



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.
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Week 19, 15 to 19 June 2020– 3.2.3 Environmentally Responsible



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


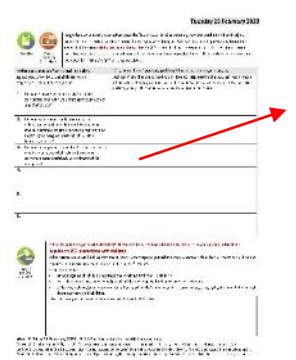

Input	Quality	Educator	Ideas to be actioned – these become your improvement plan	Date complete

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 19, 15 to 19 June 2020– 3.2.3 Environmentally Responsible



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.

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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 3.2.3. 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 3.2.3 Environmental Sustainability

Please conduct this checklist and address issues that are identified

Practices to support curriculum

Do educators implement activities which help children appreciate, care for and increase their understanding of natural and man-made environments, including plants, animals, habitats, the impact of human activities, local environmental issues, and environmental issues connected to service operations? Yes No NA

To support these activities:

Do indoor and outdoor learning environments include lots of recycled resources, and do you/educators regularly source these from families and local businesses? Yes No NA

Do indoor and outdoor learning environments include lots of diverse natural materials including native vegetation? Yes No NA

Is there a rain gauge educators can use with the children to measure/graph rainfall? Yes No NA

Is there a worm farm which can be included in daily activities? Yes No NA

Is there a veggie garden where children can learn skills like growing food and gardening?

Have you introduced animals children can interact with eg chickens/native bees (don't sting) etc? Yes No NA

Are bins labelled with pictures of items/recycling children can put in? Yes No NA

Practices to support sustainability

Do you encourage children and families to implement sustainable practices eg reduce use of single use plastic, use electronic communications, use reusable water bottle, avoid heavily packaged food and plastic straws, BYO shopping bags, compost, recycle

Do you purchase energy efficient appliances when required including energy efficient light globes? Yes No NA

Do your renovation plans promote sustainability eg mechanical tap timers, dual flush toilets, solar panels, separate lighting circuits? Yes No NA

Do you use natural light and ventilation wherever possible/sufficient? Yes No NA

Have you implemented water saving strategies eg mulch, drip irrigation, shade trees? Yes No NA

Do you consolidate washing loads? Yes No NA

Do you hang washing outside on washing lines rather than using dryers where possible? Yes No NA

Do your regular newsletters, emails etc contain environmental information? Yes No NA

Week 19, 15 to 19 June 2020– 3.2.3 Environmentally Responsible

Actions required to embed practice

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There are no specific Regulations related to Element 3.2.3 Environmental Sustainability.

However, the Regulations below relate to interacting with and caring for the environment.

Regulation 110 Ventilation and natural light

The approved provider of an education and care service must ensure that the indoor spaces used by children at the education and care service premises—

- (a) are well ventilated; and
- (b) have adequate natural light; and
- (c) are maintained at a temperature that ensures the safety and wellbeing of children.

Penalty: \$2000.

Note. A compliance direction may be issued for failure to comply with this regulation.

Regulation 113 Outdoor space – natural environment

The approved provider of a centre-based service must ensure that the outdoor spaces provided at the education and care service premises allow children to explore and experience the natural environment.

Example The use of natural features such as trees, sand and natural vegetation.

Note A compliance direction may be issued for failure to comply with this regulation.

Regulation 114 Outdoor space - shade

The Approved Provider of a centre-based service must ensure that outdoor spaces provided at the education and care service premises include adequate shaded areas to protect children from overexposure to ultraviolet radiation from the sun.

Penalty: \$1000.

Note A compliance direction may be issued for failure to comply with this regulation.

Who has to do what?

The Approved Provider must ensure:

- indoor spaces are well ventilated, have adequate natural light and are kept at temperatures that ensure the safety and wellbeing of children.

Natural ventilation can occur through open windows and doors. Where this is insufficient, there may be an air conditioning system or fans. Natural light may enter through windows, doors and skylights. Temperatures must be comfortable and safe. Children are more likely to become distressed at higher rather than lower temperatures. Use natural light and ventilation whenever possible, and set temperature of air conditioner at a reasonable level ie not too high/low

- outdoor areas encourage children to explore and increase their understanding of the natural environment eg there may be gardens, sandpits, dirt patches, pebble/gravel pits, edible plants, shady trees, worm farms, logs, rocks, hay bales, tree stumps, potted plants, composting and water play
- adequate shading covers active and passive play areas. Shade may be provided by large trees, heavy shade cloths and solid roofs.

The Approved Provider can be fined \$2,000 if there's inadequate ventilation and light, and \$1,000 if there's inadequate shade, and potentially prosecuted in a court of law.

Week 19, 15 to 19 June 2020– 3.2.3 Environmentally Responsible

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4.2.2 Professional standards

Professional standards guide practice, interactions and relationships.

The end of the Early Childhood Education and Care Relief Package and Transition Payments

This week we're reviewing the end of the ECEC Relief Package ('free childcare'). The [Department of Education Skills and Training's email on 11 June 2020](#) contained the following questions and answers.

What arrangements will be in place when the Early Childhood Education and Care Relief Package ends?

From 13 July 2020, the Child Care Subsidy (CCS) and Additional Child Care Subsidy will return, along with new transition measures to support the sector and parents as they move back to the subsidy.

To ensure Government support is appropriately targeted, JobKeeper will cease from 20 July 2020 for employees of a CCS approved service and for sole traders operating a child care service.

In recognition that this is a transition period from the Early Childhood Education and Care Relief Package (Relief Package), all approved services will receive a Transition Payment, instead of JobKeeper, for the period 13 July 2020 to 27 September 2020.

What are the new Transition Payments?

Transition Payments are up to 25 per cent of services' fee revenue or the existing hourly rate cap, whichever is lower, in the relevant reference period. This is the same reference period (for the majority of services, the fortnight preceding 2 March 2020) that has been used during the Relief Package.

Are there any additional conditions on the Transition Payments?

Conditions of accessing the Transition Payments include:

- services do not receive JobKeeper from 20 July 2020 (the beginning of the JobKeeper fortnight)
- services must maintain the same fees charged during the relevant reference period
- services must maintain the same average number of employees.

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When will I start receiving Transition Payments?

All approved providers who received CCS previously will receive the Transition Payment, including services operated by state and territory government as well as local government authorities (local councils).

The detail around the timing and intervals for making Transition Payments is still to be confirmed, but Transition Payments will be backdated to 13 July 2020. We will provide further information on this as soon as possible.

How often will Transition Payments be made?

The detail around the timing and intervals for making Transition Payments is still to be confirmed. We will provide further information on this as soon as possible.

Can I opt out of Transition Payments and increase my fees?

As a condition of receiving the Transition Payments, services must maintain the same fees charged during the relevant reference period, until 27 September 2020. If a child care provider wants to increase their fees, they must apply to the Department of Education, Skills and Employment to 'opt out' of receiving the Transition Payments.

Can I opt out of Transition Payments and receive JobKeeper instead?

Providers may choose to opt out of receiving the Transition Payments, however, employees will not be able to receive JobKeeper.

The Department has also updated its [Frequently Asked Questions](#) relating to measures supporting the early childhood sector. These include answers to questions about the end of the 'free childcare package' as follows.

When will the measures in the Early Childhood Education and Care Relief Package cease?

The following components of the Relief Package will no longer be in effect as of the following dates:

- applications for Exceptional Circumstance Supplementary Payments cease on 20 June 2020
- Relief Package ceases on 12 July 2020
- the 62 initial absence days per child cease on 30 June 2020. There will be 42 initial absence days in the 2020/21 financial year.
- with Child Care Subsidy recommencing from 13 July 2020, providers are obliged to recover gap fees as usual.

- additional absence days to be claimed for COVID-19 related reasons without the need for medical evidence - ceases on 31 December 2020.

Fees

Can I waive gap fees if a child is absent after Relief Package payments cease?

A key principle and requirement under Family Assistance Law is that all parents who receive CCS should make a co-contribution to their child care fees. The co-contribution (or gap fee) is the total of the fees the parent is liable to pay for sessions of care minus the amount of CCS paid in respect of those fees and sessions.

With CCS payments recommencing from 13 July 2020, providers are obliged to recover gap fees as usual.

If I receive the Transition Payments can I increase administrative fees? E.g. bonds, or late fees?

Services receiving the Transition Payments should not be changing their service offering and/or increasing or adding new administrative fees.

The usual service offering generally includes consumable items such as meals, wipes, or art supplies as part of the cost of providing a session of care. For example, if nappies were included as part of the session fee your service usually provided, nappies should continue to be provided without any extra cost to families.

Some services also charge administrative fees. These fees do not form part of the session of care fee that a family's CCS was calculated on, meaning that services can continue to charge administrative fees, for example, late pick-up fees. However, services are not to increase these fees while receiving the Transition Payments or add new ones that were not listed in a family's Complying Written Agreement.

Attendance/Enrolments

When do services commence submission of session reports?

The ability to submit session reports through to the Child Care Subsidy System (CCSS) will recommence from 13 July 2020. Session reports cannot be submitted to the CCSS for the period 6 April 2020 to 12 July 2020, including after 12 July 2020.

Week 19, 15 to 19 June 2020– 3.2.3 Environmentally Responsible

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What if I need to amend a session report for a session of care prior to 6 April 2020?

From 13 July 2020 providers will be able to submit or amend session reports for periods prior to 6 April 2020.

Session reports will not be able to be submitted to the CCSS System for the period 6 April 2020 to 12 July 2020, however services are expected to keep attendance records for this period. The Relief Package payments will be quarantined from the reconciliation process and will not be subject to parents' end of year balancing or be counted under the amount of CCS paid to the provider.

What are the new Allowable Absences Provisions that take effect on 13 July 2020 (and contained in the Secretary's Rule that was registered on Friday 5 June 2020)?

From 13 July 2020, families can receive CCS for absences up to seven days before a child's first, and after a child's last physical attendance at a service, where they have been booked in for care, for any of the following reasons:

- any of the [additional absence reasons](#)
- the child, the individual who cares for the child, the individual's partner or another person with whom the child lives is ill (no medical certificate required if the child has not used 42 absence days)
- the service has changed ownership
- the usual service is closed and the child is attending a different service under the same provider
- a family tragedy (a major event including the death of an immediate family member) has occurred, or
- the enrolment ceased incorrectly.

Preparing for transition – families

How can eligible families get the 100 hours activity test result?

From 13 July 2020 until 4 October 2020, individuals who can no longer engage in the same number of hours of work, training, study or other activity recognised by the CCS activity test prior to the COVID-19 crisis, are entitled to an activity test result of 100 hours of subsidised child care per fortnight. These cohorts include:

- Individuals who are doing less recognised activity than they were immediately prior to COVID-19

- Individuals who are a member of a couple who are doing less recognised activity than they were immediately prior to COVID-19
- Individuals in receipt of carers allowance who have reduced any other recognised activity than what they were engaged in immediately prior to COVID-19.

From 13 July 2020, families will be able to advise Services Australia they meet these requirements to access the 100 hours. This can be done through their [Centrelink online account](#) through [myGov](#) or the [Express Plus Centrelink mobile app](#).

No other CCS activity test requirements have been changed, however, the more hours of recognised activity families do, the more hours of subsidised care they can access, up to a maximum of 100 hours per fortnight for each child.

This result will not be backdated more than 28 days.

Week 19, 15 to 19 June 2020– 3.2.3 Environmentally Responsible

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