

WELCOME **COMMUNITY EVENTS**



NATIONAL RECYCLING WEEK – NOVEMBER 7-13

National Recycling Week was established by Planet Ark in 1996 and is held every year during the second week of November. This year, National Recycling Week explores the idea that *Waste isn't Waste until it's Wasted*. This year it is all about quality over quantity, it is not about recycling more, but recycling better. [FIND OUT MORE HERE](#)

Keeping Children’s Records In FDC

- **Child Assessments:** Until the end of 3 years after the child’s last attendance
- **Incident, Injury, trauma, and illness Record:** Keep the record until child is 25
- **Medication Record:** Until the end of 3 years after the child’s last attendance
- **Child Attendance:** Until the end of 3 years after the child’s last attendance
- **Child Enrolment:** Until the end of 3 years after the child’s last attendance
- **Death of a child whilst being educated and cared for at service:** Keep the record until 7 years form child’s death



REMEMBRANCE DAY – NOVEMBER 11

At 11 am on 11 November 1918 the guns on the Western Front fell silent after more than four years of continuous warfare. Each year on this day Australians observe one minute’s silence at 11 am, in memory of those who died or suffered in all wars and armed conflicts. There are many ways to commemorate from wherever you are - at home, school or work - this Remembrance Day. Observe a minute’s silence at 11am, Explore the origins of ‘Remembrance Day’, Wear a poppy, make a wreath. [FIND OUT MORE HERE](#)

Around the country

Melbourne Cup Day -----	1
Outdoor Classroom Day -----	3
National Recycling Week -----	7-13
Remembrance Day -----	11
Australian Food Safety Week -----	12-19
Orangutan Caring Week -----	13-19
World Kindness Day -----	13
Universal Children’s Day -----	20



The Melbourne Cup is Australia's most famous annual Thoroughbred horse race. It is a 3200-metre race for three-year-olds and over, conducted by the Victoria Racing Club on the Flemington Racecourse in Melbourne, Victoria as part of the Melbourne Spring Racing Carnival.

WORKPLACE FIRST AID GUIDE

1 Evaluate Potential Dangers

Before approaching a victim make sure surroundings are safe for you.

1. Check for:
 - Electrical lines and devices
 - Hazardous fumes and gases
 - Vehicular traffic and machinery
 - Fire
 - Chemical spills
2. Do not approach the victim until the area is safe.

2 Check the Level of Response

1. When able to reach victim, check for a response to see if they are conscious.
2. Call out to victim and ask if they can open their eyes or hear you.
3. Give their shoulders a firm squeeze and ask them to squeeze your hand.
4. Do not move the victim unless there is a hazard that could cause further injury.

3 Call for Help '000'

1. You should call emergency services immediately.
2. Ask someone with you, or a bystander, to call for help while you respond to victim. If you are alone, stay with victim and call emergency services yourself.
3. Be ready to provide information regarding your location and incident.
4. Do not hang up unless directed to by emergency services.

4 Unconscious and NOT Breathing

1. Check for breathing by placing one hand on victim's stomach and checking for movement. Place side of your face next to victim's nose and listen/feel for breathing.
2. If not breathing, commence CPR.
3. Place your hands, one atop the other, on victim's sternum (centre of chest). Compress chest 1/3 depth, at a rate of approx. 100 - 120 compressions per minute.
4. After 30 compressions open victim's mouth and tilt head back to open airway.
5. Use face shield/pocket mask and blow in victim's mouth. Look if chest rises. Stop and repeat for 2nd breath.
6. Continue cycle of 30 compressions to two breaths (30:2)
7. Call for a defibrillator.
8. If unable to perform rescue breaths, perform continuous chest compression CPR only, until help arrives.
9. Continue performing CPR until: help arrives, victim shows signs of response, AED says so, you cannot continue due to exhaustion, or there is danger.

Breathing but Unconscious

1. If victim is breathing, place into recovery position.
2. Check airway again to ensure they are still breathing.
3. Monitor and reassure the victim. Document incident.

5 Defibrillation (AED)

1. Use an AED (Automated External Defibrillator) if it is available in your facility. Follow the instructions provided.



6 Dealing with Fractures

1. Keep victim calm and still.
2. Do not move affected area.
3. Treat open, bleeding wounds first.
4. If bone is protruding from affected area do not touch it. Apply dressing **around** bone if bleeding is continual.
5. Help victim find the most comfortable position and support injured area.
6. Call emergency services.



7 Dealing with Bleeding

1. **Wear gloves.**
2. Introduce yourself to the victim and sit them on the ground.
3. Carefully expose wound and check for foreign objects (do not remove).
4. Minimise bleeding by placing dressing over wound and applying firm, direct pressure. Immobilise and elevate.
5. Treat for shock and call emergency services.
6. Lie the victim down and conserve body heat. Reassure victim and document incident.



8 Dealing with Burns

1. Neutralise hazards before attending to victim.
2. Cool affected area with cool running water for up to 20 minutes. Remove clothing unless sticking to skin.
3. Get medical assistance, call emergency services.
4. Apply non-adhesive, non-fluffy (wet) dressing to affected area.
5. Treat the victim for shock and document the incident.





When you will be chosen as one of the educators who will be visited by an assessor as part of the ratings process. you may feel comfortable and eager to show the education and care you provide in your home, or you may feel nervous and uncertain. You know that the service’s rating is partly based on what happens when the assessor is visiting you and you want to show your service at its best.

That is where this below topic comes in. It clearly explains what you can say to the assessor, what you can show them and what they should be able to see in your practice and in your environment, to ensure that they know you are meeting (or exceeding) every element.

Quality Area 3 Checklist – Physical Environment	
Design – 3.1- The design of the facilities is appropriate for the operation of a service	
Element 3.1.1	Element 3.1.2
<p>Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.</p>	<p>Premises, furniture and equipment are safe, clean and well maintained.</p>
<p>The assessor could see an environment:</p>	
<ul style="list-style-type: none"> ➤ <i>That supports the access of every child for ex, children can reach all activities</i> ➤ <i>That allows children to use the toilet and wash their hands (for ex footstools at sinks)</i> ➤ <i>That has natural and artificial lighting with good ventilation.</i> ➤ <i>With safe food preparation areas and enough storage</i> ➤ <i>With a quiet area for rest and sleep</i> ➤ <i>With a suitable nappy change area</i> ➤ <i>That invites open ended and spontaneous interactions, risk taking, exploration & discovery</i> ➤ <i>With outdoor spaces with natural elements and shade, well-maintained fencing</i> ➤ <i>That allows adequate supervision.</i> ➤ <i>That is clean and well organised with no obvious safety hazards</i> ➤ <i>Where climbing equipment is setup safely</i> ➤ <i>With safety glass or barriers around glass</i> 	
The assessor could see children:	The assessor could see educators:
<ul style="list-style-type: none"> ➤ Participating in both indoor and outdoor experiences ➤ Engaging in the learning environment for ex participating in the activities you’ve planned ➤ With additional needs accessing all experiences ➤ Playing on clean & safe equipment 	<ul style="list-style-type: none"> ➤ Dealing with hazards straight away ➤ Checking and cleaning play equipment during the day

➤ Playing in a house that is clean & well organised

➤ Ensuring play equipment (especially climbing & large play equipment) is safe

What will the assessor NOT see?

The assessor would not see:

- unfenced pools
- Poorly ventilated rooms
- Unsafe nappy change arrangements
- Water hazards & hazardous animals
- Renovations or building hazards
- Broken Equipment or furniture

➤ Completing daily safety checks

What will educator say?

Educators could talk to assessors about the way you:

- Balance your family members privacy with space for the children you educate and care for
- Maintain a homely environment for children
- Include children with additional needs
- Do laundry
- Choose materials & equipment
- Undertake safety checks & Eliminate hazards
- Plan & organise the environment
- Plan where to hold confidential conversations with families
- Plan spaces to be used by children in Family day care
- Clean toys & Equipment
- Check the safety of equipment
- Maintain your house (the part used to provide FDC)

What will educator show?

- A risk assessment of the physical environment
- Hazard identification procedures & Safety audits
- Completed daily safety checks
- The service's inclusion policies
- The space used for confidential conversations with parents
- Procedures & schedules for cleaning toys and equipment
- Completed risk assessments for all parts of the house
- Safety checks completed by co-ordinators
- Documents that confirm equipment meets Australian standards.