

Operational Plan of Management

Children's Services

ST CHRISTOPHERS CATHOLIC PRIMARY SCHOOL Heathcote Road, Holsworthy

1. EXECUTIVE SUMMARY

This Plan of Management (POM) forms an essential part of the ongoing management requirements for Sydney Catholic Early Childhood Services (SCECS). SCECS is committed to providing high quality services with as little impact as possible on the environment and neighboring community. The POM outlines the various measures taken to address this commitment.

The information contained in the POM reflects the information provided in the development application submitted to Council.

2. CAPACITY OF CENTRE

The centre is designed to accommodate 76 children on a daily basis.

0-2 years 16 2-5 years 60

3. HOURS OF OPERATION

The service opens daily Monday to Friday from 7am – 6pm, fifty (50) weeks a year. The service closes for public holidays and for a 2 week period over the Christmas-New Year period.

4. STAFF

When at capacity the Centre will be operated by a minimum of fourteen (14) (including the primary contact staff and Nominated Supervisor) at any one time.

There will be a structured routine where the children will be divided between their age groups of 0-2 years (Babies), 2-3 years (Toddlers) and 3-6 years (Pre-schoolers). A daily program will be based on their needs, interests and individual development/progress. Each group will be required to maintain staff to children ratios in accordance with the Childcare Regulations.

Our analysis of Arrival and Departure times across our existing centres supports the staffing requirements and is in accordance with the requirements of the *Children's Services Regulations*

5. ARRIVALS AND DEPARTURES

Staff - Not all staff arrives at the same time but generally staggered between the hours of 7.00am to 10am. Full-time staff work 8 hours a day. Part-time or casual staff work shifts as required. The current design allows parking for 14 staff + 8 visitors.

Families -In the morning, families usually arrive between the hours of 7am-10:00am. In the afternoon families generally collect children between 3.30pm to 6.00pm.

The trends of arrival and departure times are based upon SCECS analysis of arrival and departure times across our existing centres.

A car park policy (see Annexure 1) is provided to all families and staff as part of their induction process

Deliveries – An allocated parking space is reserved onsite for deliveries.

6. INDOOR ACTIVITIES

Indoor activities are programmed depending on children's needs and developmental stages. Typically, the daily routine is as follows:

7.30am - 8:00am:	Settling in for early arrivals and free play/ interest groups
8:00am -10:30am:	Indoor Program - Individual /group activities
10:30am - 11am:	Morning Tea
11am – 12:30pm:	Indoor Program - Individual /group activities
12:30pm -1:00pm:	Lunchtime
1:00pm - 2:30pm:	Sleep or Rest/Time
2:30pm – 5:00pm:	Other play and educational activity (eg music, painting dance) or Outdoor Play,
	and Afternoon Tea
5:00pm – 6:00pm:	Indoor activities

All Indoor and Outdoor Activities are supervised by the regulated number of trained staff.

7. OUTDOOR ACTIVITIES

The outdoor play schedule is set out below:

Mornings:	10:30am – 11:30am
Afternoons:	2:30pm – 4:30pm (maybe longer in summer or if weather appropriate)

Activities

Outdoor activities vary from day to day and are dependent upon the weather and the program, including:

- Ball games
- Team play
- Balancing, Climbing, Stepping
- Using variety of gross motor skills development equipment
- Environmental and nature based activities
- Supervised play
- Sand play
- Water based play (not swimming pool)
- Free play

Monitoring

The monitoring process for outdoor play is the same as for indoor play as follows:

Age Group	Monitoring Ratio
0-2 Years	1 Staff:4 Children
2-3 Years	1 Staff:5 Children
3-6 Years	1 Staff:10 Children

The outdoor play area will be used only during the centre hours of operation. All outdoor activities are fully supervised and monitored.

The specified outdoor play policy and times shall be adhered to. Due to the close proximity to the Catholic Primary School and Catholic Church, communication strategies have been established between the service Director, School Principal and Parish Priest that in exceptional circumstances such as funerals or school public events, the childcare service will make arrangements for educators and children to participate in quiet indoor play activities.

The service Director shall ensure that outdoor play activities are conducted in an orderly fashion and that excessive noise from children playing, etc., is avoided wherever possible and practical.

8. AFTER HOURS EVENTS

The Centre may conduct the following events after 6.00pm and until 8.00pm: Parent/Teacher's Information Evening (maximum 30) Teacher Training (maximum 14);

These events are held inside the centre with doors and windows closed.

9. ENROLMENTS AND TERMS AND CONDITIONS

SCECS has an established enrolment procedure and terms and conditions which parents sign. The centre operates the CCMS approved childcare software – Story park manage.

10. COMPLAINT MANAGEMENT

SCECS actively encourages family involvement and communication relating to the service, children, curriculum and activities. In particular SCECS actively seeks feedback from families and local community members.

See Annexure 2 – Dealing with Complaints, Inquiry & Complaints procedures, Complaint & Compliment flow chart and form.

11. INSURANCES

In order to be licensed SCECS has the following insurance coverage

- a) Childcare insurance which covers all aspects of a childcare centre and includes Public Liability Insurance of \$300 Million.
- b) Workers Compensation Insurance.

12. CENTRE POLIES AND PROCEDURES

The Centre's operations are documented in Our Policies and Procedures. A listing of the Centre's Policies that pertain to managing a robust operational environment is attached in Annexure 3.

These policies and procedures are very detailed and it is expected that all staff make themselves familiar with them. The policies and procedures are discussed at staff meetings and available to families and the wider community on request.

13. CENTRE WASTE MANAGEMENT AND MAINTENANCE

Centres are kept clean by both staff and external professional cleaners and gardeners. The centre Director maintains a schedule of required maintenance, which is routinely undertaken by handymen, builders and other tradesmen as required.

As the Centre educates children on environmental issues, it is a core objective to recycle our waste. Waste Management Policy is attached as Annexure 4.

14. FIRE SAFETY AND EMERGENCY

The centre must carry certified fire equipment commensurate with the standards. All equipment is monitored and annually recertified as required by the law.

The centre will have documented Emergency Evacuation Plans as well as Evacuation diagrams on display throughout the centre. These plans are authorised by Health and safety officials.

The staff and children will have regular training sessions on how to proceed in cases of emergency and practice drills every 3 months. The centre has designated "meeting points" for the children and staff to gather on the immediate alert of an emergency. From the meeting point the children can be safely lead from the centre by the staff to the assigned meeting place

Emergency and Evacuation Policy Annexure 5.

15. COMMUNITY AND NEIGHBOURS

SCECS centres are operated on land belonging to Sydney Catholic Archdiocese and regards itself as a good neighbour. The adjoining Parish school and Church communities work closely with SCECS services to ensure the immediate surrounds are well maintained and safe.

SCECS Car parking policy encourages parents, visitors and staff to minimise inconveniences caused by parking outside designated parking spaces.

Complaints from neighbours are very rare, however, when received they are taken seriously and resolved in a positive manner. SCECS internal risk and governance management processes ensure that these issues are brought to the attention of the Management Team.

16. SUSTAINABILITY PRACTICES

SCECS philosophy is that the environment is the 'third teacher' and that children and families benefit greatly by engaging with and caring for the natural environment. With this guiding practice a number of measures are taken to make sustainability of environment visible to children and families. These include:

- Recycling bins
- Compost bins
- Solar panels
- water tanks
- vegetable gardens
- water pumps in paly areas

17. SECURITY AND SAFETY

The centre has the following security measures in place:

• Surrounding child-proof fences and gates

- Security cameras and CCTV external and internal
- Back to base alarms.
- Swipe card access to the centre
- Intercom access for families and visitors
- All visitors must sign in to register their time at the service

Annexure 3, lists the existing policies relating to the safety and security of our centres, including Emergency Evacuation, Lockdown and Supervision of Children Policies. Copies of specific polices can be provided if required.

18. SALES AND MARKETING

SCECS sales and marketing plan may include the following avenues for publicising the centre:

- Banners
- Site advertising
- Internet/web page
- Centre opening
- Centre and community newsletters
- Paper letter box drops and flyers are kept to a minimum.

19. Collection and Delivery of Children Policy

A duty of care exists at all times the child is attending the SCECS preschool. In addition, SCECS has a duty of care to a child while he/she is on the service's premises even if he/she hasn't yet been signed into the service or has been signed out of the service, and is legally under the care and supervision of the parent/ guardian (refer to Supervision of Children Policy).

Refer to Annexe 6 for more detail.

20. Experiences (Including Excursion and Incursion Policy)

Excursions are a valuable experience for children, families and staff of the early childhood service.

Excursions provide the opportunity to expand and enhance children's experiences, explore different environments and engage in meaningful ways with their communities. Excursions require appropriate planning and risk management to ensure the best experience and enjoyment for all.

Refer to Annexe 7 for more detail.

21. Food Preparation & Service

SCECS recognises its responsibility to provide high quality nutritional food, essential for the proper growth and development of children. The service is committed to implementing the healthy eating key messages outlined in *Munch and Move* and to supporting the *National Healthy Eating Guidelines for Early Childhood Settings* as outlined in the *Get Up and Grow* resources, as a basis for the service's policy and practices regarding nutrition. We are compliant with the food handling practices contained in Australian Food Safety Standards. Our educators and staff are asked to model best practice at all times.

Refer to Annexe 8 for more detail.

22. Supervision of Children

Sydney Catholic Early Childhood Services Ltd (SCECS) recognises that supervision is a key aspect of ensuring children's safety and wellbeing is protected at all times. Supervision can prevent and reduce risk of harm or injury through early detection of potential hazards when educators are familiar with regulatory requirements and effective supervisory practices.

Refer to Annexe 9 for more detail.

23. Nappy Changing

Parents and education and care services may have different preferences for nappies: some may choose to use cloth nappies, and some may choose disposable nappies. However, the use of disposable nappies is strongly encouraged in education and care services. This is because disposable nappies are less likely to spread germs into the environment because they are less prone to 'leaking' than cloth nappies and can be disposed of immediately.

SCECS has procedures in place to ensure the health and safety of all children, staff and community.

24. Chemical Storage

In day-to-day operation in all SCECS services, the use of cleaning chemicals, which are potentially dangerous products, will be required to maintain healthy, clean and safe environments. ECMS will attempt to minimise the use of hazardous products wherever possible without jeopardising hygiene. All potentially hazardous products and chemicals are stored in areas that are inaccessible to children.

All cupboards and areas where chemicals are stored have large clear warning notices. Nominated supervisors, centre directors and educators will be responsible for ensuring that potentially hazardous products, including plants and other objects, are inaccessible to children at all times.

25.Administration

Each SCECS site had a dedicated administration position that exists to support the Operations of Sydney Catholic Early Childhood Services in enhancing the provision of quality care offered to families and children.

The position provides a first point of contact for families and carers, and supports the work of the governing body, the Association of SCECS (correspondence management). This team member will work collaboratively within the SCECS Team and across the SCS Teams and Regions and with the wider community.

26. Parent / Guardian & Family Involvement Policy & Events & Parent Information Days

Families

Parents and families are vitally important to the preschool. Families are respected as their child's first teacher and are provided opportunities to influence and contribute to the program and elements of the service. We aim to:

- Recognise and respect parent's knowledge of their children and use that knowledge to foster positive relationships with children
- Encourage collaboration in every area of the centre and respect the family's rights to participate at their desired level.

• Share and exchange resources, information and experiences in formats appropriate to each family.

Parent and Community

Our parents, family members and community representatives are important partners in our drive to deliver quality outcomes for children and families in our services.

Following are some of the ways in which parents can be involved within our service:

- Contributing to the development of educational programs for your child through ideas and suggestions
- Parental feedback on policies that are periodically reviewed.
- Sharing skills / interests / experiences / resources that you would like to contribute to the services' program, for example: reading, cooking, gardening, sewing, handy person skills, visual arts, drama, language or musical skills etc.
- Assistance with excursions, or at service events such as children's Christmas parties.
- Contributing materials such as scrap paper, left over wool or ribbon, cardboard boxes, old wrapping paper, material, old craft supplies etc.
- Sharing home recipes

Community

Within the SCECS environment, children engage in experiences that reflect diverse cultures and inclusive practice. Children are supported in adopting values and attitudes that enable them to be effective members of the community. Our services view their role within the wider community as one of advocacy for children. We aim to:

- Engage in sustainable practice and teach children to respect and care for their environments.
- Network within our community to establish links and access resources, which support the development of our program and the relationships with families, children and educators
- Work collaboratively with the schools in our community to assist in the successful school transition for children and families from our Early Childhood environment.

27. Noise Management

SCECS endeavours to reduce acoustic disruption by implementing in conjunction with the physical noise controls set out in the Noise Management Plan (NMP). The Centre shall operate in accordance with the strategies and practices outlined within the NMP to control and minimise noise emissions. Refer to Annexure 10 for further details .

28. Air Quality

SCECS endeavors to adhere with the recommendation and mitigation measures of section 6.1 & 6.2 of the air quality assessment prepared by SLR Consulting Australia as reference below.

6 Discussion

6.1 Design Considerations

A number of design considerations are outlined within the Child Care Guideline (refer Section 3.1) in regard to air quality impacts. Those of relevance to this Project are presented in Table 9, along with comments as to how they have been incorporated into the Project design.

able 9 Air Qualit	y Design Con	siderations for	the Development Site
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Air Quality D	Design Considerations	Development Site
Childcare Facilities SEPP		
Separation	Creating an appropriate separation distance between the facility and the pollution source. The location of play areas, sleeping areas and outdoor areas should be as far as practicable from the major source of air pollution	The outdoor play area is to be located 80 m towards the south of the Development Site.
Ventilation	Incorporating ventilation design into the design of the facility	All mechanical air intakes are proposed to be located as far away as practicable from the roadside.

6.2 Additional Mitigation Measures

In addition to the design consideration in **Section 6.1**, and given that regional background levels are the most significant contributor to the maximum predicted PM_{2.5} concentrations, it is proposed that the operational management plan for the Development include the monitoring of real-time data published by the Department of Planning and Environment at:

https://www.dpie.nsw.gov.au/air-quality/air-quality-concentration-data-updated-hourly

This website displays near real-time information about Sydney's air quality and data available from the Liverpool AQMS may be used to provide an indication of air quality in the region. The website also provides forecasts at 4pm each day warning of potential degradation due to, for example bush fires, planned burns etc, and publishes alerts on an hourly basis, as appropriate. The AQC ratings (good, fair, poor, very poor and extremely poor) are generally updated hourly.

A proposed response matrix based on the Air Quality Categories (AQCs) published on the DPE website is provided in **Table 10**. SLR is aware of the air quality management plan for a childcare centre in Victoria including a requirement that the live data from the nearest AQMS be displayed at all times on a dedicated monitor in a prominent position (e.g. reception area), with the actions listed in **Table 10** to be implemented when impacts to local air quality are apparent (e.g. 'Fair AQC' reported and local traffic volumes are high, or airborne dust, smoke or other reduced visibility is observed) or forecast (e.g. by breakfast radio/television news and weather).

Table 10 DPE Air Quality Ratings and Proposed Centre Responses

Rating	EPA's General Advice for Groups Sensitive to Air Pollution	AQMP Response	
Good	No change needed to your normal outdoor activities.	Follow normal procedures.	
Fair	 REDUCE outdoor physical activity if you develop symptoms such as cough or shortness of breath. Consider closing windows and doors until outdoor air quality is better. Follow the treatment plan recommended by your doctor. If you are concerned about symptoms call the 24-hour HealthDirect helpline on 1800 022 222 or see your doctor. In a health emergency, call triple zero (000) for an ambulance. 	 Limit play in outdoor area during the peak traffic periods (ie between the hours of 7am to 9am and 4pm to 7pm). Consider reducing the length of time of the scheduled outdoor play period. 	
Poor	 AVOID outdoor physical activity if you develop symptoms such as cough or shortness of breath. When indoors, close windows and doors until outdoor air quality is better. Follow the treatment plan recommended by your doctor. If you are concerned about symptoms call the 24-hour HealthDirect helpline on 1800 022 222 or see your doctor. In a health emergency, call triple zero (000) for an ambulance. 	 Do not permit outdoor play. Close windows and doors. 	
Very Poor	 STAY INDOORS as much as possible with windows and doors closed until outdoor air quality is better. If you feel that the air in your home is uncomfortable, consider going to a place with cleaner air (such as an air-conditioned building like a library or shopping centre) if it is safe to do so. Actively monitor symptoms and follow the treatment plan recommended by your doctor. If you are concerned about symptoms call the 24-hour HealthDirect helpline on 1800 022 222 or see your doctor. In a health emergency, call triple zero (000) for an ambulance. 	 Do not permit outdoor play. Close windows and doors. Inform parents of air quality and actions taken. Observe children for signs of distress associated with 	
Extremely Poor	 STAY INDOORS with windows and doors closed until outdoor air quality is better and reduce indoor activity. If you feel that the air in your home is uncomfortable, consider going to a place with cleaner air (such as an air-conditioned building like a library or shopping centre) if it is safe to do so. Actively monitor symptoms and follow the treatment plan recommended by your doctor. If you are concerned about symptoms call the 24-hour HealthDirect helpline on 1800 022 222 or see your doctor. In a health emergency, call triple zero (000) for an ambulance. 	breathing difficulty, especially those known to suffer from asthma or other respiratory conditions. • Follow centre procedures for children who feel unwell.	

Please contact SCECS management team should further information be required.

Franceyn O'Connor

Chief Executive Officer Sydney Catholic Early Childhood Services <u>ww.scecs@syd.catholic.edu.au</u> 02) 9568 862

Centre Policies and Procedures related to Environmental Health - Management Plan

1.	Nutrition Food Dietary Requirements
1a.	Fridge Freezer temp. check
2.	Sun protection Policy
2a.	Sun safety action plan
3.	Water safety policy
4.	First Aid policy
4.a	First Aid for Asthma
5.	Incident Injury Trauma and illness policy
5.a	Child incident Injury and Trauma record
5.b	Missing child
6.	Infectious Disease policy
7.	Medical conditions policy
8.	Emergency and evacuation policy
8a.	Evacuation and lockdown procedures
8b.	SCECS emergency plan
9.	Delivery and Collection of Children
10.	Providing a Child Safe Environment policy
10.a	Daily Safety Checklist
10.b.	Local Risk Register
10.c.	Maintenance Log
10.d.	Hazardous chemicals register
11.	Code of conduct for Staff policy
12.	Enrolment and orientation
13.	Governance and Management
14.	Dealing with complaints
14.a.	Inquiry and complaints procedures

14.b.	Complaint and compliment flow chart
14.c.	Complaint and compliment form
15.	SCECS Staff handbook
16.	Rest, relaxation and sleep policy



Car Park Policy

Aim: To ensure the safety and well-being of children, their families, staff and visitors, when using the service's car parking facilities including street parking.

Reason: The car parking facilities are used by families with children, staff and visitors to the service. When vehicles are continuously entering, parking their vehicle and exiting the car park, particularly in peak periods, it can pose a safety issue for the users of the car park. Therefore, it is necessary that procedures are followed for safety reasons and out of courtesy for all users of the car parking facilities.

Procedures for families:

- Ensure that vehicle is parked strictly in allocated preschool parking bays. This includes parking within parking bay lines; ensuring vehicle does not cross over the parking bay lines or double parking.
- Obey any signage and markings within the car park.
- Ensure that adults and children enter or exit the vehicle only when the vehicle is at a complete stop and parked in an allocated parking bay.
- Ensure that when driving in the car park that the speed limit of 5kms per hour (5km/h) is observed.
- The service car park has separate entries and exits and vehicles must enter and exit the driveway in a forward direction.
- Ensure that vehicles are entering and exiting the car park using the correct entry and exit points.
- Be aware, when entering or exiting the car park and parking the vehicle, of pedestrians (especially children) using the car park, entering and exiting their vehicles and/or the centre.
- Please do not block exit by waiting to turn right. If the road is too busy to turn right, then turn left.
- Ensure that no children are left in the vehicle when it is unattended. This is illegal and children can be exposed to heat stress, dehydration, car thieves, playing with car controls etc.
- At all times, ensure that children are supervised (preferably by holding the child's hand) when in the car park.
- Ensure that drop off and collection times are carried out efficiently to ensure parking spots are available to other families. Should a parent or visitor plan to remain at the centre for over 15 minutes during peak periods i.e. 7.30am-9.30am and 3.00-5.30pm, they may be required to park their vehicle outside the car park to ensure there are adequate parking spots for other users.
- Please be mindful of local residents when parking your vehicle and keep noise to a minimum.
- Any parent found to be driving dangerously can be excluded from using the car park and if deemed serious enough can be requested to leave the centre.

Procedures for Staff:

- The service has a 'car park plan' that outlines where staff members must park their vehicles. The car park plan shows the positions as to where staff vehicles need to be parked. Staff members who are closing the centre will be given parking positions that are closest to the centre for safety purposes.
- Please be mindful of local residents when parking your vehicle for the duration of your shift. Things to take into consideration are:
 - Not blocking driveways or parking too close to driveways.
 - Not always taking the same parking spots. Try and use a variety of spots.
 - Keep noise to a minimum.

References: Roads and Traffic Authority – Passenger Safety (<u>http://www.rta.nsw.gov.au/roadsafety/children/passengersafety.html</u>)



Early Childhood Services & Outside School Hours Care

Policy Document

Dealing with Complaints				
Policy Hiera link	archy	QUALITY ARE MANAGEMEN Related Legisl	EA 7: LEADERSHIP AND T ation	SERVICE
		 Children (Education & Care Services) National Law Act 2010: Sections 174(2) 		
		 (b) Edu 2011 	cation and Care Service	es National Regulations
		 Regulat Persona 	ions 168(2)(o) and 176(al Information Protectio	2)(b) Privacy and n Act 1998 (NSW)
		• Health I	Records and Informatio	n Privacy Act 2002
		 Privacy 	Act 1988 (Cth)	
		 Privacy 	Regulations 2006 (Cth)
Version	Author	ised by	Effective Date	Revision Date
1	SCECS	Management	March 2022	March 2025

1. BACKGROUND

Sydney Catholic Early Childhood Services (SCECS) is committed to providing a learning and working environment in which complaints are responded to promptly and with minimum distress and maximum protection to all parties. As part of its commitment to creating a supportive and open organisational culture, SCECS is committed to ethical and responsible management, transparency in its decisionmaking processes, and a visible, accessible and fair complaints process. SCECS views family and student complaints as providing an opportunity to review and improve its policies and practices, and also to gain insight into student levels of satisfaction.

2. POLICY STATEMENT

SCECS affirms that people have the right to question and influence decisions made and services provided. We take complaints seriously and manage them in a confidential, timely, transparent and meaningful way. We achieve this by:

- Maintaining the confidentiality of all parties in line with policy and legislative requirements
- Acknowledging that the common goal is to achieve an outcome acceptable to all parties
- Acting in good faith and in a calm and courteous manner
- Showing respect and understanding or each other's point of view and value difference, rather than judge and blame
- Recognising that all parties have rights and responsibilities which must be balanced
- Complaints will be handled objectively and complainants will not suffer any reprisals from making a complaint.

3. HOW THE POLICY WILL BE IMPLEMENTED

3.1 GENERAL - how will it be done?

Written guidelines detailing complaint procedures are available in our services family handbook in the foyer for easy reference.

Families make a complaint directly to the child's educator, the Approved provider or the Nominated Supervisor. Educators will discuss complaints procedures with children and encourage them to raise any issues they have.

3.2 Responsiveness

All complaints will be acknowledged and responded to as soon as practicable. Complaints will be dealt with in a timely manner and complainants will be kept informed about the progress of their complaint and anticipated timeframes Allegations of suspected harm or risk of harm to a child or possible victims of crime, will be actioned immediately by urgent referral or reporting to the relevant agency.

3.3 Managing a Complaint

Where possible, complaints will be dealt with immediately, by the child's educator as this is usually the person with the closest relationship with the family. If the complaint is about an issue that the educator considers to be outside their control, or the family does not feel they wish to share it with the educator, the complainant will be directed to the appropriate person for their complaint to be resolved.

Where an educator believes, they will have to share a confidence with another person in order to resolve and issue, or of the nature of a complaint requires that a third party has to be informed in order to meet legislative requirements, they will inform the family of the need prior to any further discussions on the matter.

- The complaint will be documented and any legal requirements in relation to the complaint considered, such as the need to notify regulatory authorities
- The complainant will be asked to provide information regarding how the situation could be rectified to their satisfaction.
- If possible, the problem will be resolved immediately. If this is not possible, the complainant will be advised that the issue will be given high priority and dealt with as soon as possible.
- If the issues are complex the complainant will be asked to put their concerns in writing.
- Where mediation is required all parties will have the right to agree to the appointment of the mediator.

3.4 Notifiable Complaint

Complaints alleging that the safety, health or wellbeing of a child was or is being compromised, or that the law has been breached must be reported by the Approved Provider to the Regulatory Authority within 24 hours of the complaint being made (Section 174(2)(b), Regulation 176(2) (b)). Written reports must include:

- details of the event or incident
- the name of the person who initially made the complaint
- if appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant)
- any other relevant information.

Written notification of complaints must be submitted using the appropriate forms, which can be found on the ACECQA website: <u>www.acecqa.gov.au</u>

3.5 Direct Complaints

Families can make a complaint directly to the Regulator Authority where the complaint alleges that:

- the safety, health or wellbeing of a child or children was or is being compromised while that child or children is or are being educated and cared for by the approved education and care service.
- The relevant legislation has been contravened.
- Contact details are available in the family handbook and displayed in the foyer of the service.

Childcare Tip-off line email: <u>TipoffLine@dese.gov.au</u> or Phone 1800664231.

• The Child Care tip-off line and other departmental channels are monitored for information about potential breaches. Anyone who is aware of practices that could be incorrect or illegal is encouraged to contact the tip-off line on 1800 664 231. Information can be given anonymously. Alternatively, information can be given in writing to the department through <u>tipoffline@dese.gov.au</u> Tip-offs may be passed on to other government agencies.

3.6 Follow-up and Review

Each complaint will be viewed as an opportunity for improvement. After the complaint or grievance has been dealt with, we will:

- Analyse the complaint to determine if any policy or procedural changes need to be implemented.
- The Approved Provider will follow through to determine that complaints and grievances have been successfully resolved to everyone's satisfaction. Families will be contacted to determine if they were satisfied with the way the issue was resolved, and educators' will be consulted about the outcome from an operational viewpoint.

3.7 Other Considerations

"Complaints alleging that the safety, health or wellbeing of a child was or is being compromised, or that the law has been breached must be reported by the Approved Provider to the Regulatory Authority within 24 hours of the complaint being made (Section 174(2)(b), Regulation 176(2)(b))."

4. ROLES AND RESPONSIBILITIES

Role	Authority/ Responsible for
Approved Provider - SCSCS	 When a complaint or grievance has been assessed as 'notifiable', the Approved Provider must notify Regulatory Authority within 24 hours. In instances where the complainant reports directly to
	• In Instances where the complainant reports directly to the Regulatory Authority, the Approved Provider will still have responsibility for investigating and dealing with the complaint or grievance as outlined in this policy, in addition to co-operating with any investigation by the Regulatory Authority.
	 Identifying, preventing and addressing potential concerns before they become formal complaints/grievances.
	 Ensuring that the name and telephone number of the person to whom complaints and grievances may be addressed are displayed prominently at the main entrance of the service.
	 Ensuring that the address and telephone number of the Regulatory Authority displayed prominently at the main entrance of the service.
	 Advising parents/guardians and any other new members of the ELC of the complaints and grievances policy and procedures upon enrolment.
	 Ensuring that this policy is available for inspection at the service at all times.
	 Providing a Complaints and Grievances Register.
Nominated Supervisor	 Responding to and resolving issues as they arise where practicable.
	 Discussing minor complaints directly with the party involved as a first step towards resolution.
	 Informing complainants of the service's complaints and grievances policy recording all complaints and grievances in the complaints and grievances register.
	 Notifying the approved provider if the complaint escalates or is unable to be resolved appropriately in a timely manner.
	 Providing information as requested by the approved provider e.g. Written reports relating to the grievance.
	 Complying with the service's privacy and confidentiality policy and maintaining confidentiality at all times.
	 Working cooperatively with the approved provider, in any investigations related to a complaint made.

Role	Authority/ Responsible for
All educators	 Ensure that grievances and complaints are dealt with

	 in accordance with this policy. Report any grievances and complaints to the Nominated Supervisor and maintain all relevant documentation. As requested, support the nominated Supervisor and Approved Provider in the above roles.
Families	 Raising a complaint directly with the person involved, in an attempt to resolve the matter without recourse to the complaints and grievances procedures. Communicating any concerns relating to the management or operation of the service as soon as is practicable. Raising any unresolved issues or serious concerns directly with the approved provider, via the nominated supervisor or staff. Maintaining complete confidentiality at all times. Co-operating with requests to provide relevant information when requested in relation to complaints and grievances.

5. RESOURCES/REFERENCES

ACECQA www.acecqa.gov.au

- NSW Ombudsman (2004) 'Effective Complaint Handling'. NSW Ombudsman 2nd Edition 2010
- NSW Ombudsman (2009) "Complaint Handling Kit"

6. MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of gaps, the service will review this policy every three years.

In accordance with R. 172 of the *Education and Care Services National Regulations*, the service will ensure that families of children enrolled in the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.



INQUIRY & COMPLAINTS PROCEDURES

PRACTICES:

Step 1

It is expected the grievance should initially be discussed with the person concerned. Every effort should be made to resolve the grievance at this level before moving on to the following ste**ps**.

A. BETWEEN FAMILY AND EDUCATOR/STAFF

Step 2

If the grievance is not resolved satisfactorily either party can bring the matter to the attention of the Senior Coordinator to assist in the resolution of the matter.

Step 3

Any grievance, which has been fully discussed between the Senior Coordinator and the parties involved and is still unresolved, can be referred for further mediation to the Licensee or a representative of the sponsoring body i.e. SCECS

Step 4

If still unresolved the matter can be referred to:

Sydney Catholic Early Childhood Services (SCECS) Administration (02) 9568 8447 Email: SCECS@syd.catholic.edu.au	NSW Ombudsman Phone: 1800 451 524 NSW Ombudsman Level 24 580 George Street Sydney NSW 2000	Network of Community Activities OOSH) Phone: 9212 3214 Email: network@netoosh.org.au	Department of Employment Education and Workplace Relations GPO Box 9880 Canberra ACT 2601 Phone: 1300 363 079
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A. BETWEEN THE EDUCATOR AND CO-ORDINATION UNIT STAFF

Step 1

The Educator has the right to approach the staff member concerned and to expect to have the grievance addressed in an understanding and sensitive manner.

Step 2

If unresolved the Educator can contact the SCECS Coordinator who will attempt to find a resolution or an acceptable compromise by both parties.

Step 3

If still unresolved the Educator may refer the matter to the SCECS Coordinator or independent mediator.

B. BETWEEN THE SERVICE AND EDUCATOR

i) In the event the service is dissatisfied with an Educator, or if a complaint is made by a family, staff member or community member, the complaint must be notified to the Educator verbally by the SCECS Co-ordinator or a delegated representative.

ii) If the complaint relates to a breach of the Law or Regulations or of special conditions of the service, the SCECS Co-ordinator will investigate the circumstances and organise the issue to be discussed with the Educator.

iii) An action plan will be developed with the Educator to offer training to ensure future compliance

iv) The Educator will be warned of future non-compliance with the Law and /or Regulations and/or conditions of the service, will result in discipline proceedings.

v) If the Educator contravenes the Law or Regulations or conditions again, the SCECs Coordinator, or delegated representative of the service will report to the Approved Provider and dismissal may be recommended.

vi) The Approved Provider will advise the Educator if s/he has been dismissed from service and the reasons for this course of action.

The Education and Care Services National Law 2010 (Section 174) states: An approved Provider must notify the Regulatory Authority of the following information in relation to an approved education and care service operated by the approved provider –

a) Any serious incident at the approved education and care service;

b) Complaints alleging-

i) that the safety, health and wellbeing of a child or children was or is being compromised while that child or children is or are being educated and cared for by the approved education and care service; or

ii) that the Law has been contravened

viii) The contact number for questions on Educators rights to appeal to the Administration Decisions Tribunal is 02 97162100 www.lawlink.nsw.gov.au/adt



BETWEEEN EDUCATOR AND EDUCATOR

Step 1

Discuss with the person concerned and attempt to resolve the grievance.

Step 2

If unresolved the Educator can contact the SCECS Coordinator or another Co-ordination Unit staff member who will attempt to find a resolution or an acceptable compromise by both parties.

Step 3

If still unresolved the Educator may refer the matter to Human Resources for further mediation.

D. BETWEEN CO-ORDINATION UNIT STAFF

Step 1

In the first instance the employees shall attempt to resolve the grievance between them.

Step 2

If the grievance is still unresolved the complaint can be referred to the SCECS Coordinator or Nominated Supervisor of the service for mediation.

Step 3

If still unresolved, the SCECS Co-ordinator or delegate, in consultation with the parties involved, will determine the next course of action. This may necessitate the involvement of the representative of the Approved Provider.

Annexure 2.b



Service Complaint § Compliment flowchart

SCECS supports your right to communicate your concerns and try to resolve them at the local level.

A compliment or complaint can be informal or formal. It can be anything which you or your child thinks is unfair or which makes you unhappy with the service.

Inform the SCECS Director / Coordinator

All confidential conversations with parents/carers will take place in a quiet place away from other children, parents or staff. If you or your child has a complaint or comment about the service, you are encouraged to talk to the SCECS Director / Coordinator ______who will arrange a time to discuss your concern and come to a esolution to address the issue. If you are not satisfied with the response please go to the

resolution to address the issue. If you are not satisfied with the response please go to the next step.



Inform SCECS Management

SCECS Management can be contacted Address: 38 Renwick St, Leichhardt NSW 2040 Phone: 9568 8628 Email: <u>scecs@syd.catholic.edu.au</u> If you are not satisfied with the response, please go to the next step.



Inform the Regulatory Authority

The Early Childhood Education Directorate NSW Department of Education Address: Locked Bag 5107 Parramatta NSW 2124 Phone: 1800 619 113 (toll free) Email: <u>ececd@det.nsw.edu.au</u> Website: <u>www.education.nsw.gov.au</u>

Reviewed May 2020

Service Complaint and Compliment Flowchart 1



Sydney Catholic Early Childhood Services (SCECS) Compliment or **Complaint Form**

Issued To		
Location	Date:	
OSHC, LDC, PS		
Complaint made by	Phone:	
Address:		

Details:

*Don't forget to attach all necessary documents

Proposed actions:

*Don't forget to attach all necessary documents

Name & Signature

Form Accepted by:

Designation

Signature: _____ Date _____

Annexure 3.

Nutrition Food Dietary Requirements 1. 1a. Fridge Freezer temp. check 2. Sun protection Policy 2a. Sun safety action plan 3. Water safety policy 4. First Aid policy First Aid for Asthma 4.a 5. Incident Injury Trauma and illness policy 5.a Child incident Injury and Trauma record 5.b Missing child 6. Infectious Disease policy Medical conditions policy 7. 8. **Emergency and evacuation policy** Evacuation and lockdown procedures 8a. 8b. SCECS emergency plan 9. **Delivery and Collection of Children** 10. Providing a Child Safe Environment policy 10.a **Daily Safety Checklist** 10.b. Local Risk Register 10.c. Maintenance Log Hazardous chemicals register 10.d. 11. Code of conduct for Staff policy 12. **Enrolment and orientation** 13. Governance and Management 14. **Dealing with complaints** 14.a. Inquiry and complaints procedures 14.b. Complaint and compliment flow chart 14.c. Complaint and compliment form 15. SCECS Staff handbook 16. Rest, relaxation and sleep policy

Centre Policies and Procedures related to Environmental Health - Management Plan

Annexure 4.



Waste Management Policy

Aim : to ensure that the centre waste is properly and safely disposed of in accordance with local government regulations, workplace health and safety policies and environmental guidelines.

Reason: Proper rubbish removal and waste management is an important aspect of the day to day operations of a child care centre. Waste must be held and disposed of in a manner which is safe to children, staff and families, does not impact negatively on the community and has regard to the environment. Waste management practices must also comply with relevant local government regulations, other centre policies and work place health and safety guidelines.

Internal Rubbish Bins

- Use separate garbage containers in the nappy change (must be covered bin), bathrooms, kitchen and play areas.
- Ensure indoor garbage containers are waterproof and have a tightly fitting lid.
- Line indoor garbage containers with appropriate bin liners.
- Empty daily at a minimum unless required more frequently and insert new liners.
- Clean indoor garbage containers weekly.

Nappy Disposals

- Disposable nappies must be disposed of immediately.
- They are to be placed in the covered bin, besides the nappy change table. The bin then needs to be removed and placed in the external waste bin, making it inaccessible to children.
- The nappy change bin needs to be emptied after a series of nappy changes or after an individual nappy change that is a bowel movement.
- All Nappies are to be placed in plastic bags that are tied or otherwise sealed appropriately.

External Waste Management

• The waste will be transferred from the internal bins to the centre waste facilities. Waste contractors will be engaged to remove waste twice weekly or more frequently as required.

Practice, Cleanliness and Hygiene

- All boxes should be broken down prior to placing in bins.
- All decomposable rubbish should be tied or sealed bags.
- Keep outdoor garbage area clean.
- Do not place rubbish outside unless it fits into the bin.

- Clean outdoor garbage container if there has been a spill.
- Monitor external waste bin and area for signs of pests and rodents and odours.
- Report any sign of pest build up or infestation to cleaner to provide a complete clean of the rubbish area.
- Report odorous bins that cannot be effectively cleaned or damaged bins to contracted waste removalists and request replacement.
- If waste bins are complete prior to regular weekly collection date, contact Building Management to arrange for interim collection.
- Hands should be cleaned after any handling of garbage.

Environmental Sustainability

- Our educators will model sustainable practices by embedding sustainability into all aspects of the daily running of our service operations including:
 - o recycling materials for curriculum and learning activities
 - minimising waste and effectively using service resources
 - turning off equipment and lights when not in use
 - Using the least hazardous cleaning substance appropriate for the situation, for example, ordinary detergent for cleaning dirt from tables and other surfaces.
 - Where possible, composting
 - where possible, maintaining a worm farm
 - maintaining a no dig vegetable/herb garden
 - Incorporating water wise strategies such as drip irrigation and ensuring taps are turned off and leaks fixed.
 - where possible, using food that we have grown in meals on our weekly menu
 - o implementing environmentally friendly pest management

Specific Centre Requirements

• Any specific requirements that may occur from centre to centre should be added to this policy for that centre.



Early Childhood Services & Outside School Hours Care Policy Document

Emergency and Evacuation					
Policy Hiera link	archy	Education and sections- 167 Protection 169 Offence re	d Care Services National Law Act 2010: n of children from harm and hazards elating to staff arrangements		
		Education and Regulations – 97 Emergency 98 Telephone 168(2)(e) Eme	ducation and Care Services National Regulations 2011: egulations – 7 Emergency and evacuation procedures 8 Telephone or other communication equipment 18(2)(e) Emergency and evacuation		
		National Quality Standard:			
		Quality Area 2: Children's Health and Safety – Standard 2.3			
		2.3.1 Children are adequately supervised at all times			
		2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.			
		2.3.3 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.2.3.4 Directors, educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.			
	Occupational Health and Safety Act 2004 Work Health and Safety 2011			2004 Work Health and	
		Regulation 43 Duty to prepare, maintain and implement emergency plan			
Version	Author	rised by	Effective Date	Revision Date	
1	SCECS Management		March 2022	March 2025	

1. BACKGROUND

Emergency and evacuation situations in an education and care service can arise in a number of circumstances and for a variety of reasons. In the event of an emergency or evacuation situation, the safety and wellbeing of all staff, children, families and visitors to the SCECS service is paramount.

2. POLICY STATEMENT

SCECS services are committed to identifying risks and hazards of emergency and evacuation situations, and planning for their reduction or minimisation, and ongoing review of planned actions around handling these situations including:

- Conducting ongoing risk assessment and reviews of all potential emergency and evacuation situations, including medical emergency situations (see Medical Conditions Policy)
- Develop specific procedures around potential emergency situation and ensure full awareness by all staff through provision of professional development.
- Ensure regular rehearsal and evaluation of emergency and evacuation procedures.

3. HOW THE POLICY WILL BE IMPLEMENTED

3.1 Risk assessment for potential emergencies:

In preparing the emergency and evacuation procedures, a risk assessment is conducted to identify potential emergencies relevant to our service.

The Emergency Management Folder is kept in the service office and contains:

- Detailed risk assessment and control measures of potential emergencies the service may be exposed to. Documentation is assessed and updated periodically and when needed as circumstances change.
- Detailed, specific procedures to follow in the event of any emergency or evacuation including:
 - Natural disaster
 - Fire or smoke
 - Bomb threat
 - Snake or other potentially dangerous animal
 - Act of terrorism
 - Chemical or hazardous leaks and spills
 - Loss of power or water
 - Intruders
 - Outbreak of infectious disease or illness
 - Death of a child or adult.
- A copy of the emergency and evacuation floor plan and instructions are displayed in a prominent position in the foyer near each exit at the service.
- Staffing rosters ensure that at least one Educator who holds a current

approved first aid qualification and has undertaken approved anaphylaxis management training and approved emergency asthma management training will be immediately available in the event of an emergency.

• Emergency telephone numbers are clearly displayed above every telephone.

3.2 Discovering an Emergency

- Educators who discover an emergency are required to alert the Responsible Person immediately so that they can determine and implement control measures.
- After immediate assessment, the Responsible Person will then call LOCKDOWN, LOCKOUT or an EVACUATION depending on the type of emergency.

3.3 Evacuation Drills and Emergency Evacuation

Evacuation drills are carried out every three months without notice, at different times of the day, in accordance with the education and care service national regulations.

- Each drill is documented to include the date, the time, how many people in the building according to attendance registers, how many people evacuated, the time it takes to evacuate, what simulated emergency conditions (if any), any problems encountered, weather conditions, and any additional notes. This documentation is kept for a minimum of three years.
- Simulated emergency conditions consider a variety of practice styles such as scenarios in the rooms, around the yards, and out of the grounds.
- Emergency whistles are provided in designated areas throughout the service and are only to be used for evacuation purposes.

3.4 After the Emergency is Over

- In the event that the building is unsafe to return to, the Responsible Person will notify parents or emergency contacts to collect each child.
- If able to return to the building, with reassurance and calmness, walk back to the centre following the safety procedures, recheck that all children have returned and discuss as developmentally appropriate the emergency that has taken place.
- Consider counselling services for anyone affected by the emergency.

4. ROLES AND RESPONSIBILITIES

Role	Authority/ responsible for
Approved Provider - SCSCS	 Ensuring that every reasonable precaution is taken to protect children at the service from harm and hazards that are likely to cause injury (Section 167).
	 Ensure the identification of potential emergency and evacuation situations that may arise at the service and risks associated with such situations. Ensure the following documents are attached to this policy: -risk assessment -reviewed at least on an annual
	basis
	-emergency and evacuation procedures; and
	 emergency evacuation floor plan Ensure educators and staff have ready access to an operating telephone or similar means of communication and that emergency telephone
	numbers are displayed near telephones.
	 Ensure educators and staff have ready access to emergency equipment such as fire extinguishers and fire blankets, and that staff are adequately trained in their use.
	 Ensure that emergency equipment is tested as recommended by recognised authorities.
Nominated Supervisor	 Implement duties as listed above and directed by the Approved Provider.
	 Ensure the emergency evacuation procedures and floor plan are displayed in a prominent position near each exit and that all staff and educators are aware of these.
	 Ensure that all staff are trained in the emergency evacuation procedures.
	 Ensure that all staff are aware of emergency evacuation points; and
	 Ensure that families are regularly reminded of the emergency procedures in place at the service.
	 Ensure that rehearsals of evacuation procedures are regularly scheduled, every three months as a minimum, and that the schedule maximises the number of children and staff participating in the procedures.

Role	Authority/ responsible for			
	 Ensure that spontaneous rehearsals take place to ensure staff participate in the simulation of an unplanned, emergency evacuation events; and Provide staff with evaluation /feedback forms after each scheduled and spontaneous rehearsal to assist in refining their risk management procedures around safe evacuation of staff and children. 			
	 Ensure all scheduled, spontaneous and actual evacuations are documented and reviewed. Ensure all staff are provided with feedback forms after each evacuation. Ensure all emergency contact lists are updated as required. 			
All educators/certified supervisors	 Ensure the sign -in book accurately records attendance of each child. Ensure the time of arrival and departure is noted in the sign-in book for every child. Sign yourself in/out on the staff attendance record. Display the emergency procedure plan in a prominent position. Practice the external procedure by different exits. Practice the internal procedure. Familiarise relievers, students and visitors with the procedure at the beginning of the shift. Ensure all items in the emergency bags are present. Check the number of children in your care regularly throughout the day. Provide children with learning opportunities about emergency evacuation procedures. Be alert to the immediate needs of all children throughout the scheduled and spontaneous evacuation drills. Assist the Nominated Supervisor in identifying risks and potential emergency situations. 			
	 procedures to lessen the risks associated with emergency evacuations. Ensure they are aware of the placement of operating communications equipment and emergency equipment, and are confident in their ability to operate them. 			

Role	Authority/ responsible for		
Families	 Familiarise selves with the service's emergency and evacuation policy and procedures and the service's Emergency Management Plan. 		
	 Ensure you complete the attendance record on delivery and collection of their child. 		
	 Provide emergency contact details on their child's enrolment form and ensure that this is kept up to date. 		
	 Following the directions of staff in the event of an emergency or when rehearsing emergency procedures. 		

5. RESOURCES/REFERENCES

Australian Children's Education and Care Quality Authority (ACECQA) - <u>www.acecqa.gov.au</u>

6. MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of gaps, the service will review this policy every three years.

In accordance with R. 172 of the *Education and Care Services National Regulations*, the service will ensure that families of children enrolled in the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

The authorisation and amendment history for this document must be listed in the following table:

Version	Authorised by	Approval date	Effective Date	Sections modified



Early Childhood Services & Outside School Hours Policy Document

Delivery and Collection of Children						
Policy Hierard	chv	Education and Care National Law Act 2010: Sections- 165-Record of visitors 167-Record of service's compliance				
link		 Education and Care National Regulations 2011: Regulations 99-Children leaving the education and care services premises 158-159-Attendance and enrolment records 168(f)-Delivery and collection of children 176-Notification of certain information to Regulatory Authority National Quality Standard: Quality Area 2: Children's Health and Safety – Standard 2.3: Each child is protected Family Law Act 1975 (Cth), as amended 2011 Children and Young Persons (Care and Protection) Act 1998 				
Version	Author	ised by	Effective Date	Revision Date		
3	SCECS Management		October 2022	October 2025		

1. BACKGROUND

An accurate record of child attendance is critical to ensure that there is a record of the children being educated by the Sydney Catholic Early Childhood Services (SCECS) service and the correct child/staff ratios are being met by the service.

Practical and safe approaches to the delivery and collection of children at the service will promote a smooth transition between the school and home, assure the completion of the required records and confirm the child's presence or absence from the service. This ensures a child's arrival and departure at the service continues their safe care and custody that the service is meeting its duty of care obligations under the law.

2. POLICY STATEMENT

A duty of care exists at all times the child is attending the SCECS service. In addition, SCECS has a duty of care to a child while he/she is on the service's premises even if he/she hasn't yet been signed into the service or has been signed out of the service, and is legally under the care and supervision of the parent/ guardian (refer to Supervision of Children Policy).

HOW THE POLICY WILL BE IMPLEMENTED

A child may only leave the education and care service premises under any of the following circumstances:

- a parent/guardian or authorised nominee collects the child
- a parent/guardian or authorised nominee provides written authorisation for the child to leave the premises
- a parent/guardian or authorised nominee provides written authorisation for the child to attend an excursion
- the child requires medical, hospital or ambulance treatment, or there is another emergency

Attendance Sheet

A record of attendance, kept at the service, includes:

- date;
- the full name of each child booked to attend for that session;
- arrival and departure times; and
- electronic signature of the person who delivers and collects the child or the nominated supervisor or educator.

Review of the Attendance Sheet

- Staff will regularly review the attendance sheet to ensure its accuracy at all times.
- In instances when a parent or authorised nominee has not signed the child in, a staff member will sign that the child is in attendance.
- Prior to closing the service, two members must verify all children have been signed out of the centre. If a child is not signed out, educators/staff members will check all areas of the centre and look for clues such as bags remaining in lockers, to ensure no child remains. Further action will be taken as required, e.g. calling the parent/guardian. This will be recorded in the attendance sheet.

Authorised Nominees

- On enrolment, parents/guardians are to provide the names of two people who are authorised nominees for the purpose of collecting their child/ren from the service.
- Authorised Nominees must be over 18 years of age to sign a child out.

OSHC: An exception applies for older siblings aged between 16
and 18 years whereby they may be authorised nominees when explicit written authority is given by the parent/guardian.

- Authorised Nominees will be required to show the photo ID to educators prior to collecting and signing out child/ren.
- Staff members are to check the name on the photo ID against the list of approved persons to collect a child and sign the roll in completion. A person is not allowed to collect a child if they do not have ID, or if the ID does not match the authorisation list.
- If the educator cannot confirm that the person trying to collect the child is authorised to collect the child, the child's parents will be contacted immediately.

Please note: Both parents have lawful authority of their children and are consequently permitted to remove children from the centers' care unless a Magistrates Court or Family Law Court make different orders prohibiting contact with the child. Court orders must be provided to the service and will be stored with the child's enrolment information

Concerns for the Safety, Health and Wellbeing of Children

Educators and staff will always act in the interest of safety for the child, themselves and other children in the education and care service. If staff members are concerned for the safety of a child or do not consider that a person is in a fit state to take responsibility for a child, they will exercise their duty of care by not allowing the child to be removed from the service by that person. In this circumstance, staff will contact an authorised nominee to collect the child.

Situations when this may occur include:

- When a parent or other person who is authorised to collect the child seems to be ill or affected by drugs or alcohol and does not appear to be able to safely care for the child; and
- When a young person who is authorised to collect the child, for example a sibling, does not seem sufficiently mature to safely care for the child.

3. ROLES AND RESPONSIBILITIES

Role	Authority/ responsible for
Approved	• Ensure the service operates in line with
Provider - SCECS	the Education and Care Services National
	Law and National Regulations 2011 with
	regard to the delivery and collection of
	children at all times.
Nominated	Provide supervision, guidance and advice
Supervisor	to ensure adherence to the policy at all
	times.
	Ensure children are adequately
	supervised, are not subject to
	inappropriate discipline, and are
	protected from harms and hazards.
	Ensure children do not leave the
	education and care service premises
	except in accordance with the National
	Regulations (for example, with a parent,
	on an authorised excursion, or for
	emergency medical treatment)
	• Ensure that a parent of a child being
	educated and cared for by the service
	may enter the service premises at any
	time when the child is being educated
	and cared for by the service-except
	when:
	-permitting entry would pose a risk to the
	safety of the children and staff or conflict
	with the duty of the supervisor under
	National Law, or
	-the supervisor is aware the parent is
	prohibited by a court order from having
	contact with the child.
	Ensure an unauthorised person (as
	defined in the National Law) is not at the
	service while children are present unless
	the person is under direct supervision.
All Educators	• Ensure accuracy of attendance record at all times.
	• Be available for individual greeting and settling in
	of children.
	• Provide a supportive and welcoming environment
	for children and families to assist with separation
	and settling.
	Follow all service procedures regarding the
	delivery and collection of children.
Families	• Electronically sign their child in and out of the
	service.
	Communicate any changes of routine with
	educators.

•	Ensure educators are aware their child has been collected from the service
•	Provide the service with any court orders relating to your child.

4. RESOURCES/REFERENCES

• Australian Children's Education and Care Quality Authority (ACECQA) – <u>www.acecqa.gov.au</u>

5. Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the *Education and Care Services National Regulations*, the service will ensure that families of children enrolled in the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or t

he way in which fees are collected.

The authorisation and amendment history for this document must be listed in the following table:

Version	Authorised by	Effective	Sections modified	
		Date		
1	Sara Hole	JAN18	Policy created	
2	Sara Hole	JAN20	Scheduled review	
3	Sara Hole	OCT22	OSHC: Older siblings aged	
			between 16 and 18 yrs may be	
			authorised nominees where	
			written permission is given	





Early Childhood Services & Outside School Hours Care

Policy Document

		Exc	ursions				
Policy Hiera link	archy	Education and Care Services National Law Act 2010: Education and Care Services National Regulations 2011: Regulations – 98- Telephone or other communication equipment 99-Children leaving the education and care service premises					
		100- Risk assessment must be conducted before an excursion 101- Conduct of risk assessment for excursion 102-Authorisation for excursions 123-Educator to child ratios-centre based services 355-Educator to child ratio-children over preschool age					
		National Quali	ty Standard:				
		Quality Area 1: Education Program and Practice-Standard 1.1					
		Quality Area 2: Children's Health and Safety-Standard 2.3					
		Work Health and Safety (WHS) Act 2011					
Work Health and Safety (WHS) Regulation 2011				ation 2011			
Version	Author	ised by	Effective Date	Revision Date			
2	SCECS	Management	March 2022	March 2025			

1. BACKGROUND

SCECS is committed to providing excursions that are well considered and planned, provide meaningful experiences and ensure the health, safety and wellbeing of children at all times.

2. POLICY STATEMENT

Excursions are a valuable experience for children, families and staff of ECS and OSHC services.

Excursions provide the opportunity to expand and enhance children's experiences, explore different environments and engage in meaningful ways with their communities. Excursions require appropriate planning and risk management to ensure the best experience and enjoyment for all.

3. HOW THE POLICY WILL BE IMPLEMENTED

3.1 Planning

When planning for an excursion staff will:

- Assess the requirements for the excursion.
- Conduct a risk assessment
- Book transport venues.
- Make alternative arrangements for adverse weather conditions.
- Inform families of the details of the excursion including destination, objectives and outcomes, and what the child should bring.
- Provide parents or legal guardians with an excursion permission form to complete to authorise their child to participate on the excursion.
- Collect completed permission forms for each child attending the excursion.
- Request additional adult participation on the excursion where required.
- Arrange for a suitably equipped first aid kit (including EpiPen) and mobile phone to be taken on the excursion.
- Educators must make alternate arrangements for any children who are not attending the excursion, and ensure that any dialogue or preplanning for the excursion does not alienate such children from social networks.
- Additional factors need to be considered in the planning of excursions for children with special needs. Where possible, our service will uphold the right for all children to access all excursions and engage in meaningful ways while on excursions.

3.2 Risk Assessment

The Nominated Supervisor will:

- Ensure a risk assessment is conducted prior to any excursion to identify and assess the risk the excursion may pose to the safety, health and wellbeing of any child whilst on the excursion and will specify how the service will manage any risks identified.
- Appoint a Certified Supervisor to be in charge of the excursion.

The risk assessment conducted will consider:

- Destination and duration of the excursion;
- Potential water hazards or any hazard associated with water based activities;

- Transport to and from the destination;
- Number of educators , responsible persons, and children involved;
- Proposed activities; and
- Items to be taken on the excursion eg: mobile phone, emergency contact numbers etc.

NB: If the excursion is a regular occurrence a risk assessment will only be carried out once, provided the circumstances around the excursion have not changed in any way since the initial risk assessment was conducted.

3.3 Authorisation for Excursions

The Nominated Supervisor will ensure that:

- For all excursions parents or legal guardians will be given an excursion permission form with full details of the excursion including:
 - date, description, duration and destination of proposed excursion;
 - method of transport to be used;
 - reason for the excursion, and proposed activities to be conducted on the excursion;
 - the anticipated adult: child ratio-outlining number of educators and staff and other adults attending;
 - a statement that a risk assessment has been prepared and is available at the service for parents to view.
- If the excursion is a regular outing, authorisation is required once in a 12month period. All parents or legal guardians will be asked to sign permission forms for regular excursions on enrolment and at the beginning of each subsequent year.
- No child will be taken on an excursion unless written permission from parents or legal guardian has been received.

3.4 Families and Volunteers

- Families will be encouraged to participate in excursions to assist in maintaining suitable child/staff ratios. If the parent needs to bring their child's sibling because they cannot find suitable care, the siblings must be included in the ratios.
- If additional adults are, required volunteers will be invited. Volunteers will be mature, responsible people who are aware of the hazards and responsibilities of taking a group of children out of the service.
- Family members/volunteers will not be left in sole charge of children

and must be supervised by an educator at all times.

• All volunteers/family members' details will be entered into the appropriate staff record for that day.

3.5 Travel Arrangements

Travel arrangements are made on the basis of individual excursion requirements. Every reasonable precaution will be taken to protect children from harm and any hazard likely to cause injury.

The following forms of transport are used:

Walking

- Educators will ensure children obey road rules and cross roads at a crossing or lights where available.
- Educators will remain vigilant to ensure no child runs ahead or lags behind the group.

Public transport (trains, buses, ferries)

• We will only use buses that are fitted with seat belts.

3.6 Supervision

- Supervision on excursions will ensure the safety and wellbeing of all children for the duration of the excursion, taking into account ratios and all risks and hazards likely to be encountered.
- The venue will be assessed as safe for all children and adults on the excursion and will be easily supervised and accessible.

3.7 Water Hazards

- No excursions will be conducted to a swimming pool or other water related activity.
- Where there are significant water hazards (such as rivers, lakes or beaches), risk management strategies will be identified and implemented such as high adult to child ratios.

3.8 Conducting the Excursion

- All educators, volunteers and children attending will be informed of excursion timetable/itinerary, special requirements, safety procedures, grouping of children and responsibilities.
- A list of children on the excursion will be left at the service and a copy carried by the delegated Certified Supervisor.

- Before leaving on the excursion , a notice will be prominently displayed at the service which includes:
 - itinerary and timetable; and
 - mobile contact phone number.
- Items to be taken on excursions include:
 - a suitable stocked first- aid kit including EpiPen;
 - a mobile phone;
 - children's emergency contact numbers;
 - children's medication, if required; and
 - other items as required e.g. sunscreen, drinking cups, jackets etc.

*Restriction: Excursions to indoor trampoline facilities such as SkyZone are not permitted due to the risk of serious injury.

Role	Authority/ Responsible for			
Approved Provider - SCECS	• Ensuring that a child does not leave the service premises on an excursion unless prior written authorisation has been provided by the parent/guardian or person named in the child's enrolment record, and that the authorisation includes all details required under Regulation 102(4).			
	 Ensuring that educator-to-child ratios are maintained at all times, including during excursions. 			
	• Ensuring that parents/guardians, volunteers, students and all adults participating in an excursion are adequately supervised at all times and are not left with sole supervision of individual children or groups of children.			
	 Ensuring the risk assessment identifies and assesses the risks, specifies how these will be managed and/ or minimized, an includes all details required by Regulation 101. 			

4. ROLES AND RESPONSIBILITIES

Role	Authority/ Responsible for
Nominated	 Implementing Approved Provider
Supervisor	responsibilities as delegate.
Responsible Person	 Ensuring that each child's personal medication and current medical management plan is taken on excursions and other off-site activities.
	 Ensuring that a portable first aid kit (including required medication for dealing with medical conditions) is taken on excursions and other off-site activities.
	• Ensuring a mobile phone, the emergency contact details for each child and the contact details of their medical practitioner are taken on excursions for notification in the event of an incident, injury, trauma or illness.
Early Childhood	 Adhering to this policy.
Educators	 Checking that a parent/guardian or person
Certified Supervisors	named in the child's enrolment record has completed, signed and dated the excursion/service event authorisation form prior to the excursion.
	 Allowing a child to participate in an excursion or service event only with the written authorisation of a parent /guardian or person named in the child's enrolment record.
	 Maintaining the required educator-to-child ratios at all times, and adequately supervising children during excursions and service events.
	• Adequately supervising parents/guardians, volunteers, students and all adults participating in an excursion, and ensuring that they are left with sole supervision of individual children or groups of children.
	 Undertaking a risk assessment for an excursion prior to obtaining written authorisation from parents/guardians.
	 Ensuring the risk assessment identifies and assesses the risks, specifies how they will be managed and /or minimized, and includes all details required by Regulation 101.

Role	Authority/ Responsible for
	 Including all children in excursions and service events regardless of their abilities, additional needs or medical conditions.
	 Taking each child's personal medication and current medical management plan on excursions and other off-site activities.
	 Taking a portable first aid kit (including required medication for dealing with medical conditions) on excursions and other off-site activities.
Families	Completing, signing and dating oversion (service event authorisation forms
	 Providing written authorisation for their child to leave the service premises on routine outings.
	 Reading the details of the excursion or service event provided by the service and asking for additional information if required.
	• Understanding that, if they participate in an excursion or service event as a volunteer, they will be under the immediate supervision of the Responsible Person at all times.

5. RESOURCES/REFERENCES

- Australian Children's Education and Care Quality Authority (ACECQA) sample Excursion Risk Management Plan: <u>www.acecqa.gov.au</u>
- Belonging, Being and Becoming-The Early Years Learning Framework for Australia www.education.gov.au/early-years-learning-framework
- Kidsafe NSW
- www.kidsafensw.org.au
- Kids and traffic
 <u>www.kidsandtraffic.mq.ed.au</u>

6. MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of gaps, the service will review this policy every three years. In accordance with R. 172 of the *Education and Care Services National Regulations*, the service will ensure that families of children enrolled in the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

The authorisation and amendment history for this document must be listed in the following table:

Version	Authorised by	Approval date	Effective Date	Sections modified



Early Childhood Services & Outside School Hours Care

Policy Document

Nutri	tion	, Food, E Requ	Beverages ai lirements	nd Dietary			
Policy Hiera	archy	Education and (and Care Servic	Care Services National Lav es National Regulations 2	w Act 2010 Education 011: Sections -			
link		 168(2) Policies and procedures. 77 - Health, hygiene and safe food practices, 78 - Food and beverages, 79 - Service providing food and beverages and 80 - Weekly menu 					
		National Quality Standard: Quality Area 1: Educational Program and Practice - Standards 1.1, 1.2 Quality Area 2: Children's Health and Safety - Standards 2.1, 2.3 Quality Area 3 - Children's Health and Safety - Standards 3.1,3.2 Quality Area 4 -Staffing Arrangements - Standards 4.1, 4.2 Quality Area 5: Relationships with Children - Standards 5.1, 5.2 Quality Area 6: Collaborative partnerships with Families and Communities - Standards 6.1 Quality Area 7: leadership and Service Management- Standards					
		Occupational Health and Safety Act 2004 and Work Health and Safety Regulations 2011 (NSW) Food Act 2003 (NSW) Australian Food Safety Standards					
Version	Author	ised by	Effective Date	Revision Date			
1	SCECS	Management	March 2022	March 2025			

1. BACKGROUND

Healthy eating is essential to maintaining good health. Healthy eating and physical activity help children grow, learn and build strong bones and muscles. As a caregiver, service staff have a great opportunity to influence the healthy eating choices of children in their care. The Dietary Guidelines for Children and

Adolescents in Australia recommend children "enjoy a wide variety of nutritious foods". Eating a variety of nutritious foods means consuming different food types in appropriate amounts to obtain all the required nutrients without excess energy intake. Services play a significant role in helping children develop positive attitudes and habits for healthy eating. Services also offer an ideal opportunity to offer instruction relating to food handling and hygiene.

2. POLICY STATEMENT

SCECS recognises its responsibility to provide high quality nutritional food, essential for the proper growth and development of children. The service is committed to implementing the healthy eating key messages outlined in *Munch and Move* and to supporting the *National Healthy Eating Guidelines for Early Childhood Settings* as outlined in the *Get Up and Grow* resources, as a basis for the service's policy and practices regarding nutrition. We are compliant with the food handling practices contained in Australian Food Safety Standards. Our educators and staff are asked to model best practice at all times.

3. HOW THE POLICY WILL BE IMPLEMENTED

3.1 General

- Provide children with a wide variety of healthy and nutritious foods for meals and snacks including fruit and vegetables, wholegrain cereal products, dairy products, lean meats and alternatives.
- Plan and display a weekly menu that meets the needs of the children in care that week.
- Vary the meals and snacks on the menu to keep children interested and to introduce children to a range of healthy food ideas.
- Food and beverages supplied take into account the cultural, religious and health requirements of the children and families accessing the service.
- Children are encouraged to try new foods, but no child will be forced to eat something they do not like or which is inconsistent with their religious, cultural or dietary needs.
- Food will not be used as a punishment or reward.
- Food and beverages are prepared, served and stored hygienically in accordance with the Australian Food Safety Standards.

- Educators discuss healthy eating and nutrition as part of the program.
- Drinking water is always available.
- Be fully aware and proactive in ensuring children with food allergies, food intolerances and special diets are catered to. Consult with families to develop individual management plans

3.2 Examples Of Service Procedure

- Meals will include fruit, vegetables, milk, yoghurt or cheese. Whole grains such as bread, rice, pasta, crackers will be included in the menu, as well as lean meat, poultry, pork, fish, eggs, legumes and other alternatives. Multicultural foods will also be given on selected days. The menu will be displayed on the service notice board.
- Children are not to bring food to the service due to health and medical considerations.
- Families will be provided with the service's nutrition policy as part of the family enrolment package and through posters and pamphlets located prominently at the service.

3.3 Other Considerations

- The service provides all the food and beverages for the childrens' consumption.
- It is recognised that, on occasion, food and beverages supplied at the service may diverge from the guidelines for special purposes and celebrations and that families will be advised of such occasions.
- The service focuses on a supply of fresh fruit and vegetables.
- Children are encouraged to eat their meals together as a time of social interaction.
- Children are to remain seated while eating and drinking.
- Children are supervised whilst eating and drinking.
- Children will be encouraged to participate in meal/snack preparation and clean-up as part of the service's life skills focus.

4. ROLES AND RESPONSIBILITIES

Role	Authority/ responsible for
Approved Provider - SCECS	 Ensure the service operates in line with the Education and Care Services National Law and National Regulations 2011. Allocate finances for training and food safety. Allocate finances to ensure provision of nutritionally balanced and culturally sensitive meals as required. Ensure the service implements adequate health and hygiene practices and safe practices for handling, preparing and storing food to minimize risks to children being educated and cared for by the service.
Nominated Supervisor	 Ensure adequate health and hygiene practices and safe practices for handling, preparing and storing food are implemented at the service to minimize risks to children. Ensure children being cared for by the service have access to safe drinking water at all times, and are offered food and drink at regular intervals. Ensure that food and beverages offered by the service are: nutritious and adequate in quantity chosen with regards to the dietary requirements of individual children Ensure the weekly menu is displayed in a location accessible to parents. Ensure families have access to the latest information regarding healthy eating and nutrition.
All educators	 Adhere to the strategies and practices of the Nutrition, Food, Beverages and Dietary Policy. Ensure children's individual dietary needs are adhered to. Provide positive meal time experiences for the children. Respect the individual needs and choices of children.

Role	Authority/ responsible for			
	 Actively supervise children during meal times. Adhere to the services Hygiene Policy. Actively taking opportunities to discuss healthy eating with children. Encouraging children to participate in meal and snack preparation and the associated clean-up activities. Modelling practice that reflects the service policy. 			
Families	 Communicate regularly with educators/staff regarding children's specific nutritional requirements and dietary needs, including food preferences. Contribute menu ideas and recipes. 			

5. RESOURCES/RESFERENCES

- Munch and Move <u>https://www.healthykids.nsw.gov.au/teachers-</u> childcare/munch-and-move.aspx
- National Healthy Eating Guidelines for Early Childhood Settings Get Up and Grow resources -<u>http://www.health.gov.au/internet/main/publishing.nsf/Content/gug-</u> <u>resource-order-guide</u>
- Australian Food Safety Standards -<u>http://www.foodstandards.gov.au/industry/safetystandards/Pages/default.a</u> <u>spx</u>
- Nutrition Australia <u>www.nutritionaustralia.org</u>
- Australian Children's Education and Care Quality Authority (ACECQA) <u>www.acecqa.gov.au</u>
- Supporting Nutrition for Australian Children <u>https://snacwa.com.au</u>

6. Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this policy every three years. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the *Education and Care Services National Regulations*, the service will ensure that families of children enrolled in the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Version	Authorised by	Approval date	Effective Date	Sections modified

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Annexure 9. Early Learning Education & ⊙utside School Hours

Policy Document

Supervision Policy

Policy Hierarchy link		Education and Education and National Quali	l Care Services Nationa l Care Services Nationa ty Standards -Quality A	l Law Act 2010 l Regulations 2011 Area 2.2.1 - Supervision
Version	Author	rised by	Effective Date	Revision Date
3	SCECS	Management	March 2023	March 2026

1. RATIONALE

The Education and Care Services National Law and National Regulations require that all children being educated and cared for at an approved service are adequately supervised at all times and are protected from harm and hazards.

2. GUIDING PRINCIPLES

Sydney Catholic Early Childhood Services Ltd (SCECS) recognises that supervision is a key aspect of ensuring children's safety and wellbeing is protected at all times. Supervision can prevent and reduce risk of harm or injury through early detection of potential hazards when educators are familiar with regulatory requirements and effective supervisory practices.

3. LEGIALATIVE REQUIREMENTS

3.0 ACTIVE SUPERVISION

3.1 What Active Supervision involves

3.1.1Educators are consistently present and actively engaged with children. Active supervision requires a combination of observation and engagement.

3.1.2 Careful planning of rosters will ensure educators are always available to respond to children and support continuity of care.

3.1.3 Educators closely observe children's needs and interests and can recognise when they require support and when to extend on children's learning opportunities.

Reviewed March 2023

3.1.4 Educators will ensure that supervision arrangements are flexible to accommodate to individual children or small groups, or indoor and outdoor experiences.

3.1.5 Educators will be in direct sight or hearing of children at all times, including sleep, rest, routines and transitions, arrival and departure, excursions and travel. For ECS: This also applies at times of toileting.

For OSHC: Please refer to the service Supervision Plan for toileting procedures. Listening carefully to children and noting any changes to tone or volume can assist in supervising children who may not be in direct vision.

3.1.6 Educators will regularly scan to observe all children in the environment and identify appropriate positions to maximum vision of children.

3.1.7 Educators will maintain regular communication and collaboration with each other to facilitate effective supervision and location and monitoring of all children.

3.1.8 Observing children's play and anticipating what may occur next allows educators to assist children as difficulties arise and to intervene when there is a potential risk to children.

3.1.9 Educators will always be in direct line of vision from each other to promote a culture of safety, wellbeing and protection.

4.0 ENVIRONMENTS

4.1 Create environments that are safe and responsive to the needs of all children

4.1.1Educators consider the layout of the service and playground, equipment and experiences, bathroom and sleep rooms, fences and gates, and any higher risks on site such as fixed equipment.

4.1.2 Educators ensure that any dangerous or broken products or materials are inaccessible to children.

4.1.3 Educators will consider the visibility and design of the learning environment and experiences to facilitate effective supervision balanced with children's need for privacy and agency.

4.1.4 Educators consider the different levels of supervision of children during transitions, transportation and excursions.

5.0 EDUCATORS

5.1 Educators maintain strategies to ensure children are actively supervised at all times

5.1.1Educator to child ratios based on the ages and number of children at the service and during excursions and travel are effectively maintained at all times.

5.1.2 Through active supervision educators develop deep understandings about children's strengths and interests, knowing how to contribute their learning and development.

5.1.3 All new and casual educators complete Induction and are informed about the specific supervisory plans and responsibilities at the service.

5.1.4 Educators regularly review and reflect upon their supervision practices to continuously improve upon supervision procedures.

6.0 RISK ASSESSMENTS / SAFETY CHECKS

6.1 Minimising Risk

6.1.1Educators will undertake daily safety checks to identify potential risks that may compromise the safety and supervision of children. If a risk is identified all educators will be informed and the risk will be either completely removed, or a plan of action devised and implemented to address the risk.

6.1.2 A Risk Assessment will be formulated for any identified risk, prior to any excursion, travel or transportation of children.

6.1.3 The Risk Assessment will identify the level of supervision required for particular situations and to determine approaches to supervision considering the environment, the children and the context of the activities children participate in.

6.1.4 All new and casual educators will become familiar with the Risk Assessments at the time of their Induction.

7.0 SUPERVISION PLAN

7.1 Centre Supervision Plan is formulated and reviewed regularly

7.1.1The Centre Director / Coordinator in conjunction with all educators at the service will formulate a Supervision Plan to identify supervision risks and strategies to reduce or eliminate the risks.

7.1.2 All educators will be familiar with the Supervision Plan and implement all identified strategies to ensure the safety of all children.

Reviewed March 2023

7.1.3 Educators will evaluate, review and modify the Supervision Plan as supervision issues and risks are identified and occur throughout the year.

7.1.4 The Supervision Plan will be reviewed on an annual basis and evidence of this review will be documented within the Team Meeting Minutes.

7.1.5 All new and casual educators will become familiar with the Supervision Plan at their Induction.

8. REVIEW

Active Supervision of children will be planned and monitored through the application and regular review of the Centre's Supervision Plan.

9. RESOURCES/REFRENECES

- Education and Care National Regulations and Law <u>https://www.acecqa.gov.au/nqf/national-law-regulations/national-regulations</u>
- National Quality Standards 2018 -<u>https://www.acecqa.gov.au/sites/default/files/2020-09/Guide-to-the-NQF-September-2020.pdf</u>

10. APPENDICES

• SCECS Supervision Plan Template

11. MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of gaps, the service will review this policy every three years.

In accordance with R. 172 of the *Education and Care Services National Regulations*, the service will ensure that families of children enrolled in the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

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2	Pedagogy & Practice Manager	May 2022	May 2022	Revised Policy
3	Operations Manager	March 2023	March 2023	Section 3.1.5 Revised



Holsworthy Early Learning Centre

Operational Noise Management Plan

Sydney Catholic Early Childhood Services (SCECS)

Job No:	1038303
Doc Ref:	1038303-RPT-AS-003
Revision:	А
Revision Date:	07 December 2023



Project title	Project title Holsworthy Early Learning Centre	
Report title	Operational Noise Management Plan	1038303

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x	>	X S. Vahid Alamel	wh	X S. Vahid Alamshah	
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Approved by	Position	Qualifications
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Executive Summary

This operational noise management plan has been developed for the Sydney Catholic Early Childhood Services (SCECS) Holsworthy Early Learning Centre located at St Christopher's Catholic Church site at 205 Heathcote Road, Holsworthy.

This Noise Management Plan (NMP) forms part of the *Operational Plan of Management* for the Centre and addresses the following key elements:

Operational overview

Provides context and an overview of the Centre operations and elements relating to noise emissions and management.

Noise management framework

Sets out a framework for the Centre to manage noise emissions and impact on local noise amenity having regards to the following:

- identification of potential noise sources,
- identification of noise sensitive receivers,
- overview of existing acoustic environment,
- operational noise performance obligations,
- assessment of potential noise impacts,
- noise management strategy, and
- outline of roles and responsibilities.

Implementation

Outlines the implementation approach of the Noise Management Strategy including engineering solutions adopted in the project design and construction as well as operational strategies integrated in business operations to control and minimise noise including:

- noise management practices,
- training and procedures to promote awareness to noise impacts and management,
- coordination approach,
- community engagement strategy and
- complaint handling procedures including noise verification monitoring approach where required, and
- compliance, performance evaluation and continuous improvement components.

Development of this NMP has been carried out with consultation with the Centre management and informed by the Centre acoustic assessment detailed in the document referenced 1038303-RPT-AS-002 Revision B dated 19 June 2023 prepared by Cundall.

The key elements outlined above are intended merely as an overview and do not represent the entirety of the NMP. It is imperative for all staff to read and acquaint themselves with the full document to ensure effective implementation of the plan.



Contents

1.	Context	2
1.1	Purpose	2
1.2	Preparation of NMP	2
2.	Operational overview	4
2.1	Site Location	4
2.2	Capacity	4
2.3	Hours of operation	5
2.4	Staff and children supervision	5
2.5	Site vehicular activities	5
2.6	Indoor activities	5
2.7	Outdoor activities	5
3.	Noise management framework	8
3.1	Noise emission sources	8
3.2	Noise sensitive receivers	8
3.3	Existing acoustic environment	9
3.4	Operational noise performance obligations	10
3.5	Assessment of noise impacts	12
3.6	Noise management strategy	13
3.7	Roles and responsibilities	14
4.	Implementation	16
4.1	Engineering solutions	16
4.2	Noise management practices	17
4.3	Training and awareness	18
4.4	Coordination	18
4.5	Community engagement	19
4.6	Complaint handling procedure	19
4.7	Noise verification monitoring	21
4.8	Compliance and performance evaluation	21





1. Context

Cundall has prepared this operational noise management plan for the proposed Sydney Catholic Early Childhood Services (SCECS) Holsworthy Early Learning Centre located at St. Christopher's Catholic Church, 205 Heathcote Road, Holsworthy.

The Holsworthy Early Learning Centre (the Centre) is comprised of a single storey early learning centre with two outdoor areas. The Centre provides leading early childhood education and care services for children aged up to 6 years including Nursery, Toddler and Preschool education and play-based programs.

Noise emissions associated with the Centre activities have the potential to impact local noise amenity and nearby noise sensitive receivers. Main noise sources associated with the Centre identified to have potential noise impact include children play and activities, on-site vehicle and carpark activities, mechanical plant, commercial delivery and waste management.

This Noise Management Plan outlines strategies and practices by which the Centre plans, implements, and monitors its operation to control and minimise noise emissions to the local community. It provides an outline of the Centre's operational noise performance obligations, management strategies as well as implementation approach.

1.1 Purpose

This operational noise management plan (NMP) aims to identify and provide a framework by which Centre effectively reduce and mitigate noise emissions from its operations. This Noise Management Plan (NMP) forms part of the Centre *Operational Plan of Management* and will be implemented by the Centre management and personnel.

1.2 Preparation of NMP

This NMP has been prepared in consultation with the Centre management and relevant stakeholders and forms part of the *Operational Plan of Management* for the Centre. The following outlines key stakeholders relevant to preparation of this NMP:

- Vahid Alamshah, Principal Acoustic Engineer, Cundall
- Nick Fenech, Property and Facility Manager, SCECS

Development of this NMP has also been informed by the Centre acoustic assessment detailed in document referenced 1038303-RPT-AS-002 Revision B dated 19 June 2023 prepared by Cundall.





2. Operational overview

2.1 Site Location

The Holsworthy Early Learning Centre (ELC) is located at the existing St. Christopher's Catholic Church site located at 205 Heathcote Road, Holsworthy NSW.

The development is situated on R3 - Medium Density Residential land zone of the Liverpool City Council and adjoins a number of different land uses including St. Christopher's Catholic Primary School and Church, Holsworthy High School, Holsworthy Public School and School Communities Recycling All Paper (SCRAP) Centre.

Other land uses further away surrounding the Centre include residential premises as well as public and private recreation uses such as Holsworthy Aquatic Centre and Moorebank Sports Club and fields.

The location of the Centre and surrounding locality is shown in Figure 2-1.



Figure 2-1 Project site and surrounds¹

2.2 Capacity

Centre is designed to accommodate 76 children with the following expected numbers:

- 16 children less than 2 years old (Babies),
- 20 children between 2 3 year (Toddler),
- 40 children between aged of 3 6 years (Pre-School).

¹ Aerial imagery courtesy of MetroMap ©2023, imagery date 16/03/2023

2.3 Hours of operation

The Centre's operational hours for child care services will be 7 am - 6 pm Monday to Friday (inclusive) with potential use of Parish space during evening hours up to 10 PM. The service closes for public holidays and for a 2 week period over the Christmas-New Year period.

The Centre may also conduct additional events after 6.00pm and until 8.00pm including Parent/Teacher's Information Evening (maximum 30) as well as Teacher Training (maximum 14). All after hours events are held inside the centre with doors and windows closed.

2.4 Staff and children supervision

Centre will be operated by a minimum of twelve (12) staff (including the primary contact staff and nominated supervisor) at capacity at any one time. Children daily activities and programs are structured into routines divided based on their age groups (i.e. Babies, Toddlers and Pre-schoolers) and developed based on their needs, interests and individual development/progress. Staff and supervisors will be assigned for each group to maintain staff-to-children ratios in accordance with the Childcare Regulations.

2.5 Site vehicular activities

Main site vehicular activities are associated with staff and patrons' arrival, departure and pickup/drop-offs. Staff arrivals are expected to generally be staggered between 7 am - 10 am. Both full time and part time staff are expected as required. Few staff may also arrive just before 7 am occasionally.

Families are expected to generally arrive between the hours of 7am to 10 am to drop-off children and in the afternoon between 3:30 pm to 6 pm for pickups.

The Centre will utilise existing Church car parking spaces with no additional spaces proposed. A car park policy is developed as outlined in *Operational Plan of Management* and provided to all families and staff as part of their induction process. An allocated parking space is also reserved on site for deliveries.

2.6 Indoor activities

The Centre provides a range of educational and play-based activities for children, programmed depending on children's needs and developmental stages with the following typical routine:

7.30am - 8:00am:	Settling in for early arrivals and free play/ interest groups
8:00am -10:30am:	Indoor Program - Individual /group activities
10:30am - 11am:	Morning Tea
11am – 12:30pm:	Indoor Program - Individual /group activities
12:30pm -1:00pm:	Lunchtime
1:00pm - 2:30pm:	Sleep or Rest/Time
2:30pm – 5:00pm:	Other play and educational activity (eg music, painting dance) or Outdoor Play
	and Afternoon Tea
5:00pm – 6:00pm:	Indoor activities

Figure 2-2 Typical indoor activity routine

2.7 Outdoor activities

Outdoor activities include active and passive play and educational activities including ball games, team play, balancing, climbing, stepping, physical development activities, environmental and nature-based activities as well as various play (supervised, sand, water based and free play). Outdoor activities vary day to day and are dependent upon the weather. The outdoor play schedule is typically as follows:

- Mornings: 10:30am 11:30am
- Afternoons: 2:30pm 4:30pm (maybe longer in summer or if weather appropriate) The Centre outdoor play areas include:
- Toddler and preschool outdoor play area to the north-west of the Centre
- Baby play area located to the south of the Centre.

The Centre floor plan showing indoor and outdoor play areas is shown in Figure 2-3



Figure 2-3 Ground floor plan

All indoor and outdoor activities are fully supervised by the regulated number of trained staff. Staff are also trained and made aware of the management measures in this NMP.

All outdoor activities will have regard to the noise management measures outlined in this document. The Centre management and staff will ensure that outdoor play activities are conducted in an orderly fashion and that excessive noise from children playing, etc., is avoided wherever possible and practical in line with measures outlined in this NMP.





Noise management framework



3. Noise management framework

This section sets a framework for the Centre to manage noise emissions and impact on local amenity with consideration to relevant legislation and requirements informed based on the acoustic assessment undertaken for the facility. The noise management framework for the Centre sets out the following:

- Identification of potential noise sources
- Identification of noise sensitive receivers
- Overview of existing acoustic environment
- Operational noise performance obligations
- Assessment of potential noise impacts
- Noise management strategy
- Outline of roles and responsibilities

3.1 Noise emission sources

Main noise sources identified to have potential noise impact on local noise amenity include:

- children play and activities,
- on-site vehicle and carpark activities,
- mechanical plant, and
- commercial delivery and waste management.

Assessment of each of above noise sources have been carried out as part of the acoustic assessment undertaken for this project. Relevant noise mitigation and management measures for each of the above sources are implemented as part of the project design and this NMP.

3.2 Noise sensitive receivers

The nearest residential premises to the Centre are identified as the residences along the Heathcote Road and north of the existing St. Christopher's Catholic School as well as those along McKinnon Close located more than 120 m from the Centre boundary.

The Centre is surrounded by other noise sensitive receivers including the St. Christopher's Catholic and Holsworthy primary schools and areas for active recreational uses including SCRAP Community Gardens, Moorebank Sports fields and Holsworthy Aquatic Centre. The St. Christopher's Church is also located immediately east of the Centre.

The identified noise sensitive receivers are listed in Table 3-1 and shown in Figure 3-1 below.

Table 3-1 Identified noise sensitive receivers

Receiver ID	Address	Direction from the site	Type/ use
R1	1 – 25 Silgar Ave & 2 – 4 Keato Ave	East & north-eastern	Residential
R2	Premises on Brallos Ave, Tarakan, Damour & Gemas Streets	North-western	Residential
R3	1 – 23 McKinnon Cl. & 18 – 24 Huon Cres.	South-western	Residential
R4	St. Christopher's Catholic Primary School	North-western	School Classroom & Active recreation

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Receiver ID	Address	Direction from the site	Type/ use
R5	Holsworthy High and Public School	Western & southern	School Classroom & Active recreation
R6	St. Christopher's Catholic Church	Eastern	Place of worship associated with Parish
R7	SCRAP Community Garden	Southern	Active recreation
R8	Holsworthy Aquatic Centre	South-western	Active recreation
R9	Moorebank Sports Club and fields	South-eastern	Active recreation

It is noted that the receivers R4 (St. Christopher's Catholic Primary School) and R6 (St. Christopher's Catholic Church) as well as the Centre are all associated and managed by Sydney Catholic Church and therefore may not be considered relevant to the requirements of the Noise Policy for Industry (NPfI) and council Development Control Plan (DCP). Potential noise emissions from the Centre to these noise sources are however addressed via design and operational management of the Centre.



Figure 3-1 Noise sensitive uses surrounding the Centre²

3.3 Existing acoustic environment

Environmental noise surveys were carried out by Cundall as part of the project acoustic assessment. The baseline noise survey data is used to inform assessment of noise impacts and establishment of relevant project specific noise management levels. Ambient acoustic environment at the site and surrounding areas were observed to be dominated by road traffic on Heathcote Road, general ambient and community noise and school noise (children and parents talking and passing). The established Rating Background Level (RBL) following procedures set in the NPfI are presented in Table 3-2.

² Aerial imagery courtesy of MetroMap ©2023, imagery date 16/03/2023

Table 3-2 Rating Background Level

Time Period	Rating Background Level (RBL), dBA
Daytime (Monday-Saturday 07:00 – 18:00 hours; Sunday, Public Holiday 08:00 – 18:00 hours)	41
Evening (Monday-Sunday 18:00 – 22:00 hours)	40
Night-time (Monday-Saturday22:00 – 07:00 hours; Sunday, Public Holiday 22:00 – 08:00 hours)	37

3.4 Operational noise performance obligations

3.4.1 Legislation, standard and guidelines

Noise emissions from the Centre are managed with reference to the following legislations and guidelines considered during preparation of this noise management plan:

- Liverpool City Council Local Environmental Plan (LEP) 2008
- Liverpool City Council Development Control Plan (DCP)
- NSW Environmental Planning and Assessment Act 1979
- NSW State Environmental Planning Policy (Planning Systems) 2021
- NSW EPA Noise Policy for Industry (NPfl) 2017
- Association of Australian Acoustical Consultants (AAAC) Guideline for Child Care Centre Acoustic Assessment

3.4.2 Noise Policy for Industry

Environmental noise emissions from the Centre including mechanical plant and car park activities should be managed to comply with the requirements of the NSW EPA *Noise Policy for Industry* 2017 (NPfI).

Project specific noise trigger levels established in accordance with provisions of NPfI aims to protect the local noise amenity against significant changes in noise levels and maintain appropriate amenity for a particular land use.

NPfl noise specific trigger levels apply to the assessment of industrial and commercial noise sources and vehicle movements within the premises, which in this case would relate to mechanical services plant and car parking noise. Appropriate assessment noise criteria for activity noise from children is separately discussed in the following Section 3.4.3.

The project-specific noise trigger levels at sensitive receivers are summarised in table below, which are derived in accordance with the NPfI.

Receivers	Туре	Time period	Project -specific trigger level, dB L _{Aeq,15min}
R1 – R3	Residential	Daytime	46
		Evening	43
		Night-time	38
R4 – R5 Classrooms	School	Noisiest 1 hr when in use	43
R4 – R5 Playground	School & Active recreation	When in use	53
R6	Place of worship / Church	When in use	48
R7 – R9	Active recreation	When in use	53
Time periods are defined as:			
 Daytime: Monday-Saturday 07:00 – 18:00 hours; Sunday, Public Holiday 08:00 – 18:00 hours 			

Table 3-3 Project specific noise trigger levels
Receivers		Туре	Time period	Project -specific trigger level, dB L _{Aeq,15min}
•	Evening: Monday-Sunday 18:00 – 22:00 hours			
•	 Night-time Monday-Saturday22:00 – 07:00 hours; Sunday, Public Holiday 22:00 – 08:00 hours 			

Activities emanating noise with potential for sleep disturbance at night time should be managed to the maximum noise event levels presented in Table 3-4 below. Note Centre is generally expected to operate only at day and evening periods. However, there is a likelihood of staff arriving prior to 7 am which will classify as night time period. Nevertheless, the following noise management levels should be considered in response to any concern in relation to sleep disturbance at neighbouring residential premises at night-time.

Table 3-4 Maximum noise event assessment criteria

Sleep disturbance noise criteria	Noise management level
Equivalent continuous noise level (LAeq,15min)	42 dBA
Maximum noise level (L _{AFmax})	52 dBA

3.4.3 Children activity noise

Noise from children activity at residential receivers is to be managed to the criteria established with reference to the guidance provided in the Association of Australian Acoustical Consultants (AAAC) *Guideline for Child Care Centre Acoustic Assessment*. The established noise management levels for children activity noise are presented in Table 3-5.

Table 3-5 Children activity noise management levels at residential receivers

Activity	Play time	Criteria L _{Aeq,15min}
Outdoor activities	Up to 4 hours	51
	More than 4 hours	46

3.4.4 Sensitive uses associated with Parish

Receivers R4 (St. Christopher's Catholic Primary School) and R6 (St. Christopher's Catholic Church) as well as the Centre are associated and managed by Sydney Catholic Church and therefore may not be considered relevant to the requirements of the NPfI.

Appropriate noise amenity for these receivers should also be maintained to the recommended management levels outlined in Table 3-6 where practical and reasonable established based on guidance from AAAC.

Table 3-6 Assessment criteria for sensitive uses on Parish land

Receiver	Time period	External noise criteria, L _{Aeq,15min} dBA	
R4 – St. Christopher's Primary School	When in use	45 – 55	
R6 – St. Christopher's Catholic Church	When in use	50 – 55	

Specific communication protocols are in place between the School, Church and the Centre management to enable management of noise during exceptional circumstances where quiet is required.

3.4.5 Internal noise amenity

Appropriate level of internal noise amenity for noise sensitive spaces within the Centre will be maintained with reference to the internal noise levels outlined in Table 3-7 established with reference to the following:

- Development near rail corridors and busy roads interim guideline (2008) satisfying the provisions of the State Environmental Planning Policy (Transport and Infrastructure) 2021
- Guidance from AAAC Guideline for Child Care Centre Acoustic Assessment
- Recommended internal noise level targets outlined in Australian Standard AS2107-2016 Acoustics Recommended design sound levels and reverberation times for building interiors.

Table 3-7 Internal noise levels

Space	Internal design noise level (dB L _{Aeq,1hr})
COTs (sleeping areas)	30 – 35
Indoor activity and play area	35 – 40
Office, staff and administrative areas	40 to 45

3.5 Assessment of noise impacts

Operational noise impacts associated with the Centre on surrounding sensitive receivers as well as external noise ingress impact on the Centre were assessed as part of the project acoustic assessment. A noise model of the Centre and surrounding areas was developed and utilised to assess the potential noise impacts from the Centre.

Noise ingress from the surrounding environment affecting the proposed development were assessed with relevant building envelop acoustic performance requirements established to achieve the appropriate internal noise amenity.

Noise emissions from each of the identified noise sources associated with the operation of the Centre were assessed with noise control measures established to meet the relevant project assessment noise criteria. Summary of noise impact assessment for each of these elements are briefly provided below:

3.5.1 Internal noise amenity

A review of the site locality supplemented by acoustic survey was carried out as part of the project acoustic assessment establishing likely incident noise levels on the Centre. The main external noise sources potentially impacting on the development were identified to be traffic noise from Heathcote Road, and existing surrounding schools. The nearest main road to the Centre is the Heathcote Road approximately 80 m east of the site boundary and is classified as a State Road. Potential noise associated with vehicle movements associated with the neighbouring SCRAP Centre was also considered. With reference to the established external noise, acoustic attenuation requirements for the Centre's building envelop were developed that will be implemented as part of the project design and construction.

3.5.2 Children play and activities.

Noise emissions from the children indoor and outdoor activities vary depending on many factors such as number of children vocal at any time, activity type (e.g., passive or active), type of voice, age group, space characteristics, distance, etc.

Indoor activities are typically expected to occur with windows and doors closed. Prediction of noise egress associated with indoor activities were found to be comfortably below the relevant noise criteria with consideration of building envelop acoustic attenuation requirements. Project design and construction will have consideration to the noise egress control recommendations as per the project acoustic report including building envelop acoustic attenuation requirements.

Noise emissions from the children outdoor play activities were predicted based on the project nominated design, expected children's numbers and typical noise levels associated with children play for applicable age groups. Assessment of potential children activity and outdoor play area noise emissions predicted noise levels of up to 45 dBA at the nearest residential premises which were found to meet the relevant project noise criteria with the proposed number of children and no restrictions applicable to hours of outdoor play.

3.5.3 Car park noise

Noise emissions from the Centre car park and vehicular activities were assessed based on the expected project traffic estimates. Based on the expected trip numbers, notable increase of car park noise compared to that already experienced from the existing carparking activity associated with school and church during peak hours was not expected. Additionally, the car parking noise levels and character was noted to be similar to that of the existing traffic noise from the Heathcote Road. Accordingly, no adverse noise impacts were noted to generally be expected from the carparking activity. Nevertheless, a separate prediction of car parking noise emissions was carried out with noise levels of up to and below 34 dBA and 47 dBA predicted for continuous and maximum noise levels respectively. The predicted noise levels were found to be notably below that observed for the ambient noise levels in the area as well as the relevant noise assessment target. To assist with minimising any potential noise impacts from the overall carpark activities, additional noise management measures were recommended that have been included as part of this NMP.

3.5.4 Mechanical plant

A screening assessment of likely noise emissions were carried out based on the mechanical spatial design strategy for the project and a typical range of sound power levels for the mechanical plant. Mechanical plant noise levels of less than 35 dBA were predicted at the nearest residential premises to the Centre which comfortably met the relevant noise assessment targets. Additional operational noise management measures were recommended and implemented as part of this NMP to assist with minimisation of noise from the Centre.

3.5.5 Delivery and waste management

Consideration was given to the management of noise associated with delivery and waste collection with management practices provided and implemented in this NMP.

3.6 Noise management strategy

Noise management strategy for the Centre incorporates a combination of engineering solutions incorporated as part of the Centre's design and construction as well as operational noise management strategies applied to all levels of the Centre operation.

Engineering solutions and measures will be implemented as part of the Centre's design and construction informed by the acoustic assessment undertaken for the project. These include consideration of envelop acoustic attenuation, design, selection and procurement of plant and equipment with reference to noise restrictions and requirements.

Operational noise management strategies and practices enable adoption of particular process or procedures that promote awareness, management and reduction of noise (typically at source level or transmission pathway) while retaining productive efficiency. Operational noise management practices are intended across all tiers of the operations including Centre management, staff as well as families and patrons. Operational management practices are established with respect to Centre specific noise emissions and character as well consideration of local noise environment and sources.

Centre management will play a pivotal role driving the implementation of the strategies including allocation of sufficient resources as well as ongoing review and monitoring of set objectives and framework.

A key element of the operational noise management strategy will be engagement with community including ongoing communication, response and monitoring following operation of the Centre through community liaison and complaint handling procedures.

Training and awareness are another key aspect of the Centre's operational noise strategy with due consideration given to educating both staff and families about importance of noise control, likely noise sources and associated noise impact risks, noise management framework in place and effective implementation of noise management practices.

Compliance, monitoring and continuous improvement forms key piece of the Centre's operational noise strategy with a focus on ensuring that the Centre noise management framework and practices are adhered to, performance outcomes are regularly assessed, and noise management practices updated to reflect aspects such as feedback from staff and relevant stakeholders as well as changes in operational conditions.

3.7 Roles and responsibilities

Operational management of noise is considered responsibility of all staff at different levels of operation. Key roles and responsibilities are established with reference to various operational positions within the Centre and outlined below.

3.7.1 Centre Manager

Centre managers shall be responsible for implementing and conformance with the noise management plan, as well as providing all the staffs with induction training on the related matters. Centre manager shall review the noise management plan periodically to ensure the effectiveness of the plan.

3.7.2 Staff

Staffs shall actively participate in the management of noise and implement the strategies listed in the noise management plan. Staffs shall supervise children at all times, and to ensure all activities engaged with the children are aligned with the strategies listed in the noise management plan.

3.7.3 Parents

Parents shall be informed and acknowledge the strategies listed in the noise management plan, and shall be considerate of the neighbourhood when they are arriving and departing from the Centre.



40 Implementation

4. Implementation

Centre will manage noise with implementation of engineering solutions in design and construction of the Centre as well as a range of operational management strategies and practices aiming at minimising noise emissions during operation of the Centre.

4.1 Engineering solutions

Engineering solutions and measures are developed based on the acoustic assessment and modelling undertaken for the Centre and include:

- source noise controls,
- noise propagation and transmission control, and
- building acoustic attenuation measures.

4.1.1 Source noise control

Source noise control measures include selection and procurement of plant and equipment with reference to the Centre's noise restrictions and requirements. Selection and procurement of mechanical plant for the Centre will have regards to the maximum sound power levels outlined in Table 4-1 as utilised in the acoustic assessment.

Equipment	Expected no.	Location	Sound power level, dBA
Small (single fan) condenser (outdoor unit)	2 x unit	External plant	65 dBA per unit
Medium (double fan) condenser (outdoor unit)	1 x unit	External plant	70 dBA
Large (double fan) condenser (outdoor unit)	2 x units	External plant	80 dBA per unit
Small exhaust fan (toilet, garbage room)	8 x TEFs 6 x OAF	Inline fan – ducted to roof	60 dBA per unit
Small kitchen/laundry exhaust fan	2 x units	Inline fan – ducted to roof	70 dBA per unit

Table 4-1 Maximum mechanical plant sound power levels

4.1.2 Noise propagation and transmission control

Noise transmission control strategies are implemented within the building layout and design to minimise noise emissions and egress to surrounding noise sensitive receivers. These include development of building layout and construction requirements having regards to reducing noise transmission. For instances, location of mechanical plant will take advantage of acoustic shielding provided by Centre building. Additionally, building envelop attenuation requirements are established with consideration to control of noise transmission and egress from indoor spaces to surrounding sensitive receivers.

4.1.3 Building acoustic attenuation

Building envelop design and construction will achieve acoustic attenuation requirements outlined in Table 4-2. These have been developed with consideration to external noise control to achieve appropriate internal noise amenity as well as noise transmission control to reduce noise egress from indoor activities that have potential to impact surrounding sensitive uses.

Envelop element	Acoustic performance requirement
Façade	Rw + Ctr 45
Roof (all areas other than COT)	Rw + Ctr 35
Roof (COT/Sleeping)	Rw + Ctr 40
External glazing	Rw 35
External doors	Rw 30
Ventilation system	Rw 40

Table 4-2 Building envelop acoustic attenuation and noise control requirements

4.2 Noise management practices

The following operational noise management practices are established with respect to the Centre specific noise emissions and operational conditions to assist with minimising noise impacts to the neighbourhood, and shall be adhered to by all staff and stakeholders to the extent that is reasonable and practical and where it is safe to do so.

4.2.1 Mechanical services

- Ensure the services are operating between 7 am 10 pm with appropriate automatic control using BMS system to enable reduced load for evening hours as necessary.
- External mechanical plant should be regularly maintained.

4.2.2 Parking

- Staff parking for early arrivals (prior to 7 am) should utilise the western bays furthest from the residential receivers.
- Appropriate signage is recommended to be incorporated in parking space to require all visitors and staff to be considerate to surrounding neighbours with respect to noise, minimise and avoid slamming doors and the like.
- Training should be provided to staff with consideration to operational noise measures to minimise emissions to the surrounding receivers when using parking and prevent noisy events before 7 am such as slamming doors when arriving, talking in parking space, excessive idling or revving the engine and the like. These measures should also generally be incorporated during Centre hours.
- Relevant noise management practices will be outlined and highlighted in the Centre car park policy that is provided to all families and staff as part of their induction process.

4.2.3 Children play

- Consideration will be given to the measures outlined in NSW Child care planning guideline.
- Use of Outdoor Play areas will be limited to 2 4 hours per day to minimise noise impact on surrounding uses and where practical breakdown into smaller groups of children playing outside.
- Children will be fully supervised at all times so that excessive noise is dealt with promptly;
- Use of Public Announcement systems (PA), amplified music or music instruments externally will be avoided wherever possible and should not be a regular occurrence.
- A separate daily program for both the warmer and cooler months will be established in order to regulate the total time spent outdoors and indoors;
- The program will be made publicly available to parents and neighbours where there is concern for noise impacts.
- The service Director shall ensure that outdoor play activities are conducted in an orderly fashion and that excessive noise from children playing, etc., is avoided wherever possible and practical.

- A contact phone number for the Centre's director should be made available to neighbours to facilitate communication and to resolve any neighbourhood issues that may arise due to operation of the Centre;
- Crying children should be taken inside the Centre and comforted;
- The behaviour of children should be monitored and modified as required by adequately trained child care workers;
- Parents and guardians should be informed of the importance of noise minimisation when entering the site, dropping
 off or picking up children;
- Carers should be educated to control the level of their voice while outside;
- During indoor play times and activities, windows and doors should generally be kept closed as reasonably as possible.
- Where music or entertainment is played, such activities should be undertaken with doors and windows closed and schedules for less sensitive hours typically after 9 am.

4.2.4 Waste management and deliveries

- Schedule collection/delivery times after 9 am to minimise disturbance to nearby residents.
- Bin bays are to be adjacent to a street frontage, or if not possible then at a designated point adjacent to the common access driveway.
- The bin bay should be positioned so as to minimise noise impacts on residents from the usage of bins and waste or recycling collection.

4.3 Training and awareness

Centre operational noise management can be significantly enhanced by implementation of the following strategies aiming at providing adequate levels of noise management training and awareness to all levels of personnel as well as families.

- Introduction of noise management strategies and practices as part of the induction and onboarding process for new staff and families.
- Regular staff training and refreshers in relation to operational noise management framework and practices.
- Carers should be educated to control the level of their voice while outside;
- Supervisors, primary carers and personnel attending children should be adequately trained.
- Appropriate signage in key areas of the Centre reminding staff and visitors of noise control practices.
- Regular distribution of information to staff and key stakeholders in relation to noise management practices and control.
- Keep staff and relevant stakeholders updated on the Centre's noise management plan and effectiveness of current strategies. Where relevant provide updates in relation to changes to noise management plan that may occur time to time addressing operational conditions.
- Establish clear communication and feedback mechanism for staff in relation to noise management practices.
- Run noise awareness campaigns and events as well as educational activities and engage staff, children and families raising awareness about noise pollution and its impacts as well as effective noise management practices.
- Encourage active participation and integrate training and awareness activities.
- Relevant training of staff and key personnel in relation to community engagement, management and complaints handling procedures and strategies.

4.4 Coordination

Effective coordination between all relevant stakeholders is essential for the successful implementation of a noise management plan. Due to the close proximity of the Centre to the Catholic Primary School and Catholic Church, communication strategies have been established between the service Director, School Principal and Parish Priest that in

exceptional circumstances such as funerals or school public events, the childcare service will make arrangements for educators and children to participate in quiet indoor play activities.

The following practices will be carried out where practical fostering a positive and collaborative approach in management of noise emissions to local community and environment.

- Regular stakeholder meetings to discuss noise management strategies, progress and challenges.
- Establishment of communication platform and protocols to provide space for ongoing dialogue, sharing of knowledge and resources related to noise management.
- Cross functional working groups for management of noise including representation from various stakeholders including staff, management, family representatives and liaisons from neighbouring facilities.
- Designation of a dedicated community liaison officer responsible for direct communication with external stakeholders, gathering feedback and addressing concerns in relation to noise from the Centre.
- Undertake joint training and noise awareness activities not just to staff but also families and representatives from adjoining facilities.
- Implement complaint handling and resolution mechanism.

4.5 Community engagement

Initiating early interaction and dialogue with the community plays a pivotal role in reducing noise-related disruptions. Enhanced community understanding and acceptance of the noise emissions and management practices implemented by the Centre can be achieved by offering information in a transparent and open manner. Additionally, engagement of community in development of appropriate management measures and demonstrating how their perspectives and feedback have been taken into account can foster greater understanding and acceptance.

Community engagement and where appropriate consultation will be carried out with consideration to the following:

- Advising the community and relevant stakeholders of activities and events that are expected to produce higher noise compared to that typical or will have distinguishably different character in contrary of local noise environment.
- Where relevant and reasonable disclose Centre noise management practices to community and relevant stakeholders.
- Engagement for feedback in relation to the developed and implemented noise management plan and practices.
- Maintaining an open communication and dialogue with community and relevant stakeholders in relation to noise management efforts, plan and practices.
- Designation of a dedicated community liaison officer responsible for direct communication with external stakeholders, gathering feedback and addressing concerns in relation to noise from the Centre.
- Prompt and effective management and handling of noise complaints.

4.6 Complaint handling procedure

Contact details of a dedicated community liaison or Centre's director will be made available to community and relevant stakeholders. However, noise complaints can potentially be received by any staff from the neighbourhood or from sensitive receivers in relation to potential noise disturbance caused by the Centre.

The following protocol is intended to provide a framework for prompt and effective management and resolution of noise complaints as well as identification and applications of appropriate corrective actions as necessary:

- All complaints (verbal, telephone or in writing) received should be at first instance directed to the Centre's dedicated community liaison officer or Centre's director at earliest possible together with details of the circumstance leading to the complaint.
- An initial verbal communication and response should be facilitated by community liaison officer, Centre's director or other suitably trained staff at earliest possible and information obtained from the complainant in relation to the noise

related concern. The following information should be clarified with complainant to enable initial investigations and response:

- Description and nature of noise,
- How noise is impacting the complainant,
- How loud or severe noise impact is,
- Where noise is from and likely source,
- Any noise characters or patterns noticed,
- How often noise is heard and is disruptive.
- The following questions may be asked to facilitate response and understand the nature of noise concern:
- Can you describe the noise in more detail (e.g., buzzing, banging, humming)?
- How often have you noticed this noise?
- How is this noise affecting you or your activities?
- Are there specific times when the noise is more problematic?
- In a scale from 1 to 10, how would you rate the loudness of the noise?
- Have you noticed any patterns or specific activities that coincide with the noise?
- Have you noticed where this noise may be emanating from?
- Is the noise from the source loud either in an absolute sense or relative to other noise sources in the area?
- Does the noise include any characters such as tones, impulsive, varies in level significantly or intermittent?
- Complaints shall be recorded, and a register maintained including details of the complaint including:
 - Time and date of the complaint,
 - Person receiving complaint,
 - Complainant's contact number,
 - Person referred to,
 - Description and nature of the complaint,
 - Likely source(s) of noise disturbance or area likely emanating,
 - Time of verbal response, and
 - Timeframe for written response where appropriate.
- The Centre's director or community liaison officer shall investigate the complaint in order to determine whether work practices have been carried out where reasonable and feasible to minimise noise.
- Initial review and investigation should be carried out by the Centre's director or community liaison officer to address the complaint. The following steps are recommended:
 - Review information obtained from complainant.
 - Identify noise source(s)
 - Ascertain noise is relevant to the Centre
 - Investigate if Centre is operating within the established Noise Management Framework as documented in the NMP.
 - Investigate if all reasonable and feasible noise management practices are implemented relevant to the identified source(s) inline with the NMP.
 - Where relevant identify corrective measures to further reduce noise.
 - Communicate and coordinate actions with relevant staff/stakeholders for implementation
 - Centre's director or community liaison officer shall inform the complainants regarding their complaints including:
 - Outcome of the investigation; and
 - Corrective action taken (if applicable).

- Follow up monitoring or investigations will be carried out to assess if issue is resolved in practical and reasonable manner.
- Where issue is not resolved or further complaints is made in relation to the identified concern, further detailed investigation including noise verification monitoring will be carried out by suitably qualified acoustic consultant to assess if the noise complaint is justified and if noise is in breach of Centre's operational noise obligations as outlined in the NMP or if further noise mitigation measures are required.
- Staff who receive telephone complaints should be kept informed at all times regarding investigations and progress at all times.
- Handle complaints in a prompt and responsive manner.
- Where relevant complaints should be communicated with relevant Council Authority with details such nature of noise concern, investigations underway and corrective actions addressing complaint provided.
- Outcome of complaint resolution and in particular any additional noise corrective measures (where relevant) should be communicated with the wider staff and team to facilitate awareness and management of issues in future.

4.7 Noise verification monitoring

Noise verification monitoring may be required where initial investigations in response to a particular noise complaint does not lead to resolve of the matter. In this case, noise verification monitoring, and further acoustic investigations would be required to be undertaken by a suitably qualified acoustic consultant to assess if the noise complaint is justified and/or Centre noise emissions are in compliance with the Centre operational noise obligations as per the NMP. The noise verification monitoring will have regards to the following:

- Where required, verification monitoring of noise to be conducted at the affected receiver(s) or a nominated representative location (as determined by suitably qualified acoustic consultant). Monitoring can be in the form of either unattended logging or operator attended surveys.
- The purpose of monitoring is to confirm that:
 - centre noise is in compliance with the operational noise performance obligations in the NMP; and
 - mitigation and management of Centre noise is appropriate for receivers affected by particular noise source.
- Where noise monitoring finds that the actual noise levels exceed the relevant operational noise performance obligations, then further noise mitigation investigation and immediate refinement of mitigation measures may be required.
- Verification monitoring should be carried out by a suitably qualified person or firm who is either eligible to be a
 member of the Australian Acoustical Society / Association of Australasian Acoustical Consultants or has site specific
 noise monitoring training/induction by a Member of the Australian Acoustical Society / Association of Australasian
 Acoustical Consultants.
- Noise monitoring verification should be carried out with at least Class 2 sound level metres and carry current Nata certified calibration at the time of measurements. Field calibration should be carried out on site before and after the measurements with a suitable field calibrator with current NATA calibration certificate.
- Noise monitoring and assessment should be carried out in accordance with provisions of the NSW Noise Policy for Industry (NPfI) or otherwise relevant legislation, standard or guideline as required by operational noise performance obligations outlined in the NMP.

4.8 Compliance and performance evaluation

Compliance and performance evaluation are critical components of an effective noise management strategy for a Centre. These elements ensure that the Centre adheres to developed Noise Management Framework including operational noise performance obligations and implementation of the noise management strategies and practices.

Centre management will be responsible for the overall adherence and compliance of Centre operations inline with developed NMP. To ensure effective compliance, performance evaluation and continuous improvement in relation to the NMP, the following practices will be integrated into Centre's operations:

Regular reviews and audits:

Centre management will undertake regular reviews and audits to ensure ongoing compliance with the NMP.

Integration of NMP principles into business policies:

NMP principles will be incorporated into the existing business policies, such as car park management, training programs, and staff inductions, ensuring a holistic approach to noise management.

- <u>Clear assignment of responsibilities and accountabilities:</u>
 Specific roles and responsibilities related to noise management will be clearly defined and communicated to all staff members.
- Training programs and ongoing education:

Regular training programs and educational initiatives will be implemented to keep staff informed and competent in noise management practices.

Feedback mechanisms in the evaluation process:

Establishing robust feedback mechanisms will be crucial for assessing the effectiveness of the NMP and identifying areas for improvement.

Integration of KPIs and transparent Reporting:

Key Performance Indicators (KPIs) specific to noise management will be integrated into business reporting framework, ensuring transparency and accountability.

Regular review and update of the NMP:

The NMP will be reviewed and updated regularly to reflect changes in operational practices, technology advancements, and stakeholder feedback.



Appendices

Appendix A Acoustic terminology

ASSESSMENT BACKGROUND LEVEL (ABL)

A single-number figure used to characterise the background noise levels from a single day of a noise survey. ABL is derived from the measured noise levels for the day, evening or night time period of a single day of background measurements. The ABL is calculated to be the tenth percentile of the background L_{A90} noise levels – i.e. the measured background noise is above the ABL 90% of the time.

'A'-WEIGHTED SOUND LEVEL dBA

The unit generally used for measuring environmental, traffic or industrial noise is the A-weighted sound pressure level in decibels, denoted dBA. An A-weighting network can be built into a sound level measuring instrument such that sound levels in dBA can be read directly from a meter. The weighting is based on the frequency response of the human ear and has been found to correlate well with human subjective reactions to various sounds. An increase or decrease of approximately 10 dB corresponds to a subjective doubling or halving of the loudness of a noise. A change of 2 to 3 dB is subjectively barely perceptible.

DECIBEL

The ratio of sound pressures which we can hear is a ratio of one million to one. For convenience, therefore, a logarithmic measurement scale is used. The resulting parameter is called the 'sound level' (L) and the associated measurement unit is the decibel (dB). As the decibel is a logarithmic ratio, the laws of logarithmic addition and subtraction apply.

EQUIVALENT CONTINUOUS SOUND LEVEL (LAeq)

Another index for assessment for overall noise exposure is the equivalent continuous sound level, L_{eq}. This is a notional steady level, which would, over a given period of time, deliver the same sound energy as the actual time-varying sound over the same period. Hence fluctuating levels can be described in terms of a single figure level.

FREQUENCY

The rate of repetition of a sound wave. The subjective equivalent in music is pitch. The unit of frequency is the Hertz (Hz), which is identical to cycles per second. A thousand hertz is often denoted kilohertz (kHz), e.g. 2 kHz = 2000 Hz. Human hearing ranges from approximately 20 Hz to 20 kHz. The most commonly used frequency bands are octave bands, in which the mid frequency of each band is twice that of the band below it. For design purposes, the octave bands between 63 Hz to 8 kHz are generally used.

For more detailed analysis, each octave band may be split into three one-third octave bands or, in some cases, narrower frequency bands.

RATING BACKGROUND LEVEL (RBL)

A single-number figure used to characterise the background noise levels from a complete noise survey.

The RBL for a day, evening or night time period for the overall survey is calculated from the individual Assessment Background Levels (ABL) for each day of the measurement period, and is numerically equal to the median (middle value) of the ABL values for the days in the noise survey.

SOUND POWER AND SOUND PRESSURE

The sound power level (L_w) of a source is a measure of the total acoustic power radiated by a source.

The sound pressure level (L_p) varies as a function of distance from a source. However, the sound power level is an intrinsic characteristic of a source (analogous to its mass), which is not affected by the environment within which the source is located.

STATISTICAL NOISE LEVELS

For levels of noise that vary widely with time, for example road traffic noise, it is necessary to employ an index that allows for this variation. 'A'-weighted statistical noise levels are denoted L_{A10}, dB L_{A90} etc. The reference time period (T) is normally included, e.g., dB L_{A10, 5min} or dB L_{A90,8hr}.

L_{A90 (T)}

Refers to the sound pressure level measured in dBA, exceeded for 90% of the time interval (T) – i.e., measured noise levels were greater than this value for 90% of the time interval. This is also often referred to the background noise level.

LA10 (T)

Refers to the sound pressure level measured in dBA, exceeded for 10% of the time interval (T). This is often referred to as the average maximum noise level and is frequently used to describe traffic noise.

L_{A1 (T)}

Refers to the sound pressure level measured in dBA, exceeded for 1% of the time interval (T). This is often used to represent the maximum noise level from a period of measurement.

WEIGHTED STANDARDISED SOUND PRESSURE LEVEL (LnT,w)

The <u>in-situ</u> impact sound insulation performance of a floor/ceiling when impacted by a standardised, calibrated tappingmachine. Lower values indicate higher performance.

WEIGHTED SOUND REDUCTION INDEX (Rw)

The <u>laboratory</u> sound insulation performance usually provided by manufacturers and suppliers is the **weighted sound reduction index**, R_w. The higher the rating, the better the sound reduction between spaces.

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Holsworthy Early Learning Centre

DA Acoustic Assessment Report

Sydney Catholic Early Childhood Services (SCECS)

Job No:	1038303
Doc Ref:	1038303-RPT-AS-002
Revision:	В
Revision Date:	19 June 2023



Project title	Holsworthy Early Learning Centre	Job Number
Report title	DA Acoustic Assessment Report	1038303

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19/06/2023

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Hayball Pty Limited

Waste Management Plan

Holsworthy Early Learning Centre, Holsworthy

195 Heathcote Road, Holsworthy

December 2023

ENGINEERING PLANNING SURVEYING CERTIFICATION PROJECT MANAGEMENT



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Project No.	221036
Author	LR
Checked	LW
Approved	AR

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This report is for development application purposes only and is not to be relied upon for construction purposes. The waste calculations included in the report are an estimate only, based on the plans and documents supplied by the client and waste generation guidelines from Council, the EPA and other third parties. This report is a guideline only and should not be used as a basis for feasibility studies, safety procedures, operational costs, demolition / construction estimates or bills of quantities. Should waste generation be higher than expected, the site manager shall make appropriate adjustments to accommodate additional waste. Any equipment recommended in this report shall be assessed by the supplier and site manager to determine it is fit for the intended purpose.



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Table of Contents

1	Author and Project Details		
2	Council Requirements		
3	Demolition 3.1 Waste Generation 3.2 Waste Management 3.3 Waste Avoidance and Reduction	13 13 14 14	
4	Construction 4.1 Waste Generation 4.2 Waste Management 4.3 Waste Avoidance and Reduction	15 15 16 16	
5	Ongoing Operation	17 17 17 18 18 18 	

List of Tables

Table 1: Council controls included in Chapter 25 and Part 3.8	5
Table 2: Demolition waste generation	13
Table 3: Estimated construction waste generation	15
Table 4: Operational waste generation	17
Table 5: Waste storage details	

List of Figures

Figure 1: Extract from Site plan showing waste storage area and waste collection point (Source: Haybo 2023)	גוור, 11
Figure 2: Extract from Floor Plan showing Waste Storage enclosure, collection area and concreated extension for turning area (Source: Hayball, 2023)	ite 11
Figure 3: Swept path analysis for waste collection vehicle and area of driveway recommended to be reconfigured (Source: BRS, 2023)	се 12

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1 Author and Project Details

Author Details				
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Address	Suite 603, Level 6, 12 Century Circuit, Baulkham Hills			
Phone number(s)	02 9659 0005			
Email	planning@brs.com.au			

Development Details			
Project Details	Holsworthy Early Learning Centre		
Address of Development	Lot 1 DP 1241116 & Lot 11 DP 1103006 at 195 Heathcote Road, Holsworthy		
Existing Buildings and other structures currently on the site	Two-storey brick building, concrete driveway, landscaping and ancillary development are located within the development area. St Christopher's Catholic Primary School and St Christophers Catholic Church are also located on the site, however they will not be impacted by the proposed development.		
Description of proposed development	Demolition of existing buildings and ancillary development within proposed footprint and removal of shipping containers and construction of an early learning centre, including associated car parking, access and outdoor space.		

This development achieves the waste objectives set out in the DCP. The details on this form are the provisions and intentions for minimising waste relating to this project. All records demonstrating lawful disposal of waste will be retained and kept readily accessible for inspection by regulatory authorities such as council, OEH or WorkCover NSW.

Contact Name

Ashlee Ryan

Date

7 December 2023

2 Council Requirements

The proposed development will be consistent with the guiding waste management principles of:

- Reduce;
- Reuse;
- Recycle.

This Waste Management Plan (WMP) has been prepared having regard for the specific waste management objectives of the Liverpool Development Control Plan 2008 (DCP) which includes specific waste requirements under Part 1 Section 25.

The objectives of Section 25 'Waste Disposal and Re-use Facilities' are:

- a) To minimise waste produced during demolition and construction of new development and maximise resource recovery.
- b) To ensure waste management for the end use of the development is designed to provide satisfactory amenity for occupants and provide appropriately designed collection systems.
- c) To minimise ongoing waste to landfill and maximise recycling of ongoing waste.

The below table illustrates how this WMP addresses the Council controls included in Part 1 Section 25 and Part 3.8 Non Residential Development in Residential Zones.

Table 1: Council controls included in Chapter 25 and Part 3.8

DCP Control	Comment		
Part 1 Chapter 25 Waste Disposal and Re-use Facilities			
 Non-Residential Development Development applications for all non-residential development must be accompanied by a waste management plan that addresses: best practice recycling and reuse of construction and demolition materials, use of sustainable building materials that can be reused or recycled at the end of their life, handling methods and location of waste storage areas, such that handling and storage has no negative impact on the streetscape, building presentation or amenity of occupants and pedestrians, and procedures for the on-going sustainable management of green and putrescible waste, garbage, glass, containers and paper, including estimated volumes, required bin capacity and on-site storage requirements. 	Noted. WMP demonstrates compliance with this control.		
 The waste management plan is to be prepared by a specialist waste consultant and is subject to approval by Council 	Noted. Barker Ryan Stewart are a suitably qualified consultant and this WMP will be subject to the approval of Council.		
Waste Management Plan			

DC	P Control	Comment
1.	 A Waste Management Plan (WMP) shall be submitted with a Development Application for any relevant activities generating waste. The WMP is provided in three sections: Demolition; Construction; and On-going waste management 	WMP demonstrates compliance with this control. Section 3 of this report relates to demolition. Section 4 of this report relates to construction. Section 5 of this report related to on-going waste management.
2.	 The WMP shall show: Estimated volumes of waste generated according to type; and Details of whether each type of waste material that will be produced on site are to be reused, recycled or disposed of and the recycling or waste facilities to which those materials will be taken 	Waste volume and material estimates and waste disposal, storage and collection methods are provided in Section 3 and 4. Ongoing waste management is proposed in Section 5.
3.	The WMP must then be implemented on site throughout the development process, demolition, construction and use of the development. During demolition and construction the WMP together with proof of lawful disposal for all waste that is disposed of or otherwise recycled from the site must be retained onsite in a Waste Data File. Proof is to include a log book with associated receipt/invoices, waste classification and site validation certificate. - All entries in the Waste Data File must include: - Time and Date - Description and size of waste - Waste facility used - Vehicle registrations and Company name	Noted.
4.	The Waste Data File must be made available for inspection by any authorised Council Officer at any time during site works and at the conclusion of site works should be retained by the person responsible and made available for inspection by authorised Council Officers.	Noted.
5.	A copy of the final Waste Data File shall be submitted by the PCA to Council with a copy of the occupation certificate.	Noted.
Wc 1.	aste Management Facilities Waste management facilities shall be provided for in all new buildings (except	A waste storage area will be provided adjoining the proposed child care centre building for storage of waste and recyclables. The enclosure
	dwelling houses, Attached dwellings, Semi- Detached Dwellings and Dual Occupancy). These shall be designed to ensure that the storage and collection of waste and recyclables is user friendly for both the	has been designed to be user friendly for occupants of the child care centre. Architectural drawings are provided with the DA for consideration with this WMP.

DCP Control	Comment
occupant and the waste collection contractor.	
 facilities shall include: Bin bays are to be well ventilated and screened to a minimum height of 1.5m by a structure and landscaping. Construction materials are to be compatible with the proposed development and adjoining development. Bin bays or waste service rooms are to be sufficiently open and well lit to allow safe use after dark A hose cock for hosing the garbage bin bay and a sewered drainage point are to be provided in or adjacent to the bin storage area. The drainage point should have a fine grade drain cover sufficient to prevent coarse pollutants from entering the sewer. If the hose cock is located inside the bin storage bay it is not to protrude into the space indicated for the placement of bins. Responsibility for cleaning to eliminate odour and pests should also be indicated on the WMP. Sufficient space must be allocated within the bin bays to allow for access to all required bins by residents and waste collector. The agreed numbers of bins that will require storage are given as a consent condition. In the case of secure developments where garbage and recycling bins sare stored within the bay and for the removal and return of bins by the waste collector. The agreed numbers of bins that will require storage are given as a consent condition. In the case of secure developments where garbage and recycling bins are stored within the secure area, the WMP needs to indicate: Arrangements for supervised access by Council Contractors to collect waste must be shown to the satisfaction of Council; or Arrangements for delivery of bins to kerbside and recycling 	A waste storage area will be located along the south eastern façade of the childcare centre building. The waste storage area will be fully enclosed and will be 14.4m ² in size to accommodate the required bins. Waste Storage area to comprise of: • Fully enclosed area with concrete slab with floor waste and removable basket within a fixed basket arrestor to Sydney Water requirements. • Hobs and cement rendered wall finish. • Solid core door with self-closing closers • Mechanical ventilation. The area will be clad in the same materials as the building, ensuring this area is compatible with the proposed development and design. The service areas will not be visible from the street frontage or any public areas due to the location of the development on site. The waste storage area will not be accessible by non-staff/ unauthorised persons. Council does not provide waste services to non- residential premises. Private waste contractors will be engaged to remove waste twice weekly or more frequently as required.

contractors are not to be provided

with keys, pass keys, or other

DCP Control	Comment	
mechanical or electronic means of entry to secure developments.		
Access to Waste and Recycling Storage Bin bays are to be adjacent to a street frontage, or if not possible then at a designated point adjacent to the common access driveway provided sufficient level areas (<5% grade) is available for bin collection to be carried out, away from vehicle ramps and steps. The bin bay is to be located so that distance from bin bay to the nearest waste collection point accessible by the collection vehicle is no further than 15m. The bin bay shall be positioned so as to minimise noise impacts on residents from the usage of bins and waste or recycling collection. 	The waste storage enclosure is adjoining the proposed child care centre. The designated point is proposed due to the location of the development and proximity to the existing concrete driveway where collection will take place. Waste collection will be undertaken via the existing concrete driveway from the waste collection area, as shown in the figures below.	
 The access routes should be highlighted on the plan. Access must be made available by wheelchair for occupants. Bin bays should allow for bins to be wheeled by to the street kerb over flat or ramped surfaces with a maximum grade of 7% and not over steps, gutters, or landscape edging. The need for manual handling by collection staff should be kept to a minimum. 	The waste storage enclosure adjoins the proposed child care centre. Access to the enclosure for disposal of waste by staff will be via foot along the proposed concrete footpath. For collection, the bins will be wheeled a short distance from the storage area to the collection point located along the existing concrete driveway as shown in Figure 1 below.	
4. Waste service rooms or compartments where provided, shall be enclosed and of design compatible with the proposed development. Adequate ventilation shall be provided for the room or compartment. Suitable arrangements for transfer of any interim storage to the main bin bay are to be indicated in the WMP.	The waste storage enclosure will be located adjacent to the main building and is to be fully enclosed. Mechanical ventilation is to be provided to the room. The design of the enclosure will be in keeping with the proposed development. Waste placed in internal waste bins will be transferred to the waste storage enclosure on a daily basis via the centre staff / cleaners. All nappies are to be placed in plastic bags that are tied or otherwise sealed appropriately. Waste placed in nappy disposal bins will be transferred to the waste storage enclosure on a frequent basis as per the Operational Management Plan.	
5. Waste and recycling collection vehicles should be able to service the development efficiently and effectively and with no need to reverse. Current collection vehicles are fitted with a left side lifter for handling MGBs, with a minimum height clearance of 3.6 m when lifting and 4.7m width when lifting.	Waste and recycling collection vehicles can service the development efficiently and effectively via the established internal access driveway, car park and concrete driveway. The waste collection vehicle will enter the site via the access off Heathcote Road (depicted by the green arrows in Figure 3), then turn left within the carpark into the existing concrete driveway which provides access to the proposed waste storage	

DCP Control	Comment
	enclosure and collection point (shown in Figures 1 & 2). Once the waste has been collected, the vehicle is to follow the existing driveway in a forward direction. Once leaving the driveway the vehicle is to proceed through the existing access driveway to exit the site. Refer to movement detailed in Figure 3 below. The swept path plan (included as Figure 3) confirms that a medium rigid truck waste vehicle can manoeuvre within the existing car park and driveways in a forward direction. It is recommended that an additional section of concrete be provided to the existing concrete driveway to facilitate the waste vehicle turning near the waste collection area. This area is identified in Figure 3 below. Waste collection will occur outside of the operational hours of the childcare centre to avoid conflict with traffic and pedestrian movements within the site.
6. Council and waste collection contractor vehicles will not enter private property including driveways to collect waste or recycling.	Waste will be collected via a private waste contractor. Collection of waste from the existing concrete driveway is considered the most appropriate solution given the location of the development within the site. Collection of waste on site via a private waste contractor is not dissimilar to the waste collection arrangements of St Christopher's Catholic School, also within the same grounds. Scheduled waste collection by the contractor is to occur outside of operating hours of the childcare centre, as per the operations plan.
Other Waste Considerations No waste incineration devices are permitted. 	The development does not propose an incineration device.
 4. Signage should be in English, and consideration given to other languages reflective of the most recent demographics of Liverpool LGA. Illustrative graphics will form a minimum 50% of the area of the signage. Council can provide appropriate bin bay usage signs if required. Signage is to be prominently posted in each bin bay, or waste service room indicating that: Garbage is to be placed wholly within the garbage bins provided. Only recyclable materials accepted by Council shall be placed within the recycling bins. 	Appropriate signage will be provided in the location of the bin storage area. Construction details to be provided at CC stage.

DCP Control	Comment	
 The area is to be kept tidy. A telephone number for arranging the disposal of bulky items. Should garbage chutes be incorporated, signage on how to use the chutes is to be located prominently next to the chute itself. 		
Part 3.8 Chapter 2 Child Care Centres		
Waste disposal facilities shall be provided for development. These shall be located adjacent to the driveway entrance to the site.	A waste storage enclosure will be located adjacent to the childcare centre. Access to the enclosure for disposal of waste by staff will be via foot along a proposed concrete footpath. Waste collection will occur via the existing concrete driveway as shown in Figures 1-3.	
 Any structure involving waste disposal facilities shall be located as follows: Setback 1m from the front boundary to the street. Landscaped between the structure and the front boundary and adjoining areas to minimise the impact on the streetscape. Not be located adjacent to an adjoining residential property. 	The waste storage enclosure is setback greater than 1 metre from the boundary. The proposed development does not have frontage to Heathcoate Road. Notwithstanding this, the development proposes to retain existing trees within the front setback to minimise any visual impact of the proposed waste storage enclosure to the street. The proposed waste storage enclosure is not located adjacent to an adjoining residential property.	
Details of the design of waste disposal facilities are shown in Part 1 of the DCP.	The design of the waste storage enclosure has been designed in accordance with the controls shown in Part 1 of the DCP. Further construction detail is to be provided at CC stage.	



Figure 1: Extract from Site plan showing waste storage area and waste collection point (Source: Hayball, 2023)

- O Proposed waste storage enclosure
- ★ Proposed waste collection point
 - Path of travel from proposed child care centre to waste collection point



Figure 2: Extract from Floor Plan showing Waste Storage enclosure, collection area and concreate extension for turning area (Source: Hayball, 2023)



Figure 3: Swept path analysis for waste collection vehicle and area of driveway recommended to be reconfigured (Source: BRS, 2023)

- 🖾
 - Area of driveway to be concreted
 - > Traffic movement to/from Heathcote Road through the existing car park and concrete driveway

3 **Demolition**

3.1 Waste Generation

Table 2: Demolition waste generation

	Reuse	Recycle	Disposal	Comment
Type of Waste Generated	Estimate Volume (m³)	Estimate Volume (m³)	Estimate Volume (m³)	Specify method of on-site reuse, contractor and recycling outlet and/or waste depot to be used
Excavation material	N/A	N/A	N/A	Excavation is at construction stage.
Timber (Side façade / dressed)	-	63m ³	-	Transferred to a Material Recovery Facility or Council Waste Transfer Station.
Gyprock / Cladding	-	38m³	-	Transferred to a Material Recovery Facility or Council Waste Transfer Station.
Concrete	-	221m ³	-	Any concrete waste will be crushed and transported to other construction sites or through a Material Recovery Facility.
Masonry (Hebel Block/Fibre cement sheeting/ Pavers / bricks)	13m ³	50m ³	-	Transferred to a Material Recovery Facility.
Tiles (roof)	-	36m ³	-	Transferred to a Material Recovery Facility
Metal (roofing / framing / façade)	-	63m ³	-	Transferred to a Material Recovery Facility
Glass	-	16m ³	-	Transferred to a Material Recovery Facility
Furniture	-	N/A	-	Furniture will be removed prior to demolition.
Fixtures / Fittings	-	10m ³	3m³	Transferred to a Material Recovery Facility or Council Waste Transfer Station.
Floor coverings	-	16m ³	11m ³	Transferred to waste management facility or recycling facility.
Packaging (used pallets / pallet wrap)	-	N/A	-	No packaging will be used during the demolition.
Garden organics	79m ³	79m ³	-	Reused as mulch on site or recycled through private contractor or through Council's green waste.
Containers (cans / plastic / glass)	-	5m ³	-	Containers to be sorted and transferred to Council Waste Transfer Station

Type of Waste Generated	Reuse	Recycle	Disposal	Comment	
	Estimate Volume (m³)	Estimate Volume (m³)	Estimate Volume (m³)	Specify method of on-site reuse, contractor and recycling outlet and/or waste depot to be used	
Paper / cardboard	-	3m ³	-	Transferred to a Material Recovery Facility	
Residual waste	-	4m ³	17m ³	Transferred to a Council Waste Management Facility.	
Hazardous / special waste (specify)	-	-	-	Should any asbestos be found on the site it will be removed and disposed of by a qualified demolition removalist in accordance with the relevant standards.	
Other	-	-	-	Transferred to a Council Waste Management Facility.	

Note: removal of shipping containers will be undertaken by a crane and heavy vehicle and waste generation is expected to be minimal.

3.2 Waste Management

Waste management during demolition and construction will be provided as part of a construction management plan included as part of the construction certificate process. Reuse/ recycling contractor and landfill site for disposal to be determined at Construction Certificate stage.

3.3 Waste Avoidance and Reduction

- Only demolish the necessary parts of the buildings on site and reuse where possible the existing structures;
- Salvage materials for recycling and reuse during the demolition process; and
- The remaining waste to be transported to a recognised builders recycling yard or waste facility.

4 Construction

4.1 Waste Generation

Table 3 details estimated waste generation associated with construction of the child care centre. Approximately 85% of waste will either be reused or recycled and diverted from landfill.

Table 3: Estimated construction waste generation

	Reuse	Recycle	Disposal	Comment	
Type of Waste Generated	Estimate Volume (m³)	Estimate Volume (m³)	Estimate Volume (m³)	Specify method of on-site reuse, contractor and recycling outlet and/or waste depot to be used	
Excavation material	TBC	TBC	TBC	Excavated materials will be reused as fill on other developments or on-site.	
Timber (Side façade / dressed)	0.5m ³	1m ³	-	Transferred to waste management facility or recycling facility.	
Gyprock / Cladding	-	2m ³	-	Transferred to waste management facility or recycling facility.	
Concrete	1m ³	0.5m ³	-	Any excess concrete will be retained in the truck and used elsewhere.	
Masonry (Hebel Block/Fibre cement sheeting/ Pavers)	1m³	2m³	-	Transferred to waste management facility or recycling facility.	
Tiles (roof)	N/A	N/A	-	Transferred to waste management facility or recycling facility.	
Metal (roofing / framing / façade)	0.5m ³	1.5m ³	-	Transferred to waste management facility or recycling facility.	
Glass	-	-	-	All glass will be made to order	
Furniture	-	-	-	Not at this stage.	
Fixtures / fittings	1m ³	-	-	Fixtures will be made to order.	
Floor coverings	0.5m ³	0.5m ³	1m³	Transferred to waste management facility or recycling facility.	
Packaging (used pallets / pallet wrap)	-	1.5m ³	-	Pallets will be transferred to a Material Recovery Facility. Wrap and packaging will be a transferred to Councils Waste Management Facility.	
Garden organics	0.5m ³	-	-	Organics will be ordered to size in accordance with the quantity survey.	
Containers (cans / plastic / glass)	-	2m ³	-	Containers will be a transferred to Councils Waste Management Facility.	
Paper / cardboard	-	1m ³	-	Transferred to waste management facility or recycling facility.	
Residual waste	-	0.5m ³	2m ³	Residual waste will be transferred to Councils Waste Management Facility.	

Type of Waste Generated	Reuse	Recycle	Disposal	Comment	
	Estimate Volume (m³)	Estimate Volume (m³)	Estimate Volume (m³)	Specify method of on-site reuse, contractor and recycling outlet and/or waste depot to be used	
Hazardous / special waste (specify)	-	-	-	No hazardous materials will be utilised in the construction.	
Other	-	-	-	NA	
TOTAL	5m³	12.5m ³	3m ³	Approximately 88% of waste will either be reused or recycled.	

4.2 Waste Management

Waste management during demolition and construction will be provided as part of a construction management plan included as part of the construction certificate process.

4.3 Waste Avoidance and Reduction

- All fixtures and fittings will be made to measure;
- All materials will be ordered in accordance with a bill of quantities;
- Recycled materials will be utilised where ever possible;
- Measures will be taken to ensure the construction contractor is aware of the waste management procedures and adheres to appropriate guidelines.
- Salvage materials for recycling and reuse during the construction process; and
- The remaining waste to be transported to a recognised builders recycling yard or waste facility.

5 Ongoing Operation

5.1 Methodology

Liverpool DCP does not provide rates for commercial development (including child care centres). It is noted that Liverpool City Council does not provide waste services to non-residential premises and therefore does not provide garbage and recycling bins. Owners and operators of non-residential premises must therefore engage a private commercial waste contractor to remove and legally dispose of the waste their premises generates.

As Liverpool DCP does not provide waste generation rates, this WMP has been prepared using the waste generation rates for childcare centres provided by the City of Sydney Guidelines for Waste Management in New Developments. As rates provided under the City of Sydney are specific to child care centres, they are not considered to be dissimilar to the proposed development and are therefore considered appropriate to apply for the purpose of calculating estimated waste generation, bin size and frequency of waste collection.

Rates are as follows:

Child Care Facilities (642m²)

- Recycling 50L/100m²/day
- General 50L/100m²/day
- Food Waste 15L/100m²/day

The following spaces of the development have been included for the purpose of this WMP and its waste calculations:

• Early Learning Centre (Child care): 4 x office spaces/staff use, reception area, kitchen, accessible water closet, staff water closet, laundry, storage areas, water closets for child use, nappy change areas, 1 x baby room, 2 x cot rooms, 1 x toddler room, 2 x preschool rooms and a communal space.

5.2 Waste Generation

Table 4 shows the expected waste generation from the proposed development.

As Liverpool City Council does not provide waste services to non-residential development, waste contractors are to provide waste collection services to the premises.

DCP Requirements	Recyclables	General Waste	Food Waste	Green Waste	
Early Learning Centre					
Amount generated (L per day)	321L (50L/100m²/day)	321L (50L/100m²/day)	96.3L (15L/100m²/day)	Green waste will be removed by landscape contractor	
Amount generated (L per week)	1,605L	1,605L	481.5L		
Number and size of bins	3 x 360L	3 x 360L	Included in General Waste bins	connaciói.	
Frequency of collections	Removed twice weekly	Removed twice weekly	Included with general waste	Removed as required	

Table 4: Operational waste generation

5.3 Waste Storage

Table 5: Waste storage details

Waste Storage Area	
Floor area for storage bins (m²)	The waste storage enclosure is 14.4m ² . General waste bins and recycling bins will be stored in this space.
Green Waste	Green waste is to be removed by a private landscape contractor.
Bulky Waste	The waste storage area can accommodate the storage of bulky waste, if required.
Floor area required for manoeuvrability (m²)	The storage area is wide enough for bins to move passed each other while leaving enough space for human passage between passing bins.
Height required for manoeuvrability (m)	Provides sufficient overhead clearance as required.
Design Details	 Waste Storage area to comprise of: Fully enclosed area with concrete slab with floor waste and removable basket within a fixed basket arrestor to Sydney Water requirements. hobs and cement rendered wall finish. Solid core door with self-closing closers Mechanical ventilation.
Comment	Recycle: This development will provide adequate recycling bins to meet the minimum recycle requirements.Waste: This development will provide adequate waste bins to meet the minimum waste requirements.

5.4 On-going Waste Removal Procedures

- Specific staff members will be allocated with the responsibility of transporting waste and recyclables from the child care centre to the centre's waste storage area.
- A private contractor will collect waste and recycling from the waste storage enclosure via the existing concrete driveway, as shown in Figures 1 and 3 above.
- **Maintenance**: Management shall be responsible for the maintenance of signage and the security of the waste storage area.
- Hygiene:
 - The waste storage enclosure will be maintained in accordance with the Waste Management Policy included in the Operations Management Plan for the centre.
 - It is recommended a hose cock be provided for cleaning purposes.

5.5 Education

- Intelligible signage will be erected in the garbage storage area to identify which bins should be used for different waste and recyclable materials in accordance with the Councils waste minimisation policy.
- Staff will be supplied with a copy of the WMP to inform them on the concepts of waste minimisation and recycling.
- Appointed staff members will monitor the waste areas and report to centre management on any issues that require rectification.


Holsworthy Early Learning Centre

Operational Noise Management Plan

Sydney Catholic Early Childhood Services (SCECS)

Job No:	1038303
Doc Ref:	1038303-RPT-AS-003
Revision:	А
Revision Date:	07 December 2023



Project title	Holsworthy Early Learning Centre	Job Number
Report title	Operational Noise Management Plan	1038303

Document Revision History

Revision Ref	Issue Date	Purpose of issue / description of revision
—	24 November 2023	Draft for comment
A	07 December 2023	First Issue

Document Validation (latest issue)

A	Desition		Overlifteetiene		
Signed by: Jim Ip	Si	Signed by: Vahid Alamshah		Signed by: Vahid Alamshah	
Principal author - Jim Ip	C	Checked by - Vahid Alamshah		Verified by - Vahid Alamshah	
x	>	X S. Vahid Alamel	wh	X S. Vahid Alamshah	
0	07/12/2023		7/12/2023		7/12/2023

Approved by	Position	Qualifications
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Detailed Site Investigation

205 Heathcote Road, Holsworthy NSW 2173

Project No. 22282 Version 2

30 May 2023

Reditus Consulting Pty Ltd ABN: 34 631 168 502

Detailed Site Investigation 205 Heathcote Road, Holsworthy 2173

DOCUMENT CONTROL

Prepared by	Mia Schaeper Graduate Environmental Scientist	M. H. Schaefer
Reviewed by	Natasha Pasley Senior Environmental Scientist	Gasley
Reviewed and Approved by	Dean Stafford Principal Environmental Scientist	~ ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

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DOCUMENT HISTORY

Report No.	22282RP01
Date	30 May 2023
Version	Version 2
Description	Updated with new site boundary



Remedial Action Plan

205 Heathcote Road, Holsworthy NSW 2173

Project No. 22282 Version 2

7 December 2023

Reditus Consulting Pty Ltd ABN: 34 631 168 502

Remedial Action Plan

205 Heathcote Road, Holsworthy NSW 2173

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DOCUMENT HISTORY

Report No.	22282RP02
Date	7 December 2023
Version	Version 2
Description	Updated report incorporating client comments



Proposed Childcare Centre

CLIENT Reditus Consulting

ADDRESS St Christophers Catholic Church, Holsworthy, NSW

DATE January 2023



30 May 2023 Our ref: JS/S1747

Reditus Consulting Via: email <u>natashapasley@reditusconsulting.com</u>

Attention: Natasha Pasley

Proposed Childcare Centre – St Christophers Catholic Church, Holsworthy, NSW Geotechnical Investigation Report

We are pleased to present our geotechnical investigation report for the proposed childcare centre at St Christophers Catholic Church, Holsworthy, NSW.

The report outlines the methods and results of exploration, describes site subsurface conditions, and provides recommendations for building footing design, excavation conditions, preparation of subgrades, stability of cut and fill batters, and site drainage advice.

Should you require any further information regarding this report, please do not hesitate to contact our office.

Yours faithfully Fortify Geotech

Jeremy Murray Director Senior Geotechnical Engineer







Hayball Pty Limited

Crime Prevention through Environmental Design Assessment

Holsworthy Early Learning Centre

195 Heathcote Road, Holsworthy

June 2023

ENGINEERING PLANNING SURVEYING CERTIFICATION PROJECT MANAGEMENT



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Project No.	221036
Author	LR / WC
Checked	ВМ
Approved	AR

Rev No.	Status	Date	Comments
1	Draft	31.05.2023	
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Arboricultural Impact Appraisal and Method Statement

195 Heathcote Road Holsworthy, NSW

Prepared for Sydney Catholic Early Childcare Services

5 June 2023

by Andrew Scales Dip. Horticulture / Dip. Arboriculture AQF5

PO Box 5085, Elanora Heights NSW 2101 E: info@naturallytrees.com.au M: 0417 250 420

HOLSWORTHY EARLY CHILDHOOD SERVICES

Air Quality Assessment

Prepared for:

SLR

Sydney Catholic Early Childhood Services 38 Renwick Street Leichhardt NSW 2040

SLR Ref: 610.31152-R01 Version No: -v1.1 June 2023

PREPARED BY

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BASIS OF REPORT

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610.31152-R01-v1.0	31 May 2023	S Bagheri	A Naghizadeh	V Marwaha







Hayball Pty Limited

Traffic and Parking Impact Assessment Report

Holsworthy Early Learning Centre, Holsworthy

7 June 2023

ENGINEERING PLANNING SURVEYING CERTIFICATION PROJECT MANAGEMENT



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Author	JH/AN
Checked	RD
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