



Law & Regs

Regulation 4: Definition of Regular Outing

A regular outing is a recurring trip that is (a) part of the educational program and (b) has the same risk factors each time.

Regulation 100: Risk Assessment for Excursions

Before getting permission for an excursion under Regulation 102(4), you need to do a risk assessment following Regulation 101.

Exemption from Risk Assessment:

A risk assessment isn't needed if it's a regular outing, has had a risk assessment in the past 12 months, and the excursion already had a risk assessment.

Regulation 101: Conduct a Risk Assessment

A risk assessment for an excursion must identify and manage risks and consider things like the route, any water hazards, transport, supervision, activities, how long it will last, and what items are needed.

Regulation 102: Authorisation for Excursions

(2) A child cannot go on an excursion without written permission from their parent. This must include details like the purpose, date, destination, transport, activities, duration, staff ratios, and availability of the risk assessment. Penalties apply if not followed.

(5) For regular outings, parent permission is needed once a year.

There are **things** that you need to do with your service and educators.

- (1) Review the points from the Law and make yourself familiar with them. Conduct the compliance test with your educators to check their knowledge.
- (2) Add to your folder the daily planner so you can document and show the assessor how you are working with educators. Use documents provided in this section.
- (3) To learn more about this week's element watch this video.
<https://vimeo.com/manage/videos/448850966/e1f15dcaf9>
- (4) Guide your educators to ensure they are at the meeting level, use the examples in the educators' section and the checklist to help you know exactly what is required.
- (5) Explore the exceeding themes with the examples in the educators' section and your section for critical reflection and families and communities.
- (6) Work with your Nominated Supervisor and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.



Ten effective steps to help your educators build relationships and engage with your local community.



Step 1: Identify Community Needs. Conduct surveys, focus groups, or interviews with parents, caregivers, and community members to understand their specific needs and priorities. **Practice:** Surveys revealed that parents need resources on early literacy for their children.

Step 2: Form a Community Engagement Team. Select a diverse group of educators and staff members who are passionate about community engagement. **Practice:** Create a team consisting of teachers, a family liaison officer, and administrative staff.

Step 3: Build Relationships. Host regular "Meet and Greet" events where parents, caregivers, and educators can interact and build rapport. **Practice:** Organise a monthly coffee morning where parents and educators can share ideas and concerns.

Step 4: Collaborate with Local Organisations. Identify local libraries, community centres, or businesses that align with your early childhood service's goals. **Practice:** Partner with a local library to host monthly storytelling sessions, promoting a love for reading.

Step 5: Host Community Workshops. Offer workshops on topics like parenting skills, early childhood development, and nutrition, addressing the identified community needs. **Practice:** Organise a parenting workshop series focusing on effective communication with children.

Step 6: Participate in Local Events. Set up information booths or activity stations at community events and fairs to showcase your early childhood service. **Practice:** Attend the local town fair and offer face painting and storytelling sessions for children.

Step 7: Offer Open Service – come in and visit. Host regular open service for prospective families to visit the facility, meet educators, and learn about your service. **Practice:** Hold open services every quarter, inviting parents to tour the classrooms and meet staff.

Step 8: Create a Community Newsletter. Develop a monthly newsletter highlighting important updates, success stories, and upcoming events. **Practice:** Share a newsletter with parents, featuring articles on child development milestones and upcoming workshops.

Step 9: Organise Community-Building Events. Plan family-friendly events like picnics, potlucks, or movie nights in partnership with local businesses or community centres. **Practice:** Collaborate with a nearby park to host a family picnic with games and activities.

Step 10: Seek Feedback and Adapt. Continuously gather feedback through surveys, meetings, and discussions with parents, caregivers, and community members. **Practice:** Conduct quarterly parent meetings to discuss community engagement efforts and gather input for improvement.

Week 33, 21 to 25 October 2024 – 6.2.3 Community Engagement



Compliance test for educators

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Julie asks what paperwork they need to do before taking children on an excursion. Please respond.		
Mr Tommy asks if they need to do a risk assessment and get authorisation each time go to the same place. Do they?		
Miss Billie says there are new transport regs they need to implement if they go on excursions. Is she correct?		

Week 33, 21 to 25 October 2024 – 6.2.3 Community Engagement

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**Educational Leader weekly sheet**

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 21.10.24	Reviewed regular excursions requirements.	Educators	Discussed how to conduct safe reg excursions and risks that could be experienced.	Assist educators to run an excursion to build confidence.
Monday 21.10.24				
Tuesday 22.10.24				
Wednesday 23.10.24				
Thursday 24.10.24				
Friday 25.10.24				

General thoughts or ideas

Week 33, 21 to 25 October 2024 – 6.2.3 Community Engagement



Compliance test for educators **ANSWERS** for this week.

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Julie asks what paperwork they need to do before taking children on an excursion. Please respond.	A risk assessment needs to be completed (Reg 101) and authorisation obtained from parents, or someone parents have authorised on the enrolment form (Reg 102). These should be completed using a template so the things that need to be included in each are always covered.	
Mr Tommy asks if they need to do a risk assessment and get authorisation each time go to the same place. Do they?	No if: <ul style="list-style-type: none"> the risks haven't substantially changed a risk assessment has been completed in the previous 12 months an authorisation has been obtained within the last 12 months 	
Miss Billie says there are new transport regs they need to implement if they go on excursions. Is she correct?	No. The transport Regs 102A to 102D apply to transport arrangements for children other than as part of an excursion.	