English
Stage 6

Workplace and Community Texts

English (Standard)
Module C: Texts and Society

and

English (ESL)
Module B: Texts and Society

Support Document

2000
Acknowledgements

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Boise-Cascade Office Products Catalogue, 1999, p 106

Evacuation procedure map, Southern Sydney Institute of TAFE – Bankstown College

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Introduction

*Workplace and Community Texts* will help teachers in the delivery of:

- all electives in Module C, Texts in Society, in the English (Standard) course;
- Elective 1: Living and Working in the Community, Module B, Texts in Society, in the English (ESL) course.

The materials are examples of different kinds of texts used in the workplace and in the community. Some of the texts are authentic and others are appropriate models.

In the English (Standard) course, *Workplace and Community Texts* complements the study of the prescribed text. The texts in this collection can be adapted to the situation that is being explored in the elective. The texts themselves are not examinable, but students should be able to use texts of this kind in a range of situations.

In the English (ESL) course, *Workplace and Community Texts* provides the basis for further exploration of a range of texts that are used in the workplace and the community. Students examine and apply the language forms and features and the structures of these texts, developing their understanding of how and why they are appropriate to their contexts. Students are not required to have knowledge of the factual details of the texts.

How to use the texts

These texts should be used as a stimulus for classroom teaching and learning. They are not intended to be used in isolation, but should augment local resources and materials collected by the teacher and students to meet their needs and interests. Suitable resources can be collected from workplaces, public agencies and the Internet.

The texts have been chosen to assist students to develop:

- skills in communicating in community and workplace contexts
- competence in their transactions with organisations and systems.

They are grouped under headings that relate to a particular aspect of living and working in the community. Teachers should design activities to engage students in an exploration of these and other texts. All activities should relate to the relevant module as outlined in the Stage 6 English syllabus.
Applying for Jobs
SALES/MARKETING TRAINEE
HOSPITALITY INDUSTRY

An opportunity exists for a highly motivated person to join our marketing team. We specialise in home-delivered gourmet foods. A career path in sales and marketing will be offered to the successful candidate.

Previous experience in sales and/or hospitality is an advantage but not essential as full training and support will be provided. Good communication skills are required.

For a confidential interview phone Kim Lee on 9876 1234 after 9am.

DEPARTMENT OF JUVENILE JUSTICE

No smoking in the workplace is NSW Government policy.

Shortlisted applicants will be required to undergo criminal record and referee checks. Women, Aboriginal People, Torres Strait Islanders, people from diverse racial, ethnic and ethnoreligious minority groups, mature aged workers and people with disabilities are particularly encouraged to apply.

All applicants for the positions advertised below must obtain an information package from the nominated contact person and address all essential and desirable criteria. Faxed applications not accepted.

The remuneration package quoted includes salary, employer’s contribution to superannuation and annual leave loading.

CLERICAL OFFICER, Grade 1/2, Youth Equity Conferencing, Jamestown. Pos No: 20/JT629. Total remuneration package valued up to $34,748 p.a. including salary ($15,454-$32,070). Essential: Effective written and oral communication skills. Effective interpersonal skills and good customer service skills. Demonstrated ability to work effectively in a high volume work environment. Demonstrated ability to work effectively with limited supervision and in a team environment. General clerical experience. Ability to meet deadlines. Knowledge of EEO, OH&S and Ethnic Affairs Priorities Statement. Commitment to ethical practices. Demonstrated experience using MSWord or other comparable word processing packages. Minimum typing speed 35 wpm with current certificate to AS2708. Demonstrated ability to use data base applications. Desirable: Current driver’s licence. Inquiries: Dudley Beeton (02) 6881 0738.
Canterbury NSW 2193
2 July 2000

The Recruitment Officer
Department of Juvenile Justice
1 Main Street
DUBBO NSW

Dear Ms Morris

I am sending my application for the position of Clerical Officer Grade 1/2 (Position Number: 20/JT629), advertised in the Western Herald on 27 June 2000. I believe my skills and experience are suitable, and my personality and enthusiasm would be an asset to your team.

I completed my HSC last year, with good results in English, Computer Studies and Modern History. I have enclosed a copy of my HSC results. From January to June 2000 I studied office administration full time at Richmond Business College, and I have an Office Assistant Certificate from that college.

I have work experience in customer service, as I worked part time for BBC Hardware in Marrickville for 3 years from 1996 to 1999. During Years 11 and 12, I did two sessions of work experience with the Legal Aid Commission in Sydney, as a clerical assistant.

I hold a current driver’s licence. I speak Vietnamese fluently, and I understand Mandarin.

I have enclosed a summary addressing the essential and desirable criteria for the position.

I would like to move to the country, and to work for the public service in a worthwhile cause. I think I can be a useful and enthusiastic employee in your department.

I look forward to providing more information at interview. I can be contacted on (02) 9559 6661 from 3.30 pm on weekdays.

Yours sincerely

Kim Chao
Kim Chao  
10 Rushmore Street  
CANTERBURY NSW 2193  
Tel: 9559 6861

JOBS CRITERIA

I have set out below an explanation of how I meet the criteria for the position.

ESSENTIAL:

Effective written and oral communication skills
I have demonstrated that I write effectively and have good communication skills in completing the HSC (1999) with a UAI of 69.7. While working at BBC Hardware during 1999, I was in charge of preparing regular weekend sales reports every Sunday afternoon showing my ability to write clearly and accurately. In 1998 I joined Canterbury Toastmasters club, and have completed their public speaking training course that requires good listening skills and the ability to speak clearly to a wide audience.

Effective interpersonal and good customer service skills
My experience at BBC Hardware is evidence of my ability to serve customers in a busy retail store in a cheerful and polite manner. I am careful and prompt in following up customer enquiries and orders and can usually help to smooth out any difficulties in the workplace.

Demonstrated ability to work effectively in high volume work environment
In my work experience at the Legal Aid Commission, I worked in a special project collating survey results, where we had to process forms very quickly. I was asked to come back during the school holidays because my work was fast and accurate, but I couldn’t because of my studies. At BBC Hardware, I also had to work cheerfully when there were long queues, so I am confident that I can manage high volume work.

Demonstrated ability to work effectively with limited supervision and in a team environment
As Sunday afternoon store manager in my last year at BBC, I worked without supervision, closing the tills and writing the sales report. I am a conscientious team member, and good at getting on with lots of different people.
General clerical experience
My clerical experience at the Legal Aid Commission involved processing survey forms and general duties, and at BBC Hardware I processed orders, wrote reports and reconciled the till. I have also been trained in a variety of office administration skills at business college. My last typing test showed my speed to be 50 wpm.

Ability to meet deadlines
All my HSC assessment tasks were handed in on time, and my final presentation at the Canterbury Toastmasters was ready early. I am an organised and hardworking person, and I always meet deadlines.

Knowledge of EEO, OH&S and Ethnic Affairs Priorities Statement
I have studied these documents, and I am sure I can carry out their principles.

Commitment to ethical practices
My work with confidential material at the Legal Aid Commission, and with money at BBC Hardware, demonstrate that I am an honest and discreet person, and I understand that confidentiality is important when you are dealing with people's private information.

Computer experience and qualifications
My result in HSC Computer Studies result was high and I have been using a computer for 5 years. I am trained in MS Word, MS Office, Powerpoint and the Filemaker database program. I have used both Apple Macintosh and PC computers.

DESIRABLE:

Current driver's licence
I have held a Class 1A driver's licence for three years.

Referees:
James Cannon                  Margarita Coleman
Store Manager                 Administration Officer
BBC Hardware                  Legal Aid Commission
Harris St                     65 Martin Rd
MARRICKVILLE NSW 2204         SYDNEY NSW 2001
Tel: 9519 2301                 Tel: 9366 6929
Calling About a Job

ADVICE FOR JOB SEEKERS

CALLING ABOUT A JOB?

If this phone call is your first contact with the employer, you want to make a good impression. You may only have a short space of time to impress your future employer that YOU are the person for the job.

So, be polite, speak clearly and follow these simple steps:

**Step 1**

Greet the receiver and identify yourself

‘Good morning. My name is Joseph Ajaj, I’d like to speak to Kim Lee.’

Think about the impression that you want to create. The way you speak will affect the impression the listener develops. Try to use a friendly and relaxed tone and watch that you do not speak too quickly or too loudly/softly.

**Step 2**

State your reason for calling

‘Hello, Ms Lee. I’m ringing about the position advertised in today’s Daily Tribune as a sales and marketing trainee. I would like to apply for the position.’

Plan what you will say beforehand and how you will say it. You want to give the impression that you are organised and you will not do this if you ‘ummm’ and ‘aahhh’ your way through the conversation.

**Step 3**

Provide a skill statement

‘I’ve just finished a TAFE course in basic kitchen skills including units on hygiene and food preparation and I’ve got an excellent work report from my supervisor at the Radisson Hotel where I completed my work experience.’

Be concise and do not use expressions like ‘you know’, ‘kinda’, ‘actually’ – these do not sound thoughtful or prepared.

**Step 4**

Talk about your skills and experience

‘I have also been working part-time for a restaurant in Sydney. The duties mainly involve preparing materials for the head chef and cold food preparation. This has given me some valuable experience and skills. For example I know how to do a stock check and prepare lists for stock purchases and I am familiar with the kitchen environment.’

The interviewer is looking for the best person for the job. They want to know what skills and experience that you have that make you suitable for the position.

**Step 5**

Express interest and enthusiasm in the position

‘I really enjoy working in the food industry and I would like to broaden my experience to sales and marketing. It sounds like a great opportunity / just what I’m looking for. May I send you some details or talk to you in person?’

To make the conversation more natural and your comments more sincere in tone, try to use body language and gestures while on the phone. Smile and you will sound more confident and sincere.

**Step 6**

Be prepared to attend an interview

The person may wish to interview you with very little notice. Know when you are available for an interview and have all relevant documents such as your curriculum vitae prepared in advance.

‘When can you come in for an interview?’

‘Anytime Friday morning would be fine or I’m available all day Saturday. Would either of these times suit you?’

‘I’ve got a very busy schedule on Saturday. Could you make it on Friday afternoon?’

‘Well, I have another appointment at two thirty at Frenchs Forest, but I could come in after that, say at four thirty if that would suit you.’

**Step 7**

At the end of the conversation, sum up any decisions that have been made and confirm times and addresses. This gives you the opportunity to check that you have your facts right and that you and the person on the other end of the phone have the same understanding of what was discussed.

‘Thank you for giving me this opportunity. I am looking forward to seeing you on Friday 7th October at 4.30 at your offices at 33 King Street, Jamestown. Goodbye.’
INTERVIEW QUESTIONS

The Position
● Why have you applied for this position?
● What do you think the position entails?
● What strengths do you think you can bring to the position?
● What makes you think you would be the right person for the job?
● What do you think you would like about the job?
● Why should we give the position to you?
● What are you looking for in this position?

Work History
● What duties did you carry out in your last position?
● Why did you leave your last job?
● How does your past experience relate to this job and this organisation?
● What were some of the responsibilities of your previous position?
● What is one thing you have learned about yourself from your past work experience?
● What do you like about your current job? (currently employed)
● What do you think your boss thinks of you? (currently employed)

Skills and Qualifications
● What relevant training do you have?
● What technology, equipment or tools can you operate?
● What relevant experience do you have?
● What skills or knowledge do you have that are directly or indirectly related to the position?
● What further education do you see as part of your long-term career plan?

You
● Tell me something about yourself. What are your interests? Ambitions?
● How would you describe yourself as a person?
● What type of worker are you?
● What do your colleagues in your current / previous position think of you?
● Can you handle responsibility?
● Are you happiest working alone or in a team?
● What assets do you bring to a team environment?
● Are you a ‘self-starter’?
● How do you deal with change in the workplace?
● Where do you see yourself in ten years time?
Radio Talk Back: 2UE, 24 September 1996

Caller: You claim that reducing immigration will decrease unemployment. Is that right?

Zemanek: Yes, Alex.

C: You have no economic understanding of the unemployment situation of the country, do you?

Z: Well, there’s 8, what is it, 8.8 per cent unemployment, Alex?...[after some discussion of the definition of ‘employed’]... Tell me about another country. New Zealand?

C: It's about 6, isn’t it?

Z: Yeah, roughly about 6. It is actually down to about 5.9. Do you know what unemployment is in the United States?

C: I’m not sure, no.

Z: It’s 5.2 per cent and it’s gone down from a high, I think, of about 8 per cent. Do you know what it is in Japan?

C: Tell me.

Z: About 3 per cent. Can you just sort of answer a question? I mean, if these countries, that are, sort of, some of our biggest trading partners, if their unemployment is going down, why isn’t ours?

C: Well because the new government has axed …

Z: Oh, You, I mean, I mean, you, you are a dill. You are a dill. Do you think that government can come in after six months, solve all our social ills that have been created over the last thirteen years by socialist criminals?

C: Socialist criminals?

Z: Yeah. Obviously you support these socialist criminals, don’t you?

C: Sorry, no, I don’t.

Z: You don’t?

C: I don’t.

Z: I see. Are you a Labor voter?

C: I’m a student.

Z: You’re a student, but are you a Labor voter?

C: I’m seventeen, so I don’t’ vote.

Z: You’re seventeen, so you haven’t voted yet, okay. So, are you going to vote Labor?

C: I don’t know what I’ll vote, I suppose I’ll make that decision when, I suppose after four years of Liberal government, I’ll um …
Z: I see, so are you telling me, then, that because we bring 100,000 migrants into this country it doesn’t create further problems with unemployment?

C: Well, no, it doesn’t, because …

Z: Alright, well answer me this, then. If we have 100,000 round holes can we fit 150,000 round pegs into them?

C: That is irrelevant.

Z: No, it’s not, no. See, see it’s irrelevant to people like you, to theorists like you who really don’t understand simplicity. And if you’ve got 100,000 holes, round holes, and you want to stick 150,000 round pegs in them you’re going to have 50,000 left over, aren’t you? I know it’s a simple thing …

C: Look, let me explain it to you. Can I explain it to you? 

Z: Oh, please go right ahead.

C: Thank you.

Z: This’ll be good, folks.

C: Will it? Structurally unemployed means that people are looking for, people are looking for jobs but they’re not suited to the jobs on offer...

Z: [Sigh] Mate, fair dinkum...

C: Okay, they’re not suited to the jobs on offer. It’s a structural problem. It’s a medium to long term...

Z: It’s an attitude problem, it’s an attitude problem when people won’t take a job, any sort of job. That’s an attitude problem.

C: They don’t have the skills to take the job so you have immigration to fill that...

Z: Oh, you idiot, you poor wretched little soul.

C: Why am I an idiot?

Z: You poor misguided person.

C: Why am I misguided?

Z: I mean, okay, let’s say for argument’s sake we bring in 100,000 people, right?

C: Yeah.

Z: Out of that 100,000 people we brought into the country in the last 12 months, how many do you think of those people actually got a job straight away?

C: I don’t know.

Z: You don’t know. Well, when you find out, when you learn something, give me a call back because at the present time you’re an absolute imbecile. [Cut off]
Communicating at Work
FORMAL MEETING

JAMESTOWN SHIRE COUNCIL
STAFF TRAINING AND
DEVELOPMENT COMMITTEE

NOTICE OF MEETING

DATE: 30 June, ____ __ __ ___.  9:00 am – 10:30 am.

VENUE: Shire Committee Room 2.

AGENDA

1. Welcome
2. Apologies
3. Minutes
4. Business Arising
5. Finance Report
6. Correspondence
7. General
TO: Ann Amato, Supervisor, Cleaning Services
FROM: Jay Long, Building Maintenance Manager
DATE: 1 June 2000

SUBJECT: Staff Consultation on Safety Issues

The OH&S Committee and union representatives have expressed concerns about the adequacy of safety procedures observed by the cleaning services section.

A Safety Inspection will be conducted on 20 June 2000.

It is important that all cleaning staff are involved in OH&S plans.

■ Please organise a meeting with all cleaning staff to identify health and safety problems.

■ As a team, you should decide on effective strategies to ensure that high standards are maintained and accidents prevented.

■ Write a short report specifying strategies for improving safety in the section.

■ Please send me the report by 15 June 2000.
Please give my apology at the meeting of the Staff Training and Development Committee to be held on 30 June, __ __ __ __.

Because of staff shortages at the Child Care Centre I will be unable to attend the Committee meeting.

Would you please ask the Committee members to support a special request from the employees of the Child Care Centre. Five childcare workers wish to attend a Conference in Sydney 17–20 July. It is essential that funds are available to provide relief staffing. Our team would be most grateful if the Committee would support this request.

Please send me copies of any materials or documents distributed at the meeting.

Regards

Maria
The Occupational Health and Safety Act 1983

A summary of the main provisions

Occupational Health and Safety Act 1983 No.20

Reprinted as in force at 14 March 1996 to include all amendments up to Act 1995 No. 89

June 1998
Cat. No. 100
The New South Wales *Occupational Health and Safety Act 1983* (OHS Act) aims to protect the health, safety and welfare of people at work.

It lays down general requirements which must be met at places of work in New South Wales.

The provisions of the OHS Act cover every place of work in New South Wales. The OHS Act covers self-employed people as well as employees and employers.

**General duties (Part 3, Division 1 of the Act)**

The general duties set out in the OHS Act are summarised below.

Employers must ensure the health, safety and welfare at work of their employees by:

- providing or maintaining equipment and systems of work that are safe and without risks to health.
- making arrangements for ensuring the safe use, handling, storage and transport of equipment and substances.
- providing the information, instruction, training and supervision necessary to ensure the health and safety at work of employees.
- maintaining places of work under their control in a safe condition and providing and maintaining safe entrances and exits.
- making available adequate information about research and relevant tests of substances used at the place of work.

**Employers** must not require employees to pay for anything done or provided to meet specific requirements made under the OHS Act or associated legislation.

**Employers and self-employed people** must ensure the health and safety of people visiting their places of work who are not their employees.

**Manufacturers, designers and suppliers of plant and substances** for use by people at work must make sure that they are safe and without risks to health when properly used. They must also provide adequate information about the plant or substances to those who are supplied with the plant or substance.

**Persons who erect or install equipment at a workplace** must make sure that it is safe to use when properly used.

**Persons in control of non-domestic premises** used as a place of work must ensure that the premises and exits and entrances are in a safe condition.

**Employees** must take reasonable care of the health and safety of others. Employees must cooperate with employers in their efforts to comply with occupational health safety requirements.

All persons must not:

- interfere with or misuse things provided for the health, safety or welfare of persons at work.
- obstruct attempts to give aid or attempts to prevent a serious risk to the health and safety of a person at work.
- refuse a reasonable request to assist in giving aid or preventing a risk to health and safety.
Health and safety committees (Part 3, Division 2 of the Act)

The OHS Act states that occupational health and safety committees must be established in workplaces of 20 or more where the majority of employees request it.

The WorkCover leaflet OHS committees: Powers, functions, rights and duties outlines the powers and functions of the committees. WorkCover's How to establish an occupational health and safety committee in your workplace outlines the steps to be taken to set up a committee according to the Act.

Unlawful dismissal (Part 3, Section 26 of the Act)

The OHS Act makes it unlawful to dismiss an employee for being an occupational health and safety committee member or for performing his or her duties as a committee member. It also makes it unlawful to dismiss any employee for making a complaint about a health and safety matter.

Offences and penalties (Part 6 of the Act)

There are various offences and penalties associated with the Act and regulations. The maximum penalty for a corporation found guilty of an offence is 5,000 penalty units. For individuals found guilty of offences, the maximum penalty is 500 penalty units and two years jail. A “penalty unit” is an amount of money - $110 at the time of printing - that can be altered from time to time by the government. This means that the maximum penalties, in dollar terms, are presently $550,000 for corporations and $55,000 for persons.

It is a defence to charges made under the OHS Act or the regulations that:

• it was not reasonably practicable to comply.
• the incident was due to causes over which the person had no control and it was ‘impracticable’ to make arrangements to prevent it.

Regulations made under the Act

A number of regulations have been made under the OHS Act. These regulations contain detailed provisions on aspects of health and safety at work.

One of the regulations made under the OHS Act is the Occupational Health and Safety (Committees in Workplaces) Regulation of 1984. The regulation specifies that the employers must display at the workplace or make available to employees some of the sections of the OHS Act that deal with health and safety committees. These are sections, 23, 24, 25, 26 and 31 of the Act.

A display poster listing these sections is available from WorkCover NSW. The regulation also specifies that employers must display the extract or make available a copy of the regulation itself.
Associated legislation

Some legal requirements regarding health and safety at work are contained in associated legislation mentioned in the OHS Act. If there is conflict between the provisions of the associated legislation and the provisions of the OHS Act then the provisions of the OHS Act must be followed.

A leaflet How to get health and safety information listing regulations made under the Act and other associated legislation is available from WorkCover NSW.

Inspectors’ powers (Part 3, Division 4 of the Act)

WorkCover Inspectors are given inspection powers for the purpose of the OHS Act, including the taking of samples, and the carrying out of a range of tests. Inspectors can be accompanied by an employees’ representative during an inspection, if requested.

Help and information

WorkCover NSW offers a wide range of services to help improve health and safety at work, including workplace inspections, advice on training, and expert scientific and technical assistance. Some information is also available in languages other than English.

For expert advice call the WorkCover Information Centre on 131 050, or find your nearest WorkCover office under WorkCover New South Wales in the White Pages of the phone book.

Copies of the Act and the regulations can be purchased from the WorkCover Bookshop at 400 Kent Street, Sydney, Tel. (02) 9699 8271.

Nothing in this publication shall be construed to waive or modify any obligations imposed by the Occupational Health and Safety Act 1983 or the associated legislation, or any regulations made under it.
**JAMESTOWN SHIRE COUNCIL**

**STAFF TRAINING AND DEVELOPMENT COMMITTEE**

Minutes of meeting Friday 30 June, 2000

Meeting started 9:00 am

1. **Present:** Chris Miles (Convenor); Jay Long; Bobbi Bower; Amal Mourad; Melica Branic; Eric King; Kath Towns; Hai Nguyen.

2. **Apologies:** Maria Nero; Rick Tan.

3. **Previous Minutes:** Accepted (Moved J.Long/Seconded B.Bowe)

4. **Business Arising:**
   i. First Aid Training for Cleaning Section.
      
      *Action: Chris Miles to prepare report for Executive.*
   
   ii. Evacuation procedure training.
      
      *Action: A.Mourad to organise by August 15.*

5. **Finance Report:**
   Report tabled advising Committee expenditure $4,766 from allocation.

6. **Correspondence:**
   i. Quality Management Unit – e-mail from Elliot Smith advising of proposed training all sections.
   
   ii. Plain English in office communication - request from Helen Crane for advice to staff.
      
      *Action: Bobbi Bowe/ Chris Miles*
   
   iii. Child Care Centre - fax from Maria Nero. For General Business.

7. **General Business:**
   i. Temporary staff orientation program to be organised.
      
      (Moved K.Towns/Seconded E.King)
   
   ii. Child Care Centre to be funded for staff replacement and conference fees up to $2,500.
      
      (Moved M.Branic/Seconded A.Mourad)

Meeting closed 10:30 am  

**Next Meeting:** 10 July, 2000
Strategies for improving workplace safety in Cleaning Services

Prepared by Ann Amato in consultation with the Cleaning Services Team, 8 June, 2000.

BACKGROUND  This report was requested by the Manager of Building Maintenance after concerns about work safety were raised by the OH&S Committee and union representatives. The cleaning team met to consider concerns about safety; to share ideas for improvement; and to develop a strategy to ensure workplace safety.

THE MEETING  All of the eight cleaning staff members attended. The meeting discussed safety issues and decided to brainstorm ways of making the workplace safer. All members of the group were assured that they were free to ‘speak their minds’ and that all suggestions would be considered in the brainstorming exercise.

MAIN ISSUES DISCUSSED  The cleaning team welcomed the opportunity to participate in developing safety strategies. Several areas for improvement were suggested. These could be categorised as follows:

- Personal protection/safety
  - eye protection and protective clothing to be worn according to instructions

- Security (chemicals/equipment)
  - first aid kits to be regularly maintained
  - chemical labels, lockable containers and cupboards to be checked

- Information/training
  - first aid training of staff
  - safety posters and warning signs to be displayed

- OH&S procedures
  - building repairs to be completed
  - emergency phone lists and mobile phone access in all departments

CONCLUSIONS AND RECOMMENDATIONS

The cleaning team accepts the need for changes to work practices and recommends the developing of a ‘think safe’ approach to work. Signage and appropriate storage practices need to be implemented. Some members of the team have expressed an interest to undergo training in OH&S and in first aid procedures. The team recommends that the Company

1) fund training programs
2) provide funding for upgraded first aid supplies, protective clothing and warning signage
3) ensure that building repairs be completed.

The team invites management, the OH&S Committee and union representatives meet to discuss safety concerns with the cleaning staff.
Evacuation Procedure

EVACUATION PROCEDURE

ON HEARING THE ALARM
PREPARE TO EVACUATE

SWITCH OFF ALL APPLIANCES

FOR FIRE
CLOSE ALL DOORS AND WINDOWS

FOR BOMB THREATS
OPEN ALL WINDOWS & DOORS

ASSIST DISABLED PERSONS

FOLLOW EMERGENCY EXIT SIGNS

DO NOT USE LIFTS

REGROUP AT DESIGNATED
ASSEMBLY AREA

DO NOT RE-ENTER BUILDING
To observe the Council’s Plain English Policy, please use the following checklist with every document you write:

1. The TONE is polite and reader-centred

2. SIMPLE WORDS are used where possible

3. Language is UNAMBIGUOUS

4. No DISCRIMINATORY language

5. SENTENCES are short

6. PARAGRAPHS are brief

7. PUNCTUATION is correct

8. LAYOUT (clear space, headings, numbers, bullet points, fonts) enhance meaning

9. GRAPHICS enhance meaning

10. Language is JARGON-FREE
Being a Consumer
POST-IT® NOTES - IN NEON COLOURS
So cool they’re hot! So hot they’re cool! Post-IT® Notes in Neon colours! Communicate your message with five attention getting colours. Add zest and pizzazz to your messages.
76mm x 127mm
1292773 655 Neon Green........ Each
1292760 655 Neon Pink........ Each
1269587 655 Neon Yellow...... Each
76mm x 76mm
1292303 654 Neo Green........ Each
1292781 654 Neo Pink.......... Each
1292299 654 Neo Yellow....... Each
76mm x 76mm
1391267 654 Neo Pack - 5 Colours Each

POST-IT® NOTES - IN SAFARI COLOURS
• Five neutral colours for your office communications.
• Each assortment pack includes one pad in each of the five safari colours: sage, savanna, clay, khaki, and oasis blue.
• 100 self-stick, repositionable sheets per pad.
• 100% recycled paper fibre, 20% post-consumer waste.
1335111 654 - SGC 76 x 76mm - 5 colours Each
13441634 655 - SGC 76 x 127mm - 5 colours Each

POST-IT® NOTES - IN ULTRA COLOURS
• Bold colours get fast attention - ideal for leaving messages, taking notes and improving the look of your office communications.
• Five pad assortment pack includes one pad in each of the ultra colours: spruce green, grape, yellow, fushia and orange.
• 100 sheets per pad.
1342661 654 - 5PK 76 x 76mm - 5 colours Each
13441626 655 - 5PK 76 x 127mm - 5 colours Each

POST-IT® NOTES - IN PASTEL & BRIGHT COLOURS
Organise your work and workspace! These colourful cubes will add style to any desk.
1283961 654 - SGC 76 x 76mm - Pastel colours Each
1283412 654 - SGC 76 x 76mm - Bright colours Each

POST-IT® NOTES POP-UP NOTES
1283382 C300 Pop-Up Dispenser........ Each
1283390 Post-IT® Pop-Up Fanfold Refill...... Each
This is a friendly reminder that your property is due for its regular pest service.

Would you please ring us during office hours on 9367-1866 so that an appointment which suits you can be arranged.

It is important to keep scheduled maintenance services so you can qualify for the special rate of $       and ensure (if applicable) the continuation of your free service period for regular customers.

Yours sincerely

R.O. Sullivan
Customer Service

J2/5/2000
IMPORTANT!

For some time now EradaPest has been providing your property with a pest management strategy for months/years.

To minimise chemical usage and retain your special service price, your property must be serviced at the correct intervals, or you may have more infestation. This might mean more extensive chemical applications.

Your service is NOW OVERDUE. If you don’t wish to continue with our service, EradaPest has no further responsibility for any reinfestations to your property.

If you wish to have your service resumed please phone during office hours so that an appointment can be made.

EradaPest looks forward to being of service to you again in the future.

Yours sincerely

Maria Trant
General Manager

J5/5/2000
Dispute Resolution

Resolving a complaint - how do I go about it?

Be firm and polite when lodging your complaint.

Solving a problem with a Trader
If you are unhappy with the goods you have bought, you should make every effort to sort out the problem directly with the trader concerned. Make sure you have a legitimate complaint and be clear on how you would like the trader to fix the problem.

Remember:
- Ask to speak to the Manager and calmly and assertively state what the problem is and what you want them to do to resolve it.
- Write down the name and position of the person you speak to.
- Have all the relevant documentation such as receipts, warranties or quotes handy and be firm and polite when lodging your complaint.
- Put your complaint in writing and always keep a copy of any letter you send to the trader for reference.
- Be persistent and let them know that ignoring the problem is not a solution and will not make it go away.

Advice from the Department of Fair Trading
If you do not receive a satisfactory outcome and feel you have exhausted all available avenues to fix the problem, it may be time to contact the Department of Fair Trading. Telephone 13 32 20 or visit your nearest Fair Trading Centre and we will give you information about your rights and the options open for you to resolve the problem. In some cases the Department can contact the trader and intervene on your behalf. In this situation you will be notified of the outcome. There are however limits to what the Department of Fair Trading can do when you purchase goods from outside Australia.
Complaint Resolution Steps

**Approach the trader directly**
- Be clear about what you want
- Take along a friend
- Take receipts, docket, contracts etc
- Write down your complaint
- If unsure, check your rights first

**Call the Department of Fair Trading or other body**
- Get information about your rights and options
- Consider reapproaching the trader
- If making an appointment, ask what to take

**Discuss problem with advice body**
- Take relevant documents
- Ask if they can negotiate or mediate for you

**Apply to Tribunal for a hearing**
- Take receipts, photos, summary of events, statutory declarations, affidavits, etc

**If necessary, enforce orders**
- Orders of Tribunals can be enforced through an appropriate court

To find out where to go for further advice or to complain, please click on the 'Next' button to the right of your screen.

*If you would like to comment on this website, please complete the Website Feedback Form.*
Resolving a Complaint – How do I go about it?

Scenario:
You have recently bought a new pair of jeans from a small boutique in your local area. You like your jeans tight, so you took some time in being very careful in your choice of jeans. The boutique is owned by a very flamboyant character called Joe, aged early 50s, who is sometimes amusing, loud and impatient with a reputation for being difficult when there is a problem. You are 22 years old (Robbie). The selection of jeans at the boutique is fantastic and all self-respecting lovers of jeans buy there. The policy of the boutique is choose carefully as goods cannot be changed or refunded. The first time you wear the jeans there is a problem!

Robbie: “Hi Joe, I have the jeans here I bought the other day, there is a problem with the zip that …”.

Joe: “Not interested mate, you know my policy, choose carefully no changes, no refunds!”

Robbie: “Joe I need you to hear what is the matter so we can sort it out, the zip …”

Joe: “You heard me no refunds, no exchange!”

Robbie: “I need you to hear my problem, if you are not willing to listen I will need to contact consumer affairs and I believe neither of us want that to happen. I am sure we can work it out together to both our satisfaction.”

Joe: “OK, but you are wasting my time! You’ll have to wait until I serve this customer.”

(Robbie patiently waits)

Joe: “What’s the problem and make it quick?”

Robbie: “The problem is that the zip will do up but it simply slides down as soon as you move.”

Joe: “Told you so! Jeans too tight. I don’t know why you want to pour yourself into tight jeans. The jeans are too small for you, that not my problem, now stop wasting my time.”

cont
Robbie: “Joe I would like to demonstrate something to you, so I bought along a pair of old jeans exactly the same size and make. (Pulls out both jeans and demonstrates). See if I pull up the zip in these old jeans and then try to pull them open using the top of jeans I can’t. Now if I do the same for the new jeans you can easily pull the top of the jeans and the zip slides down, it simply does not lock in as it should when you close the zip. I know this is not normal …”

Joe: “Let me see! (He tests the jeans doing the same experiment.) OK, I get what you mean, now what do you want me to do about it?”

Robbie: “Well I have a few ideas and I thought you may have a few ideas and we can sort this out.”

Joe: “Yeah, what?”

Robbie: “These are some the possible options I thought we could discuss. You could simply replace the jeans and return these ones to the manufacturer, or you could return the jeans to the manufacturer and I wait until they are replaced. I would prefer the first option as it saves me having to come back again and also I need the jeans now. What do you think?”

Joe: “You know my normal policy, no returns!”

Robbie: “Yes, I respect your policy under normal circumstances however I think this situation is rather different and I don’t think you will have any difficulty with the company representative. I have my receipt with the date on it and you can tell the jeans have not even been washed as yet. Can we simply change these and the matter will be finished with me and you can send the others in when the ‘rep’ visits next.”

Joe: “Look I’ll give you the company phone number and you can sort it out.”

Robbie: “I don’t feel very happy about that option as it wastes my time, I’ll have to travel somewhere and I really see you as the person to best represent my case with the manufacturer.

Joe: “Yeah! OK. But don’t go telling any of your mates I have changed my policy about exchanges, I don’t want people in here all the time bringing back ‘stuff’ back and wasting my time!”

Robbie: “Thanks Joe, I am glad we sorted this out, I am actually interested in buying some new tops as well, have you got any new gear in at the moment”?
Resolving conflict?
Negotiating an agreement?

Apply this checklist when you see people trying to reach an agreement:

☐ Did both people feel free to express their needs?
☐ Did they explain the outcome/s they wanted to achieve?
☐ Did they listen to the other person’s concerns?
☐ Did they deal with emotions first?
☐ Did they focus on the problem rather than the person?
☐ Did they manage their emotions throughout?
☐ Were they assertive (not aggressive)?
☐ Did they show empathy?
☐ Did they show respect?
☐ Did they show willingness to resolve problems?
☐ Did they try new options or creative solutions?
☐ Did they find ways to work co-operatively?
☐ Did they focus on areas of agreement?
☐ Were they able to let go of minor claims?
☐ Did they consider each other’s objections?
☐ Did they reach a WIN/WIN result?
☐ Was the result fair to both?
☐ Did they finish with a clear agreement or plan of action?
Community Living
Dear Sir,

I am writing to compliment you on the broadcasting of the Farsi language program *Samimait* on SBS on Fridays at 8 pm. Over the last six months, this series has provided thoroughly enjoyable, quality entertainment. It was with great regret that I viewed the final episode in the first series last Friday, and with deeper regret that I learned that SBS has no plans to broadcast the second part in the series. I would like SBS to consider continuing the Farsi language program, as part of its commitment to quality viewing for those Australians who are not catered for in the mainstream.

*Samimait* has provided a warm, human perspective and fair and various views on life as it is today. It has been a valuable link for Farsi speakers to what is happening back in their country of origin. Living outside of the Sydney metropolitan region, it has also been a valuable support in language maintenance for my two daughters who arrived in Australia at a very young age. We watch the program as a family and it is one of the few chances they have to listen to fluent Farsi in an entertaining context of which we can approve and share.

The decision by SBS to broadcast *Samimait* reflects its ongoing commitment to multiculturalism and an awareness of the needs of minority language groups in Australia. Discontinuing the program would be a great loss to the Farsi speaking community in NSW. Therefore as a reflection of its continued commitment, I would urge SBS to broadcast the second part in this series or find a suitable alternative program of similar high standard.

Yours faithfully,

Faranak Eshani
These are the signs that you will see at a roundabout

There is a roundabout ahead

Give way to vehicles already on the roundabout where there is a risk of a crash

**Giving way at the roundabout**

When approaching a roundabout slow down and prepare to give way to any vehicle in the roundabout. Enter the roundabout only when there is a safe gap in the traffic, and no risk of a crash.
When turning left

- approach from the left lane, indicate left, stay in the left lane and turn left
- exit in the left lane.

When going straight ahead

- you do not need to indicate when you are approaching the roundabout
- unless road markings show otherwise, approach the roundabout from either the left or right lane

- drive in that lane through the roundabout
- where practical signal a left turn after you have passed the exit before the one you wish to use
- exit in the same lane as the one in which you entered. That is, exit in the left lane if you entered the roundabout in the left lane, and the right lane if you entered the roundabout in the right lane.

When turning right

- approach from the right lane, indicate right, stay in the right lane

- where practical signal a left turn after you have passed the exit before the one you wish to use
- when leaving the roundabout, exit in the right lane.

Note: If you are riding a bicycle you may, if you wish, turn right from the left hand lane. If you do choose this option then as you pass each exit you must give way to any vehicle which is leaving the roundabout.

Generally

- Take care whenever you drive in a roundabout
- Look out for cars which are leaving the roundabout
- Take care if changing lanes in the roundabout, particularly when leaving the roundabout

If you are using a roundabout to make a full turn, that is, to turn back into the same road from which you entered the roundabout, follow the instructions for turning right.
**Australia’s surf lifesavers are an impressive bunch, and whenever you swim on a patrolled beach they’ll do all they can to make sure you have a splashing good time and come to no harm. But every year lifesavers put their own lives in unnecessary danger rescuing people who, if they used a little more water safety sense, wouldn’t be in trouble in the first place. So read these surf safety tips and do everyone a favour...**

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**Surf Life Saving Safety Hints**

1. Always swim or surf at places patrolled by surf lifesavers or professional lifeguards.
2. Swim between the red and yellow patrol flags—they mark the safest place at the beach to swim.
3. Always swim with a friend or under supervision from an adult.
4. Take the time to read and obey safety signs.
5. Always wait about 30 minutes after a meal before you go swimming.
6. Do not swim under the influence of alcohol or drugs.
7. If you are unsure about surf conditions, make sure you ask a surf lifesaver before entering the water.
8. Never run and dive into the water. Even if you checked before, conditions can change quickly.
9. If you get into trouble in the water, STAY CALM. Raise your arm to signal for help, float and wait for assistance.
10. Float with a current or rip. Do not ever try to swim against it, simply float, raise one arm and wait for assistance.

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**Escaping a Rip**

Rip currents are the major cause of surf rescues in Australia. A rip current is a body of water moving out to sea. Common signs of a rip include:

* Discoloured brown water due to sand stirred off bottom.
* Foam on the surface of the water.
* Waves breaking further out to sea on both sides.
* Debris floating seaward.
* A rippled appearance while surrounding areas are calm.

To escape a rip, swim parallel to the beach until you reach a position where the waves are breaking regularly. Never try and swim directly against a rip, instead swim across it and then back to shore. If you are in difficulty, remain calm, and raise one arm to call a surf lifesaver for assistance.
**Why Concord Council is introducing a 50km/h urban speed limit.**

Concord Council is introducing a 50km/h speed limit in most urban streets and local traffic areas. These streets and local traffic areas will be signposted. Concord Council will start signposting areas in the next 3 weeks. It is expected that the signposting will be completed over the following few weeks. The signposting and implementation will be funded by the Roads and Traffic Authority.

**Way a lower limit?**
A recent trial of a 50km/h urban speed limit in a selection of local council areas across NSW showed substantial reductions in crashes and casualties compared to the rest of the state. Did you know that if a car hits a pedestrian at around 60km/h there is an 85% chance the pedestrian will die, but at around 50km/h the chance of death drops to 45%? Children are particularly vulnerable. And did you know that the difference in stopping distance between 50km/h and 80km/h is more than 10 metres? Enough to significantly reduce the chance of a crash. The difference between 50km/h and 60km/h can be the difference between life and death.

**Who benefits?**
Many local councils across NSW are introducing a 50km/h speed limit in their urban streets and local traffic areas. Councils are doing this because of the demonstrated safety benefits for their community which include saving lives and reducing the number and severity of crashes.

**Where does the new limit apply?**
The new 50km/h urban speed limit only applies to signposted local streets and local traffic areas. The speed limits on through roads, highways and arterial roads will remain at their signposted speed limit and 40km/h school zones will remain at 40km/h. The 50km/h urban speed limit will be legally enforceable and normal police enforcement procedures will apply. So when you drive through local streets and local traffic areas look out for the new 50km/h speed limit signs and please drive at 50km/h not 60km/h.

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**Roads and Traffic Authority**
www.rta.nsw.gov.au
13 22 13

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**Limits local accidents**
Based in U.K. data

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**INNER WESTERN SUBURBS COURIER**
Monday, March 23, 1998
Statutory Declaration

I, ................................................................. of .................................................................

.................................................................
(insert full name) (insert full address)

in the State of New South Wales .............................., do solemnly and sincerely declare

(insert occupation)

that:

1.

2.

3.

and I make this solemn declaration conscientiously believing the same to be true, and by virtue of the provisions of the Oaths Act 1900.

Declared at .................................

(insert place of declaration)

On the ........ day of ........ 200........

(insert date)

.................................................................
(signature of person making the declaration)

Before Me: .............................................
(signature of the person before whom the declaration is made)

(title of the person before whom the Declaration is made e.g. Justice of the Peace)