

Child Safe Standards - Assessment tool/Action Plan – Central Park Child Care Centre

For organisations regulated by the Department of Families, Fairness and Housing

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Knowledge and experience:

- The person/s undertaking the assessment should be familiar with the Child Safe Standards including the minimum requirements and the aspect of the system being assessed.
- It is recommended that more than one person helps to complete this self-assessment exercise. Ideally, this tool should be completed in conjunction with people across all levels of the organisation who are knowledgeable about the day-to-day activities, policies, procedures and staff and volunteer experiences in the organisation.

*Note: An understanding of the compliance indicators and definitions outlined in the Commission for Children and Young Peoples 'A guide for creating a Child Safe Organisation' may be useful in helping you work through this self-assessment exercise. This resource can be found on their website here:

<https://ccyp.vic.gov.au/resources/child-safe-standards/>.

Organisation name:

Organisational overview

Capture an overview of your organisation including organisational structure, number of staff, key roles, responsibilities and governance, locations and services delivered and the typical age of children and young people accessing your services.

Central Park Child Care Centre offers Multi-aged long day care to residents of the City of Stonnington. It is a Non-For-Profit, parent managed, Incorporated Association for a maximum of 26 children per day ranging from six months to school age. CPCCC was established in 1982 by an enthusiastic and committed group of parents whose values initiated a partnership with the City of Stonnington to provide a service that allowed for affordable, quality childcare and education of young children. A Committee of Management was formed by parents and has continued to provide an integral role in the running of the centre. This committee works closely with the eight part-time employed Educators and Manager/Educational Leader to ensure that there is a strong focus on family and community involvement and a continuation of the centre's core philosophy and values.

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Standard 1 Relevant entities establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued. In complying with Child Safe Standard 1, a relevant entity must, at a minimum, ensure:					
Minimum Requirements		Result	Evidence/Comments		Recommended Action/s
1.1	A child's ability to express their culture and enjoy their cultural rights is encouraged and actively supported.	Opportunity for Improvement	Celebrate special cultural occasions not only for the children in our care, Educators but other cultures as well We provide a range of culturally diverse resources, including books and the use of digital resources to extend learning		1. Beginning of 2026 correlate and add cultural flags of families to heshen circles to encourage cultural discussions 2. Request cultural demonstrations from families if interested to perform for children 3. Research Nursery rhymes (Happy Birthday, Twinkle Twinkle) in various languages and use them in music time on a regular basis
1.2	Strategies are embedded within the relevant entity which equip all members to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people.	Met	Flags are displayed in several locations within the centre, those in babies area includes description of their meaning Aboriginal stories are included in book corner set up regularly Aboriginal art is displayed throughout room as part of everyday set up Aboriginal resources (figures, memory cards, games, musical instruments etc) regularly included in curriculum Our Commitment to the cultural safety of Aboriginal children is on display in the foyer and office as well as included in our Policy document, Centre Philosophy, Staff handbook, Family and Carer's Handbook,		

Minimum Requirements		Result	Evidence/Comments	Recommended Action/s
			Educa resources and on our Website. We open every Staff and Committee of Management meeting with an acknowledgement of country	
1.3	Measures are adopted by the relevant entity to ensure racism within the relevant entity is identified, confronted and not tolerated. Any instances of racism are addressed with appropriate consequences.	Met	Our Policy and Procedures document, Staff handbook, Family and Carer's handbook and Philosophy challenge racism and detail practices to address if needed specifically 'Child Safe Environment and Wellbeing' & Prevention of Harassment & Bullying Complaints of racism procedure is clear and precise	
1.4	The relevant entity actively supports and facilitates participation and inclusion within it by Aboriginal children, young people and their families.	Met	Advertisements, Philosophy and Website acknowledges Aboriginal people to present a safe welcoming environment for all	
1.5	All of the relevant entity's policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.	Met	Our Policies, procedures, systems and processes all support and create a culturally safe and inclusive environment	

Standard 2 Child safety and wellbeing is embedded in organisational leadership, governance and culture. In complying with Child Safe Standard 2, a relevant entity must, at a minimum, ensure:				
Minimum Requirements		Result	Evidence/Comments	Recommended Action/s
2.1	The relevant entity makes a public commitment to child safety.	Opportunity for Improvement	Public commitment to child safety is on display in various locations within centre, in Policies and Procedures document, Staff handbook, Family and Carer's Handbook and Website	1. Review annually alongside Philosophy in first staff meeting of the year
2.2	A child safe culture is championed and modelled at all levels of the relevant entity from the top down and bottom up.	Met	<p>Tracy Asmus is our Child Safe Champion who supports and models a child safe culture.</p> <p>All Educators engage in child safe training annually and discuss it regularly during everyday practices and in staff meetings.</p> <p>We have two MARAM nominated staff who share their knowledge and experience with the other Educators to ensure the safety of all children</p> <p>Committee of Management declares their understanding and responsibilities in regards to child safety and reporting suspected child abuse annually.</p> <p>All Educators actively support and model a child safe culture in regards to children responding to other children and themselves</p> <p>All Educators ensure role modelling and guidance is embedded in their teaching of pre-service teachers whilst on placement</p>	

Minimum Requirements		Result	Evidence/Comments	Recommended Action/s
2.3	Governance arrangements facilitate implementation of the child safety and wellbeing policy at all levels.	Met	<p>All Educators are supported to be trained annually in child safety (allocated time away from teaching and compensated for their time)</p> <p>In employment process of new Educators our Commitment to Child safe standards in emphasised during recruitment process</p>	
2.4	A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities.	Met	<p>Each staff member on employment is presented with the Code of Conduct policy to read and sign an acknowledgement form that they will follow it in all aspects of their employment</p> <p>Each volunteer or pre-service teacher is presented with the Code of Conduct policy to read and sign an acknowledgement form before they begin and that they will follow it in all aspects of their working with children and staff</p> <p>The Code of Conduct policy is reviewed annually and presented to all staff</p>	
2.5	Risk management strategies focus on preventing, identifying and mitigating risks to children and young people.	Met	<p>Risk Management plans are completed in consultation with all staff annually and presented to families as required. These include</p> <ul style="list-style-type: none"> • Sleep & Rest risk management plan • Emergency evacuation routes and assembly points • Use of trampoline • Incursions as required 	

Minimum Requirements	Result	Evidence/Comments	Recommended Action/s
		<p>Morning indoor/outdoor safety check done and recorded each day</p> <p>Bi-Annual Hazard identification check conducted</p> <p>Annual Fire extinguishers conducted by Stonnington council</p> <p>Annual exit and safety lights check conducted by Stonnington council</p> <p>Annual heater/air conditioner check conducted by Stonnington council</p> <p>Electrical safety testing (test & tag) conducted annually by Stonnington council</p> <p>EMP is reviewed annually and presented to all staff, Committee of Management and Stonnington Council</p> <p>Emergency drills are conducted and evaluated as per EMP</p>	
2.6 Staff and volunteers understand their obligations on information sharing and recordkeeping.	Met	<p>All Staff and volunteers are presented with our Policies and procedures document upon employment, annually when reviewed and as needed and complete a acknowledgement checklist specifying their</p>	

Minimum Requirements	Result	Evidence/Comments	Recommended Action/s
		<p>understanding of</p> <ul style="list-style-type: none">use of personal devices (<i>Safe Use of Digital Technologies and Online Environments</i>)privacy and confidentiality of information (<i>Privacy and Confidentiality Policy</i>)	

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Standard 3 Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously. In complying with Child Safe Standard 3, a relevant entity must, at a minimum, ensure:				
Minimum Requirements		Result	Evidence/Comments	Recommended Action/s
3.1	Children and young people are informed about all of their rights, including to safety, information and participation.	Met	UN Rights of the child complete is posted in classroom and in office Specific articles are posted in classroom and discussed with children when necessary <ul style="list-style-type: none"> Articles 13, 31, 12, 19 & 24 Children are guided and supported when needed regarding their wellbeing, safety and rights during everyday practice. Safety related activities are planned regularly as part of the curriculum Emotion, safety and wellbeing storybooks are regularly included as part of the book corners and extended on through spontaneous discussions often	
3.2	The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated.	Met	Educators actively practice encouragement of collaborative play and being kind to others. Educators use any opportunity during the day to support friendships and	

Minimum Requirements		Result	Evidence/Comments	Recommended Action/s
			<p>social skill development.</p> <p>Friendship related storybooks are regularly included as part of the book corners and extended on through spontaneous discussions often</p> <p>As a multi-aged environment the Educators encourage the older children to assist the younger children through routines and emotional support strengthening their own social and emotional skills particularly empathy and social connections.</p>	
3.3	Where relevant to the setting or context, children and young people are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.	Met	Families are provided with relevant resources/information within our Policies and Procedures document	
3.4	Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and young people to express their views, participate in decision-making and raise their concerns.	Met	<p>All Educators are trained in how to recognise, react to suspected child abuse and support young children and their families if needed.</p> <p>Educators are knowledgeable regarding the centre's procedures in reporting child abuse and supporting children and families which is discussed annually during staff meetings and when required</p>	

Minimum Requirements		Result	Evidence/Comments	Recommended Action/s
			<p>Volunteers are provided with the Policies and procedures regarding child protection and safety prior to attending the centre and given the opportunity to discuss any concerns</p> <p>All Educators are open, friendly and supportive of the children in their care creating a bond where children feel safe to express their views, participate in decision making and raise concerns.</p>	
3.5	Relevant entities have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and young people.	Met	Children are seen as important participants in all aspects of their time within our environment where their input is encouraged and supported on a daily basis	
3.6	Relevant entities provide opportunities for children and young people to participate and are responsive to their contributions, thereby strengthening confidence and engagement.	Met	Children are seen as important participants in all aspects of their time within our environment where their input is encouraged and supported on a daily basis	

Standard 4 Families and communities are informed and involved in promoting child safety and wellbeing. In complying with Child Safe Standard 4, a relevant entity must, at a minimum, ensure:				
Minimum Requirements		Result	Evidence/Comments	Recommended Action/s
4.1	Families participate in decisions affecting their child.	Met	<p>A Parent Committee of Management assist in the running of the centre and all big decisions in regards to it</p> <p>Families work closely with Educators regarding all aspects of the child's education, health, safety and wellbeing</p> <p>Families are involved in curriculum decisions through Term objective communication, Learning stories, future possibilities and daily conversations</p>	
4.2	The relevant entity engages and openly communicates with families and the community about its child safe approach and relevant information is accessible.	Met	<p>Our Commitment to child safety is on display within the classroom and office, is included in our Policy and Procedures document (in resources section on Educa), Family and Carer's Handbook and on our Website.</p>	
4.3	<p>Families and communities have a say in the development and review of the relevant entity's policies and practices.</p> <p>Families, carers and the community are informed about the relevant entity's operations and governance.</p>	Met	<p>The Committee of Management is involved in the development and review of all Policies and Procedures with the invitation for involvement of other families offered</p> <p>The operations and governance of the centre is clearly displayed in foyer, on Website and included in the Family and Carer's Handbook</p>	

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Standard 5 Equity is upheld and diverse needs respected in policy and practice. In complying with Child Safe Standard 5, a relevant entity must, at a minimum, ensure:				
Minimum Requirements		Result	Evidence/Comments	Recommended Action/s
5.1	The relevant entity, including staff and volunteers, understands children and young people's diverse circumstances, and provides support and responds to those who are vulnerable.	Met	<p>All Educators are trained in how to recognise, react to suspected child abuse and support young children and their families from diverse background if needed.</p> <p>Volunteers are provided with the Policies and procedures regarding child protection and safety prior to attending the centre and given the opportunity to discuss any concerns and given support to respond to those from diverse and vulnerable backgrounds</p> <p>All Educators understand children's diverse circumstances, and provided support and respond to those who are vulnerable.</p>	
5.2	Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.	Met	Children are age appropriately supported in expressing their concerns, complaints and wishes with Educators always respecting the child's voice in a culturally safe way	

Minimum Requirements	Result	Evidence/Comments	Recommended Action/s
<p>5.3</p> <p>The relevant entity pays particular attention to the needs of children and young people with disability, children and young people from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.</p>	<p>Met</p>	<p>Educators support the needs of children with disability, children from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.</p> <p>Displays, curriculum resources and storybooks are carefully chosen to reflect a range of diverse backgrounds within the centre community and outer community and used as talking points to extend the children's knowledge</p>	
<p>5.4</p> <p>The relevant entity pays particular attention to the needs of Aboriginal children and young people and provides/promotes a culturally safe environment for them.</p>	<p>Met</p>	<p>Our Commitment to the cultural safety of Aboriginal children is on display in the foyer and office as well as included in our Policy document, Centre Philosophy, Staff handbook, Family and Carer's Handbook, Educa resources and on our Website.</p> <p>We open every Staff and Committee of Management meeting with an acknowledgement of country</p> <p>Educators incorporate resources and storybooks which encourage positively culturally safe discussions</p>	

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Standard 6 People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.				
In complying with Child Safe Standard 6, a relevant entity must, at a minimum, ensure:				
Minimum Requirements		Result	Evidence/Comments	Recommended Action/s
6.1	Recruitment, including advertising, referee checks and staff and volunteer pre-employment screening, emphasise child safety and wellbeing.	Met	<p>New job adverts emphasise our commitment to child safety</p> <p>Interview processes aim to ensure the prospective employee understands our commitment to child safety and will work with us accordingly, this is the same when inducting students and volunteers</p> <p>Pre-employment referee checks are conducted prior to employment as well as contacting prior places of employment</p>	
6.2	Relevant staff and volunteers have current working with children checks or equivalent background checks.	Met	Manager validates Working with Children Clearance or Victorian Institute of Teaching Registration before staff, contractors, volunteers and students commence working with children and when comes up for renewal	
6.3	All staff and volunteers receive an appropriate induction and are aware of their responsibilities to children and young people, including record keeping, information sharing and reporting obligations.	Met	<p>All staff and volunteers receive a comprehensive induction before working with the children which includes completing a checklist acknowledging reading and understanding our Policies and Procedures specifically</p> <ul style="list-style-type: none"> • Code of conduct • Interactions with children 	

Minimum Requirements		Result	Evidence/Comments	Recommended Action/s
			<ul style="list-style-type: none"> • Privacy and confidentiality • Child safe environment and wellbeing 	
6.4	Ongoing supervision and people management is focused on child safety and wellbeing.	Met	<p>Educators work as a team when educating and caring for our children with ratios being met or above at all times</p> <p>Supervision and support of each other is of high quality</p> <p>Sleeper checks are conducted and recorded every 10 to 15 minutes</p> <p>Children are actively supervised whilst in the bathroom</p> <p>Consistency of Educators is taken into account when developing rosters</p>	

Standard 7 Processes for complaints and concerns are child-focused. In complying with Child Safe Standard 7, a relevant entity must, at a minimum, ensure:				
Minimum Requirements		Result	Evidence/Comments	Recommended Action/s
7.1	The relevant entity has an accessible, child-focused complaint-handling policy which clearly outlines the roles and responsibilities of leadership, staff and volunteers, approaches to dealing with different types of complaints, breaches of relevant policies or the Code of Conduct and obligations to act and report.	Opportunity for Improvement	Our Compliments and Complaints policy clearly outlines how to deal with complaints and who is responsible. This policy is presented to all new recruits, students and volunteers before working with the children and is reviewed annually in consultation with all current Educators and the committee of Management.	<ul style="list-style-type: none"> - Put up How to make a complaint for children poster in classroom to encourage child appropriate discussions - Add complaint handling flow chart from Policy document in Staff handbook during next review and posted in office
7.2	Effective complaint handling processes are understood by children and young people, families, staff and volunteers, and are culturally safe.	Met	Our Compliments and Complaints policy clearly outlines how to deal with complaints and who is responsible. This policy is presented to all new recruits, students and volunteers before working with the children and is reviewed annually in consultation with all current Educators and the committee of Management with an emphasis on ensuring it is culturally safe.	
7.3	Complaints are taken seriously and responded to promptly and thoroughly.	Met	All allegations are considered very seriously and dealt with in a professional and swift manner.	
7.4	The relevant entity has policies and procedures in place that address reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and co-operates with law enforcement.	Opportunity for Improvement	Our Compliments and Complaints policy clearly outlines how to deal with complaints and where to seek additional assistance particularly relevant authorities and local law enforcement.	<ul style="list-style-type: none"> - Add Complaint process and relevant numbers to Family and Carer's Handbook during next review

Minimum Requirements		Result	Evidence/Comments	Recommended Action/s
			Relevant contacts and authorities are on display in the foyer as part of our compliments and complaints process.	
7.5	Reporting, privacy and employment law obligations are met.	Met	All staff understand their responsibilities in Reporting, privacy and employment law obligations, this is discussed on employment and included in the Staff Handbook which is redistributed annually after review.	

Standard 8	Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training. In complying with Child Safe Standard 8, a relevant entity must, at a minimum, ensure:
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Minimum Requirements	Result	Evidence/Comments	Recommended Action/s
8.1 Staff and volunteers are trained and supported to effectively implement the relevant entity's child safety and wellbeing policy.	Met	All staff and volunteers are presented with a copy of our Policy and Procedures document prior to working with children, annually when reviewed and as needed, which is discussed and all must complete an acknowledgement checklist specifying their understanding of <ul style="list-style-type: none"> • Child Safe Environment and Wellbeing • Family Violence Support 	
8.2 Staff and volunteers receive training and information to recognise indicators of child harm including harm caused by other children and young people.	Met	All Educators complete annual Child protection and Mandatory reporting training. Two centre representatives are trained in MARAM and are available to support other Educators as required. All staff and volunteers are presented with a copy of our Policy and Procedures document prior to working with children and when annually reviewed.	

Minimum Requirements		Result	Evidence/Comments	Recommended Action/s
			Child abuse indicators are discussed regularly at staff meetings to ensure Educators understand the importance of early recognition of possible signs.	
8.3	Staff and volunteers receive training and information to respond effectively to issues of child safety and wellbeing and support colleagues who disclose harm.	Met	How to support colleagues is included in our Child Safe Environment and Wellbeing policy which is presented to all staff and volunteers prior to working with children.	
8.4	Staff and volunteers receive training and information on how to build culturally safe environments for children and young people.	Met	How to build culturally safe environments for children and young people is included in our Child Safe Environment and Wellbeing policy which is presented to all staff and volunteers prior to working with children.	

Standard 9	Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
In complying with Child Safe Standard 9, a relevant entity must, at a minimum, ensure:	

Minimum Requirements		Result	Evidence/Comments	Recommended Action/s
9.1	Staff and volunteers identify and mitigate risks in the online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities.	Met	<p>All Educators are actively present and in charge whenever digital devices are used to extend the curriculum or children's learning.</p> <p>Children in our Multi-aged setting do not have regular access to online environments.</p>	<ul style="list-style-type: none"> - All Educators to undertake annual esafety training
9.2	The online environment is used in accordance with the relevant entity's Code of Conduct and child safety and wellbeing policy and practices.	Met	<p>Our digital portfolio portal is a closed system where parents give permission for their child to be included via Learning Stories and acknowledge on enrolment to not share with others outside of our community. All Educators also agree to not share this information outside of our centre community.</p>	
9.3	Risk management plans consider risks posed by organisational settings, activities, and the physical environment.	Opportunity for Improvement	<p>Routine back-up of office computer conducted monthly which is witnessed and documented</p>	<ul style="list-style-type: none"> - Child safety NQF Online safety self-assessment and risk assessment tool planned to be completed in upcoming staff meetings

Minimum Requirements		Result	Evidence/Comments	Recommended Action/s
9.4	Relevant entities that contract facilities and services from third parties have procurement policies that ensure the safety of children and young people.	Met	<p>Our online portfolio portal – Educa and Hubworks are secure closed systems</p> <p>Our website caretaker ensures the privacy of our centre to ensure the safety of children and young people</p>	

Standard 10 Implementation of the Child Safe Standards is regularly reviewed and improved. In complying with Child Safe Standard 10, a relevant entity must, at a minimum, ensure:				
Minimum Requirements		Result	Evidence/Comments	Recommended Action/s
10.1	The relevant entity regularly reviews, evaluates and improves child safe practices.	Met	All Policies and Procedures are reviewed annually with an emphasis on child safe practices in consultation with all Educators and Committee of Management and distributed to all involved parties.	
10.2	Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.	Met	Any complaint received is analysed to ensure the issue is resolved. Risk Management plans are reviewed annually or as needed. Any safety/maintenance issues are presented to the City of Stonnington via the early years maintenance team and dealt with accordingly.	
10.3	The relevant entity reports on the findings of relevant reviews to staff and volunteers, community and families and children and young people.	Met	All reports on the findings of relevant reviews to staff and volunteers, community and families and children and young people are presented as needed. All risk assessments are available to families and children on request.	

Standard 11 Policies and procedures document how the organisation is safe for children and young people. In complying with Child Safe Standard 11, a relevant entity must, at a minimum, ensure:				
Minimum Requirements		Result	Evidence/Comments	Recommended Action/s
11.1	Policies and procedures address all Child Safe Standards.	Met	Policies and procedures are comprehensive, taking into account all child safe standards.	
11.2	Policies and procedures are documented and easy to understand.	Met	Policies and procedures have been designed for clear understanding including easy to navigate tables, diagrams, links and checklists.	
11.3	Best practice models and stakeholder consultation informs the development of policies and procedures.	Met	Policies and procedures are designed and reviewed in consultation with all Educators, Parent Committee of Management and other families.	
11.4	Leaders champion and model compliance with policies and procedures.	Met	Leaders model and ensure policies and procedures are adhered to in daily practice.	
11.5	Staff and volunteers understand and implement policies and procedures.	Met	All staff and volunteers are presented with a copy of our Policy and Procedures document prior to working with children and when annually reviewed and asked to complete an acknowledgement	

Minimum Requirements	Result	Evidence/Comments	Recommended Action/s
		<p>checklist.</p> <p>Relevant Policy and Procedures are discussed regularly during staff meetings or individually as required.</p>	

Plan prepared by: Tracy Asmus	Date: 13.10.25
Prepared in consultation with: Monica Lin	
Communicated for review and input : All Educators and Parent Committee	Date: 13.10.25
Added to Educa resources tab – emailed all families	Date: 20.10.25

To receive this document in another format, [email Child Safe Orgs](mailto:childsafeorgs@dffh.vic.gov.au) <childsafeorgs@dffh.vic.gov.au>.

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In this document, 'Aboriginal' refers to both Aboriginal and Torres Strait Islander people. 'Indigenous' or 'Koori/Koorie' is retained when part of the title of a report, program or quotation.

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Available at [Resources for Child Safe Standards](https://providers.dffh.vic.gov.au/resources-child-safe-standards) <https://providers.dffh.vic.gov.au/resources-child-safe-standards>

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