



STAFF PROFESSIONAL DEVELOPMENT MEETING

January 2019



WELCOME TO BASE CAMP

KANANOOK PRIMARY SCHOOL HAS
PROVIDED US WITH AN AMAZING FACILITY!

WHAT YOU WILL BE DOING TODAY

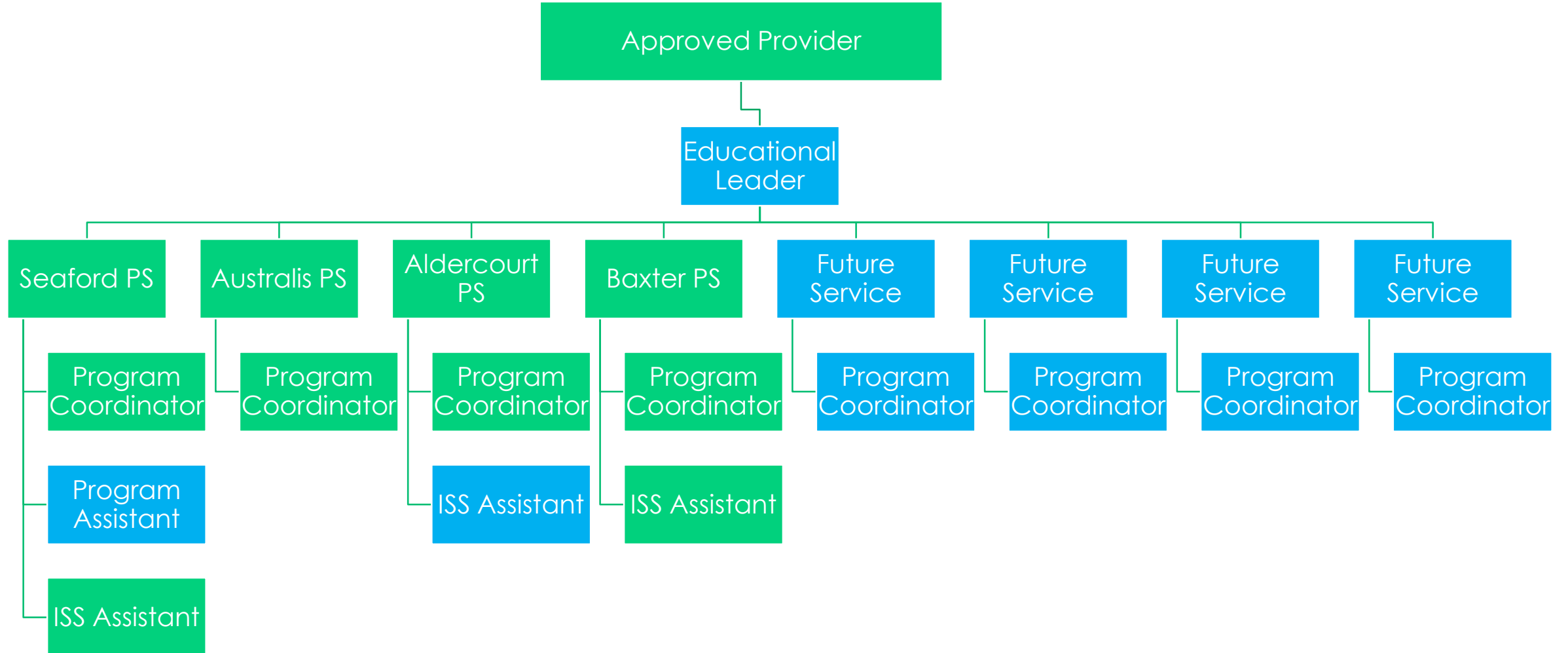
Time	Content
0950	Arrival and Registration
Time	Content
0900	Arrival and Registration
0915	Welcome <ul style="list-style-type: none"> - Introductions
0920	Important Updates for Elysium OSHC <ul style="list-style-type: none"> - Services - Moving Forward - Mascots - Documentation - Expectations and Standards - Concerns
0940	Important Industry Updates <ul style="list-style-type: none"> - Reportable Conduct - Mandatory Reporting of Roles - First Aid HLTAID0004
1000	Documentation and Folders
1030	Break
1100	Presentation Mindful
12.15	Lunch Provided

Time	Content
1300 - 1400	Presentation Sustainability
1400	Department Inspections <ul style="list-style-type: none"> - How admin time will address these concerns
1500	Service Review <ul style="list-style-type: none"> - Review of service performance - QIP - Marketing - Increasing numbers
1600	Programming <ul style="list-style-type: none"> - Using books for Intentional Teaching - Games & Activities

Service Updates

- JANUARY 2019 WILL SEE US BEGIN WITH 7 SERVICES
- ONLY 2 PROGRAMS IN THE WORKS AT THE MOMENT, NOT INCLUDING A SPECIAL PROJECT FOR JUNE 2019.
- 6 NEW STAFF MEMBERS HIRED SINCE OUR LAST PD IN JUNE
- ALL SERVICES RECEIVING GREAT FEEDBACK FROM SCHOOL STAFF AND FAMILIES

Company Structure 2018



Company Structure 2019

Approved Provider									
Educational Leader (12)					Educational Leader (12)				
Seaford PS	Australis CC	Aldercourt PS	Baxter PS	Kananook PS	Bittern PS	Mahogany Rise PS	Mornington Park PS	Harkaway PS	Future Service
Coordinator (26)	Coordinator (23.5)	Coordinator (23.5)	Coordinator (26)	Coordinator (26)	Coordinator (26)	Coordinator (26)	Coordinator (26)	Coordinator (26)	
Program Assistant (12.5)				Program Assistant (12.5)				Program Assistant (12.5)	
ISS Assistant (5-12.5)		ISS Assistant (7.5)	ISS Assistant (2)	ISS Assistant (9)		ISS Assistant (5-12.5)			

Special Project – Eastern Network				
Educational Leader (26)				
Program Coordinator – Mentor (12)				
Program 1	Program 2	Program 3	Program 4	Program 5

Sales Tracking 2018

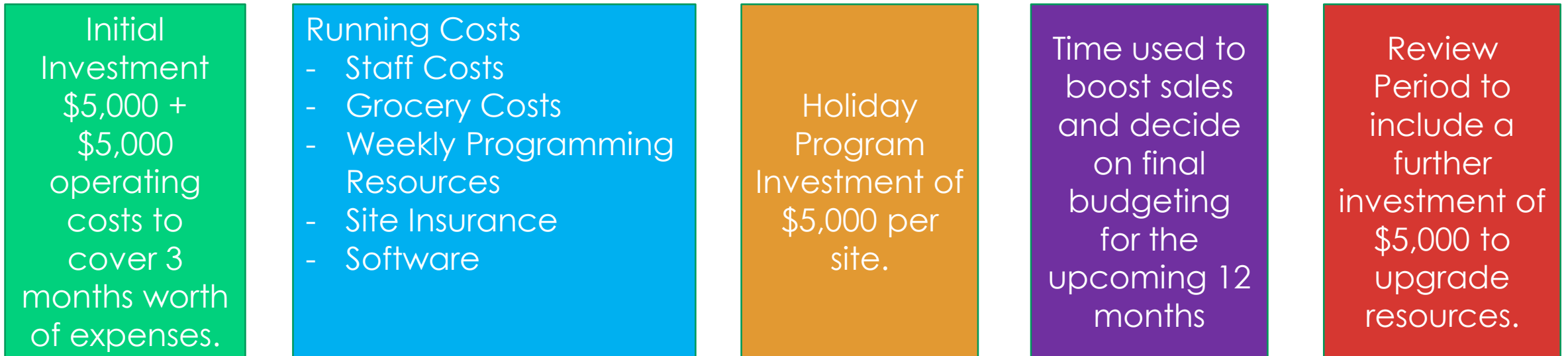
		Week 5					Week 6					Week 7					Week 8					Week 9				
		5-Nov					12-Nov					19-Nov					26-Nov					3-Dec				
		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
Seaford	BSC	7	0	8	9	9	9	9	8	10	11	11	7	0	9	11	12	9	8	7	8	8	7	11	7	10
	ASC	22	0	18	23	16	15	11	11	20	12	17	15	14	19	15	22	19	17	18	13	22	17	18	23	18
Australis	BSC	0	0	5	3	5	5	3	3	3	0	3	3	7	5	3	3	3	7	5	3	3	3	7	5	3
	ASC	0	0	3	3	3	3	3	3	3	0	1	4	3	3	3	3	5	3	3	3	3	3	3	3	3
Aldercourt	BSC	1	0	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	ASC	10	1	8	8	9	10	10	11	8	9	13	12	11	6	7	11	15	11	7	8	13	14	12	8	8
Baxter	BSC	0	0	7	2	3	3	0	5	2	3	3	3	8	4	3	4	4	9	5	6	5	2	5	4	6
	ASC	0	0	3	4	3	3	4	3	2	7	5	7	6	4	4	4	7	7	5	3	5	7	4	5	6
Kananook	BSC																					3.50	3.00	3.00	2.50	4.50
	ASC																					4.00	3.00	8.00	6.50	5.00

Budgeting for a New Service

6 MONTHS

9 MONTHS

12 MONTHS



FACTS

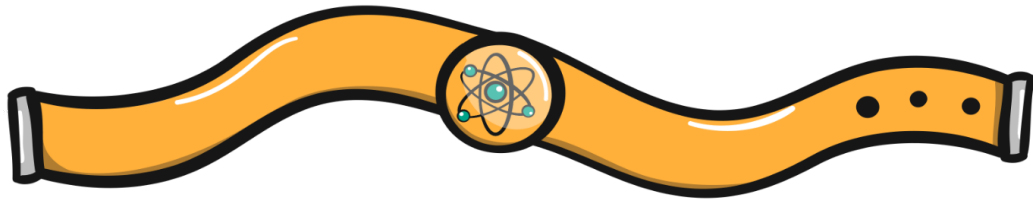
- Child Care licensing and Child Care Benefits are two separate departments.
- It takes up to 10 weeks from the opening date to be approved for benefits.
- Parents can then take up to 60 days to pay their account and be in a regular cycle.
- Providing the service is meeting the minimum bookings, it takes 10 weeks to replace the \$5K investment.

Advertising & Marketing

A new team leading us into the future



Advertising & Marketing



BEFORE SCHOOL | AFTER SCHOOL | VACATION CARE



Changes to the Industry and NQF

The NQS, assessment and rating, and rating levels

Industry Requirements

Changes to the NQF

NQS and assessment

Digital Sign In and Out

- All services must report actual times of attendance through their software provider. This can be done in two ways.
 - 1) Parents sign their children in and out using the devices provided – times are recorded.
 - 2) Staff members can use the printed sheet to then enter the times through staff login using a web based browser.

Changes to the NQF

NQS and assessment

Reportable Conduct Scheme

Under the Scheme, a head of an organisation is required to notify the Commission for Children and Young People (CCYP) of all allegations of reportable conduct by employees and volunteers.

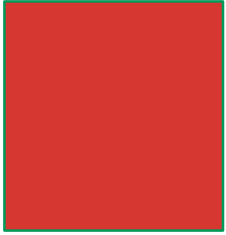
Reportable conduct is:

- a sexual offence (even prior to criminal proceedings commencing), sexual misconduct or physical violence committed against, with or in the presence of a child
- behaviour causing significant emotional or psychological harm
- significant neglect of a child.

A reportable allegation means information that leads a person to form a reasonable belief that a worker or volunteer has committed:

- reportable conduct or
- misconduct that may include reportable conduct.

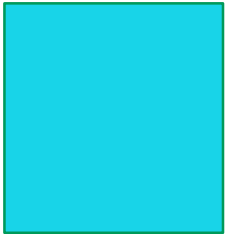
Documentation



RED CLIP FOLDER

Operations Folder

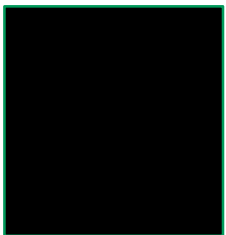
- Site Instructions
- Insurance
- Risk Assessment
- Medical Information
- Staff Information



LIGHT BLUE CLIP FOLDER

Enrolment Folder

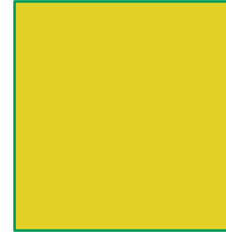
- Student Enrolments
- Medical information
- Court Orders



BLACK CLIP FOLDER

Attendance Folder

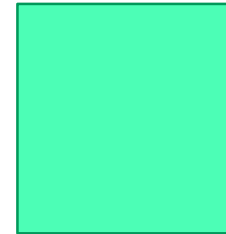
- Completed Weekly Rolls



YELLOW CLIP FOLDER

Observations

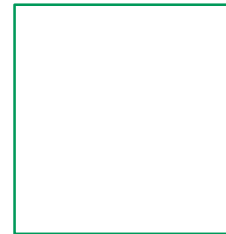
- Child Observations
- Child Behaviour Records



FLOURO GREEN CLIP FOLDER

Programming Folder

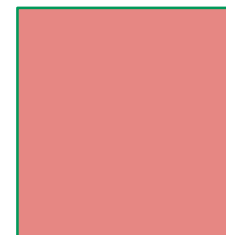
- Upcoming Programs
- Completed/Assessed Programs



WHITE (SEE THROUGH) CLIP FOLDER

Policies & Procedures

- Policies
- Evacuation Procedures

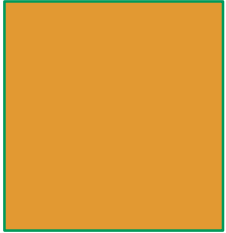


PINK CLIP FOLDER

QIP

- Quality Improvement Plan

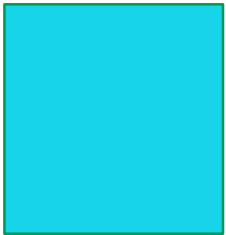
Documentation



ORANGE FOLDER

Logs

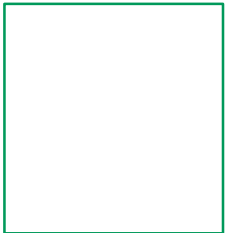
- Service Logs
- Visitor's Register



LIGHT BLUE FOLDER

Human Resources

- Staff Time Sheet



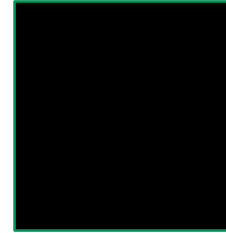
CLEAR (WHITE) FOLDER

Spare Forms

- Spare Forms and Documents

ADDITIONAL

- OSHC Diary
- Cash Receipt Book
- Incident, Injury, Trauma and Illness Record
- Weekly Programming Pouch (Green)



BLACK COORDINATOR FOLDER

Management Folder

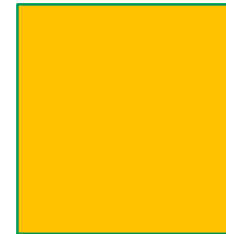
- Weekly Checklist
- Emergency Contact Information



GREEN POUCH

Pick Up Pouch

- Rolls to be marked
- Messages and letters for Matt
- Completed Weekly Checklist
- Completed Fortnight Time Sheets



ORANGE POUCH

Drop Off Pouch



- Weekly Programming
- Weekly Resources
- Communication Items



Documentation

AUSSIE CHILDCARE NETWORK



Foundation Transition Program
Child Observations
MTOP Outcome Assessments
Interest Areas

  **Child Monthly Development Summary** Finalize Form




Child's Name: Age: Month:

Date	Observation	Skills Observed	Comments

© AussieChildcareNetwork.com.au

  **Children Have A Strong Sense Of Identity** Finalize Form

Name: Date:




The Learning Journey




Evaluation / Reflection

What's Next

Parent Feedback

© AussieChildcareNetwork.com

 **Block Play** 13/07/2015



Paul spent the morning at block area. He took some blocks from the shelf and put them onto the table. "I'm making a tower" he said. He took a block and stood it up on the table. Then he slowly added more blocks on top of it. "Just like a castle" he said. At the top of the tower he put a cone shaped block. "All finished - my tower for a king" he said. Paul pushed the blocks and they all came tumbling down. "Got to start again" he said. Once again, Paul chose a few blocks and stacked them on top of each other. "Now I made a lighthouse for the boat" Paul explained.

Benefits of Block Play

Forces children to predict cause and affect relationships
Involves solving problems related to construction
Leads children to make use of physical principles
Involves children in making a sequence.
Involves classifying and sorting objects by size, shape and function
Leads children to utilize emergent reading and writing skills

Linking To The Framework

Children Have A Strong Sense of Identity
Children are Connected and Contribute to their World
Children Have A Strong Sense of Well Being
Children are Confident and Involved Learners
Children are Effective Communicators

Principles
Secure, respectful and reciprocal relationships
Partnerships
High Expectations and equity
Respect for diversity
Ongoing learning and reflective practices

Practices
Holistic approaches
Responsiveness to children
Learning through play
Intentional teaching
Learning environments
Cultural competence
Continuity of learning and transition
Assessment for learning

As identified by the RA, the area of documentation needs improvement across the services if we are to meet the NQS.

Staff Training

Staff are obligated to make sure they meet the national requirements of working within the industry. What are the minimum requirements?

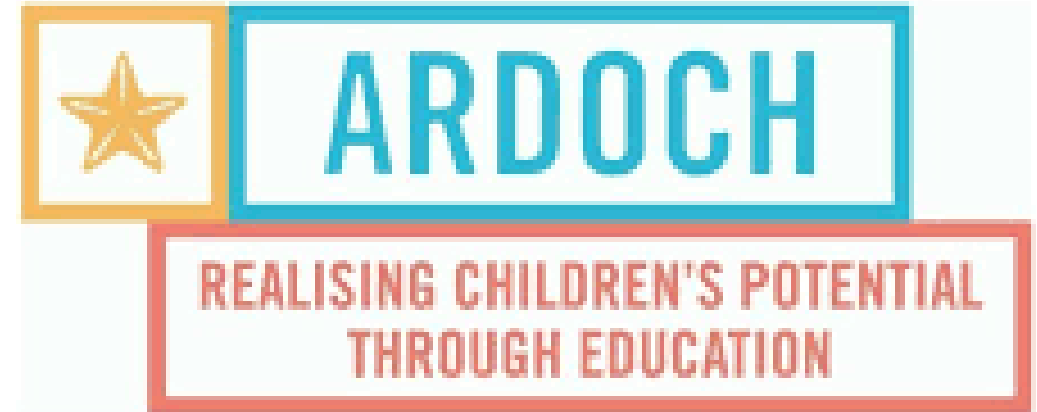
- Hold or be working towards an approved qualification
- Maintain relevant first aid HLTAID0004
- Maintain Child Protection training (Annual)

Staff will maintain staff file at each location they work.

- This includes updating the file with achievements in study and module completion.
- Digital option to assist with this requirement will be sourced.

Staff may request leave to attend professional development.

- If staff members find relevant courses that they wish to attend, they may request leave to do so.



2019 calendar to be released soon!

Regular qualification checks will be undertaken by Approved Provider every 3 months.

Staff may be invited to Professional Development Opportunities throughout the year.

Digital Services

Communication

- Services equipped with a mobile phone
- Facebook site to encourage general communication and ideas.

Digital Sign In

- Tablet or Ipad included in every service
- Backup option for login on a mobile device.

Administration

- Staff desktop or laptop to be located at each site
- Dropbox login to maintain children's files
- Staff access on website to upload and download documents

CCMS

- Older services to maintain Kidsoft until June
- New services to begin using Xplor

Staff are obligated to maintain these digital services when conducting Elysium OSHC business.

Digital Services may change throughout the year as the business is financially able to upgrade and support is sourced.

Quality Assessment and Rating

Rating and Rating to be conducted 12 months after the service opens. What does this mean for EOSHC?

- We must maintain a rating of meeting the National Quality Standard.
- This rating is published publicly.
- Further RA action may be required if we fail to meet the standard.

Who is involved?

- Regulatory Authority Officer
- Approved Provider
- Coordinator
- All staff available at the service on the day
- Children (sometimes families)

All documentation must be complete, up to date and available on the assessment date.

Where will the RA focus the most on the day?

- Child files (enrolment & medical)
- Observations and records of child development
- Programming and planning
- Child safety (evacuation records)
- Staff qualifications and records
- Signage
- Interactions between staff and children

Advice from the RA is that these assessments are to take up to 3 hours.

How well you manage the environment will be a large consideration of the middle of the assessment session. Your steps in handling a situation is just as important as making sure it doesn't happen.

Session 1 Finished

Session 2

Coordinators

Coordinators Obligations

- Maintain operational routine and standards
- Maintain compliance with policies and procedures
- Keep children safe
- Record children's observations and learning
- Record family communication
- Plan and assess program

These are not a complete list of staff obligations.

All of these duties can be completed within work hours.

Coordinators Hours

- Each Coordinator will receive service hours (BSC-ASC)
- Service hours will contain time to set up the service and time to pack up the service – as detailed in the daily routine.
- Coordinators will receive an additional hour per week to program plan and assess.
- Priority placement in Holiday Program – where ISS is not a priority.

Staff are paid to program and plan, however, the programming must be sent in on time in order to claim the hours. A reason for claim must be written on the pay sheet.

Admin time can be done at the staff members convenience.

Weekly Schedule for a Coordinator

	MON	TUE	WED	THUR	FRI
BSC Time	8:45 - 9am	8:45 - 9am	8:45 - 9am	8:45 - 9am	8:45 - 9am
Activity	Assessment of previous week	Child Observations Log	MTOP Assessment	Child Observations Individual x2	Weekly Activity Assessment
Admin Time			9am – 10am		
Activity			Weekly Programming		
ASC Time	3 – 3:15pm	3 – 3:15pm	3 – 3:15pm	3 – 3:15pm	3 – 3:15pm
Activity	Assessment of previous week		Assess stock levels (fruit, snack)		

Weekly Schedule for a Coordinator

In-service Administration

	MON	TUE	WED	THUR	FRI
BSC Time	0700 – 0730	0700 – 0730	0700 – 0730	0700 – 0730	0700 – 0730
Activity	Weekly Update Email	Research for Programming			
ASC Time	1745 - 1800	1745 – 1800	1745 – 1800	1745 – 1800	1745 - 1800
Activity	Nightly Digital Roll check	Nightly Digital Roll check	Nightly Digital Roll check	Nightly Digital Roll check	Nightly Digital Roll check

Other Items to Consider

- Behaviour Records
- First Aid Incident Log
- Enrolment forms

Common Issues Arising From 2018

Staff members rely too much on Matt to complete tasks.

- Enrolment process, bookings, programming,

There is no time to complete the paperwork.

- Observations are not always child behaviour, structuring the environment to get the most out of the session.

Children are misbehaving.

- Are they being supported effectively, get to know them, are you monitoring behaviours.

Staff members are not aware of their obligations.

- Coordinators are not just there to play with children.

Services are not left clean and tidy.

- Chairs pushed in, tables cleaned, devices turned off, doors checked.

Getting information from Matt is not hard. You need to ask the right questions.

Support can only be maintained effectively if the staff are contactable.

Resource Library

OSHC RESOURCE LIBRARY

[illegible]

DVD Title	Description	Rating	Type	Qty	Status
Goosebumps	Upset about moving from the big city to a small town, young Zach Cooper (Dylan Minnette) finds a silver lining when he meets his beautiful neighbor Hannah (Odeya Rush). The teen is surprised to learn that Hannah's mysterious father is R.L. Stine (Jack Black), the famous author of the best-selling "Goosebumps" series. When Zach accidentally unleashes the monsters from the fantastic tales, it's up to Stine, his daughter and Cooper to return the beasts back to the books where they belong.	PG	DVD/Digital	2	BC

Disk and digital copies available

Staff members may borrow from the library for both the development of the program and development of staff members.

Documentation

Planning Cycle



Collaborate / Explore Options

Identify Skills

Research Ideas

Budget

Checklist

Module Name: _____

Scheduled Date: _____

Checked: _____

Documentation

Planning Cycle



Collaborate / Explore Options

Identify Skills

Research Ideas

Budget

Checklist

Module Name: _____ Scheduled Date: _____ Checked: _____



Pre Planning Questions

Learning

How will the content be delivered in the learning environment?

How will children recognise their own learning?

Relationships

How will I engage children's needs and interests?

How will I establish positive interactions and partnerships?

Skills and Experience

How will I be inclusive and culturally responsive?

What background information is needed for educators?

Framework and Standards

MTOP

How will children's strong sense of identity be encouraged?

How will children connect and contribute to their world?

How will children have a strong sense of wellbeing?

How will children be encouraged to be confident and involved learners?

How will children be able to be effective communicators?

National Quality Standards

How does this program enhance the child's learning and development?

How is children's health, protection and physical activity promoted?

How will the room be set up to encourage effective education and care?

Pre Planning Questions introduced to prompt further thinking and Holistic Approaches.

Documentation

MY TIME OUR PLACE ASSESSMENT



SERVICE: _____ THEME: _____ DATES: _____

MTOP ELEMENT	DETAILS	STRENGTHS	WEAKNESSES
CHILDREN HAVE A STRONG SENSE OF IDENTITY			
CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD —			
CHILDREN HAVE A STRONG SENSE OF WELLBEING			
CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS			
CHILDREN ARE EFFECTIVE COMMUNICATORS			

Documentation

MY TIME OUR PLACE ASSESSMENT



SERVICE: _____ THEME: _____ DATES: _____

MTOP ELEMENT	DETAILS	STRENGTHS	WEAKNESSES
CHILDREN HAVE A STRONG SENSE OF IDENTITY			
CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD —			
CHILDREN HAVE A STRONG SENSE OF WELLBEING			
CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS			
CHILDREN ARE EFFECTIVE COMMUNICATORS			

EDUCATOR REVIEW

What documented learning did you accomplish in the program?	What are the issues affecting your program this week?
How did educators support the needs of children in the program?	How might you do things differently?
How were children able to make choices and decisions and influence?	What items require further enquiry?

ASK THE CHILDREN

WHAT WAS YOUR FAVOURITE ACTIVITY?	WHAT DIDN'T YOU ENJOY? WHY?	DID YOU PLAY EACH ACTIVITY?
WHAT DID YOU PLAY OUTSIDE?	WHAT DID YOU LEARN?	IDEAS, IMPROVEMENTS OR CHANGES?

Ask the Children introduced to show inclusive processes with children regarding their needs and interests.
Educator Review to show critical reflection on the environment and Holistic Approaches.

Documentation

ACTIVITY EVALUATION	
Activity Name	
Type of Activity	<input type="checkbox"/> Craft <input type="checkbox"/> Indoor Game <input type="checkbox"/> Outdoor Game <input type="checkbox"/> Cooking <input type="checkbox"/> Imagination <input type="checkbox"/> Social Activity
Age Range	
Duration of Activity	
Staff Member Evaluating	
Date	BSC / ASC / VAC

Objectives:	Children:
Strengths:	Weaknesses:
Can the Activity be Extended? How?	

Ask The Children	Child:
What did you enjoy about the activity?	What choices were made during the activity?
What did you learn from this activity?	

Learning Outcome 1 Children have a strong sense of Identity	Learning Outcome 2 Children are connected with and contribute to their world	Learning Outcome 3 Children have a strong sense of wellbeing
<input type="checkbox"/> 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation <input type="checkbox"/> 2.2 Children respond to diversity with respect <input type="checkbox"/> 2.3 Children become aware of fairness <input type="checkbox"/> 2.4 Children become socially responsible and show respect for the environment	<input type="checkbox"/> 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation <input type="checkbox"/> 2.2 Children respond to diversity with respect <input type="checkbox"/> 2.3 Children become aware of fairness <input type="checkbox"/> 2.4 Children become socially responsible and show respect for the environment	<input type="checkbox"/> 3.1 Children become strong in their social and emotional wellbeing <input type="checkbox"/> 3.2 Children take increasing responsibility for their own health and physical wellbeing
Learning Outcome 4 Children are confident and involved communicators	Learning Outcome 5 Children are effective communicators	
<input type="checkbox"/> 4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity <input type="checkbox"/> 4.2 Children use a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating <input type="checkbox"/> 4.3 Children transfer and adapt what they have learned from one context to another <input type="checkbox"/> 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed Materials	<input type="checkbox"/> 5.1 Children interact verbally and non-verbally with others for a range of purposes <input type="checkbox"/> 5.2 Children engage with a range of texts and gain meaning from these texts <input type="checkbox"/> 5.3 Children collaborate with others, express ideas and make meaning using a range of media and communication technologies	

Terminology of Learning Outcomes introduced to encourage greater use of educators critical thinking.

Questions now includes objectives for activities as well as strenths and weaknesses.
Children also encouraged to give input into the activity review.

Quality Improvement Plan

Whilst it is the responsibility of the Approved Provider to produce the plan, it is the responsibility of ALL STAFF to understand and implement the action items identified for improvement.

Quality Improvement Plan - Seaford OSHC

2018 National Quality Standard

Completed February 2018



The Regulations state that every Education and Care Service must produce this report annually.

The QIP details ways a service can improve their practices to better deliver a quality environment for children.

Intranet

**Still and issue I am trying to fix. Kidsoft and Xplor offer options within the software.
An option for this to be built into the website is also being looked at.**

**Dropbox will be the fix for now. Staff members will be able to access the templates through
the following account.**



**U:
P:**

Staff ID



CHANTHA NOP
ID: 0010

OSHC
COORDINATOR

Position

- Nominated Supervisor
- Responsible Person in Day-to-Day Charge

Qualification

- Certificate III Children's Services
- First Aid HLTAID0004

Contact

- 0400 000 000
- Chantha.nop@gmail.com



At the time this issue arose, it was important for the schools to know who was working at the sites. Is this still relevant?

Meetings and Networking

What will this look like in 2019?

Coordinator Checklist for Term 1

Week 1

- Archive all information relating to graduated children and children no longer at the school.
- Complete staff induction checklist.

Week 2

- Develop information for site instructions.

Week 3

- Complete child protection training / annual review.

Week 4

- Complete 2019 Child Profiles

Week 5

-



SITE INSTRUCTIONS



Aldercourt Primary School

Quick Reference			
Address	Silver Avenue, Frankston North VIC 3201		
Security Codes	FOB (located on left wall inside second front office door)		
Program Type	BSC, ASC, VAC		
Hours of Operation	Open		Close
	BSC	7am	8:30am
	ASC	3:30pm	6pm
	VAC	7am	6pm

SECURITY

- 1) Keys are provided to Program Coordinators. Staff in possession of keys are responsible for keeping them in safe and secure areas and will be responsible for costs incurred if keys are lost or stolen.
- 2) Staff are provided with a lanyard for safekeeping of their keys.
- 3) Security alarm uses a FOB, which must be tapped on in the office. Alarm contact point is located in the office foyer on the left as you walk in. Tap once to alarm and once to disarm. Yellow colour indicates alarm is off and red indicates alarm is on.
- 4) All doors accessed by OSHC Staff must be locked when no longer in use. Parent access doors must be unlocked on time when the service commences.
- 5) If OSHC Staff members are first on site, they are responsible for the security of the site until school staff arrive. If the OSHC Staff are the last people on site, they are responsible for the security of the school.

THE OSHC ROOM

- 6) Once through the office, head right down to the bottom of the corridor. Continue until

Some of these tasks can be completed ahead of time. Don't leave them to the last minute to complete.