

INNER WEST

# Children's Services Family Handbook

November | 2025



[www.innerwest.nsw.gov.au/children](http://www.innerwest.nsw.gov.au/children)

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## ENGLISH

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### IMPORTANT

This letter contains important information. If you do not understand it, please ask a relative or friend to translate it or come to Council and discuss the letter with Council's staff using the Telephone Interpreter Service.

## GREEK

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### ΣΗΜΑΝΤΙΚΟ

Αυτή η επιστολή περιέχει σημαντικές πληροφορίες. Αν δεν τις καταλαβαίνετε, παρακαλείστε να ζητήσετε από ένα συγγενή ή φίλο να σας τις μεταφράσει ή να έλθετε στα γραφεία της Δημαρχίας και να συζητήσετε την επιστολή με προσωπικό της Δημαρχίας χρησιμοποιώντας την Τηλεφωνική Υπηρεσία Διερμηνέων.

## PORTUGUESE

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### IMPORTANTE

Este carta contém informação importante. Se não o compreender peça a uma pessoa de família ou a um/a amigo/a para o traduzir ou venha até à Câmara Municipal (Council) para discutir o assunto através do Serviço de Intérpretes pelo Telefone (Telephone Interpreter Service).

## ARABIC

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### هَام

تحتوي هذه الرسالة معلومات هامة. فإذا لم تستوعبها يرجى أن تطلبوا من أحد أقربائكم أو أصدقائكم شرحها لكم، أو تفضلوا إلى البلدية واجلبوا الرسالة معكم لكي تناقشوها مع أحد موظفي البلدية من خلال الاستعانة بخدمة الترجمة الهاتفية.

## VIETNAMESE

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### THÔNG TIN QUAN TRỌNG

Nội dung thư này gồm có các thông tin quan trọng. Nếu đọc không hiểu, xin quý vị nhờ thân nhân hay bạn bè dịch giúp hoặc đem đến Hội đồng Thành phố để thảo luận với nhân viên qua trung gian Dịch vụ Thông dịch qua Điện thoại.

## MANDARIN

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### 重要资料

本信写有重要资料。如果不明白，请亲友为您翻译，或到市政府来，通过电话传译服务，与市政府工作人员讨论此信。

# Our commitment to Aboriginal and Torres Strait Islander peoples

Inner West Council acknowledges the traditional Aboriginal custodians of this land, their living culture and unique role in the life of this region.

We acknowledge this is a country of which the members and Elders of the local Aboriginal and Torres Strait Islander communities have been custodians for many centuries, and on which these people have performed age-old ceremonies.

The traditional Aboriginal groups of the Inner West Council area are the Gadigal and Wangal peoples.

Inner West Council is committed to Reconciliation, always ensuring that the process is based on:

- Respect
- Trust
- A spirit of openness

We acknowledge and accept that our community is made up of many different people from all spheres of life who have made the area their home and bring with them their own uniqueness.

Building relationships with the local Aboriginal community enhances the living experience of our residents, businesses and general community members, and promotes Reconciliation through better understanding.



# Guiding statement & commitment

Inner West Council is the Approved Provider of a number of Early and Middle Childhood Services – all of which are approved services regulated and monitored under the Education and Care Services National Law and Regulations (2011).

Our services are the gateway to inclusive, just and high-quality education, recreation and care, with a family-centred focus that respects and values the strength of our children and families.

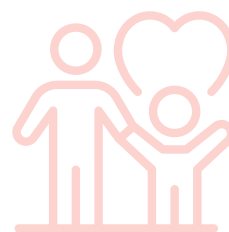
Our services build and sustain a strong sense of belonging and connection between families and their community and cultural identity. We actively engage children in discovering the joys and wonders of learning about the world we live in so they may achieve their full potential and become active, valued and confident citizens of their local and wider community.

Council has a commitment to delivering licensed, high-quality programs which are underpinned by children's rights and social justice principles. Educators work as collaborators with children to foster their learning and development, establishing environments that build on the desire to investigate and explore our worlds.

Active support of all aspects of diversity is evident in the services through a range of proactive strategies including employment initiatives, centre and individual child-based programs to help build cohesive and peaceful communities.

## Child safe

Inner West Council is committed to being a child safe organisation. We put children's safety and wellbeing at the centre of our practices. Child safety is a shared responsibility across the organisation. All IWC staff contribute to maintaining our child safe culture and ensuring the safety and wellbeing of the children in our services and programs. IWC has a zero tolerance of harm or abuse of children. Council educators work in accordance with child protection legislation. Educators working with children and young people are mandatory notifiers. They are legally required to notify NSW Family and Community Services of any concerns they may have for a child's safety.



# Leadership & management

## **Maria Pappas**

Senior Manager

## **Rochelle Payne**

Operations Manager

## **Beth O'Connor**

Operations Manager

## **Sherelle Kozarovski**

Operations Manager

# Regulatory bodies

All Education and Care Services catering to children under school age and those in middle school (5- 12yrs) are currently approved, monitored and regulated by the Early Childhood Education and Care Directorate under the NSW Department of Education.

Regulatory authorities administer the National Quality Framework (NQF) in each state and territory, usually as part of that state or territory's education department or agency. In most cases the regulatory authority is the first point of contact for providers.

They are responsible for

- Granting approvals, including provider approval and service approvals
- Compliance
- Assessing and rating services against the National Quality Standard and the Education and Care National Regulations
- Working with ACECQA to promote continuous quality improvement and educating the sector and community about the NQF
- Submitting applications and notification forms
- Temporary service waivers
- Monitoring
- State or territory specific transition and savings provisions

## Australian Children's Education and Care Quality Authority (ACECQA)



Our children's services are governed by a national compliance and assessment system overseen by the Australian Children's Education and Care Quality Authority (ACECQA), administered through the NSW Department of Education.

The National Quality Framework (NQF) and National Quality Standards (NQS) are delivered on a state level by the Early Childhood Education and Care Directorate (ECECD), under the NSW Department of Education.

The national compliance and assessment system aims to provide children in centre-based and family day care with high quality and standards in Education and Care to best promote learning and development in a child's vital early (0-5 years) and middle school years (5-12 years). The broad objective is to ensure that children in these settings have stimulating and positive experiences and interactions that foster all aspects of their development. It does this by defining quality education and care, and by providing a framework for measuring quality in a childcare setting.

A National Curriculum Framework: Belonging Being and Becoming, the Early Years Learning Framework (EYLF 2.0) and My Time Our Place (for Middle School services), in conjunction with the National Quality Standard and the Education and Care National Regulations guides all aspects of the assessment system. For more information visit [www.acecqa.gov.au](http://www.acecqa.gov.au).

### Early Childhood Education and Care Directorate

NSW Department of Education

Locked Bag 5107

Paramatta NSW 2124

1800 619 113

[ececd@det.nsw.edu.au](mailto:ececd@det.nsw.edu.au)



Education

For further information visit: [www.dec.nsw.gov.au](http://www.dec.nsw.gov.au), [www.startingblocks.gov.au](http://www.startingblocks.gov.au) or contact Department of Human Services: 131 650

Not all classrooms  
have four walls



# Our approach to delivering education & care

The foundations created in the early years of a child's life pave the way for future learning and development. Our services design programs that promote learning through play, allowing children to make choices, discover, investigate and challenge themselves.

Through the Early Years Learning Framework and Framework for School Age Care in Australia, we provide a play-focused curriculum that incorporates intentional teaching experiences with spontaneous and planned exploration and learning. Our curriculum also includes specific strategies and teaching techniques, embedded within daily practices to support the children's interests and their overall development.

Our programs encourage curiosity and confidence in everyday learning opportunities, providing a strong foundation for life-long learning.

## Working together to prepare your child for school

We believe 'school readiness' occurs throughout your child's time at the centre. It is achieved most effectively through the ongoing partnership between families and educators working alongside each other to support your child's individual strengths and learning abilities.

We invite families to contribute to our programs and curricula to ensure we continue to best meet the needs of each child as they make a positive transition to school.

Our services design our transition to school programs in accordance with the 'Early Years Learning Framework' as well as the NSW Education Standards Authority '[Getting Ready for Primary School Guide](#)'.

We aim to provide you with information that helps achieve a smooth transition to school for your child and you.

## Our programs

Current knowledge, theory and evidence-based research guide our work with children and their families. Under the Education and Care Services National Regulations, all services must provide an educational program (Regulations, part 4.1, p.73).

Belonging, Being and Becoming: The Early Years Learning Framework for Australia, also known as EYLF V2.0, is Australia's first national framework for early childhood educators.

The EYLF V2.0 is linked to and embedded in the National Quality Standards. It acknowledges the importance of play to children's learning and development, and guides educators in developing high-quality programs for young children. It also describes the early childhood pedagogy (principles and practice) and outcomes that provide goals for young children's learning.

The framework provides direction and influences program development in all early childhood services. *“Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, communities, culture and place. Their earliest learning, development and wellbeing takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they construct their own identities and understandings of the world.”* (2022)

The My Time, Our Place – Framework for School Age Care in Australia builds on the Early Years Learning Framework, extending the principles, practices and outcomes to accommodate the contexts and age range of children attending school-based care settings.

In line with the educational program, our services value families, recognising that families are children's first and most influential educators. We strive to establish authentic partnerships which are cooperative, respectful and trustful. Through these partnerships, families and educators work together to make decisions to enhance children's learning and wellbeing.

We encourage shared planning and assessment practices to ensure that learning experiences and environments are responsive to individual children's interests and needs. Safe and secure environments and interactions which value children as capable and as having rights to participate in their communities are crucial to a positive early childhood experience.

## Experienced & qualified educators

The Children's Services team consists of experienced and dedicated professionals. High quality services are provided by educators and staff committed to their profession and to the education and care of children. All educators have training and/or qualifications related to early childhood or primary education. Educators engage in professional development to continually improve their practice, update their knowledge and many undertake further formal studies at universities, TAFE colleges and other Registered Training Organisations.

All educators hold *at least* the minimum qualification required by law for their position. At least 50% of qualified educators employed in early learning centres must hold a minimum qualification of a Diploma in Early Childhood Education and Care.

At all times, while children are present, a minimum of two educators at each centre must hold a current approved first aid certificate, which includes emergency management of anaphylaxis and asthma.

When the Nominated Supervisor (NS) is not on the premises, a staff member deemed by the NS and Council to be a Responsible Person (RP) must be on the premises at all times. The Responsible Person on premises is on display at each of the Council operated services in a prominent position.

## Replacement educators

In the absence of permanent educators due to illness or leave, centres have access to a mix of replacement educators. The replacement educator will hold equivalent qualifications to the person they are replacing.

Council maintains a casual relief pool and access to reputable agencies who provide high-quality educators.

All our educators and staff are bound by Council's HR and procurement policies which ensure relief staff meet Council and Regulatory standards.



Your garden, no matter its size,  
is an outdoor classroom  
waiting to be explored

## Orientation & settling

An orientation program is implemented to help new children and families settle into the centre. This is a time to become familiar with the environment, routines, requirements and staff. The more familiar a child becomes with the centre before care starts, the easier the transition will be for your child and yourself.

Visit days also provide an opportunity for new parents and carers to communicate with staff about the child's individual needs and routine. During these visits, families will be shown where to put their child's belongings and how to collect information about their child each day.

During the orientation visits, parents/carers must sign the visitor's book upon arrival and departure.

Once care has started, it is natural for some children to become distressed by the unfamiliar setting when parents/carers leave. Your child is more likely to settle quickly if you don't delay your parting. We request that you pass your child to a staff member, say a quick goodbye and let them know you are coming back. You're welcome to ring later in the day to ask how your child's day is going.

Your child is likely to develop a bond with a favoured educator and this staff member generally attends to your child whenever possible. If your child has a security object, ensure they have it with them. Please be patient, some children find new care arrangements more overwhelming than others.

## Partnership with families

Children's Services work in partnership with families and encourage them to view the centres as community spaces of education, play and care. Families are invited to participate in the programs by:

- Providing written and verbal feedback
- Where applicable providing input into protocol reviews
- Completing surveys
- Providing input to educators about their child's learning and development
- Visiting the service and participating at any time
- Participating in a range of events organised through the centre

# Supervision protocols & procedures

Inner West Council has a duty of care to ensure the protection, health and safety of all children enrolled in our Education and Care services. Active adult supervision is critically important in providing a safe and protective environment for all children; and in supporting children in their learning environment.

The protocols and procedures recognise that active supervision requires educators have the ability to:

- Consider the environment and identify and manage potential risks.
- Know and understand child and educator routines.
- Organise groupings of children that are practical and manageable, in accordance with ratios.
- Support and promote children's own sense of self and agency.

Educators implement supervision strategies in regard to the age and stage of development of children; group size; the behaviours, characteristics and capabilities of individual children and opportunities to support children's play experiences and learning.

## Educator to child ratios

The Education and Care National Regulations (2011) determine the maximum number of children to educators and the qualifications required in each centre.

6 weeks - 2 years	1:4
2 years - 3 years	1:5
3 years - 5 years	1:10
5 years - 12 years	1:15

## Promoting cooperative behaviour

In consultation with families, educators aim to guide 'appropriate behaviours' in all children. This relies on commitment and consistency in approach.

Educators support children in accordance with their age, stage of development and cultural background to:

- Express their needs and wants in ways that respect the rights and safety of others
- Interact positively with individuals and the group
- Care for themselves, others and the environment
- Recognise the consequences of their behaviour
- Choose positive behaviours
- Develop problem solving and conflict resolution skills

## Shutdown Period

All services shut down for a period of time over the end of year/new year period. This period includes a number of public holidays and staff development days. The dates will differ each year depending on a number of factors, including where the public holidays occur in the calendar.

Families are notified of these dates by Centre Directors each year. The shutdown period allows time for any planned maintenance and/or capital works to occur safely in the services in the absence of children.

## Court Orders

Parents are responsible for informing the service, and providing copies, of any Court Orders, Parenting Orders or Parenting plans which delegate residence or deny access.

# Excursions

Excursions occur across the Children's Services operated by Inner West Council. They form an important part of the educational opportunities designed by services.

## Regular Routine Local Excursions

At the beginning of each year, educators undertake a Risk Assessment for regular local outings into the community.

As required by the Education and Care Services National Regulations, parents/carers are asked to sign a 'Routine Excursion Permission Form' authorising their child/ren to leave the premises for these excursions. Group Excursion Permission Forms are required to be signed by parents/carers on the day of the excursion.

## Non-Routine excursions

Larger, less frequent excursions refer to venues and routes that are not used routinely.

Separate risk assessments are undertaken by centre personnel for each non-routine excursion. Specific parental/carer authorisation is required in advance of the day for each non-routine excursion.

Parents/carers must sign an updated document at the centre that lists the children, educators and other adults attending the excursion, and the itinerary.

## OSHC Extracurricular Activities

If a child attending OSHC needs to participate in an extracurricular activity, a parent or carer must sign a permission form (on Hub Hello) for the OSHC service to release the child into the care of the activity provider.

## Emergency Drills

Emergency evacuation drills are a regular part of our service and may be treated as excursions, as children must leave the premises with on-site staff. These drills take place at least once every quarter to meet Education and Care Services National Regulations and Work Health and Safety Regulations.

# Community visitors

Parents/Carers will be advised of any in-centre community visitors before they take place and family authorisation sought where applicable. Visits from community members and external providers of educational experiences are an important element of our programs.

# Attendance patterns for Early Learning Centres & Preschool

Our service delivery model provides care within a 2, 3, 4 or 5-day attendance pattern framework to ensure quality care for children, whilst maintaining utilisation and therefore affordable services for the community.

- Option 1 Monday & Tuesdays
- Option 2 Thursday & Friday
- Option 3 Monday, Tuesday & Wednesday
- Option 4 Monday, Tuesday, Thursday & Friday
- Option 5 Wednesday, Thursday & Friday
- Option 6 Monday, Tuesday, Wednesday, Thursday & Friday

Children attending part of the week (sessions) may be permitted to attend extra casual days in the case of a temporary vacancy due to another child's confirmed absence, at the discretion of the Centre Director

## Change of attendance patterns

- Any request to change attendance patterns must follow the attendance pattern protocol.
- Families wanting to make changes to their attendance during the year need to fill out an "Application to Change Days of Attendance" form.
- The Director will attempt to meet the request, however, not all requests can be accommodated.
- One day placements cannot be catered for.
- The Director will contact families once a place becomes available.

## Sibling placements

Children's Services is committed to promoting, supporting and encouraging healthy family relationships and lifestyles and will endeavour to meet family needs whenever possible.

Siblings on the waitlist of an already enrolled child may be given first consideration so they can spend time together during the day. This strategy also facilitates families having one drop off and pick up point, minimising time spent in travel/traffic.

## Priority enrolment for Preschool

The NSW Department of Education, Early Childhood Education and Care Directorate (the State) administers the Preschool sector and sets out the priority of access guidelines.

As part of our funding requirements, we must follow State policy and enrolment guidelines. Commonwealth Child Care Support does not apply to families enrolled in the Preschool.

Priority is given to 4 year-olds/ and or children in their year before attending school.

Council adheres to the Department of Education Start Strong Funding requirements. These guidelines require services to give equal priority of access to:

- Children who are at least 4 years old on or before the 31 July in that preschool year and not enrolled or registered at a school.
- Children who are at least 3 years old on or before 31 July in that preschool year and are:
  - Children from low income families
  - Children with an Aboriginal and Torres Strait Islander background
  - Children with disability or additional needs
  - Children who are at least 3 years old on or before 31 July in that preschool year with English language needs
  - Children who are at risk of significant harm (from a child protection perspective)

Council is committed to advocating for continued accessible provision of local pre-school services and will continue to consult with families and other relevant stakeholders during periods of change.

## Occasional Care Bookings

Due to the nature of the service, Occasional Care does not keep a waiting list. Families need to book a week in advance by emailing the service. Contact details are on the Inner West Council website.

## Vacation Care Bookings

Attendance at Before and After School Care *does not* guarantee a place in the Vacation Care program. Vacation Care bookings can be made via the online booking system, BookMe, located on our website.

## Fees & charges

### Early Learning, Preschool & Outside School Hours Care

- All enrolments are required to pay a non-refundable enrolment fee at the time of enrolment for each child enrolling at a service.
- All fees are located on the Inner West Council website.
- You will be given at least 4 weeks' notice of any fee changes.
- We will notify you of any updates to the administration of Child Care Subsidy.
- Fees must be paid on the first day of the child's enrolment for the week, or in advance, and must be up to date at all times.
- Non-attendance, late collection and cancellation fees are invoiced.

### Occasional Care

- An annual registration fee will be charged along with the daily fee on your first day.
- When a booking request is received, an invoice with an estimate of Child Care Subsidy will be emailed to the primary contact.
- The invoice must be paid by 5pm Wednesday via BPay to secure a booking for the following week.

### Receipts & Records

A fee statement will be issued every fortnight. Records can be accessed by families through HubHello and will be kept to meet reporting and compliance obligations.

## Child Care Subsidies

- Families who receive subsidies are responsible for paying fees to the service.
- It is important that families apply for CCS prior to commencing care and have a Customer Reference Number (CRN) for the child and the parent/carer claiming the subsidy.
- Child Care Subsidies (CCS) will be paid to the service each week when attendance is submitted to the Commonwealth.
- Subsidies are paid to the service via Inner West Council on behalf of the Commonwealth.

For more information on CCS entitlements and payments, please contact Services Australia or visit: [www.servicesaustralia.gov.au/child-care-subsidy](http://www.servicesaustralia.gov.au/child-care-subsidy).

## NSW Government Start Strong Funding

Early Learning and Preschool services are recipients of funding under the Department's Start Strong for Long Day Care and Preschool program. Fee relief is available for the families of eligible children.

# Social justice & inclusive practices

Inner West Council's Children's Services offer children and families inclusive programs based on social justice principles. These are reflected through an open environment where diverse perspectives, values, beliefs, cultures, languages, lifestyles and people's identities, are respected and accepted.

Council services use Inclusion Support Agencies that provide resources and support to help with the inclusion of children attending from the target groups (as defined by Commonwealth and NSW various government departments):

Inclusion Support Agencies provide advice, resources and training to Education and Care Educators. The support is intended to strengthen and enhance programs to support children's learning in a socio-cultural context. The support assists the inclusion of all children in all aspects of the program and for those with additional needs - to the extent that they are able.

Inclusive practice is promoted for all children and other stakeholders who are involved at Inner West Council's Children's Services. Inclusive practice is seen as a positive strategy, reflecting the broader social justice commitment towards achieving a fair and equitable community as strongly promoted by Inner West Council.

## Immunisation

As required by NSW Health, parents must provide a copy of one or more of the following documents to enrol in a childcare centre:

- an AIR Immunisation History Statement which shows that the child is up to date with their scheduled vaccinations OR
- an AIR Immunisation History Form on which the immunisation provider has certified that the child is on a recognised catch-up schedule (temporary for 6 months only) OR
- an AIR Immunisation Medical Exemption Form which has been certified by a GP

These documents must be stored by the centre in a secure location for 3 years, unless a child transfers to another childcare centre. No other form of documentation is acceptable (i.e. the Interim Vaccination Objection Form or Blue Book).

Every child is  
an artist

Pablo Picasso



# Health & Safety

Regarding unwell children, Inner West Council follows the protocols outlined in the National Health and Medical Research Council's *Staying Healthy* guidelines.

Notification of any infectious disease outbreaks will be made in accordance with NSW Department of Health Guidelines and Council will always comply with any NSW Public Health Orders.

## Medication Procedures

**Under no circumstances is medication to be placed in the child's locker or left in a child's bag.**

- Medication, prescribed by a medical practitioner, will only be administered if a medication authorisation form has been completed in full and signed daily by a parent or other authorised person. Frequency/times for administration must be stated.
- Authority to administer medication to a child will not be accepted over the phone.
- The medication authorisation form must be checked and signed by an educator before the parent/carer leaves.
- For the administration of long-term prescribed medication, a new medication authorisation form and management plan must be completed at the start of each term or when the medical practitioner alters the dosage.
- All medication must be handed to the relevant educator to be locked in the medication box.

**Medication will only be administered when:**

- The medicine is in the original bottle, has the child's name on the label and is current.
- The educator administering the medication will adhere to the instructions on the container.
- Parents/carers will be contacted if there is a discrepancy between the label and instructions on the medication form.
- Staff members/educators must be advised of any non-prescription medication (Paracetamol, cough syrup, etc.) given in the last 4 hours prior to the child attending the service.
- Staff members/educators are unable to administer non-prescription medication unless provided with a doctor or Health expert's written advice.

## Points to remember

- You must electronically sign your child 'in' and 'out' of the service each day. This is a legal requirement. It may also affect your fees and/or Child Care Subsidy. Attendance lists are also used in Emergency Evacuations.
- We encourage children to arrive at early learning services by 9:30 am so they can participate in the full day's program.
- Please notify early learning services by 9:30 am if your child will be absent that day, and in advance of holiday periods. All absences for after school care must be advised by 2.30pm.
- In the case of illness, a Doctor's Certificate may be required stating your child is no longer infectious and fit to return to care.
- Children will be permitted to leave with any person authorised by a parent or carer upon enrolment, unless the service holds a copy of a custody order restricting access to the child.
- All bags, clothes, bottles and other items must be labelled with your child's name. Labelling your child's belongings means they can be placed back in their lockers/bags. Many children wear similar items of clothing, so it is easy for clothing to be misplaced. Check the lost property basket on a regular basis.
- Provide labelled bottles and dummies if required.
- If the service does not provide meals, you will need to pack nutritious meals. Please speak with educators if you need more information.
- For the safety of all children using the centre, our services are "allergy aware". Please observe all notifications of restricted foods.
- Apply sunscreen and provide a hat for your child each day. Sunscreen is available at the sign-in area.
- Menus are planned to provide a wide range of nutritious foods in line with NSW Health recommendations, Caring for Children – Birth to 5 years (Food, Nutrition and Learning Experiences). The menu changes regularly and reflects seasonal changes and availability of fresh produce. We aim to meet cultural and individual dietary needs. Parents and children are encouraged to participate in menu planning and food selection. The weekly menu is displayed in a prominent position.

# Play is the highest form of research

Albert Einstein



## Feedback on service, protocols & procedures

We appreciate all feedback and encourage everyone to share any suggestions or comments they may have. It is most beneficial to discuss any feedback with your service directly, so please provide any feedback or suggestions to your Centre Director.

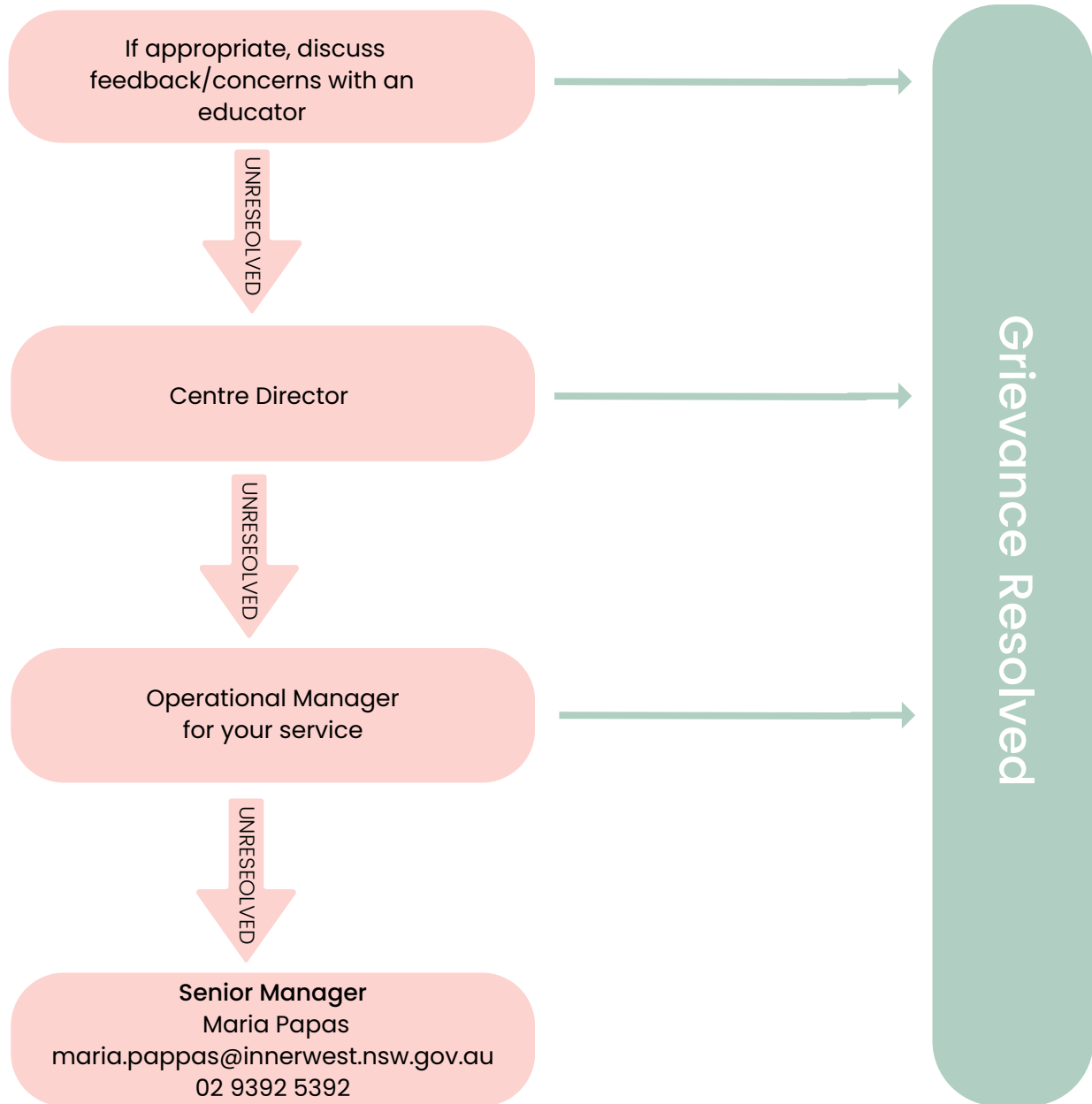
We believe it is important to provide a variety of ways to give your input, so we encourage you to participate in any surveys undertaken by the centre, Children's Services or Council and other opportunities that become available.

## Serious concerns & grievances

If you have any complaint, serious concern or grievance, please discuss it with the Centre Director.

If you feel the matter has not been resolved, you can contact the responsible Operations Manager.

# Children's Services feedback & grievance procedure



**Inner West Council Internal Ombudsman**  
internalombudsman@innerwest.nsw.gov.au  
02 8757 9044

**Deputy Internal Ombudsman**  
sarah.labone@innerwest.nsw.gov.au

**Complaint Assessment and Administration**  
finbarr.cahalane@innerwest.nsw.gov.au

**NSW Department of Education**

to notify concerns with license standards  
1800 619 113  
[ececd@det.nsw.edu.au](mailto:ececd@det.nsw.edu.au)

**Child Protection Hotline**  
to report a child at risk of harm  
132 111

**NSW Ombudsman**

to share concerns with provision of service investigated  
[www.ombo.nsw.gov.au](http://www.ombo.nsw.gov.au)

