



Remember: Our material can be printed or used as a digital PDF copy and kept on your computer.



Management

Your team crave feedback on their weekly Centre Support professional development.

Getting appropriate feedback and seeing actions which come from their comments and reflections inspires them to keep on completing the professional development. It's important therefore that you read the Educators' section and make sure you and/or the Educational Leader:

- action the checklist results eg if educators ask for help by answering 'T' they get the help they need
- follow up their critical reflection ie help implement outcomes
- use their QIP contributions and display them.



Complete
QIP

Note QIP contributions can come from educators':

- Monday checklist - If educators discovered practices, processes, checklist or areas they need to improve, help them improve eg with training, changing a checklist, a procedure or a physical area and decide whether to include in QIP Improvement section
- Tuesday sentences that explain how they're meeting example indicators. Decide whether to include as a QIP strength
- Wednesday reflection leading to changed practices. Decide whether to include in QIP Improvement section
- Friday QIP strength writing which includes how they're exceeding the element. Decide whether to include as a QIP meeting or exceeding strength.



40 Week
QIP
Template
[Click here
to download](#)



2020 Weekly
learning
activities
[Click here
to download](#)

Each week in the Nominated Supervisor section we will include:

- an area where you can set and monitor weekly goals
- a checklist based on the meeting indicators for the Element
- a review of the Regulations that apply to the Element (or other relevant information if no Regs apply)
- information about employment practices from the Federal Government's Fair Work website

Please note the 'Partnerships with Families' document that comes with the email should be displayed somewhere families can easily see it eg near attendance book and on your social media site i.e. Facebook. It provides families with the opportunity to contribute to policy reviews as required under Element 6.1.2.



Weekly
Goals

| | |
|--|--|
| | <ol style="list-style-type: none"> 1. Set a goal for the week. Goal doesn't always need to link to NQS Element. A goal can be used to solve a challenge or be positive improvement i.e. learning area setup Click here for goal template. 2. Identify barriers 3. Track the goal daily 4. Celebrate achieved goal. |
|--|--|

Week 14, 11 to 15 May 2020– 2.1.2 Health Practices and Procedures



Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

MONDAY TO FRIDAY
11 to 15 May 2020

Analysis of Centre Support – Part 1 [To see a completed sample of these pages click here](#)

Room or Group:

| Section | Comment |
|--|---------|
| Goal (Page 1) | |
| Brainstorm (Page 1) | |
| Checklist (Page 2) | |
| 6 Meeting sentences (Page 3) | |
| Reg (Page 3) | |
| Critical Reflection (Page 5) | |
| Training Video (Page 6) | |
| Policy review (page 8) | |
| Critical Reflection Group (page 9) <i>Optional</i> | |

Use the information from the Critical Reflection on Page 5 right hand column (Step 2 Change Practice) and the Policy Review to complete this section. **We strongly suggest all educators complete their own Critical Reflection page so they can contribute to the QIP.**

Critical Reflection and Policy Review - Actions identified

| Input | Quality | Educator | Ideas to be actioned – these become your improvement plan | Date complete |
|-------|---------|----------|---|---------------|
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As Nominated Supervisor and Educational Leader, you need to help your educators to plan HOW they are going to action the improvements they identified.

Week 14, 11 to 15 May 2020– 2.1.2 Health Practices and Procedures

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Detailed analysis of Centre Support - Part 2, comment and give feedback to your educators from the 3 sections

| | |
|--|--|
| <p>Use the bottom section from page 1</p>  | |
| <p>Then use the meeting sentences from page 4</p>  | |
| <p>Then use the QIP entry from page 8</p>  | |

Last step – if no adjustments are required, copy directly into your QIP’s strength section and display QIP so all educators can see how their valuable input creates your QIP.

Week 14, 11 to 15 May 2020– 2.1.2 Health Practices and Procedures

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Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS'. The checklist will assess your practices against the NQS Element. If you embed all the things in the checklist, then you are meeting the Element 2.1.2. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or you may need help and training to do what's on the checklist.

NQS 2.1.2 Health and Hygiene

Please conduct this checklist and address issues that are identified

Policies and Procedures

| | | | |
|--|---------------------------|--------------------------|--------------------------|
| Does your Service have written policies and procedures covering the safe and hygienic storage, preparation and serving of food and drinks? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Does your Service have written policies and procedures covering cleaning of premises, equipment and resources, including written cleaning and laundering schedules? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Does your Service have written policies and procedures covering toileting assistance where required, and hand washing which comply with recognised guidance (eg Staying Healthy publication)? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Does your service have written policies and procedures covering immunisation requirements for children and staff, administration of medication, and the management of illnesses and injuries, including the management of infectious diseases and exclusion periods? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Are you sure all educators and staff can confidently implement and discuss these policies and procedures? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Do you enrolment procedures ensure all relevant information about a child's health and medical needs and authorisations is obtained, including medical action plans? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

Educator Practices

| | | | |
|---|---------------------------|--------------------------|--------------------------|
| Are relevant procedures including hand washing displayed in ways children can follow eg with photos? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Are you confident educators always teach and role model hygiene practices like hand washing, cough and sneeze etiquette and dental hygiene? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Are you confident educators provide families with information about Service health and hygiene practices, and illnesses their child may have? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

Management Practices

| | | | |
|---|---------------------------|--------------------------|--------------------------|
| Do you ensure information about outbreaks of infectious disease are included in the Service information displayed in the entrance? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Do you ensure information about an infectious illness which has occurred at the Service is provided to families (eg symptoms, incubation, exclusion periods)? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Do you discuss staff health and safety issues, including recommended immunisations, with staff? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Do you ensure families are promptly advised of illness or injuries affecting their child? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Do you ensure serious illnesses and injuries are reported to the Regulatory Authority within 24 hours? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

Week 14, 11 to 15 May 2020– 2.1.2 Health Practices and Procedures

| | | | |
|---|---------------------------|--------------------------|--------------------------|
| Do you look for patterns in injuries children suffer at the Centre and take steps to improve practices and the environment where needed? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Are there processes which ensure educators have the most current information about a child's health care needs? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Are there processes which ensure any concerns educators may have about a child's health or wellbeing are sensitively followed up with families? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Are there processes which ensure children's health requirements are discussed with school staff and implemented in a consistent way? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Do you ensure children's health information is kept confidential eg do you get families' permission before displaying medical plans in areas where other families can see them? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Do you diarise to ensure first aid kit contents are regularly audited? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Do you diarise to regularly remind families about upcoming immunisations and to advise the Service of their child's current immunisation status? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Does your rostering show there's always at least one first-aid qualified employee present when children are present? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

Actions required to embed practice

Week 14, 11 to 15 May 2020– 2.1.2 Health Practices and Procedures



Regulation section

There are so many Regulations this week that we've only copied their headings. We discuss their content under 'Who has to do what?'

Law Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children)

Regulation 77 Health, hygiene and safe food practices

Regulation 85 Incident, injury, trauma and illness policies and procedures

Regulation 86 Notification to parents of incident, injury, trauma and illness

Regulation 87 Incident, injury, trauma and illness record

Regulation 88 Infectious diseases

Regulation 89 First aid kits

Regulation 90 Medical conditions policy

Regulation 91 Medical conditions policy to be provided to parents

Regulation 92 Medication record

Regulation 93 Administration of medication

Regulation 94 Exception to authorisation requirement—anaphylaxis or asthma emergency

Regulation 95 Procedure for administration of medication

Regulation 96 Self-administration of medication

Who has to do what?

The Approved Provider and Nominated Supervisor must make sure:

- staff and volunteers follow **documented health and hygiene procedures**. Procedures must follow advice from recognised authorities and include handwashing, nappy changing and toileting, cleaning premises, resources and equipment, and managing illness in children and employees. Staff, must understand how to safely store, handle and prepare food, and kitchen staff must regularly check things like fridge/freezer temperature, time perishable food is at room temperature and serving temperatures
- **staff and volunteers follow documented policies and procedures covering responsibilities when a child is injured, becomes ill suffers a trauma or is**

involved in an incident at the service. Actions may include calling an ambulance, notifying Regulatory Authority, implementing exclusion periods, cleaning and disinfecting contaminated resources and equipment and providing advice to families. Parents must be notified within 24 hours of child's illness or injury. Injury, illness, incident, trauma must be recorded and include child's name and age, date and time of event, what led up to the event and details and actions taken eg symptoms, medication/first aid given, medical professionals contacted, names of any other people staff contacted or tried to contact and date and time, witness details, name and signature of person filling record out and date and time record completed

- **staff and volunteers follow documented policies and procedures to stop an infectious disease spreading** and tell families about an outbreak as soon as possible. Actions may include sensitively isolating an infectious child until they're collected, disinfecting resources and equipment, excluding ill children and adults, implementing exclusion periods, advising parents about immunisations
- **there are enough first aid kits** to meet service needs. Services on multiple levels or with large outdoor areas may need kits in these areas. Kits must include everything that may be required if a child is injured, must be easy to recognise (eg green cross on a white background) and be easy to reach (eg no more than 2 minutes)
- **staff and volunteers follow documented policies and procedures covering the management of medical conditions including asthma, anaphylaxis and diabetes**. These must be provided to parents if their child has a diagnosed condition and parents must provide a medical management plan prepared by a doctor. You must then prepare a Risk Minimisation Plan with families saying what triggers the condition, actions you'll take to reduce the likelihood of triggering events, need for child to always attend with their medication, and how all staff and volunteers can identify child, their condition and where their medication is. You must also prepare a Medical Communication Plan so all

Week 14, 11 to 15 May 2020– 2.1.2 Health Practices and Procedures

staff and volunteers know about the child's Plans and parents know how to communicate changes.

- **staff and volunteers follow documented policies and procedures covering the administration of medication** including requiring medicine to be in its original container, not have expired, have an original label and instructions which can be read, have child's name if prescribed by a doctor, requires staff to follow any instructions on the medication or given by the doctor, and requiring a second person to check child's identity and dose before it's given to a child.

Policy and procedures must also require administration of medication be recorded including child's name, parent's signature (or in emergency verbal authorisation from parent or doctor if parent can't be contacted. Authorisation not required in event of asthma or anaphylaxis emergency. Parents and emergency services must be notified as soon as possible), medication name, dose and how given, time and date last administered, and time, date or situation when next required, and if administered – dose, how given, time and date, name and signature of person who gave medication and name and signature of witness (Witness not required if child self-administering. If you let children who attend school or will attend in current year administer their own medication you must include this in the Policy with procedures setting out how this will happen.)

Week 14, 11 to 15 May 2020– 2.1.2 Health Practices and Procedures

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4.2.2 Professional standards

Professional standards guide practice, interactions and relationships.

Fair Work

The Federal Government's Fair Work website <https://www.fairwork.gov.au/> has a lot of simple, easy to understand information about employee entitlements as well as some useful templates. Each week we'll share information from the website.

In weeks 8 and 9 we looked at Protections at work in relation to Workplace Rights and Industrial Activities. This week we review [Protection from Discrimination at Work](#).

Protections at work – Discrimination

Under the Fair Work Act employers can't take 'adverse action' against employees or prospective employees because of their:

- race
- colour
- sex
- sexual orientation
- age
- physical or mental disability
- marital status
- family or carer's responsibilities
- pregnancy
- religion
- political opinion
- national extraction
- social origin.

Adverse action includes doing, threatening or organising any of the following:

- firing an employee
- injuring the employee eg not giving an employee legal entitlements like pay or leave
- changing an employee's job to their disadvantage
- treating an employee differently than others
- not hiring someone
- offering a potential employee different and unfair terms and conditions for the job compared to other employees.

Week 14, 11 to 15 May 2020– 2.1.2 Health Practices and Procedures

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What isn't discrimination?

There can be lawful reasons to discriminate that have nothing to do with someone's personal characteristics. It's not discrimination if the actions:

- are allowed under state or federal anti-discrimination law
- are taken against an employee of a religious institution to avoid harming the organisation's religious beliefs
- do not relate to one of the characteristics listed in column 1 or
- relate to the necessary requirements of the job.

Jobkeeper Updates

There is a new [Jobkeeper Employee Nomination Notice](#) on the ATO website. If you have 16 and 17 year old employees who nominated for Jobkeeper, they must complete this new Notice for Jobkeeper fortnights after 11 May 2020. (They will still be paid Jobkeeper for the first three fortnights.)

To continue to be eligible from 11 May 16 and 17 year old employees need to declare that they are **independent and not a full-time student** within the meaning of the Social Security Act 1991. Information in the form explains what being independent and not a full-time student means.

You may also be interested in the ATO's [Employer's Frequently Asked Jobkeeper Questions](#)