the business
• determining key operational information such as operating hours, number of children (including maximums)
• preparing the venue
• developing policies and procedures
• developing a budget and determining the fee structure

Key roles and responsibilities for a school council managed service

The details of the approved provider, person with management and control, nominated supervisor and certified supervisor are required for applications to establish an OSHC service. It is a legal requirement that one of these three key persons is present at the service any time it is in operation (s. 162). OSHC services are required to display the names of the nominated supervisor or the certified supervisor on duty at the entrance to the service.

The roles of person with management and control, nominated supervisor, certified supervisor, and educational leader are detailed below:

<table>
<thead>
<tr>
<th>Person with management and control</th>
<th>In a school council managed service, the person with management and control will usually be the school principal, who is the executive officer of the school council. The service must notify the Regulatory Authority of any change to the person with management and control. If there is a change to the school principal or an extended absence, the Regulatory Authority should be notified of the change to the person with management and control.</th>
</tr>
</thead>
</table>
**Nominated supervisor**

Each OSHC service must have one nominated supervisor. The approved provider, person with management and control, and nominated supervisor are responsible for the management and compliance of the service, in particular:

- providing an educational program that supports children’s play and leisure
- ensuring the supervision and safety of children
- monitoring entry to and exit from the service premises
- providing food and beverages
- administering medication
- providing opportunities for sleep and rest
- conducting excursions
- recruiting and supervising staffing

In most OSHC services, day-to-day responsibility for these matters will fall to the nominated supervisor.

It is an offence to operate an education and care service without a nominated supervisor (s. 161).

The nominated supervisor must have the following qualifications and experience:

- be 18 years or above (s.106(2))
- satisfy the regulatory authority that they are a fit and proper person (s.108(a))
- meet the minimum requirement for qualifications, experience and management capability (s.108(1)(b)). This includes having adequate knowledge and understanding of the provision of education and care to children and the ability to effectively supervise and manage an education and care service (r.47(a)), and have one or more of the following:
  - at least 3 years’ experience working as an educator in an education and care service or a children’s service or a school or in a service regulated under a former education and care services law
  - an approved diploma level education and care qualification
  - an approved early childhood teaching qualification

The nominated supervisor may only be appointed by the approved provider with the written consent of that person. An approved provider must notify the regulatory authority of the nominated supervisor and any changes to the nominate supervisor (s. 56).

**Certified supervisors**

Certified supervisors are authorised to assume responsibility for day-to-day operation of the OSHC service in the absence of the nominated supervisor. They are only responsible for day-to-day operation and don’t have the same broad responsibilities of the nominated supervisor.

The approved provider and nominated supervisor must identify a number of certified supervisors who are capable of overseeing the operation of the service.

Certified supervisors are usually staff members who work directly with children, and may hold positions such as assistant coordinators and senior educators. They may also be management team members that know the program well. Certified supervisors have to consent to their nomination in writing.

**Educational leader**

To support the provision of a quality education and care program in OSHC, the NQF also requires the appointment of an educational leader (r.118; element 7.1.4). He or she leads the development and implementation of the program and ensures the establishment of clear goals and expectations for teaching and learning.

The legislation is not prescriptive about the qualifications and experience required by the appointed educational leader and enables the approved provider to choose the person best suited to take on this role.

**Important note:**
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While the information above is correct at time of writing, the National Law is changing. From 1 October 2017:

- a person’s capability to operate an education and care service will be a new factor to be considered when the regulatory authority assesses whether a person is fit and proper to be a person in management or control of a service
- there will no longer be certified supervisors, allowing decisions about the responsible person to be made by the approved provider at service level
- either the approved provider, a nominated supervisor, or a Person in day to day charge must be present when a service is operating
- services will be able to have more than one nominated supervisor
- the approved provider will be responsible for ensuring the person they appoint as a nominated supervisor must be fit and proper and have suitable skills to supervise the service
- a nominated supervisor will need to consent in writing to appointment to the role
- each nominated supervisor and person in day to day charge will have to undertake child protection training

Employing staff

Workforce Planning

When planning the service’s staffing requirements, the approved provider for an OSHC service must take into account the requirements of the National Regulations, National Quality Standards and National Law regarding:

- staffing arrangements
- qualifications (r.126, r.136 & r.356)
- staff to child ratios (r.355 & r.101(2)(e))
- supervision

Employment conditions

Ministerial Order 1039 provides the conditions of employment for school council employees. In general, employees within an OSHC service will be employed within the education support classification structure under Ministerial Order 1039. Where an OSHC employee is not employed within the education support classification, the school council must ensure the employee is paid at least the applicable minimum rate under the Victorian Government Schools Award 2016.

As school councils are defined as public entities under the Public Administration Act 2004 they are required to comply with the requirements of that Act in respect of public sector employees. Section 8 of the Public Administration Act 2004 requires the establishment of employment processes that ensure that:

- employment decisions are based on merit;
- public sector employees are treated fairly and reasonably;
- equal employment opportunity is provided; and
- employees have a reasonable avenue of redress against unfair or unreasonable treatment.

For more information regarding terms and conditions of employment for school council employees, contact the Policy and Employee Relations Branch within DET’s People Division, on 9637 2454 or email employee.relations@edumail.vic.gov.au.

For recruitment related inquiries contact the Schools Recruitment Unit on 1800 641 943 or email schools.recruitment@edumail.vic.gov.au.

Position descriptions

The purpose of a position description is to define the parameters of a particular job and the skills required to perform it in order to attract and appoint the most suitable person. In an OSHC service, a position description should outline the educator’s responsibilities in terms of relationships and partnerships with children and families, curriculum development and requirements under the NQF, including approved learning frameworks.

As a minimum, a position description should include:

- the employer name and location
- the position title, pay range and/or classification level
- the service’s philosophy, goals, management structure, accountabilities and the authority and decision-making boundaries for each individual
- the basic functions of the role and responsibilities of the position
- essential selection criteria, including mandatory requirements (working with children check (WWCC), minimum qualifications, etc.), knowledge and skills required
- desirable selection criteria such as computer skills and knowledge of the local community
- Selection criteria must comply with anti-discrimination legislation and school policies.
Refer to Appendix 1 – Key roles and responsibilities of this guide for information to inform position
descriptions.

Working with Children Check (WWCC)

OSHC staff must hold a valid WWCC (r.358) prior to commencing work with children. The WWCC is a
pre-employment background check that must be undertaken by prospective volunteers or employees
working in an OSHC service. A WWCC must be completed even if the applicant has undertaken a
Police Check, as the WWCC and Police Check have differing reporting purposes.

OSHC staff members registered with the Victorian Institute of Teaching (VIT) are exempt from the
WWCC, providing their VIT registration is not suspended or cancelled. Prior to recruitment, school
council, as the approved provider of the OSHC service, must verify each potential OSHC staff
member’s current VIT registration or their WWCC.

Qualifications and ratios

School council must ensure that there is at least one educator for every 15 children at all times the
service is operating and that staff have the required qualifications. For children over preschool age
these are:

- at least 50 per cent of required educators must hold, or be enrolled in and studying for, at least a
diploma level qualification approved for educators working with children over preschool age in
Victoria (r.356(2)).

All other required educators must:

- hold or be actively working towards at least a Certificate III level qualification approved for
educators working with children over preschool age in Victoria (r.356(3)(a)); or
- commence obtaining that qualification within six months of educating and caring for children
(r.356(3)(b)).

For Victorian OSHC services, a variety of qualifications such as early childhood, youth work, teaching,
and OSHC-specific qualifications are recognised – see the ACECQA list for more information.

First aid qualifications

At least one person (r.136) who holds the following qualifications must be in attendance at any place
where children are being educated and cared for by the service, and must be immediately available in
an emergency:

- a current approved CPR qualification (updated annually)
- current approved anaphylaxis management training
- current approved emergency asthma management training.

The qualified person does not need to be an educator within the OSHC service, and can include other
people in attendance at the school site and immediately available during service operating times.

Referee checks

Once preferred candidates have been selected, referee checks need to be performed.

The Child Safe Standards require organisations that provide services for children to have recruitment
and screening practices that reduce the risk of child abuse. The Victorian Department of Health and
Human Services (DHHS) advises that hirers should always talk to at least two referees of prospective

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4 The Child Safe Standards aim to protect children from abuse in organisations, including physical
violence, sexual offences, serious emotional or psychological abuse and serious neglect. For further
explanation of the different types of child abuse, please see An overview of the Victorian Child Safe
Standards.
employees, as this can provide insight into the applicant’s character and skills. Line managers, particularly the most recent, are likely to provide the most accurate reference. Where possible, referees that can provide insights into the applicant’s experience in working with children should be contacted.

Further guidance on referee checks and key questions to ask can be found in Recruitment Practices for Child Safe Organisations, a DHHS resource.

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<td>Outside School Hours Care</td>
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<tr>
<td>Working With Children Check</td>
<td>Organisations’ obligations</td>
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**Establish the business**

In order to establish the OSHC business and as part of the application to become an approved provider, the following applications (as required) may be made:

- **Australian Business Number (ABN) and Business name**
  School council will need to register a business name and ABN. Information regarding ABN and business name is published by the Australian Securities and Investments Commission.

- **Insurance**
  Where the OSHC service is not covered by existing school insurance cover, the following insurance policies must be obtained:
  - Building and Contents
  - Directors and Officers Liability
  - Professional Indemnity
  - Workers’ Compensation
  - Public Liability

- **Bank Account**
  OSHC must operate from within the school council official account and meet the financial management obligations of any other program in the school as outlined in the Finance Manual for Victorian Government Schools.

- **Postal address**
  School council will need to decide if the OSHC service is to have its own postal address separate to the school. Application for a post office box may need to be made at Australia Post.

- **Utilities**
  School council will need to confirm and/or connect the utilities required for the OSHC service, such as electricity and water.
Prior to making the above applications, school council should refer to DET’s Finance Manual for Victorian Government Schools and the School Policy and Advisory Guide to be informed about up-to-date information on requirements, and whether the school already has sufficient insurance coverage for the OSHC service. DET’s Finance Services and Legal Services can also provide advice and support regarding insurance requirements.

### Key operational information

In order to apply for OSHC service approval (SA01), the following key operational information is required:

- proposed days and hours of operation
- proposed maximum number of children attending the service
- age of children attending the service (school age, or inclusive of preschool ages).

This information should have been identified by the needs analysis survey, and confirmed by school council in its decision to proceed with OSHC establishment.

School council must be made aware of the implications of this operational information on budget, eligibility for CCB and meeting regulatory requirements such as staff to child ratios before the application for service approval is completed.

### Food and drink at the service

An OSHC service must decide whether or not they will supply food at the service or require families to supply food from home. Before and after school OSHC services usually supply food so that children have breakfast/afternoon tea upon arrival at each session. Vacation care OSHC services tend to require that families supply all food for children to eat (other than food prepared during cooking activities). The availability of a venue with kitchen facilities may influence whether or not food is provided at the service.

Whether or not the service provides food, the OSHC service must have practices and procedures in place in relation to the safe handling, preparation, consumption and service of food (r.90). These may include:

- clear communication to parents about suitable foods to bring into the service
- clear signage at the service so that staff know which children have allergies
- creating inclusive menus that all children at the service can share (as far as possible).

The approved provider is responsible for ensuring that OSHC staff implement safe food storage and handling practices (r.77(1)(b)).

Safe drinking water must be available for children at all times of service operation. Food and drinks must be offered on a regular basis - whether supplied by the service or from the child’s home (r.78).
If the service decides to supply food and drinks, these must be nutritious, in adequate quantity and take into account the child’s growth and developmental needs and cultural, religious and health requirements (r.79). An accurate weekly menu must also be displayed (r.80).

| Victorian regulatory authority | • Healthy Eating in the National Quality Standard |
| Healthy Together Victoria     | • Early Childhood and OSHC                     |
| Food Safety Standards         |                                                |

**Venue preparation**

As outlined in the *Consider suitable venues* section of this guide, venue requirements for OSHC services are stipulated in the National Law and Regulations, and must also comply with relevant national, state and local government requirements.

In selecting areas where the service will operate, there should be consideration for access to enable set up and pack up of the program. It is recommended the areas are available for use at a minimum of half an hour before and after service delivery.

School council managed OSHC services operate in school-funded facilities, which usually involves the existing buildings and grounds on a school site. This means school councils must comply with the information set out in the Victorian School Building Authority’s [School Infrastructure Policy Portal](https://www.sbac.vic.gov.au) when preparing the venue.
Policies available on the School Infrastructure Policy Portal that may provide information on venue preparation and compliance include:

- Guidelines for School Playgrounds
- Shade policy
- School-funded facilities policy
- Accessibility policy

School council must ensure the venue complies with:

- The Building Code of Australia
- Food Safety Standards (for kitchens and food preparation areas being used by the service)
- other Australian Standards as relevant (for example, those relating to pool safety, playground equipment, indoor equipment and furniture, disability)
- Ministerial directions
- The Building Quality Standards Handbook.

In order to ensure venue suitability, the OSHC service approval application form (SA01) requires specific building premises information be provided. This includes:

- plans prepared by a building practitioner showing all buildings, facilities, boundaries, floorplans, landscaping, entries and exits\(^5\)
- a soil assessment, or evidence that one has previously been undertaken
- planning permits\(^6\)
- evidence of the right to occupy the premises (lease or title).

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<td>ACECQA applications</td>
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</table>

### Policies and procedures

In order to apply for OSHC service approval (SA01), a prospective service provider must have developed certain policy and procedural documentation. These cover:

- health and safety
- staffing arrangements
- relationships with children
- service management.

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\(^5\) The regulatory authority may agree to accept an application that does not include this information if school council is seeking to operate a service on a school site, or to temporarily relocate a service for up to 12 months. If this applies, contact the regulatory authority before submitting the service approval application.

\(^6\) Under the Minister for Education’s exemption, all department- and school-led building projects on all Victorian government school sites do not require local planning permits.
Refer to the information table below for fact sheets and application forms, including details of required policies and sample templates.

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<thead>
<tr>
<th>Victorian regulatory authority</th>
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<tr>
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<td>SA01 Application for service approval – Centre-based care</td>
</tr>
</tbody>
</table>

**Budget and fee structure**

The development of the budget should comply with advice in DET’s [Finance Manual for Victorian Government Schools](#). School council should ensure that the OSHC budget is based on the information that is available, including estimated numbers of children in attendance from the initial survey, noting that there will often be fewer children using the service on certain days of the week. Accurate budget information is important for identifying and determining the fee structure, and for ensuring financial viability of the service. The budget should be informed by a break-even fee amount. The break-even fee is the minimum fee that the service would need to charge per child in order for the service’s income to equal its expenses.

A realistic budget will empower the OSHC sub-committee to effectively plan, monitor and control the income and expenses of the OSHC service so that the service will be affordable to the community and financially viable for the school council.

Clear and accurate forecasting requires:

- **Planning**: the OSHC sub-committee should research and gather all relevant information to be included in the projection. This will include pay awards, employment contracts, operating hours of the service, likely enrolment numbers for each day and session of operation and whether this supports eligibility requirements of a CCB approved service.

- **Projection**: accurate projection of income and expenditure should ensure the budget is a close reflection of the actual financial position of the service. It is best to keep income projections conservative to allow for less than expected utilisation. A list of income and expenditure considerations can be found below.

- **Monitoring**: budgets need to be frequently monitored to ensure that actual income and expenditure is meeting budget expectations. Clear procedures for addressing financial matters that directly affect budget lines, such as fee collection, should be set and enforced.

- **Review**: as income and expenditure are likely to change through time, budgets should be evaluated regularly. It is important that the budget consistently reflects general cost increases and provisions for the improvement or maintenance of resources and equipment.
Each budget will vary depending on the service, however an OSHC budget will typically include the following items:

- **Income**
  - Non-fee income: any establishment grants, Commonwealth subsidy support, fundraising, enrolment administration fee, bank interest earned
  - Fee-income: family payments, CCB

- **Expenditure**
  - Core staff: Wages, leave provisions, on-costs, professional development and training
  - Ancillary staff: book-keeper, cleaner, maintenance person
  - Marketing
  - Fees: ACECQA licensing fees, bank fees, utilities, bad debts
  - Subscriptions/memberships (for example, peak body membership, industrial body membership)
  - Consumables (for example, food, drink, craft consumables, toys, office supplies)
  - Venue: ongoing repairs and maintenance, any modifications or works that may be required to the building/room in which the OSHC service will operate
  - Special activity fees (for example, incursions and excursions)
  - Equipment for the OSHC service (for example, furniture, ICT hardware and software)
  - Insurance (depending on legal structure) (for example, workers’ compensation, public liability)

Once the estimated annual expenditure and income are calculated, the OSHC sub-committee will be able to determine the total surplus or deficit and, consequently, the break-even fee required.

All expenditure and revenue of the OSHC service must be recorded in CASES21, the integrated school administration and finance software system used in Victorian government schools. DET provides guidance on the CASES21 webpage and via Finance Services including which codes to use for OSHC revenue, and how to calculate GST for OSHC services, as well as budget templates and calculators.

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**PREPARING TO ESTABLISH A THIRD PARTY MANAGED SERVICE**

This section provides information on engaging a third party provider and how to establish an OSHC licence agreement with the preferred provider.

Where school council has decided to engage a third party provider, responsibility for the operation and compliance of the service lies with the third party who is registered as the approved provider (and not the school council). However, the school council must retain a general supervisory role over the operation of the third party service.

Where the school council has decided to engage a third party provider, school council may set up an OSHC sub-committee. As detailed in the Subcommittees and Working Parties Policy in the School Policy and Advisory Guide, school councils are responsible for deciding the purpose and terms of reference of all sub-committees, including when they meet and when they report in writing to school council. There is a draft OSHC sub-committee terms of reference in the appendices of this Guide, along with a meeting template for sub-committee meetings that include the third party provider. The OSHC sub-committee cannot make decisions on behalf of the school council, but is designed to assist the council in overseeing the OSHC service at the school.

As with all sub-committees, there must be at least three members, one of whom must be on school council.
The purpose of the OSHC sub-committee at this stage may include, but is not limited to:

- developing and implementing an EOI process for selecting a third party provider
- negotiating and establishing an OSHC licence agreement with the preferred third party provider as agreed by school council.

**Selecting a third party provider**

In order to select a high quality third party provider, the school council are encouraged to complete an EOI process that includes:

- developing objective, transparent and consistent evaluation criteria against which to assess potential third party providers
- identifying and inviting potential third party providers to submit responses to the EOI
- assessing the suitability of third party providers against the evaluation criteria
- meeting with potential third party providers to discuss their proposals
- reporting and making recommendations to school council

**Developing evaluation criteria**

To assist in choosing a preferred provider an [OSHC expression of interest (EOI) template](#) is available that includes evaluation criteria that may be adapted to reflect a school council’s requirements. A score or weight should be assigned to each criteria based on school council priorities prior to any assessment of EOI responses.

Information on parent preferences (gathered from the survey of the target population or by involving a parent advisory group) may also help to inform the EOI process.

The EOI process and licensing agreement provide tools for school council to seek the highest quality provider for the most reasonable overall costs, considering affordability for parents, licence fees and costs for the school. School councils should consider the median fees for services in their area and secure a comparable market rate.

**Identifying potential third party providers to invite responses to the EOI**

Once the EOI documentation and process has been developed, potential third party providers need to be invited to respond. School council or school community members might know of nearby providers that could be approached, or as outlined in the [Consider section](#) of this guide, the [Victorian register](#) of education and care services can be used to identify existing providers that could be approached. The register provides contact details for existing providers, and importantly quality ratings for their existing services.

School council should invite potential providers to participate in the EOI process at the same time, and set a closing date for responses, after which the sub-committee should evaluate each provider against the established evaluation criteria to help reach an agreement about the preferred provider. Meetings may be scheduled with potential providers to discuss their response to the EOI, answer any further questions the sub-committee might have, and inform their suitability for the role and the school. The sub-committee should then report back to school council and make a recommendation for a preferred provider based on their evaluations.

**Establish an OSHC licence agreement with a third party provider**

School councils should only use the [OSHC licence agreement](#) when engaging a third party OSHC provider. A [Guide to completing the OSHC licence agreement](#) is also available to assist school council to adapt the licence template for the particular needs of the school. DET’s [Legal Services](#) can provide assistance or clarification with any aspect of the template if required.
The OSHC licence agreement, known also as School Council Outside School Hours Children’s Care Service Licence, authorises the non-exclusive use of an area of the school by the third party provider, and Schedule 1 of the template enables specification of a range of details, including the roles and responsibilities of all parties to the licence agreement. The length of the licence agreement is negotiable up to a maximum of three years.

Contact Legal Services for advice and before making or accepting any changes or additions to the OSHC licence agreement template. Legal Services recommend against the use of any other form of agreement for engaging an OSHC provider, including contracts proposed by a third party provider.

Using school facilities – buildings and grounds

Where the third party provider is planning to deliver a service on the school site, the school council will be involved in making sure that the facilities are suitably set up for the OSHC service. The third party must have access to designated facilities that meet the requirements of the National Law (see Step three: Consider suitable venues in the Consider section of this guide). This means school councils must comply with the information set out in the Victorian School Building Authority’s School Infrastructure Policy Portal in relation to any capital works, as detailed in the Venue preparation section of this guide.

In selecting areas where the service will operate, there should be consideration for access by the third party provider to enable set up and pack up of the program. It is recommended the areas are available for use at a minimum of half an hour before and after service delivery.

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APPLICATION – SCHOOL COUNCIL MANAGED OSHC SERVICE

This section outlines the applications required for a school council managed service. It supports school councils to ensure they have the required licenses and approvals to legally operate their service.

To become an approved provider, school council must be granted provider approval and service approval (s.10; r.14 and r.15). This involves completing an ‘Application for Provider Approval (PA01)’ from ACECQA and submitting the application to the Victorian regulatory authority. Once provider approval is granted, the school council must then complete an ‘Application for a Service Approval - Centre Based Care (SA01)’ and submit it to the Victorian regulatory authority. Service approval is specific to the site on which the service will operate.

Provider and Service Approval

In order to complete the Application for Provider Approval form, the applicant must meet the following operational/business requirements:

- Australian Business Number (ABN) and Business name
- insurance
- bank account
- mail system
- need to declare who will be the persons in management or control of the service and make a declaration of their fitness and propriety
- utilities.

Before applying for a Service Approval, the school council must designate in writing, a nominated supervisor who will be responsible for the day-to-day operations of the OSHC service. If the person nominated does not have a supervisor’s certificate, they need to complete an Application for
Supervisor Certificate (CS01). This will need to include a ‘Declaration of Fitness and Propriety (PA02)’.

The nominated supervisor must have the following qualifications and experience:

• be 18 years or above (s.106(2))
• satisfy the regulatory authority that they are a fit and proper person (s.108(a))
• meet the minimum requirement for qualifications, experience and management capability (s.108(1)(b)). This includes having adequate knowledge and understanding of the provision of education and care to children and the ability to effectively supervise and manage an education and care service (r.47(a)), and have at least one of the following:
  o at least 3 years’ experience working as an educator in an education and care service or a children’s service or a school or in a service regulated under a former education and care services law
  o an approved diploma level education and care qualification
  o an approved early childhood teaching qualification

The nominated supervisor must give their written consent by completing and submitting a ‘Nominated Supervisor Consent Form (NS01)’.

Important note:
While the information above is correct at time of writing, the National Law is changing. From 1 October 2017:

• a person’s capability to operate an education and care service will be a new factor to be considered when the regulatory authority assesses whether a person is fit and proper to be a person in management or control of a service
• there will no longer be certified supervisors, allowing decisions about the responsible person to be made by the approved provider at service level
• either the approved provider, a nominated supervisor, or a Person in day to day charge must be present when a service is operating
• services will be able to have more than one nominated supervisor
• the approved provider will be responsible for ensuring the person they appoint as a nominated supervisor must be fit and proper and have suitable skills to supervise the service
• a nominated supervisor will need to consent in writing to appointment to the role
• each nominated supervisor and Person in day to day charge will have to undertake child protection training


Timing of approvals
Applicants need to allow for plenty of time for the application process. Provider and Certified Supervisor certificate approval can take up to 60 days from the date of a complete application being received by the Victorian regulatory authority, and a service approval can take up to 90 days.

All application forms may be submitted at the same time, and the regulatory authority will work through them in sequence.

The Victorian regulatory authority only accepts applications and notifications submitted online using the National Quality Agenda IT System. This is accessible via the ACECQA website.
APPLICATIONS FOR COMMONWEALTH SUPPORT

This section outlines existing Commonwealth Government programs that offer funding and support to OSHC services and service users that meet certain eligibility criteria. If the OSHC is third party provided, these applications should be made by the third party. This section also provides links to further information and application processes via the Commonwealth Government Department of Education and Training.

Child Care Benefit and Child Care Rebate

The Child Care Benefit (CCB) and Child Care Rebate (CCR) are payments made by the Commonwealth Government Department of Education and Training on behalf of eligible families using an approved education and care service, to assist with the costs of child care.

CCB is income tested and is usually paid directly to approved child care services to reduce the fees that eligible families pay.

CCR helps families cover the out-of-pocket costs of child care and it is not income tested. Even if a family’s income is too high to receive the CCB, they may be eligible for the CCR. It covers up to 50 per cent of out-of-pocket costs, up to $7,500 per child, per year. Out-of-pocket child care costs are calculated after deducting any CCB payments that are received.

Under the No Jab No Pay legislation, from 1 January 2016, in order to be eligible for CCB for approved and registered care, parents must ensure their children meet the immunisation requirements which now apply for all children up to the age of 19. The requirements are that a child must be fully immunised, on a catch-up schedule or have a valid exemption in order to receive these payments.

In order to become approved for CCB, a school council or any other operator of the OSHC service must be established as an incorporated association, company, trust, sole proprietor and owner-operator or a partnership. Services must then apply to become approved for CCB purposes. This can be done by completing an ‘Application for Approval under the family assistance legislation for the Purposes of Child Care Benefit for Outside School Hours Care 08-233 (0112)’ from the Commonwealth Department of Education and Training website. Once the application has been approved, the approved provider will become an authorised operator of a CCB Approved OSHC Service and must comply with Family Assistance Law.

All CCB approved education and care service providers are required by Family Assistance Law to operate under the Child Care Management System (CCMS). CCMS is a national online system used to administer child care payments.

Under the Family Assistance Law, an approved OSHC service must undertake that:

- most of the children to be provided with education and care will be attending school
- if the service provides before or after school care, the service will operate on each school day
- if the service provides vacation care, the service will be available to provide care for any particular child for at least eight continuous hours on each normal working day for at least seven weeks of school holidays in a year.

7 As of 1 July 2018 the Child Care Benefit and Child Care Rebate will be replaced by the Child Care Subsidy.
There is no limit on the number of CCB approved OSHC places a service can provide. This means that all OSHC services are able to set up or expand to meet demand, providing they meet the requirements under the National Law and National Regulations, in particular the space and staffing requirements.

**Priority of Access Guidelines**

Services that are approved for CCB must comply with the Commonwealth’s [Priority of Access Guidelines](#). They must, for instance, give priority to children at risk of serious abuse or neglect. OSHC services may preference children that have started school.

### The Community Support Programme

*The Community Support Programme* (CSP) assists education and care providers to set up and maintain viable services in disadvantaged, regional and remote communities that may struggle to operate viable services.

The CSP offers support through *Establishment and Sustainability Assistance* to mainstream services. This assistance typically provides funding to CCB approved services, including OSHC, to assist with a provider’s establishment costs. Payments are dependent on the service’s size and location.

### The Inclusion Support Programme

*The Inclusion Support Programme* (ISP) assists education and care services (including OSHC services) to include children with additional needs by providing tailored inclusion advice and support from Inclusion Professionals, as well as funding to support more challenging inclusion barriers. Resourcing and funding provisions in the ISP include:

- **Specialist Equipment Library (SEL)** - The SEL includes specialist equipment that facilitates and supports the inclusion of a child (or children) with additional needs. Equipment available for loan from the SEL includes but is not limited to, portable access ramps, standing frames, hoists, specialised inclusion toys, communication cards and charts.

- **Inclusion Development Fund (IDF)** – The IDF provides funding to assist services to address a barrier to inclusion that cannot be addressed by any other means under the ISP. There are three streams of IDF support relevant to OSHC services:

  A. **IDF Subsidy for an Additional Educator**: provides per hour funding to centre-based services to subsidise the employment of an Additional Educator. The aim is to increase the educator to child ratio in the care environment and support the inclusion of a child (or children) with disability. Educators, including the Additional Educator, work as a team to meet the needs of all children within the care environment.

  B. **IDF Subsidy for Immediate/Time-Limited Support**: enables centre-based services to immediately engage an Additional Educator for a time-limited period, while an alternative and more stable solution is being determined.

  C. **Inclusion Development Fund (IDF) – Innovative Solutions Support**: aims to empower services to carefully consider their inclusion challenge/s and take an active role in addressing inclusion barriers within their service. Examples of innovative solutions may

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8 Set up and sustainability funding available until 30 June 2018.
include funding to purchase services from cultural experts to provide bicultural support, translating and interpreting services and/or other specialist services.

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<td>Inclusion Agency Provider in Victoria that employs inclusion professionals</td>
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</table>

**APPLICATION – THIRD PARTY MANAGED OSHC SERVICE**

This section outlines the applications required when school council engages a third party provider to establish the OSHC service and advises which party is responsible for their completion.

Where school council decides to engage a third party provider to operate and manage the OSHC service, completion of the required ACECQA application forms to establish the service will be the responsibility of the third party. School councils should be aware of the required approvals and seek confirmation with the provider or provide required school information to the third party to enable their completion of applications.

The third party will have obtained provider approval (Application for Provider Approval (PA01)) to operate an OSHC service prior to responding to the school council EOI. The school council should ask for evidence of provider approval from the third party, or can confirm using a provider name or number in a search of ACECQA registers.

Once engaged as the OSHC provider, the third party will complete the Application for Service Approval (SA01) in order to establish the new service. This application requires school address details as well as confirmation of a licensing agreement for the non-exclusive use of an area of the school by a third party operating an OSHC service.

The remaining application forms, such as the Application for Supervisor Certificate (CS01) and the Declaration of Fitness and Propriety (PA02) are also the responsibility of the third party, as they relate to employees that they will appoint to manage and operate the service for the school. The third party will likely also apply for the Child Care Benefit and Child Care Rebate as part of their process to establish the service.

| DET | Legal Services  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Finance Services</td>
</tr>
</tbody>
</table>
SETTING UP – SCHOOL COUNCIL MANAGED OSHC SERVICE

This section outlines important steps in establishing a high-quality OSHC service by providing advice on educational programming and regulatory requirements.

Educational program requirements

The educational program within an OSHC service is a critical component to the provision of a high-quality OSHC service. The educational program of an OSHC service includes:

- all physical spaces utilised by the children
- all of the routines and transitions
- the partnerships and collaborations with families, children, colleagues and other professionals
- all the activities that children participate in – whether planned or spontaneous.

To ensure compliance with the NQF, the OSHC program must be based on and delivered in accordance with an approved learning framework. The two approved learning frameworks for Victorian OSHC services are the Framework for School Age Care in Australia: My Time, Our Place (FSAC) and the Victorian Early Years Learning and Development Framework (VEYLDF) for children from birth to eight years.

Underpinned by the NQF and an approved learning framework, the educational program must contribute to the five learning and development outcomes shared by both the FSAC and the VEYLDF:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

My Time, Our Place: Framework for School Age Care in Australia

My Time, Our Place is an approved learning framework for school-age care (FSAC) services established to extend and enrich the learning, wellbeing and development of school-age children in education and care settings. In implementing the framework, educators are able to provide children with opportunities to engage in leisure and play-based experiences that are responsive to their needs and interests.

The Victorian Early Years Learning and Development Framework

The VEYLDF adopts a comprehensive approach to children’s learning and development, health and wellbeing. The Framework guides the work of a broad range of professionals and supports continuity of learning across education in middle and early childhood settings. It provides a shared language and guiding principles to develop partnerships with families and other professionals in order to achieve the best outcomes for every child. The emphasis on this multidisciplinary approach supports partnerships with professionals, including between OSHC educators and school educators.

Educational leader

To support the provision of a high-quality education and care program, the NQF requires the appointment of an educational leader (r.118; element 7.1.4). He or she leads the development and implementation of the program and ensures the establishment of clear goals and expectations for teaching and learning.
The legislation is not prescriptive about the qualifications and experience required by the appointed educational leader; it enables the approved provider to choose the person best suited to take on this role.

The educational leader contributes to the development of the program in partnership with children, families, and all educators. He or she ensures that the program is engaging, meets the community’s needs and reflects the service philosophy. During program development, consideration should be given to all planned and spontaneous aspects of the service, including the activities, routines and experiences, as well as all the interactions that occur. As outlined in the VEYLDF, the program should combine intentional teaching directed by educators, and child-initiated opportunities, taking into account the needs and interests of each child at the service, and be respectful to all cultural and religious beliefs.

The approved provider must ensure that an educational program based on an approved learning framework is prepared and ready to be delivered from the commencement of the OSHC service.

**Legislated tasks required prior to opening the service**

There are a number of tasks that must be completed before a service can be used by children and their families, as outlined below.

**Develop a service Quality Improvement Plan (QIP)**

The National Regulations require that the approved provider ensures that a QIP is prepared for the service (r.55). The QIP helps the approved provider self-assess their performance in delivering high-quality education and care and to plan future improvements. It is important that educators, children, families and the community are all involved in the assessment and ongoing review of the QIP. The QIP must:

- include an assessment by the approved provider of the quality of the practices of the service against the NQS and the Regulations
- identify any areas that the provider considers may require improvement
- contain a statement of the philosophy of the service.

Once developed, the QIP must be reviewed at least annually.

**Documents and record management**

To support the provision of a high-quality OSHC service, the approved provider must ensure that the following forms are prepared and available to staff prior to the service opening:

<table>
<thead>
<tr>
<th>Form / Document</th>
<th>Regulation</th>
<th>Description</th>
</tr>
</thead>
</table>
| Incident, injury, trauma and illness record | r.87 | In the event that a child is injured, becomes ill or suffers a trauma, a record must be kept of the event.  
*Note: Changes to the NQF from October 2017 will affect the notification and administrative requirements regarding serious incidents (or complaints of), serious illness, or suspected abuse and trauma. For the latest information check: [http://acecqa.gov.au/national-quality-framework/decisionris#WC](http://acecqa.gov.au/national-quality-framework/decisionris#WC)* |
| Medication record | r.92 | In the event that medication is administered to a child, a record must be kept of the event. |
### Form / Document
<table>
<thead>
<tr>
<th>Description</th>
<th>Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency and evacuation plan</td>
<td>r.97</td>
</tr>
<tr>
<td>DET has developed a range of resources to assist education and care services in developing their Emergency Management Plan (EMP) and, where relevant, their bushfire preparedness. DET encourages all education and care services to utilise the resources and regularly review their EMP to ensure the ongoing safety of the service community. The template and related information can be found on DET’s Emergency Management webpage.</td>
<td></td>
</tr>
<tr>
<td>Bushfire At-Risk services</td>
<td></td>
</tr>
<tr>
<td>All education and care services listed on DET’s Bushfire At-Risk Register (BARR) are required as a condition of their service approval to submit their EMP to their regional office. Further information can be found at the Bushfire At-Risk Register webpage.</td>
<td></td>
</tr>
<tr>
<td>Attendance and enrolment records</td>
<td>r.158-162</td>
</tr>
<tr>
<td>The approved provider must ensure that educators are provided with instruments with which to gather and record child attendance and enrolment information.</td>
<td></td>
</tr>
<tr>
<td>Policies and procedures</td>
<td>r.168 and r.171</td>
</tr>
<tr>
<td>The approved provider must ensure that a copy of the service’s policies and procedures required under r.168 are available and accessible at the service. The approved provider may consider developing additional policies and procedures to support operational and service practice.</td>
<td></td>
</tr>
<tr>
<td>Storage of records</td>
<td>r.183</td>
</tr>
<tr>
<td>The approved provider must ensure that records and documents set out in r.177 are stored safely and securely for a defined period of time. As such, the approved provider should consider any furniture, such as lockable filing cabinets, that may need to be purchased prior to opening.</td>
<td></td>
</tr>
<tr>
<td>Law and regulations</td>
<td>r.185</td>
</tr>
<tr>
<td>The approved provider must ensure that a copy of the National Law and National Regulations is accessible at the OSHC premises at all times. In addition, the service should have available a copy of an approved learning framework.</td>
<td></td>
</tr>
<tr>
<td>Educational program information</td>
<td>r.75</td>
</tr>
<tr>
<td>Information about the contents and operation of the educational program must be available at the service at a place accessible to families.</td>
<td></td>
</tr>
<tr>
<td>Weekly menu</td>
<td>r.80</td>
</tr>
<tr>
<td>When an OSHC service provides food and beverages (other than water) to children, a weekly menu must be displayed at the service and accessible to families.</td>
<td></td>
</tr>
</tbody>
</table>

### Victorian regulatory authority
- NQF Fact Sheets and Resources
- ACECQA
- Sample forms and templates

### Physical environment
Prior to the service opening, the approved provider must ensure the environment is appropriately set up to facilitate a high-quality OSHC service. In addition to this requirement, the approved provider must also ensure that certain prescribed information is available and displayed clearly and visibly at the service. The prescribed information can be found in s.172 of the National Law and r.173 of the National Regulations.
Equipment and resources

<table>
<thead>
<tr>
<th>Equipment/resource</th>
<th>Reg.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First aid kits</td>
<td>r.89</td>
<td>The approved provider must ensure that suitably equipped first aid kits are available and kept in accordance with r.89 of the National Regulations. The <a href="#">Guide to the National Law and National Regulations</a> has information to help decide what items to include and procedures for keeping kits current (see page 62).</td>
</tr>
<tr>
<td>Telephone or other communication equipment</td>
<td>r.98</td>
<td>The approved provider must ensure that the nominated supervisor and employees of the service have access to an operating telephone or similar means of communication to enable immediate communication to and from parents/guardians and emergency services.</td>
</tr>
<tr>
<td>Furniture, materials and equipment</td>
<td>r.105</td>
<td>The approved provider must ensure that each child being educated and cared for by the OSHC service has access to safe and sufficient furniture, materials and developmentally appropriate equipment. Resources should be sufficient in variety and number and:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• meet the range of interests, ages and abilities of all children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• avoid overcrowding, ensuring children do not have to wait for long periods to participate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• minimise disputes over resources, materials and equipment.</td>
</tr>
<tr>
<td>Administrative space</td>
<td>r.111</td>
<td>The approved provider must ensure that the administrative space is set up and stocked with necessary office supplies prior to opening.</td>
</tr>
</tbody>
</table>

Information that must be displayed at a service

Information that must be displayed at an OSHC service (r.173) is detailed at [Information to be displayed](#) on the Victorian regulatory authority website. The prescribed information must be positioned so that it is clearly visible to anyone from the main entrance to the service premises.

Promotion of the OSHC service

Effective promotion of the OSHC service is an integral part of maintaining a community presence and supporting ongoing viability of the service.

Service promotion is another thread in sustaining collaborative partnerships between all stakeholders. Achievements such as a service opening and celebrations including anniversaries and unveiling new OSHC spaces are common events that trigger incidental promotion of the OSHC service.

However, other more frequent and important aspects that may be considered in the promotion of a service include:

- details of educators such as their qualifications, languages spoken, special skills and interests
- facilities and resources of the service
- the educational program and practices
- governance and management
- flexibility and accessibility of the service
- the importance of a positive learning environment for children
- links with the local and wider community
- benefits of family involvement such as joining an OSHC sub-committee or advisory committees
- how CCB, CCR and other government subsidies may be claimed
- specialist programs, incursions, events.
When developing promotional campaigns and materials, OSHC services may consider the following:

- associated costs and how they will be funded
- marketing skills required and who may be able to assist
- consistency of service image
- audience and purpose of promotional material
- the media/publicity contact to ensure someone within or connected closely with the service is authorised and available to discuss any queries that result from the publicity
- methods of promotion, including via the school, community events, newspapers and online
- amount of in-kind support required, such as the time required by staff to review, administer or respond to promotional activities.

It is important that all promotional material adheres to any privacy requirements and is kept up to date so it is reflective of the service’s current practices, philosophy, values and community involvement.

**SETTING UP – THIRD PARTY MANAGED OSHC SERVICE**

This section supports school councils to set up with a third party provider, where the third party is the approved provider.

Responsibility for the tasks required before children and their families can use the service will vary according to the OSHC licence agreement in place with the third party provider. These include:

- educational program requirements
- access to areas specified in the licence agreement for set up and pack up which is recommended as a half an hour minimum
- required forms and documents (for example, incident, injury, trauma and illness record, attendance and enrolment record)
- equipment and resources (for example, first aid kit, furniture)
- information that must be displayed (for example, nominated supervisor, service rating)
- promotion of the service.

In situations where the third party has responsibility for these tasks, school council should confirm that set up is complete before service opens as part of contract managing the third party provider.

Some of the set up tasks, such as promotion of the service through school news channels or parent newsletters, may be shared responsibilities between the third party and school council. It is important that school council identifies which member or members of school council and other members of the school community have responsibility to coordinate with the third party to achieve shared tasks.

**Policies and procedures**

It is important to note one of the functions of school councils outlined in the *Education and Training Reform Act 2006* includes maintaining the school’s grounds and facilities. To assist with fulfilling this function, the school council should be clear with the third party about how any issues with the facilities or grounds used by the OSHC service are to be reported.

Before a service is in operation, school council should also ensure that the third party and any of its employees are:

- properly inducted to the school premises
- aware of the school’s OHS and emergency management procedures.

The school council should audit the third party’s OHS policies and procedures to ensure that the third party is providing a safe workplace in accordance with the [Human Resources](#) section of the School Policy and Advisory Guide.
6. Operation

This section outlines key information relevant to when an OSHC service is operational under school council or a third party provider.

OPERATION OF A SCHOOL COUNCIL MANAGED OSHC SERVICE

Operation of a school council managed service should be consistent with the advice provided in the Finance Manual for Victorian Government Schools and the School Policy and Advisory Guide.

School Councils should also refer to the Management of School Trading Operations Guidelines for guidance on a range of matters, including record keeping, monitoring debts and tips for improving debtor collections.

Ongoing role of the OSHC sub-committee

As the approved provider, the school council is responsible for the service. It is recommended that the OSHC sub-committee continues to operate once the service is established using a school council ratified version of the draft OSHC sub-committee terms of reference and the meeting template in the appendices of this Guide.

Some ongoing functions of the OSHC subcommittee may include providing advice to the school council on the following matters: recruitment and performance management of OSHC staff:

- sourcing professional learning and development opportunities for staff
- promotion of the OSHC service
- development and monitoring of the service’s budget and financial performance
- collection of parent fees and acquitting fee and non-fee funding
- sourcing potential funding opportunities
- planning, monitoring and reviewing service delivery
- monitoring quality improvement against the Quality Improvement Plan
- ensuring the service complies with all relevant legislation, regulations, standards, policies and procedures
- development, implementation and review of policies and procedures
- consultation with OSHC staff, families and the community
- purchasing items for the service such as games, food, craft materials, etc.
- maintenance and facilities matters
- coordinating payment of annual fees to the regulatory authority
- notifying the regulatory authority of any changes to the person with management and control or nominated supervisor of the service.

Planning, monitoring and reviewing service delivery

The school council should plan, monitor and review service delivery so the OSHC service is:

- high-quality
- affordable for parents
- financially viable for the school
- meeting the needs of the community (through a robust consultation process, similar to the survey process outlined in the Consider section of this guide)
- compliant with legislative and regulatory obligations.

Planning, implementing and monitoring in relation to an OSHC service may be included in the school’s Annual Implementation Plan (AIP) as part of the FISO Improvement Cycle. The extent to which the OSHC service authentically links to the FISO dimensions will depend on its model of
operation and governance. Schools can use the Continua of Practice for the relevant FISO dimensions to self-assess and monitor their practice.

The planning, monitoring and review cycle may involve consulting families using the service as well as the broader school community. Budget monitoring processes will help plan for financial viability. The Quality Improvement Plan should be regularly updated with service quality improvements. On an operational level, the coordinator may develop and update the Quality Improvement Plan to be endorsed by the school council.

**Engaging and consulting with families that use the service**

The school council is required to develop and maintain supportive relationships with families and provide opportunities for families to be involved in the service and contribute to decisions about the service.

For more information see: National Quality Standard 6 – Collaborative partnerships with families

Opportunities to build relationships and consult with families may include:
- formal consultation between the school council and the OSHC sub-committee or a separate parent advisory group
- fostering regular information sharing through a communication book, social media or newsletters
- encouraging families to be involved in OSHC service events or activities

The school council may also develop a family handbook so that all families know what happens at the OSHC service and how they can contribute or provide feedback.

**Reporting and communication between the school council and the coordinator**

An OSHC service operated by a school council will generally employ:
- a coordinator (usually the nominated supervisor) who is accountable to the school council, either directly or through the OSHC sub-committee
- educator(s) who are ultimately accountable to the school council through the coordinator.

The school council may also appoint an OSHC sub-committee to advise them on operational matters.

**Information sharing**

The school council must share with the coordinator/sub-committee changes that affect service delivery and staff. For example, any decisions made regarding changes to, or adoption of, new polices must be shared. Processes to achieve this include:
- regular monthly meetings between the OSHC coordinator, school council and OSHC sub-committee (if applicable)
- the OSHC service being a standing item on the school council meeting agenda with reports from the coordinator and/or OSHC sub-committee.

The coordinator should share any relevant information with the educators. Regular team meetings, with all staff in attendance, are crucial to efficient service delivery. Where this is not possible, the coordinator and staff can share information in a range of ways, including email, a communication book or noticeboard.

At school council meetings, a financial report, including a balance sheet and profit and loss statement, must be submitted by the treasurer. The financial reports of the service should also be independently audited each year and a report submitted to school council.
CASES21

As part of school administration, finance and central reporting using CASES21 (Computerised Administrative System Environment in Schools), there are specific general ledger (GL) codes that apply to OSHC as shown in the table below.

<table>
<thead>
<tr>
<th>GL Code</th>
<th>Code name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GL89120</td>
<td>Outside School Hours</td>
<td>To record costs associated with the OSHC program</td>
</tr>
<tr>
<td></td>
<td>Care</td>
<td></td>
</tr>
<tr>
<td>Sub-Program 7101</td>
<td>Outside School Hours</td>
<td>To record operation of the Outside School Hours Care program, including salaries, allowances and other recurrent costs</td>
</tr>
<tr>
<td></td>
<td>care</td>
<td></td>
</tr>
<tr>
<td>GL71002</td>
<td>Outside School Hours</td>
<td>To record grants received for the operation of OSHC</td>
</tr>
<tr>
<td></td>
<td>Care Grant</td>
<td>(for example, revenue such as CCB and CCR from the Commonwealth Department of Education and Training)</td>
</tr>
<tr>
<td>GL74401</td>
<td>Outside School Hours</td>
<td>To record all payments received from parents related to an OSHC program</td>
</tr>
<tr>
<td></td>
<td>Care</td>
<td></td>
</tr>
</tbody>
</table>

Establishing and maintaining effective and collaborative partnerships between school council and OSHC service staff

An effective and collaborative partnership between school council and OSHC service staff is essential to ensure that the service achieves the best quality outcomes for children and their families. Some ways to foster a successful working relationship include:

- establishing clear professional boundaries by ensuring everyone has a position description that outlines their role, responsibilities, extent of authority and accountabilities
- ensuring that the service has policies and procedures to guide practice
- having a system for regular communication such as meetings or scheduled phone calls
- having policies and procedures to address complaints that go across the operation of the OSHC service and the school
- developing and/or reviewing the service’s philosophy and goals together to cultivate a sense of ownership and belonging
- developing a staff handbook which outlines the service philosophy and how staff contribute to a high-quality service
- ensuring financial delegations are appropriate and activity is regularly audited
- investigating possible opportunities to collaborate in other areas such as a school fete, school orientations, and contributions to a newsletter or school website
- sharing resources and knowledge
- attending professional development/training together
- having clear recruitment processes and conducting staff appraisals at least annually
- celebrating achievements such as an increase in utilisation of the service, or an improvement in quality and assessment rating
- organising an end of year celebration.

Educator appraisals

Element 7.2.2 of the NQS requires that 'the performance of educators, coordinators and staff members is evaluated and individual development plans are in place to support performance improvement.'

Appraisals should occur as part of a fair and transparent process and need to be respectful and professional. Feedback shared in an appraisal can occur formally as well as informally, and should be ongoing.
A good appraisal system empowers educators to develop and contribute to their own performance goals. Educators should be encouraged to undertake self-assessment in order to critically reflect on their performance.

Appraisals provide opportunity to acknowledge an employee’s strengths, as well as areas for development and any resources, professional development activities and additional support required.

Professional learning and development

To ensure consistent quality practices within a service, staff training and professional learning opportunities should be offered to all educators. Professional learning and development opportunities help to ensure educators are current in their knowledge of new research and legislation, and are networking with colleagues and professionals in the sector.

OPERATION OF THIRD PARTY MANAGED OSHC SERVICE

Monitoring and reviewing service delivery

The school council is responsible for managing the OSHC licence agreement with the third party provider. It is recommended the OSHC sub-committee continues to support the school council in working with the third party provider. The draft OSHC sub-committee terms of reference and meeting template in the appendices of this Guide by supporting a collaborative relationship to provide a quality and value for money service. The OSHC sub-committee should monitor the service delivery and represent the views of the school community to the provider.

Although legal responsibility for the third party managed OSHC service does not lie with the school council, good management of the OSHC licence agreement with a third-party provider will ensure compliance with National Law and regulations, whilst also addressing quality improvement and affordability of the OSHC service for families in the school community.

CASES21

As part of school administration, finance and central reporting using CASES21, there are specific general ledger (GL) codes that apply to OSHC expenditure shown in the table below.

<table>
<thead>
<tr>
<th>GL Code</th>
<th>Code name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GL89120</td>
<td>Outside School Hours Care</td>
<td>To record costs associated with the OSHC program</td>
</tr>
<tr>
<td>Sub-Program 7101</td>
<td>Outside School Hours Care</td>
<td>To record operation of the OSHC program, including salaries, allowances and other recurrent costs</td>
</tr>
</tbody>
</table>

Information sharing

The OSHC licence agreement includes information sharing required between school council and the third party provider through quarterly meetings, particularly with regards to changes that affect service delivery and staff, or complaints or grievances from parents. For example, any decisions made regarding changes to, or adoption of, new polices must be shared.

To aid information sharing it is recommended that the OSHC service is a standing item on the school council meeting agenda with reports (such as utilisation numbers, financial performance, key events or complaints etc) from the third party representative and/or the OSHC sub-committee that has already met with the provider.

Scheduled and regular communication between school council and the third party provider will aid a more collaborative partnership and contribute to the overall success of the program.
Establishing and maintaining effective and collaborative partnerships between school council and the third party provider

Good working relationships take time to develop. To ensure that the service achieves the best quality outcomes for children, the following strategies can be used:

- developing and/or reviewing the service’s philosophy and goals together
- communicating any concerns early to avoid escalation
- investigating opportunities for collaboration in other areas such as a school fete, school orientations and newsletter submissions
- maintaining confidentiality regarding sensitive information
- sharing information and resources where appropriate
- ensuring clear grievance/complaints procedures are shared with all families and staff

A collaborative partnership will contribute to the success of the program, benefitting children and families by meeting their education and care needs, and contributing to a positive work environment for coordinators and educators.

<table>
<thead>
<tr>
<th>Victorian regulatory authority</th>
<th>NQF Fact Sheets and Resources</th>
</tr>
</thead>
</table>

Notifying the regulatory authority of changes to the OSHC service

The regulatory authority must be notified of any changes to your OSHC service regarding information about:

- the approved provider
- the person with management and control
- the OSHC service, including operating hours and changes to the premises
- the nominated supervisor
- the certified supervisor
- incidents and complaints.

It is the approved provider’s responsibility to inform the regulatory authority within a specified timeframe, depending on the nature of the change.

**Important note:** Changes to the NQF from 1 October 2017 will affect the notification and administrative requirements of services. For the latest information check:


<table>
<thead>
<tr>
<th>Victorian regulatory authority</th>
<th>Notifications to Regulatory Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACECQA</td>
<td>Notification forms</td>
</tr>
</tbody>
</table>
7. Changing OSHC operating models after establishment

This section includes steps in the process for changing OSHC operating models at schools where the service is already established.

If a school council has an existing OSHC licence agreement with a third party provider, the first step the school council needs to take is to examine dispute resolution, review and exit terms and/or clauses to understand their options.

Where school council is looking to transfer service providers, the process will be similar to the six steps outlined in the Consider section of this guide. School council needs to consider what is working well about the current service and what requirements are a priority for OSHC service provision at the school. A review of operating models may result in:

- no change to current provider
- a revised OSHC licence agreement with the existing provider
- change of third party provider
- transferring from a third party managed to a school council managed OSHC service
- transferring from a school council managed to a third party managed OSHC service.

DECIDING TO CHANGE THE OPERATING MODEL

The decision by school council to make a change to the approved provider of an OSHC service should be based on evidence including, but not limited to:

- poor service quality
- ongoing or serious non-compliance with the National Law
- increase in the number of complaints received by service users
- a drop in utilisation of the OSHC service by families
- poor financial position/performance which threatens the viability of the service
- inability to manage all administrative and legal requirements of the service
- inability to access and/or retain suitably qualified staff
- expiry of OSHC licence agreement with the incumbent provider
- pre-determined review point set by school council.

In many cases, the factors highlighted above may be addressed through ongoing continuous service improvement and may not require or result in a change to provider. Changing providers does not guarantee a better service for the community and it is important to understand what can be worked through with the current provider and what requirements other providers, including school council, can realistically deliver.

The school council needs to perform due diligence on the current service to understand any conditions on service approval, compliance actions, financial liabilities, and other transmission of business that will affect the school council’s or other third party providers’ ability to deliver the service.

HOW TO INFORM AND INVOLVE THE SCHOOL COMMUNITY IN THE DECISION

In deciding whether to transfer management of the OSHC service, it is important that the decision-making process is clear and transparent for families, staff and other stakeholders.

The school council or principal should advise stakeholders about why they are looking to change providers, what the decision-making process will be, and how stakeholders can participate in the process. Before a decision is made there should be time to consult with all stakeholders through open forums, surveys, newsletters, blogs and meetings as appropriate.
THE TRANSFER PROCESS

Third party transfer to school council managed service

For the school council to take over management of an OSHC service they must:

- check that the OSHC licence agreement allows the third party to transfer the service approval to the school council
- advise key stakeholders
- set up operational, business and legislative approvals to operate the service as outlined in the Preparing for a school council managed service section of this guide
- apply for provider approval from the Victorian regulatory authority
- provide joint written notice of the intention to transfer the service approval (by both the transferring and the receiving provider) as detailed under the Transfer regulatory requirements section of this guide. The regulatory authority may interfere with the transfer in some circumstances
- finalise the general transfer of business such as any equipment or furniture that may transfer to the school.

School council transfer to third party managed service

To transfer the operation to a third party provider, the school council must:

- ensure that there are sufficient funds available to finalise all staff entitlements prior to the transfer of the service, including redundancy payments if applicable
- provide joint written notice of the intention to transfer the service approval (by both the transferring and the receiving provider) as detailed under the Transfer regulatory requirements section of this guide. The regulatory authority may interfere with the transfer in some circumstances
- conduct an EOI process and negotiate the OSHC licence agreement with the preferred third party provider as outlined in the Establish an OSHC licence agreement with a third party provider section of this guide
- complete the regulatory requirements of transfer with the Victorian regulatory authority and the Commonwealth Government
- finalise the general transfer of business such as any equipment or furniture that may transfer to the new provider.

It is recommended that schools contact DET’s Legal Services for advice in this situation, particularly concerning transfer of business arrangements and possible employment implications. The school council should also keep families and the school community informed about the transfer process.

Third party transfer to an alternative third party provider

To transfer the operation from a third party provider to another third party, the school council must:

- check that the contract allows the third party to transfer the service approval to another third party to the school council
- advise key stakeholders
- select a preferred party provider (an EOI process is recommended)
- conduct an EOI process and negotiate the OSHC licence agreement with the preferred third party as outlined in the Establish an OSHC licence agreement with a third party provider section of this guide
• complete the regulatory requirements of transfer with the Victorian regulatory authority and the Commonwealth Government
• finalise the general transfer of business such as any equipment or furniture that may transfer to the new provider.

Transfer Regulatory requirements

Both approved providers must provide to the regulatory authority joint written notice of the intention to transfer the service approval at least 42 days before the proposed date of the transfer (unless there are exceptional circumstances and a shorter timeframe is agreed to by the regulatory authority). Both parties must complete and submit a ‘Notification of transfer of service approval form’ (SA04).

The receiving approved provider must give written notice to the parents of children enrolled at the service of the transfer. The notice must be given at least 2 days before the service approval takes effect.

The transferring provider will also need to notify the Commonwealth Department of Social Services of the transfer of service approval by completing and submitting the ‘Notification of Closure, Sale or Transfer of Ownership or Management Form.’ Written notice must be given 42 days or more before ceasing to operate.

<table>
<thead>
<tr>
<th>Victorian regulatory authority</th>
<th>Notifications to Regulatory Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACECQA website</td>
<td>Notification of Transfer of Service Approval form (SA04)</td>
</tr>
<tr>
<td>Commonwealth Department of Social Services</td>
<td>Notification of Closure, Sale or Transfer of Ownership or Management Form</td>
</tr>
<tr>
<td>Fair Work Ombudsman/</td>
<td>Ministerial Order 1039</td>
</tr>
</tbody>
</table>


## 8. Further Information

This section provides key contacts for advice on OSHC related queries as well as resources that can provide support to OSHC services.

### KEY CONTACTS

<table>
<thead>
<tr>
<th>Australian Children’s Education and Care Quality Authority (ACECQA)</th>
<th>Australian Children’s Education and Care Quality Authority (ACECQA) is an independent national authority, based in Sydney. It is led by a CEO and guided by a 12-member governing Board whose members were nominated by each state and territory and the Commonwealth. Board members serve three-year terms. One of ACECQA’s many roles is to educate and inform the wider community about the importance of improving outcomes in children’s education and care. ACECQA guides the implementation of the National Quality Framework (NQF) for Early Childhood Education and Care nationally, working with the state and territory regulatory authorities to do so. The ACECQA website contains useful contacts and information on how to successfully function within the NQF. It contains detailed guides designed to answer questions about the NQF, as well as useful materials and a user guide to the National Quality Agenda IT System to help streamline dealings with the regulatory authority. There is also information on required educator qualifications, the service assessment process, rating levels, FAQs and other relevant links.</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.acecqa.gov.au">www.acecqa.gov.au</a></td>
<td>1300 4 ACECQA (1300 422 327) <a href="mailto:enquiries@acecqa.gov.au">enquiries@acecqa.gov.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commonwealth Department of Education and Training</th>
<th>The Commonwealth Department of Education and Training supports families and children through programs and services, as well as benefits and payments. Further support is provided through grants and funding for organisations providing services for families. These include CCB, CCR and the ISP. The Commonwealth Department of Human Services can provide further information on CCB: Child Care Benefit - Department of Human Services Phone: 136 150</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.education.gov.au">www.education.gov.au</a></td>
<td>1300 566 046</td>
</tr>
</tbody>
</table>
Victoria's regulatory authority is the Victorian Department of Education and Training and is responsible for:

- granting service and provider approvals
- carrying out the quality assessment and rating process
- ensuring education and care services meet the requirements of the National Law and National Regulations

The website provides information and advice on regulatory requirements to operate an OSHC service, including in the following areas:

- staffing arrangements (ratios and qualifications)
- documentation
- approved learning frameworks
- health and safety
- transporting children
- physical environments
- policies and procedures
- breach of legislation
- investigations and sanctions
- the application process for Provider and Service approval
- assessment and rating.

DET produces a ‘Regulation and Quality and Assessment update’ newsletter that can be accessed via their website.

DET offers learning and development support, services and resources for all Victorians, from birth through to adulthood. DET’s website offers information to service providers and professionals about legislation and licensing, funding, inclusion support and intervention to help services offer the best learning and development environments for children.

As well as housing the Victorian Regulatory Authority in its Quality Assessment and Regulation Division, DET also includes a number of other divisions that offer support and provide advice to education providers, including the School Policy and Advisory Guide and the School Infrastructure Policy Portal.
| DET's Legal Services Division | DET's Legal Services division supports Victorian government schools in a broad range of matters, including compliance with the National Law and OSHC licence agreement management with third party providers of an OSHC service. DET’s Legal Services division can assist by providing legal advice to principals and members of school council in relation to the provision of OSHC programs on school premises, including:  
- information sharing (between the school and its OSHC provider, parents and other third parties)  
- National Law compliance  
- the responsibilities of the principal:  
  - as ‘occupier’ of school premises under Ministerial Order 199  
  - for the management and control of OSHC where the school council is the approved provider  
- school council responsibilities and powers:  
  - as licensor of premises  
  - as approved provider  
  - as employer of OSHC staff  
  - under the Commonwealth Family Assistance Act  
  - for financial management of OSHC fees and debt recovery  
- responsibility for personal injury claims  
- commercial terms with external providers  
- termination and transition. |
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<tbody>
<tr>
<td>DET’s Schools Procurement</td>
<td>DET’s Schools Procurement Branch has been established in the Department to provide a single and consistent interaction for schools in relation to procurement. The Branch provides advice on a broad range of procurement matters including the OSHC EOI template.</td>
</tr>
<tr>
<td>DET’s Finance Services</td>
<td>DET’s Finance Services can provide advice and support on insurances such as public liability and building insurance, as well as hiring of school facilities.</td>
</tr>
<tr>
<td>Community Child Care Association (CCC)</td>
<td>CCC is a membership-based organisation, and is the Victorian peak body for OSHC and the peak body for community-owned, not-for-profit children's services. CCC promotes public support for community-owned, not-for-profit services, provides leadership and advocacy and supports the growth and sustainable management of high-quality not-for-profit education and care services. CCC provides consultancy services, including service feasibility and establishment, operational and business modelling and governance.</td>
</tr>
</tbody>
</table>
| **National Outside School Hours Care Services Association (NOSHSA)**  
| www.noshsa.org.au  
| noshsa@noshsa.org.au | CCC also provides professional learning and development to the sector, including downloadable resources to its members.  

| **NOSHSA** is a network of all Australian state and territory OSHC associations. Community Child Care Association (listed above) is the Victorian Branch of the NOSHSA network. As a united national voice, NOSHSA promotes the provision of outside school hours care services and advocates both to government and the community for excellence in service provision. It aims to safeguard the rights of all Australian children to access high-quality, age appropriate OSHC services. |

| **Victorian Inclusion Agency (VIA)**  
| viac.com.au  
| (General enquiries) 1800 177 017 | The Victorian Inclusion Agency (VIA), as part of the Inclusion Support Programme (ISP), is led by Community Child Care (listed above) and delivered in partnership with Yooralla and KU Children’s Services.  

The ISP will assist education and care services to include children with additional needs by providing tailored inclusion advice and support from state-wide Inclusion Agencies, as well as funding to support more challenging inclusion barriers and specialist equipment where required.  

VIA is working towards the vision that all Victorian children can meaningfully and actively participate in an education and care service of their family's choice in their community. |

| **Department of Health and Human Services (DHHS)**  
| http://dhhs.vic.gov.au/ | DHHS develops and delivers policies, programs and services that support and enhance the wellbeing of all Victorians.  

Their website provides key information and resources on the Child Safe Standards, and creating child safe organisations. |
## KEY RESOURCES AND REFERENCES

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Quality Framework Factsheets</td>
<td>DET has developed fact sheets and other resources to assist approved providers and education and care services to comply with the requirements of the National Quality Framework. Examples include: <em>Services for Children over preschool age – for Victorian School Principals</em>, which gives basic information on the approval process for services under the NQF and the role of DET as regulatory authority. <em>Outside School Hours Care</em> outlines requirements for centre-based services.</td>
</tr>
<tr>
<td>My Time, Our Place - The Framework for School Age Care in Australia and My Time, Our Place – Promoting collaborative partnerships between school age care services and schools</td>
<td>This website provides information and documents relating to the Framework for School Age Care in Australia to support educators working with school-age children in outside school hours care, long day care, and family day care settings. The <em>My Time, Our Place Framework</em> provides a pedagogical approach to maximise children’s wellbeing and development in school-age care settings. The website refers elsewhere for resources supporting the framework, which can be accessed via the ACECQA website:</td>
</tr>
<tr>
<td>The Victorian Early Years Learning and Development Framework</td>
<td>The revised <em>Victorian Early Years Learning and Development Framework (VEYLDF)</em> was launched in May 2016. This important document lays the foundation for the Education State Early Childhood Development Reform. It reflects cutting edge research and practice, policy directions and aspirational outcomes for young children.</td>
</tr>
<tr>
<td>The National Quality Framework Resource Kit</td>
<td>Includes documents that have been written to support the National Quality Framework, including: <em>Guide to the National Quality Framework, Guide to the National Law and National Regulations, Guide to the National Quality Standard</em> and <em>Guide to Developing a Quality Improvement Plan</em>.</td>
</tr>
</tbody>
</table>
| National Quality Framework Factsheets  
**[www.education.vic.gov.au/childhood/providers/regulation/Pages/ngffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/ngffactsheets.aspx)** | DET has developed fact sheets and other resources to assist approved providers and education and care services to comply with the requirements of the National Quality Framework.  
Examples include:  
*Services for Children over preschool age – for Victorian School Principals*, which gives basic information on the approval process for services under the NQF and the role of DET as regulatory authority.  
*Outside School Hours Care* outlines requirements for centre-based services. |
| --- | --- |
| School Policy and Advisory Guide  
| Financial Management in Schools  
Financial Management for Victorian Government Schools  
| School Council Information and Advice  
| Framework for Improving Student Outcomes (FISO)  
**[https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Home.aspx](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Home.aspx)** | This is DET’s website about FISO, which helps schools to focus their efforts on key areas that are known to have the greatest affect on school improvement. |
| Supporting Children’s Play, Leisure and Learning in School Age Care  
| Effective Management of School Age Care  
*Effective Management of School Age Care: A RESOURCE KIT FOR COORDINATORS AND DIRECTORS*, Community Child Care and Gowrie Victoria, 2015 |
| OSHC School Council License template  
and  
OSHC School Council License Guide | DET’s Legal Services website/Commercial and Property Law Unit section/Shared Use of Facilities page houses an OSHC School Council License template and Guide. The template authorises the non-exclusive use of an area of the school by a third party operating an outside school hours children’s care service. The Guide provides instruction on how to complete this template. |
<p>| <strong>National Quality Framework Factsheets</strong> | DET has developed fact sheets and other resources to assist approved providers and education and care services to comply with the requirements of the National Quality Framework. Examples include: <em>Services for Children over preschool age – for Victorian School Principals</em>, which gives basic information on the approval process for services under the NQF and the role of DET as regulatory authority. <em>Outside School Hours Care</em> outlines requirements for centre-based services. |
| <strong>Healthy Eating Victoria</strong> | The Healthy Eating Advisory Service aims to help organisations provide and promote healthier foods and drinks to improve the health of all Victorians. They work with early childhood services, outside school hours care, schools, workplaces, hospitals, sport and recreation centres, tertiary education and parks to support these organisations to provide healthier foods and drinks in their menus and through catering, food outlets and vending. |
| <strong>Starting Blocks website – for quality ratings of existing services</strong> | The ‘Find Child Care’ page of the Starting Blocks website provides a search function for existing approved education and care services under NQF. Some services will have a quality rating next to their details. The ratings may be useful to school councils considering engaging a third party provider, to identify and review nearby services, but predominantly are there as one way to help families choose the best service for their child. |
| <strong>Consumer Affairs Victoria</strong> | Provides information about becoming an incorporated association, among other things. |
| <strong>Commonwealth Department of Social Services</strong> | <a href="http://www.startingblocks.gov.au/find-child-care/">Notification of Closure, Sale or Transfer of Ownership or Management Form</a>. |
| <strong>Fair Work Australia</strong> | Provides information and advice about your workplace rights and obligations. |</p>
<table>
<thead>
<tr>
<th>National Quality Framework Factsheets</th>
<th>DET has developed fact sheets and other resources to assist approved providers and education and care services to comply with the requirements of the National Quality Framework. Examples include: Services for Children over preschool age – for Victorian School Principals, which gives basic information on the approval process for services under the NQF and the role of DET as regulatory authority. Outside School Hours Care outlines requirements for centre-based services.</th>
</tr>
</thead>
</table>
| Fair Work Commission | The Fair Work Commission is Australia’s national workplace relations tribunal. It is an independent body with power to carry out a range of functions including:  
- providing a safety net of minimum conditions, including minimum wages in awards  
- facilitating good faith bargaining and making enterprise agreements  
- dealing with applications in relation to unfair dismissal  
- regulating how industrial action is taken  
- resolving a range of collective and individual workplace disputes through conciliation, mediation and in some cases public tribunal hearings  
- functions in connection with workplace determinations, equal remuneration, transfer of business, general workplace protections, right of entry and stand down. |
| An Overview of the Victorian Child Safe Standards | An overview of the Victorian Child Safe Standards has information to assist organisations understand the requirements of each of the Child Safe Standards, including examples of measures they can put in place and a self-assessment tool. |
| Recruitment Practices for Child Safe Organisations | Use this resource to develop or review your organisation’s recruitment practices to help protect children from abuse. |
9. Appendix 1 – Key roles and responsibilities of OSHC staff

The table below lists key roles relevant to OSHC services.

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person with Management and Control</td>
<td>The person with management and control is the person who has responsibility, alone or with others, for managing the delivery of the service. The person with management and control is a duty holder under the National Law and can be liable for breaches of the law by the service. They are expected to have a working knowledge of the National Law and an understanding of their role and responsibilities in meeting key objectives with particular regard to ensuring the safety, health and wellbeing of children attending the education and care service. A service is required to nominate a person to be the person with management and control. Where a school council is the approved provider it is required that at least one person is nominated to be the person with management and control. The person with management and control may be the school principal (as the executive officer of the school council) or members of the school council. For a third party provider, the person with management and control may be an officer of the corporation or association, or a senior manager with responsibility for delivery of the service. A person with management and control must be ‘fit and proper persons’ in accordance with the National Law. The service must notify the Regulatory Authority of any change to the person with management and control. If there is a change to the school principal, or an extended absence, the Regulatory Authority should be notified of the change to the person with management and control.</td>
</tr>
<tr>
<td>OSHC sub-committee</td>
<td>As detailed in the School Policy and Advisory Guide, school councils may form a sub-committee to assist the council in overseeing the OSHC at the school. School councils must decide the purpose and terms of reference of sub-committees, which will vary for school council and third party managed services. As with all sub-committees, the OSHC sub-committee must consist of at least one member of the school council and be at least three members overall. The OSHC sub-committee meets as directed by the school council and reports in writing to school council. The OSHC sub-committee cannot make decisions on behalf of the school council.</td>
</tr>
<tr>
<td>OSHC Coordinator</td>
<td>The coordinator’s role in an OSHC service is to lead and oversee the day-to-day program development, implementation and evaluation of the service. Many coordinators work directly with children, while others’ work is more focussed on administration, planning and monitoring the provision of the OSHC service. This person is often the nominated supervisor.</td>
</tr>
<tr>
<td>Assistant OSHC Coordinator</td>
<td>Depending on the size and context of the service, there may be an assistant coordinator who has some administration and management responsibilities to support the coordinator. This is often in addition to being an educator working directly with children. This person is often a certified supervisor.</td>
</tr>
<tr>
<td>Educational leader</td>
<td>To support the provision of a high-quality education and care program in OSHC, the NQF requires the appointment of an educational leader (r.118; element 7.1.4). He or she leads the development and implementation of the program and ensures the establishment of clear goals and expectations for teaching and learning.</td>
</tr>
</tbody>
</table>
| **Person with Management and Control** | The person with management and control is the person who has responsibility, alone or with others, for managing the delivery of the service. The person with management and control is a duty holder under the National Law and can be liable for breaches of the law by the service. They are expected to have a working knowledge of the National Law and an understanding of their role and responsibilities in meeting key objectives with particular regard to ensuring the safety, health and wellbeing of children attending the education and care service.
A service is required to nominate a person to be the person with management and control.
Where a school council is the approved provider it is required that at least one person is nominated to be the person with management and control. The person with management and control may be the school principal (as the executive officer of the school council) or members of the school council.
For a third party provider, the person with management and control may be an officer of the corporation or association, or a senior manager with responsibility for delivery of the service. A person with management and control must be ‘fit and proper persons’ in accordance with the National Law.
The service must notify the Regulatory Authority of any change to the person with management and control. If there is a change to the school principal, or an extended absence, the Regulatory Authority should be notified of the change to the person with management and control.

| **The legislation is not prescriptive about the qualifications and experience required by the appointed educational leader and enables the approved provider to select the person best suited to take on this role.** |

| **Educators** | Educators work in the service with their colleagues to deliver a high-quality program that enables the learning and development of happy, healthy and resilient children. |

| **Chief executive officer / area manager/ regional manager/ team leader** | In third party managed services the structure of the approved provider’s organisation may include a range of staff members. The chief executive officer may be responsible for many services across Victoria, with local responsibility given to a regional and/or area manager. The role of the team leader often refers to the same role as the coordinator. |

| **The OSHC sub-committee responsibilities as set out in their terms of reference will vary as determined by the school council. Similarly, the responsibilities of the roles for individuals working at an OSHC service will vary according to the different contexts. The position description information below is meant as a general guide only, to be adapted as appropriate. It is important that responsibilities in position descriptions for all roles are detailed in terms of the NQS and the approved learning framework(s) being implemented by the service. For example, it may be relevant to include an introduction to individual responsibilities, such as:** |

| **All key responsibilities are based on the National Law and Regulations and the principles, practices and outcomes detailed in the Victorian Early Years Learning and Development Framework and Framework for School Age Care – My Time, Our Place. All educators are expected to have a working knowledge of these documents, which should underpin their pedagogy and, together with the service philosophy, directly reflect their relationships with children, families and co-educators.** |

**COORDINATOR ROLE**

Coordinators are primarily the first point of contact for children, parents, carers and staff, which means their role is critical to the day-to-day operation of the service. The coordinator will usually take on the role of nominated supervisor and educational leader for the service, though in some services this role may be filled by another educator or member of the management team. The coordinator role focuses on the following areas of the NQS:
1. LEAD THE PLANNING AND IMPLEMENTATION OF A HIGH-QUALITY EDUCATIONAL PROGRAM  
(Quality Area 1: Educational program and practice)

1.1 Lead the team of educators to plan, implement, assess and review a high-quality and diverse educational program based on appropriate frameworks and with reference to the NQS, considering the developmental needs, interests and abilities of all the children attending the service.

1.2 Lead the team of educators to actively support every child to participate in the program and ensure that the program promotes children’s agency, choices and influence.

1.3 Guide the team of educators in the development and delivery of effective and valuable documentation of children’s learning in accordance with the service philosophy and the learning outcomes (VEYLDF and FSAC).

1.4 Support the team of educators to utilise a variety of teaching strategies, including intentional teaching and reflective practice in their daily work.

2. LEAD THE PROMOTION OF THE HEALTH AND SAFETY OF ALL STAFF AND CHILDREN  
(Quality Area 2: Children’s health and safety; Quality Area 3: Physical environment)

2.1 Oversee the implementation of effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, and risk management plans, policies and procedures.

2.2 Oversee the service’s delivery of nutritious food and fresh drinking water to children.

2.3 Oversee the promotion of health, wellbeing and physical exercise in the service.

2.4 Oversee the service’s delivery of a safe and stimulating environment where all staff and children are protected from hazards or harm.

3. LEAD THE TEAM TO BUILD POSITIVE RELATIONSHIPS WITH ALL STAKEHOLDERS  
(Quality Area 4: Staffing arrangements; Quality Area 5: Relationships with children; Quality Area 6: Collaborative partnerships with families and communities)

3.1 Lead the educator team to work cooperatively, ethically and respectfully with other educators, and support the professional development of individual staff.

3.2 Lead the educator team in developing and maintaining respectful, supportive, collaborative and responsive relationships with children and their families.

3.3 Work productively and cooperatively with the service sponsor or governing body to deliver a high-quality service for children and families.

3.4 Build and maintain strong links with local networks, resource agencies and other relevant organisations.

3.5 Ensure an effective induction and orientation process for new families, children and educators, including workplace students and volunteers.

4. CONTRIBUTE TO THE EFFECTIVE MANAGEMENT OF THE SERVICE  
(Quality Area 7: Leadership and service management)

4.1 Ensure all practices are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.

4.2 Develop, implement and review policies and procedures in accordance with the NQS and National Law, considering confidentiality.

4.3 Attend professional development opportunities and network meetings as appropriate or as directed by management.

4.4 Lead and promote an understanding of the NQS, the NQF and the framework documents within the team.
4.5 Contribute to the continuous improvement of the service through reflective practice and as directed by management and the educational leader.

4.6 Lead the continuous improvement of the service and the development and maintenance of the service Quality Improvement Plan.

4.7 Complete any collection of data, medical or other records required in a timely manner, and in accordance with the service’s policies and procedures and the NQS.

4.8 Assist in the leadership, pedagogical leadership, management support and service administration, as directed.

4.9 Lead an effective process of induction and orientation for new staff, families and children.

EDUCATIONAL LEADER ROLE

The specific responsibilities of the educational leader in terms of planning and implementation of a high-quality educational program are in addition to any other responsibilities they may be required to perform. For example, the educational leader may be the coordinator or an educator with the relevant qualifications and experience, and this section can be added to their position description to clarify their additional responsibilities as the educational leader.

1. LEAD THE PLANNING AND IMPLEMENTATION OF A HIGH-QUALITY EDUCATIONAL PROGRAM
   (Quality Area 1: Educational program and practice)

1.1 Lead the team of educators to plan, implement, assess and review a high-quality and diverse educational program based on appropriate frameworks and with reference to the NQS, considering the developmental needs, interests and abilities of all the children attending the service.

1.2 Lead the team of educators to actively support every child to participate in the program and ensure that the program promotes children’s agency, choices and influence.

1.3 Lead the team of educators in the development and delivery of effective and valuable documentation of children’s learning in accordance with the service philosophy and the learning outcomes (VEYLDF and FSAC).

1.4 Lead the team of educators to utilise a variety of pedagogical strategies, including intentional teaching and reflective practice in their daily work.

EDUCATOR ROLE

Educators are essential in supporting the provision of high-quality OSHC. As part of the OSHC staff team, educators have an equally important role in developing and maintaining collaborative partnerships with the coordinator, colleagues, children and families. Educators have a key role in the whole service approach to planning, implementation, documentation and assessment of children’s wellbeing, learning and development. Educators generally report to the coordinator. Frequently, educators take on the role of certified supervisors.

Role description linked to NQS:

1. PLAN AND IMPLEMENT A HIGH-QUALITY EDUCATIONAL PROGRAM
   (Quality Area 1: Educational program and practice)

1.1 Assist in the planning, implementation, assessment and review of a high-quality and diverse educational program based on appropriate frameworks and with reference to the NQS, considering the developmental needs, interests and abilities of all the children attending the service.

1.2 Actively support every child to participate in the program and assist in ensuring that the program promotes children’s agency, choices and influence.
1.3 Assist in the documentation of children's learning in accordance with the service philosophy and the learning outcomes (VEYLDF and FSAC).

1.4 Utilise a variety of pedagogical strategies, including intentional teaching and reflective practice in daily work.

2. PROMOTE THE HEALTH AND SAFETY OF ALL STAFF AND CHILDREN  
(Quality Area 2: Children’s health and safety; Quality Area 3: Physical environment)

2.1 Ensure staff and children utilise effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, and risk management plans, policies and procedures.

2.2 Ensure that all children have access to nutritious food and fresh drinking water.

2.3 Assist in the promotion of health, wellbeing and physical exercise in the service.

2.4 Ensure a safe and stimulating physical environment where all staff and children are protected from hazards or harm.

3. BUILD POSITIVE RELATIONSHIPS WITH ALL STAKEHOLDERS  
(Quality Area 4: Staffing arrangements; Quality Area 5: Relationships with children; Quality Area 6: Collaborative partnerships with families and communities)

3.1 Work cooperatively, ethically and respectfully with other educators, and support their professional development.

3.2 Develop and maintain respectful, supportive, collaborative and responsive relationships with children and their families.

3.3 Assist with the supervision of workplace students and volunteers.

3.4 Assist with an effective induction and orientation process for new families, children and staff, including workplace students and volunteers.

4. CONTRIBUTE TO THE EFFECTIVE MANAGEMENT OF THE SERVICE  
(Quality Area 7: Leadership and service management)

4.1 Ensure all practices are in accordance with the NQS and reflect the QIP.

4.2 Contribute to the development, review and implementation of policies and procedures of the service.

4.3 Attend professional development opportunities as appropriate or as directed by the coordinator/management.

4.4 Contribute to the continuous improvement of the service through reflective practice and as directed by the coordinator/management and educational leader.

4.5 Assist in the completion of any collection of data, medical or other records required in a timely manner, and in accordance with the service’s policies and procedures and the NQS.

ASSISTANT COORDINATOR ROLE
Where educators have additional responsibilities in the management or administration of the service there may be an assistant coordinator, whose position description includes responsibilities associated with an educator and some of those associated with a coordinator as relevant to the context of the service.
## 10. Appendix 2 – Glossary of Terms

The glossary of terms includes key terms commonly associated with OSHC.

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<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>After school care</strong></td>
<td>The time after the end of the school day when care is provided by an OSHC service. This time varies depending on the school finish time and demand. For example, if the school day ends at 3.30pm, after school care may operate from 3.30pm – 6.30pm.</td>
</tr>
<tr>
<td><strong>Approved provider</strong></td>
<td>Person or legal entity that holds a provider approval which enables them to apply for and hold service approval(s).</td>
</tr>
<tr>
<td><strong>Authorised officer</strong></td>
<td>An authorised officer, under the National Law, is authorised to carry out a variety of functions on behalf of their regulatory authority. Authorised officers are employed by state and territory regulatory authorities to perform functions such as:</td>
</tr>
<tr>
<td></td>
<td>• monitor and enforce compliance</td>
</tr>
<tr>
<td></td>
<td>• rate services for quality</td>
</tr>
<tr>
<td></td>
<td>• investigate incidents and complaints.</td>
</tr>
<tr>
<td><strong>Before school care</strong></td>
<td>The time before the beginning of the school day when care is provided by an OSHC service. This time varies depending on the school start time and demand. For example, if the school day starts at 9.00am, before school care may operate from 7.00am – 9.00am.</td>
</tr>
<tr>
<td><strong>Centre-based service</strong></td>
<td>Describes an education and care service other than a family day care service. This includes most long day care, preschool and OSHC services that are delivered at a centre (or a school as may be the case with OSHC).</td>
</tr>
<tr>
<td><strong>Certified supervisor</strong></td>
<td>Person who holds a supervisor certificate. A service supervisor certificate is issued for each education and care service. Most individuals do not need to apply to the regulatory authority for a supervisor certificate. A service supervisor certificate can apply to any person working at a service who has been identified by the approved provider within the service who:</td>
</tr>
<tr>
<td></td>
<td>• is responsible for the day-to-day management of the service or</td>
</tr>
<tr>
<td></td>
<td>• has supervisory and leadership responsibilities for part of the service.</td>
</tr>
<tr>
<td></td>
<td>Note that from 1 October 2017, certified supervisors will no longer exist under the National Law.</td>
</tr>
<tr>
<td><strong>Child Safe Standards</strong></td>
<td>The Child Safe Standards aim to protect children from abuse in organisations. That includes physical violence, sexual offences, serious emotional or psychological abuse and serious neglect. As of 2016, all early childhood services (including OSHC) are required to comply with Child Safe Standards, which include seven standards designed to ensure organisations that work with children take steps to create a culture of child safety.</td>
</tr>
<tr>
<td></td>
<td>To create and maintain a child safe organisation and comply with the Child Safe Standards, an early childhood service must have in place:</td>
</tr>
<tr>
<td></td>
<td><strong>Standard 1</strong>: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements</td>
</tr>
<tr>
<td></td>
<td><strong>Standard 2</strong>: A child safe policy or statement of commitment to child safety</td>
</tr>
<tr>
<td></td>
<td><strong>Standard 3</strong>: A code of conduct that establishes clear expectations for appropriate behaviour with children</td>
</tr>
<tr>
<td></td>
<td><strong>Standard 4</strong>: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel</td>
</tr>
<tr>
<td></td>
<td><strong>Standard 5</strong>: Processes for responding to and reporting suspected child abuse</td>
</tr>
</tbody>
</table>
### After school care
The time after the end of the school day when care is provided by an OSHC service. This time varies depending on the school finish time and demand. For example, if the school day ends at 3.30pm, after school care may operate from 3.30pm – 6.30pm.

### Standard 6: Strategies to identify and reduce or remove risks of child abuse
### Standard 7: Strategies to promote the participation and empowerment of children.
For further information see [An Overview of the Victorian Child Safe Standards](#) and DET’s PROTECT portal.

### Coordinator
Person who is responsible for the day-to-day running of an OSHC service, which often includes being a key contact for parents and carers, other staff members, the principal and school council. Their responsibilities will vary according to what is specified in their position description.

### Curriculum days
Also referred to as student-free or pupil-free days, they are the four days when student instruction does not occur while teachers and school staff are engaged in professional development, school planning and administration, curriculum development, and student assessment and reporting.

An OSHC service may operate on those days depending on demand.

The first day of Term 1 each year will be a student-free day in all government schools to allow for appropriate planning to take place for the arrival of students.

School councils have the flexibility to schedule the remaining three student-free days each year to meet local school needs.

### Educational Leader
The educational leader leads the development and implementation of the educational program in the education and care service (including OSHC). This role is required under national regulation, though the legislation is not prescriptive about the qualifications and experience required by the appointed educational leader and enables the approved provider to choose the person best suited to take on this role.

### In-house service
Frequently used to describe a school council managed OSHC service.

### National Quality Framework
The National Quality Framework (NQF) was introduced in 2012 to improve education and care across long day care, family day care, preschool/kindergarten and outside school hours care.

The NQF was the result of an agreement between all Australian governments to work together to provide better educational and developmental outcomes for children.

The NQF includes:

- the [National Law and National Regulations](#)
- the [National Quality Standard](#)
- an assessment and quality rating process
- approved national learning frameworks

### National Quality Standard
The National Quality Standard (NQS) is a key aspect of the National Quality Framework (NQF) and sets a high, national benchmark for early childhood education and care, and OSHC services in Australia.

It gives services and families a better understanding of a high-quality service, helping families to make informed decisions about the services providing education
### After school care

The time after the end of the school day when care is provided by an OSHC service. This time varies depending on the school finish time and demand. For example, if the school day ends at 3.30pm, after school care may operate from 3.30pm – 6.30pm.

and care to their child. The NQS brings together the 7 key quality areas that are important to outcomes for children.

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

The NQS contains 18 standards with two or three standards in each quality area. These standards are high-level outcome statements. Under each standard sit elements that describe the outcomes which contribute to the standard being achieved.

<table>
<thead>
<tr>
<th>Nominated supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A nominated supervisor, in relation to an education and care service, is a person who:</td>
</tr>
<tr>
<td>1. is a certified supervisor and</td>
</tr>
<tr>
<td>2. is nominated by the approved provider of the service under Part 3 to be the nominated supervisor of that service and</td>
</tr>
<tr>
<td>3. has consented to that nomination.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Off-site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes an OSHC service that is not located on a school premises. Instead, a service may be located at a nearby venue such as community centre or recreational facilities. Note: An off-site service is still considered a ‘centre-based’ service.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On-site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes an OSHC service based on the school premises. This may also be referred to as a school-based service.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person with management and control</th>
</tr>
</thead>
<tbody>
<tr>
<td>The person with management and control is the person who has responsibility, alone or with others, for managing the delivery of the service. The person with management and control is a duty holder under the National Law and can be liable for breaches of the law by the service. They are expected to have a working knowledge of the National Law and an understanding of their role and responsibilities in meeting key objectives with particular regard to ensuring the safety, health and wellbeing of children attending the education and care service. A service is required to nominate an individual to be the person with management and control. Where a school council is the approved provider it is required that at least one person is nominated to be the person with management and control. The person with management and control may be the school principal (as the executive officer of the school council) or a member of the school council. For a third party provider, the person with management and control may be an officer of the corporation or association, or a senior manager with responsibility for delivery of the service. A person with management and control must be a ‘fit and proper person’ in accordance with the National Law.</td>
</tr>
<tr>
<td><strong>After school care</strong></td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Pupil free days</strong></td>
</tr>
</tbody>
</table>
| **Regulatory authority** | DET is the regulatory authority for Victoria and is responsible for:  
- granting service and provider approvals  
- carrying out the quality assessment and rating process  
- ensuring education and care services meet the requirements of the National Law and National Regulations. |
| **School-based** | Describes an OSHC service based on the school premises. This may also be referred to as an on-site service. |
| **School council managed** | An OSHC service where school council is fully responsible for the management and operation of the service. This may also be known as an in-house service. |
| **School Holiday Program** | See Vacation care. |
| **Service Provider** | An approved provider that obtains service approval and operates an education and care service. |
| **Student-free days** | See curriculum days |
| **Sub-committee** | A committee composed of some members of a larger committee, board, or other body - and reporting to it. School councils may form sub-committees to assist the council. School councils must decide the purpose and terms of reference of sub-committees. Sub-committees must consist of at least:  
- 1 member of the school council  
- 3 members overall.  
The sub-committee must meet as directed by the school council, and report in writing to school council. Sub-committees cannot make decisions on behalf of the school council. |
| **Third party managed** | The management of an OSHC service can be provided by a third party engaged by school council. A third party provider may be a community based, not-for-profit organisation such as a parent incorporated body or local government. It may also be a private, for-profit provider. |
| **Vacation care** | An OSHC may provide an education and care service during term breaks. Vacation care is the commonly used term in Victoria, also referred to as ‘School Holiday Program.’ |
| **Working party** | A committee or group appointed to study and report on a particular question and make recommendations based on its findings. |
11. Appendix 3 – Draft OSHC Subcommittee Templates: Terms of Reference and Meeting Agendas
**DRAFT Terms of Reference** [to be adapted and ratified by school council]

**School Council Outside School Hours Care (OSHC) Subcommittee responsible for overseeing third party provision of an OSHC service**

**PURPOSE**

The purpose of the OSHC Subcommittee is to assist the school council to comply with the National Quality Framework and the Education and Care Services National Regulations, which includes OSHC.

The OSHC Subcommittee’s role is to support school council to provide a quality and value for money OSHC service for the school community. The OSHC Subcommittee makes recommendations and the school council has the final responsibility for decisions.

When the OSHC service is run by a third party, the third party is the approved provider under the NQF. The OSHC Subcommittee assists with the engagement and ongoing management of the third party provider.

**MEMBERSHIP**

The OSHC subcommittee will appoint a convenor.

Membership must include a minimum of three members from the list below:

- a member of the school council (required)
- principal or their nominee (may be the same person as above)
- OSHC coordinator employed by third party (to attend meetings as invited which is recommended to occur on a quarterly basis as agreed in the OSHC Licence Agreement between the School Council and the third party)
- parent user of the OSHC service.

**MEETINGS AND ADMINISTRATION**

The OSHC Subcommittee is required to meet at least eight times per year and at least once per school term in line with school council meetings. A report including minutes should be provided to school council after every meeting. A sample school council subcommittee report template is available at: [www.education.vic.gov.au/school/teachers/management/Pages/schoolcouncilsub.aspx](http://www.education.vic.gov.au/school/teachers/management/Pages/schoolcouncilsub.aspx)

More frequent meetings may be required when:

- a third party provider is being selected through and expression of interest process
- the negotiation of a new licence agreement is taking place
- issues arise that need addressing.

The convenor will oversee the secretariat function by undertaking or delegating the following responsibilities:

- setting the meeting agenda using the OSHC Subcommittee Third Party Agenda Template
- communicating with third party representatives as required
- providing meeting agendas and other documents to subcommittee members
- taking meeting minutes that include action items, owners and timelines for action
- providing subcommittee reports to school council that include OSHC Subcommittee recommendations
- ensuring the implementation and monitoring of school council approved recommendations
- encouraging participation in the OSHC Subcommittee from members in the school community.

**REPORTING**

The OSHC Subcommittee report to school council on the OSHC service, including:

- budget
- service data such as usage, waiting lists, compliments and complaints and incidents as informed by the third party
- recommendations for endorsement including those in relation to the third party provider

**ROLES AND RESPONSIBILITIES**

The OSHC Subcommittee’s role is to support the School Council to provide a quality and value for money education and care service by a third party provider which complies with the NQF and meets the needs and values of the school community.

The OSHC Subcommittee have oversight, on behalf of the school council, of the third party provider in the following key areas:
<table>
<thead>
<tr>
<th>Key area</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Selection of an approved third party provider: | • utilising ‘A Guide to OSHC Provision’ and the customised OSHC expression of interest process to select the preferred provider  
• accessing the Department’s Schools Procurement team for advice on the customised expression of interest template at [procurement@edumail.vic.gov.au](mailto:procurement@edumail.vic.gov.au)  
• making recommendations about the preferred provider to school council |
| Engagement of a third party provider | • negotiating the terms of the OSHC licence agreement including fee structure to ensure the third party provider offers quality and value for money  
• accessing the Department’s Legal Services for advice on the terms of the Licence Agreement at [legal.services@edumail.vic.gov.au](mailto:legal.services@edumail.vic.gov.au)  
• making recommendations to School Council about the negotiated Licence Agreement. |
| Management of a third party provider | • working with the third party provider on a shared vision and goals for the services that reflect the needs and values of the school community  
• sharing information with the third party provider the supports understanding of the school context and participation of all children the accessing the service  
• monitoring the OSHC licence agreement with the third party provider including:  
  o organising and preparing for quarterly meetings with the third party provider using the OSHC Third Party Agenda Template  
  o responding to issues that arise at the quarterly meetings and outside these meetings as appropriate  
  o informing school council if the terms of the OSHC licence agreement have been breached and recommending how the breach may be addressed  
• making links to the Framework for Improving Student Outcomes (FISO) and the school’s Annual Implementation Plan to provide a whole school approach to student learning where appropriate |
| Policies and procedures | • working with the third party provider to make links between existing school policies and the [School Policy and Advisory Guide](#) (SPAG) |
| Community engagement and communication | • encouraging the sharing of feedback from service users for the benefit of the service and the school community more broadly  
• ensuring the school community have a voice in the provision of the service  
• celebrating service achievements |
| Facilities and maintenance | • ensuring that school staff and the community adhere to the use of facilities as set up in the terms of the OSHC licence agreement  
• working with the third party to provide facilities and maintenance that meet the needs of the service, which may require liaising with a Facilities and Maintenance Subcommittee |

In situations where changing from one third party provider to another third party provider or to a school council managed OSHC service is being considered, the OSHC Subcommittee have a key role in seeking community views and making recommendations to school council.

**REVIEW**  
The Terms of Reference will be reviewed on [insert date as appropriate to your school].
**DRAFT Terms of Reference** [to be adapted and ratified by school council]

**School Council Managed Outside School Hours Care (OSHC) Subcommittee responsible for a school council managed and operated OSHC service**

### PURPOSE

The purpose of the OSHC Subcommittee is to assist the School Council to comply with the National Quality Framework (NQF) and the Education and Care Services National Regulations set out by the National Quality Framework (NQF) for early childhood education and care (ECEC) services, which includes OSHC.

The OSHC Subcommittee’s role is to support school council to provide a quality and value for money OSHC service for the school community. The OSHC Subcommittee makes recommendations and the school council has the final responsibility for decisions.

When the OSHC service is school council managed, the school council are the approved provider under the NQF. The OSHC Subcommittee makes recommendations to inform school council’s decision-making on all aspects of the service. These aspects include:

- legal and compliance obligations
- policy development and review including fee schedule
- human resourcing and ongoing professional development
- facilities management
- oversight of the development and implementation of the service’s quality improvement plan (QIP) to ensure continuous improvement of the service
- engagement and communication with the school community.

### MEMBERSHIP

The OSHC subcommittee will appoint a convener.

Membership must include a minimum of three members from the list below:

- a member of the school council *(required)*
- principal or their nominee *(may be the same person as above)*
- school administration officer *(could attend by invitation, to provide administration advice including fee invoicing and payment and CASES21)*
- OSHC coordinator
- parent user of the OSHC service.

### MEETINGS AND ADMINISTRATION

The OSHC Subcommittee is required to meet at least eight times per year and at least once per school term in line with school council meetings. A report including minutes should be provided to school council after every meeting. A sample school council subcommittee report template is available at: [www.education.vic.gov.au/school/teachers/management/Pages/schoolcouncilsub.aspx](http://www.education.vic.gov.au/school/teachers/management/Pages/schoolcouncilsub.aspx)

The convenor will oversee the secretariat function by undertaking or delegating the following responsibilities:

- setting the meeting agenda using the OSHC Subcommittee School Council Managed Agenda Template
- providing meeting agendas and other documents to subcommittee members
- taking meeting minutes that include action items, owners and timelines for action
- providing subcommittee reports to school council that include OSHC Subcommittee recommendations
- ensuring the implementation and monitoring of school council approved recommendations
- encouraging participation in the OSHC Subcommittee from members in the school community.

### REPORTING

The OSHC Subcommittee report to school council on all aspects of the OSHC service, including:

- budget
- staffing
- QIP progress
- service data such as usage, waiting lists, compliments and complaints and incidents
- recommendations in relation to the program and service more broadly
- compliance or legal issues.

### ROLES AND RESPONSIBILITIES
The OSHC Subcommittee’s role is to support the school council, OSHC coordinator and staff to provide a quality and value for money education and care service which complies with the NQF and meets the needs and values of the school community.

The OSHC Subcommittee have oversight, on behalf of the school council, of management responsibilities in relation to the service in the key areas outlined in the table below.

<table>
<thead>
<tr>
<th>Key area</th>
<th>Examples of responsibilities</th>
</tr>
</thead>
</table>
| Quality                         | • developing and upholding a vision and goals for the service  
• developing and monitoring the QIP to ensure continuous improvement  
• preparing for assessment and rating, and compliance visits by the Victorian Regulatory Authority  
• participating and complying with NQF audits and compliance directives  
• addressing any breaches or non-compliance with the NQF  
• making links to the Framework for Improving Student Outcomes (FISO) to provide a whole school approach to student learning where appropriate |
| Education and care program      | • identifying innovative approaches to the education and care program  
• ensuring the program is inclusive for all children, including those with disabilities and additional needs                                                                                                          |
| Value for money                 | • putting in place a fee structure that represents value for money for the school community where there is a clear rationale fees for adjusting fees and imposing fines  
• having a policy that enables all children to access activities that have an additional fee that is reflected in the fee structure  
• providing access to Commonwealth child care subsidy  
• managing the service finances in accordance with the reporting requirements set out by the school council treasurer and Department requirements as set out in the Finance Manual for Victorian Government Schools |
| Record keeping                  | • managing records in accordance with the requirements under the NQF (where relevant) including:  
  o child enrolment forms and child attendance records  
  o child assessments and evaluations for delivery of educational program  
  o medical management plans, risk minimisation and communication plans for children with diagnosed medical conditions  
  o educational program  
  o medication records  
  o staff records  
  o records of responsible persons  
  o records of educators working directly with children  
  o records of volunteers and students  
  o records of access to early childhood teachers  
  o records of each nominated supervisor and person placed in day-to-day charge performance development plans and training records  
  o service usage, vacancies and waiting list management  
  o assessment and rating reports  
  o copies evidence of current insurances  
  o all complaints received, action taken and timeframe for resolution  
  o incident, injury, trauma and illness records  
  o record of service’s compliance with the National Law  
  o child, parent and staff feedback  
  o facilities and maintenance issues  
• managing finance records in accordance with the Finance Manual for Victorian Government Schools. |
| Staffing                        | • managing staff recruitment, retention and backfill (noting qualification requirements and staffing levels)  
• organising staff professional development, support and supervision                                                                                                                                           |
| Community engagement and        | • notifying the community about key information e.g. fee changes, curriculum days, early finish dates  
• ensuring the school community have a voice in the provision of the service  
• monitoring and addressing compliments and complaints by service users  
• celebrating service achievements                                                                                                                                  |
|                                 | Facilities                                                                                                                                          |
|                                 | • providing exclusive use of allocated indoor and outdoor areas for maximum service capacity  
• negotiating the sharing of resources and facilities between the school and OSHC to ensure access half an hour before and after service delivery in agreed areas  
• addressing maintenance and facilities matters with school council                                                                                                   |
<table>
<thead>
<tr>
<th>Key area</th>
<th>Examples of responsibilities</th>
</tr>
</thead>
</table>
| Policies and procedures | • writing and reviewing OSHC policies in accordance with the National Quality Framework, with consideration for how they link to existing school policies and the School Policy and Advisory Guide (SPAG)   
• implementing a process of regular and timely review of policies and procedures for ratification by school council. |
| Food and drink       | • providing food and drink in accordance with the NQF and the Food Safety Standards                                                                                                                                                 |

In situations where changing from school council managed OSHC service to provision by a third party provider is being considered, the OSHC Subcommittee have a key role in seeking community views and making recommendations to school council.

**REVIEW**

This Terms of Reference will be reviewed on [insert date as appropriate to your school].
DRAFT Meeting Agenda

[to be adapted by the OSHC Subcommittee as required for each meeting – it is recommended that the OSHC Subcommittee refer to the OSHC licence agreement in place with the third party provider to inform the agenda]

Outside School Hours Care (OSHC) Subcommittee responsible for a third party managed and operated OSHC service

<table>
<thead>
<tr>
<th>DATE:</th>
<th>[insert date]</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME:</td>
<td>[insert time]</td>
</tr>
<tr>
<td>VENUE:</td>
<td>[insert address]</td>
</tr>
<tr>
<td>CHAIR:</td>
<td>[insert name]</td>
</tr>
<tr>
<td>ATTENDEES:</td>
<td>[insert names]</td>
</tr>
<tr>
<td>APOLOGIES:</td>
<td>[insert names]</td>
</tr>
</tbody>
</table>

AGENDA [agenda items listed are guidance only and may require amendments e.g. if the school is going through the process of selecting and engaging a third party provider]

<table>
<thead>
<tr>
<th>Standing Items</th>
<th>Minutes</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgement of Country - We would like to respectfully acknowledge the Traditional Custodians of this land on which we meet today. We would also like to pay our respects to the elders both past and present.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Quality</td>
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</tr>
<tr>
<td>a) Review shared vision and goals</td>
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<tr>
<td>b) Update on Quality Improvement Plan</td>
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<tr>
<td>c) Present assessment and rating reports and outcomes of compliance visits</td>
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<tr>
<td>d) Links with the Framework for Improving Student Outcomes (FISO) and the school’s Annual Implementation Plan</td>
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<tr>
<td>2. Education and care program</td>
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<tr>
<td>a) Innovative options being considered for the program e.g. participation in Education Week, Book Week, Harmony Day etc. and engaging external</td>
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</tr>
</tbody>
</table>

DATE: [insert date]
TIME: [insert time]
VENUE: [insert address]
CHAIR: [insert name]
ATTENDEES: [insert names]
APOLOGIES: [insert names]
<table>
<thead>
<tr>
<th>Standing Items</th>
<th>Minutes</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>specialist groups for music, science, sport etc.</td>
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<tr>
<td>b) Strategies and approaches to promote inclusion of all children including those with additional needs</td>
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<tr>
<td>Standing Items</td>
<td>Minutes</td>
<td>Action</td>
</tr>
<tr>
<td>3. Value for money</td>
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</tr>
<tr>
<td>a) Review of fee structure/amendments/fines</td>
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<tr>
<td>b) License agreement fees</td>
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<tr>
<td>4. Staffing</td>
<td></td>
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</tr>
<tr>
<td>a) Personnel update</td>
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<tr>
<td>5. Community engagement and communication</td>
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<td></td>
</tr>
<tr>
<td>a) School notifications e.g. fee changes, curriculum days, early finish dates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Feedback from the school community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Proposed consultation</td>
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<td></td>
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<tr>
<td>6. Facilities</td>
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<td></td>
</tr>
<tr>
<td>d) Coordination of shared facilities and resources</td>
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<td></td>
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<tr>
<td>e) Building and facilities maintenance</td>
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<td></td>
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<tr>
<td>7. Reporting</td>
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<tr>
<td>a) Update on service usage levels, vacancies and wait list management</td>
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<td>b) Review complaints, action taken to resolve and timeframes</td>
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<td>c) Update on any incidents requiring reporting to ACECQA (harm, injury or infection)</td>
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<tr>
<td>d) Financial records</td>
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<td>8. Policy and procedure review</td>
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<tr>
<td>Standing Items</td>
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<tr>
<td>a) Links with existing school policies</td>
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<td>9. Other Business</td>
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**DRAFT Meeting Agenda**

[to be adapted by the OSHC Subcommittee as required for each meeting]

Outside School Hours Care (OSHC) Subcommittee responsible for a school council managed and operated OSHC service

---

**DATE:** [insert date]

**TIME:** [insert time]

**VENUE:** [insert address]

**CHAIR:** [insert name]

**ATTENDEES:** [insert names]

**APOLOGIES** [insert names]

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**AGENDA** [agenda items listed are guidance only and may require amendments]

<table>
<thead>
<tr>
<th>Standing Items</th>
<th>Minutes</th>
<th>Action</th>
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<tbody>
<tr>
<td>Acknowledgement of Country- We would like to respectfully acknowledge the Traditional Custodians of this land on which we meet today. We would also like to pay our respects to the elders both past and present.</td>
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<tr>
<td>1. Quality</td>
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<td>a) Review of vision and goals of the service</td>
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<td>b) Review of the Quality Improvement Plan</td>
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<td>c) Preparation for / response to assessment and rating / compliance visits</td>
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<td>d) Review links to the Framework for Student Outcomes (FISO) and the school’s Annual Implementation Plan</td>
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<td>2. Education and care program</td>
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<td>a) Innovative options being considered for the program e.g. participation in Education Week, Book Week, Harmony Day etc. and engaging external specialist groups for music, science, sport etc.</td>
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<td>b) Strategies and approaches to promote inclusion of all children including those with additional needs</td>
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<td>3. Value for money</td>
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<td>a) Financial report that captures the budget</td>
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### Standing Items

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<tr>
<th>Minutes</th>
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</table>
| b) Review of fee structure/amendments/fines  
c) Commonwealth subsidy requirements |        |

### 4. Staffing

| a) Recruitment requirements e.g. advertising positions and scheduling interviews  
b) Staff leave and backfill arrangements  
c) Professional development update and opportunities  
d) Staff rosters |

### Standing Items

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| 5. Community engagement and communication  
a) School notifications e.g. fee changes, curriculum days, early finish dates  
b) Feedback from children, families and the school community  
c) Proposed consultation |        |

### 6. Facilities and maintenance

| a) Coordination of shared facilities and resources  
b) Building and facilities maintenance |

### 7. Record keeping

| a) Enrolment and attendance update  
b) Personnel records, staff rosters and training records  
c) Service usage, vacancies and waiting list management  
d) Assessment and rating reports  
e) Copies of insurances (new and renewed)  
f) All complaints received, action taken and timeframe for resolution  
g) Incidents  
h) child, parent and staff feedback  
i) facilities and maintenance issues |
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<tr>
<td><strong>8. Review of Policies and Procedures</strong></td>
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<tr>
<td>a) Review policies in accordance with the National Quality Framework, with consideration for how they link to existing school policies and the School Policy and Advisory Guide (SPAG)</td>
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<td><strong>9. Food and drink</strong></td>
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<tr>
<td>a) Review food and drink requirements</td>
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<td><strong>10. Other Business</strong></td>
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