



**PROFESSIONAL SUPPORT COORDINATOR WA**

**PROFESSIONAL SUPPORT STATE PLAN**

**1 July 2011 - 30 June 2012**

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## 1.0. CONTEXT

### 1.1. Introduction

The Professional Support Implementation Plan details the range of professional support that will be delivered to eligible child care services in WA during 1 July 2011 – 30 June 2012. CHILD Australia has been contracted as the Professional Support Coordinator (PSC) in Western Australia by the Department of Education, Employment and workplace Relations. (DEEWR) and is funded under the Australian Government under the Inclusion and Professional Support program.

This document is called the State Plan and incorporates the following:

- information on the review of the previous years professional development and learning's.
- projected budget;
- information on how the PSC will ensure effective partnerships are built and maintained with all relevant stakeholders in the region, including ISA's and IPSU;
- information on how the PSC will ensure all eligible child care services and relevant stakeholders are aware of the services available through the PSC;
- a risk management strategy; and
- a continuous improvement strategy that identifies and addresses opportunities to build on and improve the service being delivered.

The State Plan has been developed by CHILD Australia's PSCWA and, in agreement with DEEWR, is seen as one of our key deliverables. This State Plan will document and provide information on what, how and when our professional support activities will be delivered. In particular, it shows our approach in responding to the National Priorities of the Inclusion and Professional Support Program. These are to:

- lead professional practice and drive quality improvement;
- support services to implement the Early Years Learning Framework (EYLF) and to attain or exceed the quality standards set by the Government;
- enhance and update Early Childhood professional knowledge and skills on existing and new areas of practice;
- deliver professional development that supports the inclusion of children from diverse backgrounds, including Indigenous children, children with disabilities and children from culturally and linguistically diverse backgrounds (CaLD);
- prepare and support early childhood professionals for their ever changing roles under the NQF and EYLF;
- respond to what we found out through our research efforts including the comprehensive needs analysis; and

- work with stakeholders to develop this State Plan.

PSCWA continues to work collaboratively with other organizations that support the child care sector, including other organizations and training agencies. Therefore, this State Plan reflects a collaborative approach to supporting the Western Australian Early Childhood sector.

## 1.2. About Us

**PSC Name:** CHILD Australia

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### **CHILD Australia Description**

CHILD Australia was established in 1987 with the primary role to facilitate the inclusion of children with additional needs in children's services in Western Australia. Building on this core role, Child Australia has steadily expanded to become the principal support provider to the children's services profession in Western Australia and the Northern Territory for all aspects of quality, accreditation and the inclusion of all children.

CHILD Australia is the Professional Support Coordinator (PSC) for Western Australia and the Northern Territory. As Professional Support Coordinator, CHILD Australia facilitates support and training to all eight Inclusion Support Agencies (ISAs) in Western Australia and two ISAs in Northern Territory. In addition, CHILD Australia provides support and training to Commonwealth funded childcare programs in Western Australia and the Northern Territory.

Our other programs & services also include 6 Inclusion Support Agencies; playgroup and children's services in remote and rural communities, a Resource Centre for Industry Professionals, direct service delivery of early education and care and research and training services

## **Our Vision**

A community where children grow, thrive and reach their potential.

## **Our Mission**

To develop the capacity of the early childhood education and care sector, families and the community to support children's well being, learning and development.

## **We Value:**

**The Rights of Children** – We acknowledge the intrinsic worth of all children and their right to achieve their potential;

**Inclusion** – We support universal access to quality early childhood education and care services;

**Diversity** – We honour diversity and its contribution to our community;

**Evidence-Informed Practice** – We are committed to research-based best practice;

**Collaboration** – We are committed to mutually respectful collaborative relationships;

**Ethical Practice** – We are committed to exemplary ethical practice and professional conduct; and

**Accountability** – We are committed to transparency, accountability and sustainability in our operations and an open organisational culture that is flexible and responsive.

## **Our Philosophy**

CHILD Australia's core philosophy is underpinned by the United Nations Convention on the Rights of the Child, to which Australia is a signatory. They protect children in their most vulnerable and formative years and are founded on ensuring rights without discrimination irrespective of a child's race, language, religion, ethnic origin, disability or other status. We have an obligation to enact these rights through inclusion of all children in early childhood settings. The Rights of the Child are also supported by current neuroscientific research indicating that loving, stable, secure and stimulating environments and relationships in a child's early years lay the foundations for future positive cognitive and social development. Today's generation of children is the first in which a component of early childhood is spent in some form of child care services. This highlights the contribution that early childhood settings make to our children's future success and provides context for the importance of a culture of collaboration and integrated service delivery in improving the quality of early childhood services. Investment in early childhood education and care is an investment in our children's and community's future.

### **1.3. Who does the State Plan cover?**

The Plan is designed for the professional support needs of eligible recipients in Western Australia. These eligible recipients are:

- Australian Government approved child care services, including both private and community centre-based long day care; outside school hours care including vacation care; family day care; occasional care; and in-home care.;
- Australian Government funded non-mainstream child care services (non-Child Care Benefit) such as flexible/ multifunctional services, Multifunctional Aboriginal Childcare Services (MACS), non-mainstream outside school hours care, non-formula funded occasional care (100 per cent Australian Government funded) and mobile child care services.;
- Inclusion Support Agencies, Inclusion Support Facilitators (ISF), IPSU and Bicultural Support Workers.;
- Individuals including staff, educators, directors, coordinators, owners and management committee members of the above services.

This Plan is not targeting the professional support needs of the following services:

- Registered care services.
- Indigenous playgroups.
- JET crèches.
- State/Territory government funded occasional care (including the neighborhood model), preschools, and early intervention programs.

### **1.4. How will the State Plan work?**

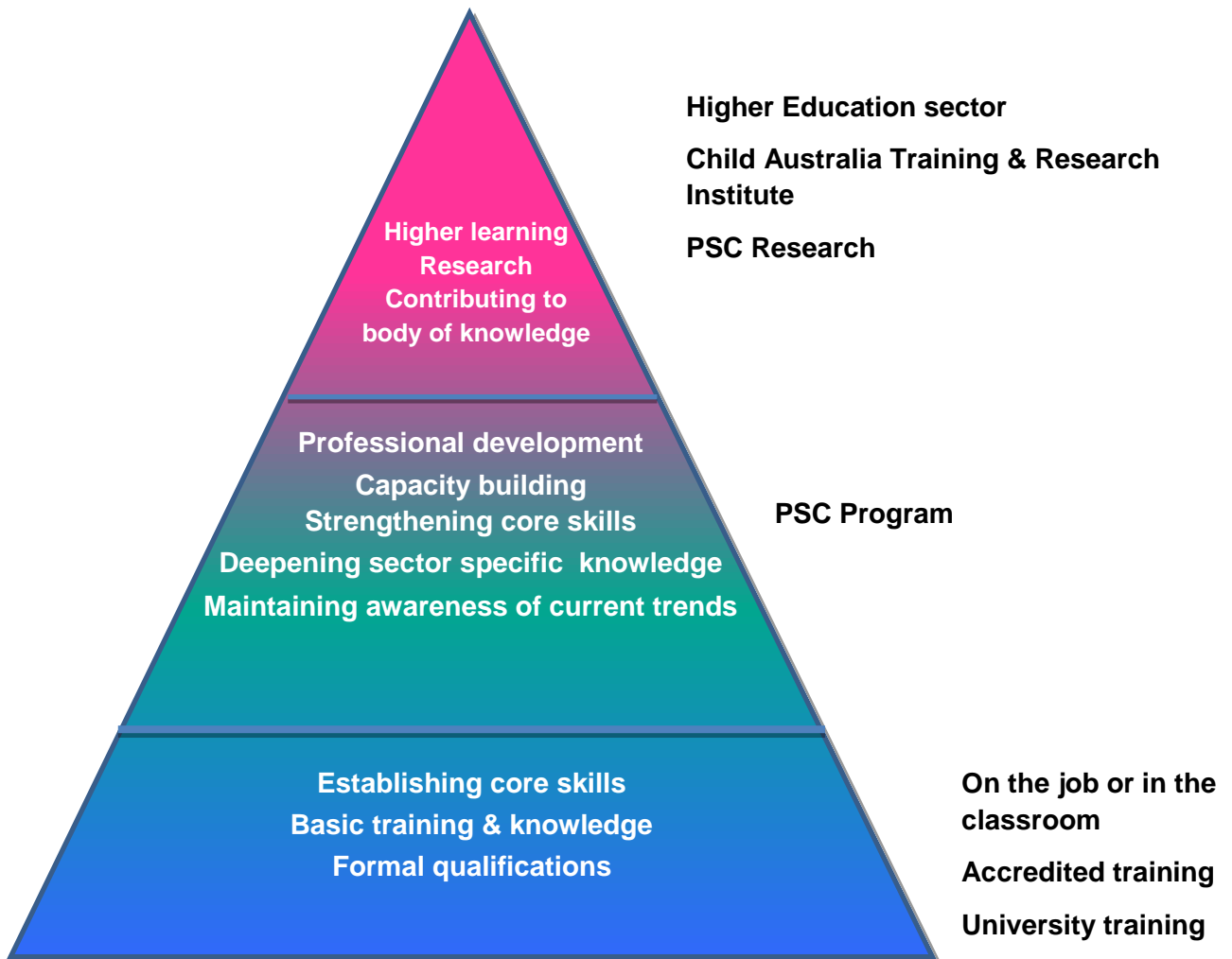
The Plan demonstrates what, how and when our professional development and support activities will be delivered. It directly guides our service delivery and ensures access to quality professional development and support for the early childhood education and care sector in Western Australia.

This will be achieved through:

- ensuring compliance with the DEEWR long form funding agreement and the Inclusion and Professional Support Program Guidelines. Child Australia PSC program will be reporting against this state plan as part of our contract to deliver effective professional support service;
- the contract agreements between PSCWA and its PSSPs. Strong collaborative relationships between the agencies will ensure that the PSSPs service delivery is targeted to areas of highest needs;
- using the State Plan as a tool to plan, review and evaluate our activities and continual monitoring and reviewing this state plan to ensure its service delivery and outcomes are responsive to meeting changing sector needs.

The State Plan is our core guide to service delivery and we have sought input from many stakeholders in Western Australia in its preparation.

**Diagram of how Child Australia views the PSCWA program fitting within the context of the contenders within the ECEC sector.**



## Developing the State Plan

### 1.5. How was this State Plan developed?

The State Plan has been informed by our 2011 Training Needs Analysis which draws on data from multiple sources including:

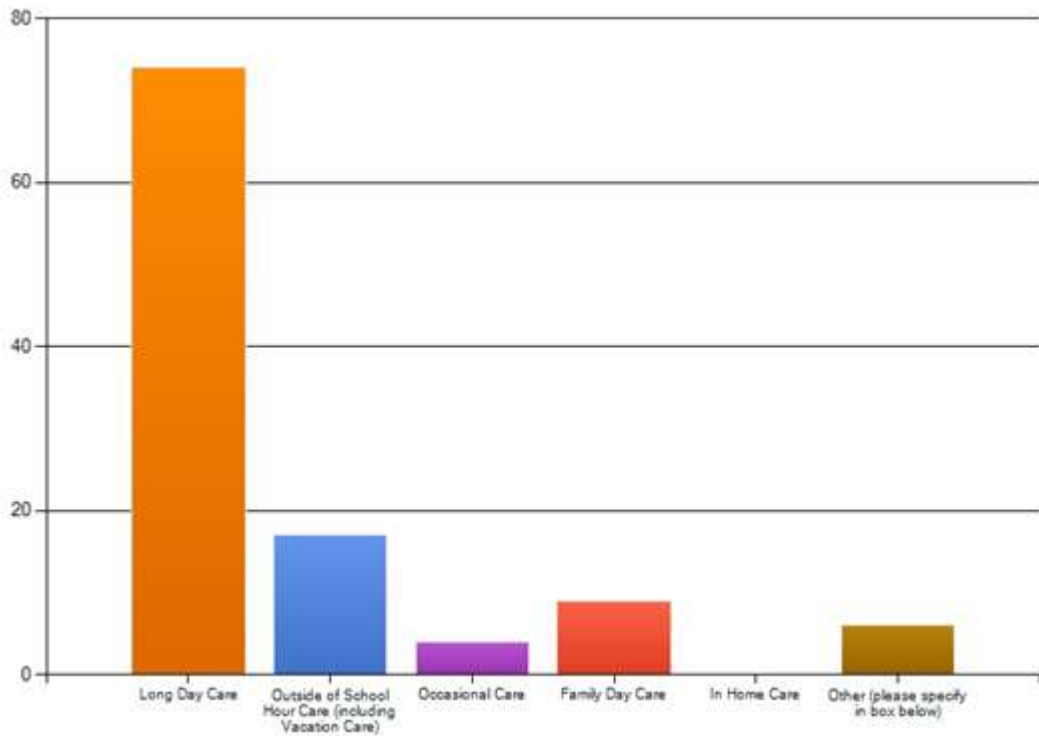
- e-survey for AGACC services;
- e-survey for IPSU & ISAs;
- in-depth telephone interviews;
- data collected from our professional development evaluation process;
- regional demographics;
- website traffic;
- the NCAC Quality Trends Report; and
- anecdotal feedback from key stakeholders and our PSSPs.

The PSCWA draws on these data sources and interprets the information based on our experience, knowledge of the sector and the skills and experience of our PSSPs to develop a comprehensive plan to guide our service delivery.

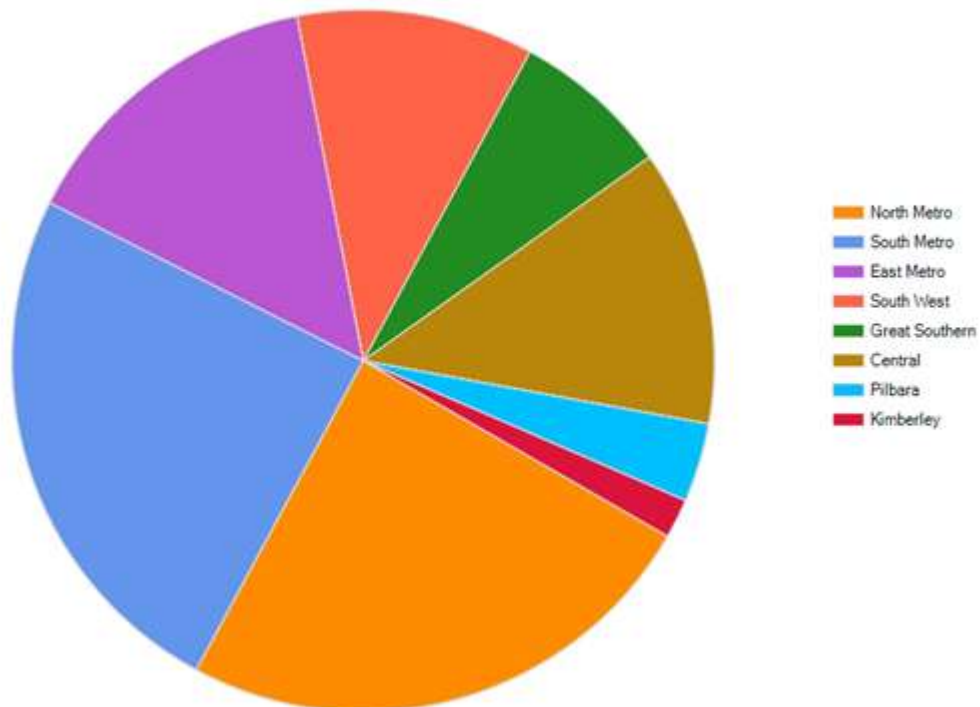
#### **E survey**

The E survey was conducted in the month of April 2011. The results of this survey are contained in our 2011 TNA report therefore this e survey contains a brief summary of sector needs. Data was gathered from all 8 ISA regions of WA. Two surveys were developed for this purpose, one for Australian Government Approved Childcare Services (AGACCS) and another for ISA & IPSU these surveys were distributed electronically and respondents had the opportunity to engage in a telephone interview.

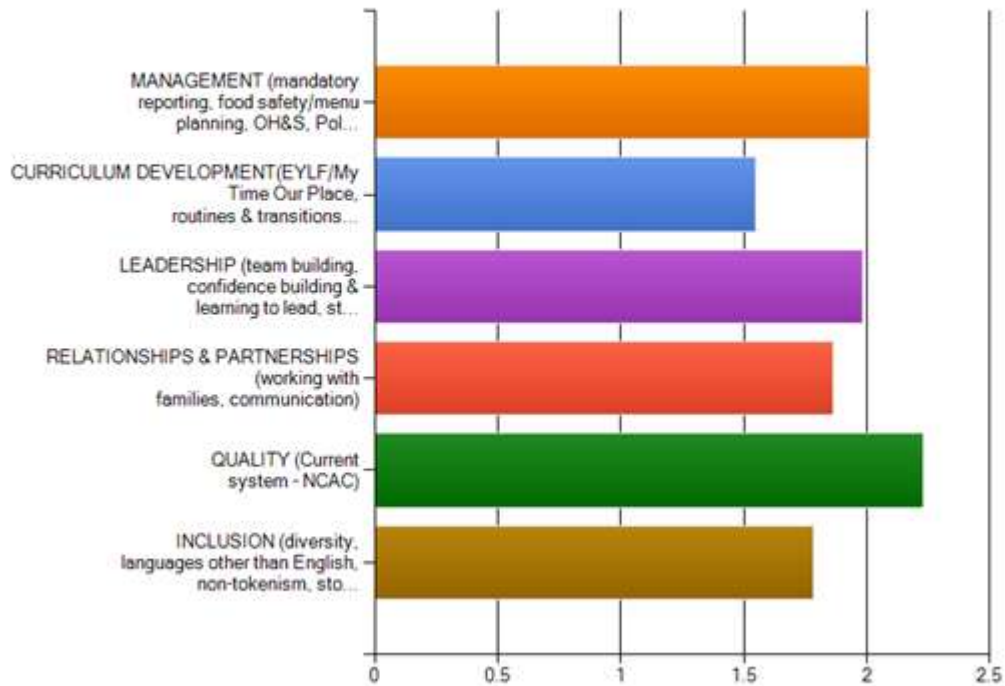
**Please identify your service type.**



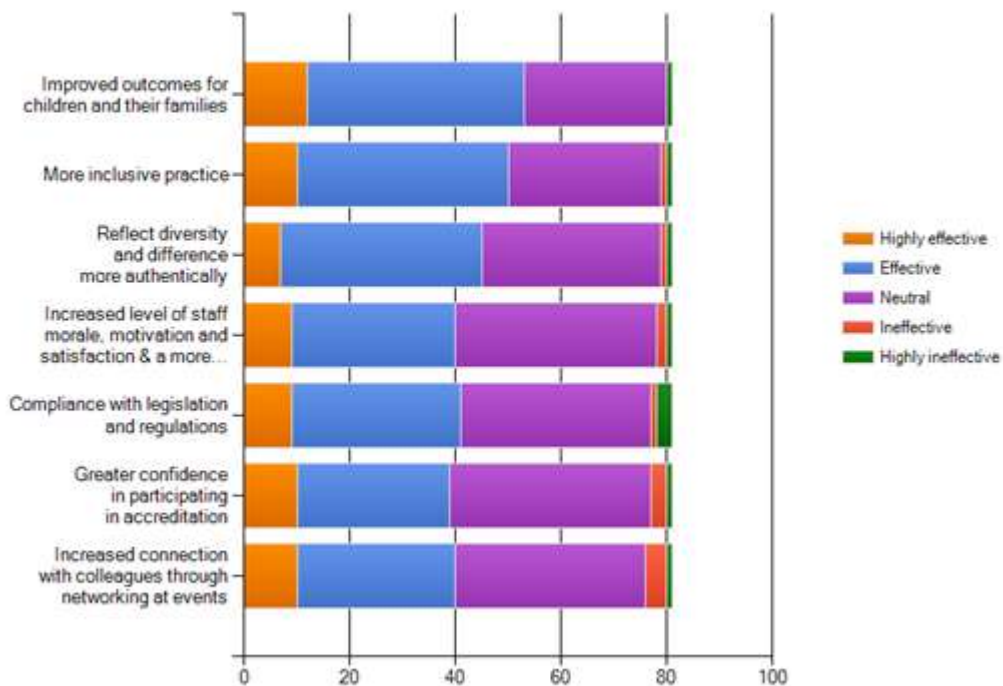
**My service/program is located in the following Western Australian ISA region**



We would like to know more about your professional development needs now and in the future. Select the option that best describes your level of agreement with the following statement. "Our staff would attend training provided by the PSC on the following content areas..."



Using the following scale, how would your centre/service rate the effectiveness of professional development accessed through the PSC to create changes in the following:



### PSCWA Evaluation Data

The PSCWA evaluation process involves gathering data about participants' experiences of the PSC as well as gathering direct information about professional development needs. This provides another data source to identify gaps and barriers within individual regions.

### Website Traffic

PSCWA website provides current information and tools to support educators and leaders within their role in early childhood education and care including:

- PSC services;
- Resources and Publications;
- News and Events;
- Useful website links; and
- Facebook page.

PSCWA average 6700 hits each month, the most viewed pages and downloads are:

- EYLF factsheets
- Upcoming Professional Development
- Early Childhood Reforms
- Professional Development Calendar

### Quality Trends Report

The NCAC Quality Trends Report available on the NCAC website:

[http://www.ncac.gov.au/report\\_documents/state\\_based\\_qual\\_trends\\_dec10.pdf](http://www.ncac.gov.au/report_documents/state_based_qual_trends_dec10.pdf)

is a key source of data to inform this plan.

### Formal Discussions with Stakeholders

PSCWA has undertaken discussion and lead meetings to ascertain the views of the sector. The below table is a summary of our involvement with these stakeholders.

**Table 1 Approach to Formal Discussions with Stakeholders**

Stakeholder	Approach
Peak Bodies <ul style="list-style-type: none"> <li>• Childcare Association of WA</li> <li>• Family Day Care Association of WA</li> <li>• Carewest</li> <li>• NOSHA</li> </ul>	Identify specific sector needs including Rural and Remote perspective
IPSP stakeholder group	Quarterly meeting at a strategic level on how the IPSP can

Stakeholder	Approach
	collaborate to meet the needs of the wider ECEC sector.
Department For Communities Children's Services Officers (CSO)	Communicate regularly with CSO's to ensure specific sector and geographical needs of the early childhood sector are met. PSCWA attend meetings when specific information requires sharing with ECEC sector
NCAC	NCAC contribute with relevant articles into our quarterly newsletter "The Child Times". Regular conversation occurs between PSCWA staff and key NCAC personnel in relation to Not accredited WA services and services of concern.  We envisage a similar relationship will occur when ACECQA begins implementing the NQF and will be proactive in developing this relationship.
WA Child Care Industry Liaison Forum	Attend quarterly meetings to provide current information to stakeholders about the direction of the PSC program. Provide feedback on various issues pertaining to the child care sector at a strategic level.
State Office DEEWR	PSCWA have developed relationships with S/O DEEWR staff through regular phone conversations, IPSP meetings, WA IPSP leadership group, networking opportunities which contribute to the development of the programs future direction.
8 Inclusion Support Agencies (ISA)	PSCWA meet with the ISA co-ordinators every 6 months to ensure a consistent message is been delivered to the ECECs sector. Develop a NQF ISA/PSC group to explore current inclusion practice and how it may complement the requirements of the new system (NQA, NQF, NQS) and develop resources to support the sector with inclusion and implementing NQF. Conference funding has been offered to all ISA regions to attend WAECEC conference in June 2011. PSCWA will continue to offer ISA's funded or subsidised funding opportunities to access and attend professional development that is specific to their role as Inclusion Support Facilitators this can include professional development workshops, seminars and or conference. In collaboration with the ISA's PSCWA will explore ways to increase the skills and knowledge of educators in the specific area of speech and language development.
EYLF Strategic Stakeholder Group	CHILD Australia PSCWA initiated an EYLF strategic stakeholder group representing all relevant government and

Stakeholder	Approach
	<p>non-government organisations involved in the roll out of the EYLF.</p> <p>We are in currently planning to develop this group into a NQF stakeholder group.</p> <p>That will continue to:</p> <ul style="list-style-type: none"> <li>ensure strategic and collaboration between ECEC agencies;</li> <li>ensure shared common messages are shared to stakeholders; and</li> <li>create opportunities to bridge the gap between care and education.</li> </ul>
YIPSU	<p>PSCWA has a strong collaborative partnership with YIPSU WA we have regular meetings, networking and IPSP meetings.</p> <p>PSCWA and YIPSU WA continue to create opportunities for collaborative projects which both programs plan and work together on in moving towards implementation for all services and sector types.</p> <p>PSCWA and YIPSU staff are currently working on a pilot project to deliver professional development, resources and support to mainstream services with an identified outcome to increase the educators awareness of aboriginal cultural and the importance in creating a culturally inclusive program.</p>
PSC Alliance	<p>Within the National PSC alliance Strategic plan the PSCWA program is assisting to develop:</p> <ul style="list-style-type: none"> <li>• Continue to develop research projects and to implement the finding of current research projects with the ECEC sector.</li> <li>• NQF National Strategy, PSCWA is the lead in the NQF Sub Group.</li> <li>• Support the implementation of the early years and children's services reform.</li> <li>• Promote a national approach to leadership capacity</li> <li>• Consolidate EYLF resources</li> <li>• To build partnerships with ISA's to support a nationally consistent approach to inclusion of all children.</li> <li>• Develop a national PD strategy for ISF's</li> <li>• Supporting ECEC to provide suitable and inclusive support to indigenous children and families</li> <li>• Continue to explore opportunities to collaborate with IPSP providers</li> <li>• Optimise opportunities to develop and maintain alliances</li> </ul>

Stakeholder	Approach
	<p>and sector leadership.</p> <ul style="list-style-type: none"> <li>To develop systems and processes that support the effective operations of the PSC</li> </ul> <p>A copy of the PSC alliance strategic plan is available on request.</p>
BISSWA	<p>PSCWA communicate regularly with BISSWA in developing resources, feedback from sector visits and to develop collaborative projects.</p>
PSSP	<p>Communication with PSSP's to ensure all are current with National Quality Agenda and to ensure they are in line with the PSCA strategies.</p> <p>PSSP's are evaluated every 6 months with the PSC contract manager to ensure currency as per contract.</p> <p>PSSP are provided with an evaluation summary after each PD session to ensure consistency and client satisfaction.</p> <p>Consultation with PSSP when developing additional resources and exploring innovative ideas.</p>

## Further Research

PSCWA researched and considered data from the Australian Bureau of Statistics (ABS) to highlight variations in cultural trends and concentration of family groups in the various geographic regions of Western Australia.

PSCWA researched information and documents to gain a broader understanding of what was happening in the early childhood sector. The documents and information accessed, included (but was not limited to):

- NCAC State Based Quality Trends Reports- July 2010- December 2010.
- NCAC Publications.
- Research conducted by the National PSC alliance:
  - Macquarie University (2008) Practice Potentials: Impact of Participation in Professional Development and Support on quality Outcomes for Children in child care centres.
  - Integrated Early Years Provision in Australia,
  - IPSP Action Research Project
- Investing in the Early Years, A National Early Childhood Development Strategy, DEEWR.
- Promoting Early Childhood Development: Policy, service delivery and practice challenges – Professor Frank Oberklaid (September 2005).
- Early Years Learning Framework.
- National Quality Standards
- Framework for School Age Care
- AEDI results 2009

## 2.0. THE PROFESSIONAL SUPPORT STATE PLAN FOR WESTERN AUSTRALIA

PSCWA considered the needs, recommendations and statistics from the multiple sources listed in 1.5 in developing the broad approaches for future planning. The State Plan consequently has a sound evidence base in understanding what is important to early childhood education and care in Western Australia.

The Table below lists a summary of each of the National Priorities for the Inclusion and Professional Support Program and the subsequent identified needs and our broad approach in delivering Professional Development & Support to the ECEC sector.

### NATIONAL PRIORITY: Leadership & Management

**Table 2 Needs Identified for National Priority – Leadership & Management**

Need Identified In WA	Broad Approach
Financial Management Leadership Working with the staff team Health and Safety	<p>Promote an awareness of effective recruitment, selection and orientation processes to implement the NQF.</p> <p>Develop a culture of commitment to Leadership PD and Research in relation to implementing the NQF.</p> <p>Promote recognition of outstanding educators through the WA Early Childhood Education and Care Awards.</p> <p>Assist with financial management, budgeting PD and tools to maintain viable service delivery.</p> <p>Provide ongoing professional seminars and conferences to engage educator's different learning styles.</p> <p>Continue to support management committees with tailored NQF resources.</p> <p>Improve educator's access to Mentoring in Children's Services.</p> <p>Develop an increased awareness of Change management to support management/leadership teams.</p>

Need Identified In WA	Broad Approach
	<p>Facilitate professional networking opportunities with Peak Associations.</p> <p>Support management structures by ensuring Policies to go by resource is reviewed and processes are in place for consultation and sector direction.</p>

## NATIONAL PRIORITY: Relationships & Partnerships

**Table 3 Needs Identified for National Priority – Relationships & Partnerships**

Need Identified In WA	Broad Approach
<p>Enhancing relationships with Children Working with Parents and Families</p>	<p>Build upon educators knowledge of communicating with families and communities</p> <p>Enhance educator's knowledge to reflect on the cultural and linguistic backgrounds of the children from an Aboriginal and Torres Strait Islander background with the collaborative BISSWA and PSCWA aboriginal project.</p> <p>Collaborative YIPSU project, focused on engaging mainstream services to create an awareness of cultural relevance and increase the ability to provide inclusive practice when engaging with families and children from Aboriginal and Torres Strait backgrounds.</p>

## NATIONAL PRIORITY: Curriculum Development

**Table 4 Needs Identified for National Priority – Curriculum Development**

Need Identified In WA	Broad Approach
<p>Emerging Curriculum Childrens Behaviour Child Development Environmental Sustainability Play Based Learning Learning Environments</p>	<p>Develop resources and deliver professional development to support and encourage educators to explore the EYLF and FSAC that develops confidence to implement these frameworks within practice.</p> <p>Build upon educator's knowledge of Behaviour Guidance techniques in collaboration with ISF's.</p>

Need Identified In WA	Broad Approach
	Promote a holistic approach to programming and planning embedding theory based research.

**NATIONAL PRIORITY: National Quality Framework and Other Mandatory Requirements**

**Table 5 Needs Identified for National Priority – NQF and other Mandatory Requirements**

Need Identified in WA	Broad Approach
Supporting the implementation of the National Quality Framework <ul style="list-style-type: none"> <li>• Early Years Learning Framework</li> <li>• National Quality Standards</li> <li>• Legislative and Regulation requirements</li> <li>• Framework for School Age Care</li> </ul>	Continue to keep services up to date with changes and support the sector with these changes  All Professional Development and Support is linked to EYLF, FSAC and NQF  Implement the PSC Alliance National NQF implementation strategy.  Promote and enhance an awareness of National Quality Standards and how to apply continual improvement and reflection in current practice.

## 2.1. Needs and Broad Approach to Particular Service Types

The State Plan must meet the needs of educators in different types of child care services. Table 6 details the needs which were identified across Western Australia in relation to different service types and our broad approach to meeting these needs.

**Table 6: Needs and Broad Approach to Service Types**

Service Type	Identified Need
Centre-Based Long Day Care/ Occasional Care	Listed in order of priority <ul style="list-style-type: none"> <li>• Early Years Learning Framework</li> <li>• National Quality Framework</li> <li>• Emerging Curriculum</li> <li>• Play Based Learning</li> <li>• Cultural Diversity/Indigenous perspectives</li> <li>• Financial Management</li> <li>• Environments</li> <li>• Health and safety</li> <li>• Environmental Sustainability</li> </ul>

Service Type	Identified Need
	<ul style="list-style-type: none"> <li>• Childrens well being</li> </ul>
Family Day Care/ In-Home Care	<p>Listed in order of priority</p> <ul style="list-style-type: none"> <li>• Early Years Learning Framework</li> <li>• National Quality Framework</li> <li>• Programming and documentation</li> <li>• Cultural Diversity including the Indigenous perspective</li> <li>• Regulations and compliance</li> <li>• Financial Management</li> <li>• Play based learning</li> <li>• Environments</li> <li>• Working with Parents/Families</li> <li>• Inclusive practice</li> </ul>
Out-of-School Hours and Vacation Care	<p>Listed in order of priority</p> <ul style="list-style-type: none"> <li>• Framework for school age care</li> <li>• National Quality Framework</li> <li>• Environments</li> <li>• Environmental Sustainability</li> <li>• Inclusive Practice</li> <li>• Childrens Behaviour</li> <li>• Play Based Learning</li> <li>• Leadership and team building</li> <li>• Children and Technology</li> <li>• Creative arts</li> </ul>
Non-Mainstream Child Care 3 YO Kindy MACS	<ul style="list-style-type: none"> <li>• Leadership.</li> <li>• Report Writing.</li> <li>• Budgeting.</li> <li>• Intro to the EYLF</li> </ul>
Inclusion Support Agencies and YIPSU WA	<ul style="list-style-type: none"> <li>• Framework for School Age Care</li> <li>• Early Years Learning Framework</li> <li>• National Quality Framework</li> <li>• Building Community Capacity</li> </ul>

Service Type	Identified Need
	<ul style="list-style-type: none"> <li>• Mental Health</li> <li>• NQF Professional Conversations</li> <li>• Attachment theory</li> </ul>

## 2.2. Needs and Broad Approach to Particular Geographic Targets

The Inclusion and Professional Support Program is committed to inclusion and equity principles. There are some particular geographic targets in Western Australia which are a priority and the 2011 needs analysis also identified other specific needs. The Table below shows our broad approach to meeting these needs.

**Table 7: Needs and Broad Approach to Geographic Targets**

IDENTIFIED NEED	SERVICE TYPE	REGION							
ISA Regions		NM	SM	EM	P	SW	C	GS	K

IDENTIFIED NEED	SERVICE TYPE	REGION							
		NM	SM	EM	P	SW	C	GS	K
ISA regions									
<b>Leadership and Management</b>									
Reflective Practice	LDC	y							
Team Building	LDC OSHC	y	y		y		y		
Staff recruitment	FDC	y	y	y	y	y	y	y	y
Budgeting/financial	LDC OSHC	y	y				y		
OH&S	ALL	y	y			y			
Philosophy development	LDC	y				y	y	y	
Leadership	LDC			y		y	y		
<b>Relationships and Partnerships</b>									
Communicating with Parents	ALL	y			y				
Effective Communication	ALL	y	y						y
Bullying	OSHC	y		y					
Childrens Wellbeing	ALL	y	y	y			y		
<b>Curriculum Development</b>									
Emergent Curriculum	ALL	y	y	y	y	y	y	y	y
Behaviour Guidance	ALL	y	y		y	y	y		
Environments	LDC			y		y	y	y	y
Child Development	LDC FDC	y				y	y		
Environmental Sustainability	LDC	y					y		y
Play Based Learning	ALL	y			y		y		y
Children and Technology	OSHC	y				y		y	y
<b>Inclusion/ Bicultural</b>									
Inclusive Practice	ALL	y	y		y	y			y

IDENTIFIED NEED	SERVICE TYPE	REGION							
Aboriginal Context	ALL	y			y		y		
Disabilities	LDC	y	y	y					
<b>Quality Framework</b>									
NQF	ALL	y	y	y	y	y	y	y	y
FSAC	OSHC FDC		y			y	y		y
EYLF	LDC FDC	y	y	y	y	y	y	y	y
Identified needs across all regions: <ul style="list-style-type: none"> <li>• National Quality Framework</li> <li>• Early Years Learning Framework</li> <li>• Staff recruitment</li> <li>• Emerging curriculum</li> <li>• Behaviour Guidance</li> <li>• Environments</li> <li>• Inclusive practice</li> </ul>		<b>ISA Regions Key</b> NM: North Metro SM: South Metro EM: East Metro P: Pilbara SW: South West C: Central GS: Great Southern K: Kimberley							

## 2.3. Needs and Broad Approach to Target Populations

### Program Areas: Inclusion and Bicultural

The Inclusion and Professional Support Program is committed to inclusion and equity principles. There are particular target populations in Western Australia, which are a priority; other needs were also identified in the 2011 Training Needs Analysis. The Table below shows our broad approach to meeting these needs.

The Australian Bureau of Statistics in the 2006 Australian Census compiled the latest source of official data concerning migration to Western Australia. The next Australian Census is expected to take place in August of this year (2011). Consequently there is no update in Australian Bureau of Statistics concerning country of origin and language of migrants to Western Australia since the last IPSP Plan in 2007. Some general information is enclosed to this report in form of an immigration update (2009/10) by the Department of Immigration and Citizenship).

It should be noted that BISS has observed little correlation between actual support requests and

projected immigration data for the past four years. Referrals in WA for individual inclusion support for children from migrant, refugee and humanitarian entrance backgrounds over the past 12 months was around the following language and cultural backgrounds (in order of number of referrals): Thai, Vietnamese, Malayalam, Cantonese, Arabic, Russian, Spanish, Polish, Japanese, French, Kurdish, Estonia, Maori, Dinka, Romanian, Samoan, Shona and Portuguese.

**Table 8: Needs and Broad Approach to Target Populations**

Need Identified In WA	Broad Approach
<b>Culturally And Linguistically Diverse Groups Generally</b>	
<p>Refugees and newly arrived families are less familiar with the early childhood sector, so staff need Professional Development &amp; Support to gain knowledge of how to communicate effectively with these families to gain the information required to provide quality care to these families</p>	<p>Maintain and expand the Bicultural Inclusion Support Service website which currently includes the following information and materials:</p> <ul style="list-style-type: none"> <li>• BISS GUIDE</li> <li>✓ How to access BISS</li> <li>✓ What happens after a referral is made to BISS.</li> <li>✓ BISS Framework</li> <li>✓ BISS support strategies</li> <li>✓ BISS information sheets and translated materials</li> </ul> <p>Educators can create their own BISS GUIDE on the website through specific stages of inclusion/cultural and linguistic backgrounds.</p> <ul style="list-style-type: none"> <li>• Translated materials (Keywords, Bilingual Notices, Consent From to Access BISS)</li> <li>• Links to Information materials and resources</li> </ul> <p>Maintain and build on current BISS Support Strategies.</p> <ul style="list-style-type: none"> <li>• BISS offers drop-in visits, staff meetings, self-assessments and information sharing to heighten the awareness and sensitivity of early childhood staff to the importance of diversity, cultural and linguistic competence.</li> <li>• BISS Consultancy (phone and in person) relating to inclusive practices</li> </ul>

	<p>(e.g. education settings/ culturally diverse workforce/ inclusion) and as part of service response to support educators to identify, develop and implement individual inclusion strategies.</p> <ul style="list-style-type: none"> <li>• Interpreting service for families on enrolment and orientation.</li> <li>• Translated materials available to services.</li> <li>• Fact Sheets, Information materials.</li> <li>• Workshops and professional development for ECEC educators and ISFs – both calendar and customized PD.</li> </ul> <p><b>BISS suggested focus areas for 2011:</b></p> <ul style="list-style-type: none"> <li>• Professional development and mentoring support for Inclusion Support Facilitators</li> <li>• Expand contribution to sector conferences and forums in rural and metropolitan regions</li> <li>• Continue the development of information sheets in response to issues arising through support requests</li> <li>• Publish online quizzes</li> <li>• Reformat BISS GUIDE to break into various age groups and settings (e.g. FDC, OSHC)</li> <li>• Expand publications by BISS in newsletters beyond the CHILD TIMES to ISA newsletters and other sector newsletters</li> </ul>
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## Indigenous Australians

According to the Australian Bureau of Statistics, in Western Australia in 2006, the time of the most recent Australian Census, 34% of Indigenous Western Australians lived in Major Cities, 9% in inner Regional Australia, 15% lived in Outer Regional areas, 15% in Remote Australia and 26% in Very Remote areas. Below are images 1.1 and 1.2 that illustrate Indigenous Australian's as a percentage of the total population, based on Place of Usual Residence.

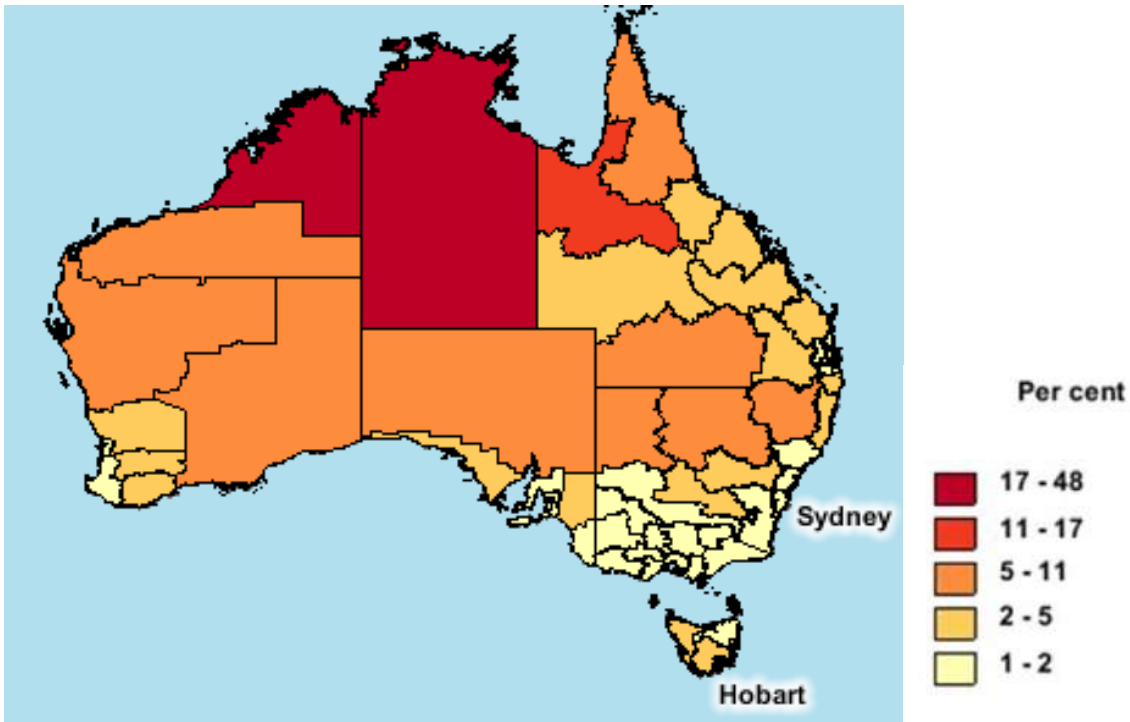


Image 1.1 Source: Australian Bureau of Statistics, Education, Indigenous Population based on 2006 Census data

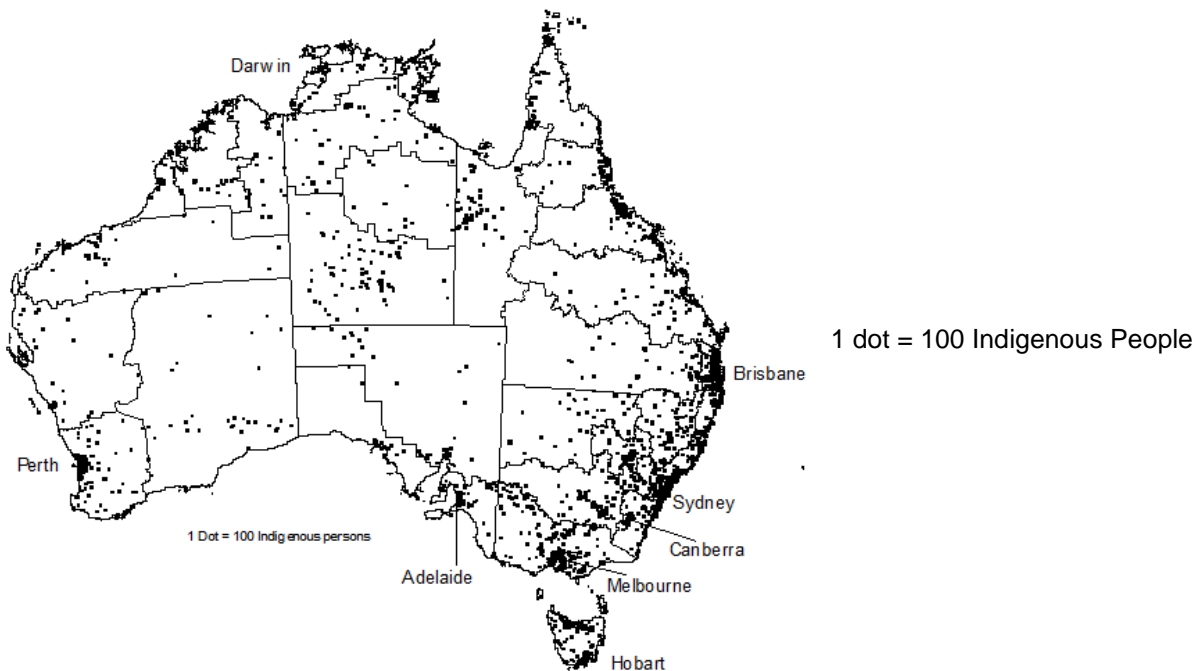


Image 1.2 Source: Population Characteristics, Aboriginal and Torres Strait Islander Australians, Australia, 2006 (cat. No. 4713.0).

**Table 9: Needs and Broad Approach to Aboriginal and Torres Strait Islander Communities Generally**

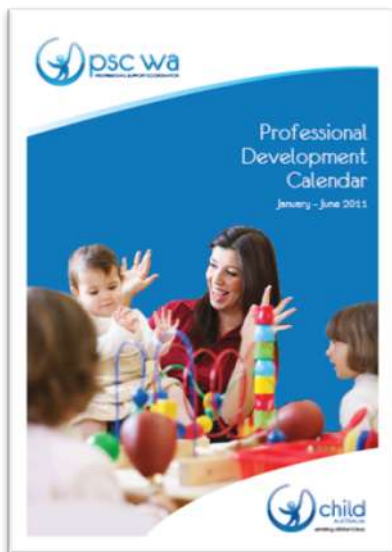
<b>Aboriginal And Torres Strait Islander Communities</b>	
Indigenous Families And Communities	<p>Working collaboratively with YIPSU to provide:</p> <ul style="list-style-type: none"> <li>• Professional development to increase awareness of issues, needs and approaches</li> <li>• Resource sheets.</li> <li>• Resource development.</li> <li>• Resource Centre.</li> <li>• Inform educators and services that work mainly with children from Aboriginal and Torres Straits Islander backgrounds about the role of the YIPSU.</li> <li>• Promote that PSCWA and YIPSU work collaboratively to ensure early childhood education and care settings are support to work with children from Aboriginal and Torres Straits Islander backgrounds.</li> <li>• Liaison with and referrals to ISAs.</li> </ul>

**Table 10: Needs and Broad Approach to Children with Disabilities Generally**

<b>Children With Disabilities Generally</b>	
Support for Inclusion	<ul style="list-style-type: none"> <li>• Specialist Equipment Pool.</li> <li>• Resource Library Resources and text books.</li> <li>• Liaison with and referrals from ISA's/ ISFs</li> <li>• Website – links to various sites offering relevant information.</li> <li>• Professional development to increase awareness of disabilities.</li> <li>• Identified resource development.</li> </ul>

## 2.4. Our Major Products

### Professional Development Calendars



PSCWA Professional Development and Support calendar is the most popular product we develop and distribute in WA

The professional development calendars are distributed on a 6 monthly cycle incorporating specific Professional Development and Support based on identified needs in all WA regions. The calendars promote a range of professional development workshops, consultancy and role modeling focusing on supporting early childhood educators implement the NQF. PSCWA ensures current and innovative professional development is delivered in formats that suit the sector, and meets the various needs of early and middle childhood educators and leaders. Below is a snapshot of Professional Development currently offered to the sector these are determined by the identified needs at the time and can be adapted to an individual service and or an educators need.

Online PD is also available through PSCWA online provider One World for Children, this Professional Development style is made a priority to FDC educators and remote educators.

<b>PSC Program Areas</b>	<b>Identified Professional Development Offered</b>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Empowering Educators</li> <li>• Team building</li> <li>• Managing your team</li> <li>• Workplace wellbeing</li> <li>• EYLF pedagogical Leader</li> <li>• Leading through positive psychology and critical reflection</li> </ul>

<p><b>Management</b></p>	<ul style="list-style-type: none"> <li>• Stepping up to the challenge series</li> <li>• Survival Skills</li> <li>• Financial Admin and Budgets</li> <li>• Protective Behaviours</li> <li>• Running a successful Business</li> <li>• Committee support</li> <li>• Policy development</li> <li>• Protective Behaviours</li> <li>• Nutrition</li> <li>• Philosophy</li> </ul>
<p><b>Relationships and Partnerships</b></p>	<ul style="list-style-type: none"> <li>• Relationships over rules</li> <li>• Chatting with Children</li> <li>• Older boys what makes them tick</li> <li>• How children learn through play</li> <li>• Fostering Social Skills and building Self Esteem</li> <li>• Bullying</li> <li>• Importance of belonging</li> <li>• Becoming a key person for children</li> <li>• Building children's resilience</li> <li>• Language and Literacy</li> </ul>
<p><b>Curriculum Development</b></p>	<ul style="list-style-type: none"> <li>• Nurture with Nature</li> <li>• Magical Moments</li> <li>• Passion for programs</li> <li>• Prime times</li> <li>• Imagination is inspiration</li> <li>• Wonder to wisdom</li> <li>• Follow the leader</li> <li>• Children on the move</li> <li>• Behaviour Guidance</li> <li>• Learning Stories</li> <li>• Understanding Childrens emotional development</li> <li>• Environments</li> <li>• Risky Business supporting Active children</li> <li>• Engaging Boys</li> <li>• Understanding challenging behaviours of school age children</li> <li>• Defending play</li> <li>• Planning, provocations &amp; possibilities</li> <li>• Blocks, tracks</li> <li>• A bucketful of ideas</li> <li>• Play, dance &amp; sing</li> <li>• Telling stories with music</li> <li>• Environments</li> <li>• Infants &amp; Toddlers</li> <li>• Misbehaviour, stress and the developing brain</li> </ul>

	<ul style="list-style-type: none"> <li>• The importance of belonging, the link to behaviour</li> </ul>
<b>Quality</b>	<ul style="list-style-type: none"> <li>• EYLF</li> <li>• NQF</li> <li>• Reflective Practice</li> <li>• EYLF Tell Me More</li> <li>• The EYLF from Belonging to Becoming and everything in-between</li> <li>• Regulations</li> </ul>
<b>Inclusion</b>	<ul style="list-style-type: none"> <li>• Makaton</li> <li>• PALS</li> <li>• Autism</li> <li>• Rethinking Inclusion</li> <li>• Avoiding the 5 Fs</li> <li>• Create your own book, publish your own resources</li> <li>• Artwork from around the world</li> <li>• English as a second language</li> <li>• Telling a yarn</li> <li>• Programming to reflect diversity</li> <li>• Storytelling from around the world</li> </ul>

### PSCWA Website

Our website is the second most popular tool we use to inform the sector of sector trends and updates. The website is continually maintained to ensure validity.

PSCWA average 6700 hits each month with the most viewed pages and downloads are,

- EYLF factsheets
- Upcoming Professional Development
- Early Childhood Reforms
- Professional Development Calendar



## PSCWA Facebook Page



PSCWA has created a Facebook page this caters to younger educators who may find it difficult to keep up with the current changes and professional development, support and all upcoming events available.

We envisage this social media will promote conversations with like-minded educators about the various successes and challenges occurring in their work environment. It also enables PSCWA to post current and upcoming events and links to useful website.

Reflective Questions are posted on the site to enable educators to think differently, encourage reflection and discussion within the context of their work.

## Child Times



Child Times, an initiative of PSC WA, is our quarterly newsletter distributed through PSCWA. The Child Times provides an overview of current relevant sector news, updated information on the Government reform agenda, National PSC alliance and initiatives specific to WA early and middle childhood sector.

## E newsletters



E-mail marketing is a form of direct marketing which uses electronic mail as a means of communicating messages

Advantages e-newsletters or email marketing:

- Ability to distribute information to a wide range of specific ECEC stakeholders at a relatively low cost.
- Ability to distribute professionally designed branded e-newsletters by administration staff through the use of customized headers and footers
- The delivery time for an e-mail message is short (i.e., seconds or minutes) as compared to a mailed newsletter (i.e., one or more days).
- Ability to customize subscribe/unsubscribe messages;
- E-mail marketing is paper-free (i.e., "green").

E-mail Marketing allows PSCWA to deliver professionally designed, targeted newsletters for PD, the Resource Centre and general programs for updates or information.

### 3.0. Product Plans

The following information provides a description of our products developed in response to national priorities, particular sector needs along with consideration of target and geographic populations. It is proposed that a number of existing products will continue to be a part of our strategy and new innovations will also be added to our opportunities particularly the Early Years Learning Framework and the National Quality Framework.

#### **Promotion:**

This is undertaken via the website, helpline, newsletter, brochures, PSCWA Facebook page and other promotional opportunities including PSC Alliance information and publications.

#### **Professional Support Helpline:**

PSCWA maintains a helpline that is staffed by experienced support officers that have current sector knowledge. Support officers attend regular PD to ensure they are current with their knowledge and have an understanding of trends and experiences that are occurring in the sector. The support officers have ongoing supervision and evaluation to ensure a quality service is provided.

#### **Resource Development:**

PSCWA will continue to develop and review current resources; we are reviewing all current resource to ensure they meet NQF standards and will develop new resources based on ongoing needs of the sector identification.

- Board Maker and Show Me Tell Me Posters

- Policies to go by.  
Policies to Go By” currently been updated with the introduction of the National Quality Framework.
- Stepping up to the Challenge review with NQF reference
- Multi-Cultural boxes attached to professional Development packages
- Indigenous resource boxes and PD for mainstream services.
- BISSWA Guide
- Update Fact Sheets and learning packages
- Ripples CD's
- Financial Management package review.
- Managers diary for early childhood

All professional development and resources are based on current research and theorists and are linked to the NQF.

### **Early Years Learning Framework/ Framework for School Age Care:**

PSCWA participates in the PSC alliance NQF sub group, which includes EYLF/FSAC resource development.

The Professional Support Coordinators have worked collaboratively to share products and to revise these for the unique needs of each state. The current approaches are divided into;

Training, resources and support that target the development of content knowledge on using the EYLF:

In each state these include; familiarisation sessions face to face and on screen, team meeting packages that aim to assist educators in embracing the EYLF/FSAC, support and consultation via 1800 numbers and meetings with service leaders, reflective questions, fact sheets and email tips these are available on the website and are also emailed out through the e newsletter module.

PSCWA will be focusing on program development and how to include the whole EYLF/FSAC documents within documentation therefor creating a holistic view of the child or service program.

PSCWA resource development:

EYLF reflective question tables:

- Principles for managers
- Practices and Learning outcomes for educators

Framework for school Age Care Reflective Question Tables

- Principles for managers
- Practices and Learning outcomes for educators

### **National Quality Framework:**

The PSC Alliance has submitted the National Quality Framework Implementation Strategy to National DEEWR. The PSC alliance will be delivering stage 1 and 2 of this strategy in 2011, The NQF implementation strategy is a holistic approach to be delivered to ECEC services across Australia.

#### **Stage 1:**

The implementation of stage 1 incorporates delivering NQF foundation sessions to services leaders and management, customised NQF consults, webinars, online packages, FAQ's available on the PSC alliance website, website links to other useful key sites, nationally consistent fact sheets, and regular NQF newsletters.

#### **Stage 2:**

In stage 2 PSC will be delivery in depth session about the NQF, what the NQF looks like in practice. The PD and consults will include, but not limited to:

- Financial management and budgeting for change
- Change management
- Articulation of current curriculum
- Leadership
- Communication
- Quality
- Policies

This above topics will be delivered in a variety of options, workshops, networking, meeting packages, consults.

In addition to the PSC alliance work PSCWA is planning additional NQF information sessions, EYLF training that is focused on regional services progress towards the NQF , FSAC workshops and specific ISF training on EYLF and FSAC.

### **WAECEC Awards:**

A continuation of the Child Australia WAECEC conference "Window of Opportunity" will be the theme for the 2011 awards.

Evaluation from last year's awards has led to an additional award being offered in 2011 this being the Commitment to Inclusion Award.

### **Quality Assurance Support:**

PSCWA provide National and State office DEEWR staff with any requested information on a WA child care services.

We have processes in place to monitor not accredited referrals, self-study due dates and new registrations from NCAC; we use this information as a basis of support when planning R&R trips and triggering support. Every not accredited service is supported each month, services due for self study are eligible for QA assessment and support.

PSCWA has developed a sanction template for services to access with information and examples on how to complete the document.

## Research:

- Contemporary Research Insights

In partnership with Children's Services Central NSW and the ACT PSC, we are publishing a series of contemporary research publications.

The Contemporary Research Insights Series has been published to give educators some solutions to upcoming trends. New and developing research is consistently carried out but it takes time to investigate this and then translate it into valuable information that contributes to practices and thinking in the early and middle childhood settings.



- Child Australia Research Projects:

Overarching outcomes of engaging in research is to have meaningful and relevant research as the evidence base for the ECEC sector

The 4 research projects PSCWA are engaged in are:

### 1. Child Australia Integrated Service Delivery – Research Project

#### *Enhancing integration within the Inclusion and Professional Support Program (IPSP)*

This research project aims to develop a more planned and effective approach to integrated service delivery by IPSP programs managed by CHILD Australia. The outcomes of this integrated project will be:

- To investigate the various models available to provide a more integrated and seamless approach within the IPSP.
- For Child Australia IPSP programs to provide consistent and collaborate approaches to children's services through a range of inclusion and professional support programs in a cohesive and holistic manner.
- To maximise the impact of our service delivery within children's services, therefore understanding the different IPSP roles, being cost effective, and enhancing program effectiveness to the sector.

This will impact on the ISA and PSC as we begin to make positive changes to service delivery, and we will as a result adjust the regional/state plans to reflect this and report on it in the next performance report.

### 2. *Reflective Practice and Inclusion: using performed ethnography for reflective practice with early childhood education professionals*

Specific outcomes of this project:

- A sharing of policies and practices associated with inclusion, diversity and difference.
- Greater awareness of the issues associated with specific areas of inclusion, diversity and difference raised through action research projects.

### 3. *Sustaining Leadership in ECEC Leaders using positive organisational capital*

Specific outcomes of this project:

- ECEC leader's leadership skills will be enhanced through the application of positive organisational capital
- ECEC leaders will have increased levels of engagement and workplace wellbeing
- Followers of these leaders will experience increased levels of workplace engagement and well-being due to increased levels of positive organisational capital.

PSCWA will be offering this leadership research in July – Dec 2011 and 2012.

### 4. *Mentoring in children's services*

This research was evidenced based; mentors received an intensive training session in mentoring such as goal setting, attainment and solution focused approaches. Workplace well-being has been enhanced among protégé's and goal attainment was increased through one to one mentoring.

PSCWA will be providing support to continue this mentoring project in the July – Dec 2011 period.

The following Child Australia Research Projects will be presented at the 2011 WAECEC "Windows of Opportunity" conference in June.

- Reflective Practice research paper
- Mentoring in Children's Services
- Sustaining Leadership in ECEC Leaders using positive organisational capital

### **Leadership Seminar:**

The leadership seminar is designed to support existing leaders to have provocations about the how the leader's role will change and develop with the implementation of the NQF. The seminar will be a collaboration of established leaders with different experience who will showcase their leadership journeys to create a pathway to the future leader in ECEC.

### **ISF Professional Development and Support:**

Planned professional development opportunities for Inclusion Support Facilitators.

Professional development scheduled quarterly per year.

- Shared discussion about IPSP Regional and state plans.
- NQF consistent messages working group
- Continue planning with the PSC alliance IPSP research Project

### **Resource Centre:**

The Resource centre is continually updating and reviewing resources available for loan, this ensures we are providing the sector with resources that are current and at a varied level to ensure we are meeting the needs of the wider ECEC sector.

PSCWA is currently reviewing all website links to ensure program priority areas are supported and educators and ISF's can have a variety of websites available to be directed to. This focus of this

project is to investigate the relevance of current website links and any identified gaps, to enable the ECEC sector to have one source to access for current information.

### **Specialist Equipment:**

Specialist Equipment is purchased as the need arises; all equipment is maintained and reviewed as required. The specialist equipment provider maintains strong links with ISA's and the sector to ensure equipment responses to their immediate needs.

### **PSSP's:**

New PSSP's are regularly sought to meet the emerging needs of the sector. This corresponds to sector demands to ensure PSCWA provide PD&S that is currency and varied.

PSSP's are regularly evaluated to ensure services and educators need are been met and the required outcomes have been reached.

Professional Development packages will be developed, sourced and maintained to meet emerging identified needs or gaps.

### **Bicultural support:**

BISSWA provides the Bi cultural Inclusion Support Services in WA, this includes:

- assistance in communicating with families and children from diverse cultural backgrounds. This includes interpreting support, verbal translation of enrolment documents and the provision of key words and phrases to help communication with a child;
- assistance in understanding the cultural backgrounds, experiences and child rearing practices of a child and their family;
- cultural information to increase educator's knowledge on the understanding of relevant cultural issues;
- professional Development relating to specific cultures;
- support with the implementation of culturally appropriate practices and an anti-bias curriculum;
- bicultural advice and support to Inclusion Support Facilitators

PSCWA continue to plan metro and rural and remote visits in all ISA regions throughout WA to provide services with cultural competency visits and Professional Development.

BISSWA provides information and articles included in the Child Times and other external stakeholder newsletters.

Bicultural resources developed as needed. A planned focus is the development of resources for purchase and to borrow through the resource centre and available on the PSCWA website.

BISSWA quarterly report provide opportunities for review of the program, resource development and support is developed based of the ongoing requirements of the sector.

IPSP networking opportunities- including representation from BISSWA.

### **Indigenous support:**

- Aboriginal Project
- Mainstream support with YIPSU
- MACS professional workshop seminar planned annually.
- Working collaboratively with the YIPSU and sharing relevant information to achieve a common goal.
- Yorganop website linked to PSCWA website.
- Newsletter – planned to include information into Child Times newsletter on a regular basis on support being offered or upcoming news and events.
- YIPSU WA monthly newsletter includes PSCWA PD&S activities planned on metro and rural and remote calendars.
- YIPSU WA is currently working with Child Australia resource centre in purchasing and upgrading the Indigenous resources available to borrow.
- Sharing the PSCWA state plan and the YIPSU WA plan to ensure the consistency in both programs services delivery and the effectiveness of the outcomes. The sharing of the state plans ensures all gaps and emerging trends are addressed and planned for.

### **References**

Australian Government, PSC funding Agreement Nov 2008

Inclusion and Professional Support Handbook July 2009

Child Australia PSCWA Professional Development metropolitan calendar July- Dec 2010 and Jan –June 2011

Child Australia PSCWA Professional Development rural and remote calendar July- Dec 2010 and Jan-Dec2011

Child Australia PSCWA Needs Analysis April 2011

Macquarie University (2008) Practice Potentials: Impact of Participation in Professional Development and Support on quality Outcomes for children in child care centers A Research project funded by the National PSC Alliance.

## Risk Management Plan

Identified Risk	Level of Risk	Strategies to reduce risk	Timeframe
<b>Outcome Area 1 Program Management and Coordination</b>			
Failure to deliver State Plan activities in a timely manner	Low	Regular review and monitoring by PSC Manager. Update and revision of State Plan as required.	Ongoing
Inadequate Needs Analysis (unable to use for planning)	Low	Use of well regarded and respected PSSP to conduct Needs Analysis. Regular feedback gathered from sector and stakeholders in various documents.	Ongoing
Inadequate PSSP Contract management	Low	Developed contract management procedures. Staff training re contract management. Quarterly PSSP performance reviews. PSC evaluate and monitor service feedback re PSSPs.	Ongoing
Inadequate financial planning with resultant budget overrun	Low	CFO, PSC Manager prepares budget projection. CFO, PSC Manager and Executive Manager Operations monitor and review expenditure monthly with monthly reports provided to the Board of Management.	Ongoing
Failure of PSC On-line database	Medium	Child Australia is reviewing options to upgrade database in line with reporting requirements and to ensure system integrity.	Dec 2011
Failure to retain staff	Medium	Above Award pay and conditions Family friendly and flexible work environment. Individual staff development plans. Ongoing performance related feedback. Team development activities.	Ongoing
Ineffective national communication due Dec – March due to increased time difference [WA will not have daylight saving]	Low	Awareness raising with national/inter-state partners and stakeholders of communication impacts from time differences (exacerbated in summer period).	Ongoing

Identified Risk	Level of Risk	Strategies to reduce risk	Timeframe
<b>Outcome Area 2: Service Delivery</b>			
Unable to provide each service with the required range of professional development products (Increase in number of services relative to PSC budget)	Medium	<p>Monitor PSC work volume and procedures for priority work allocation.</p> <p>Monitor PSC work volume and procedures for equitable service delivery.</p> <p>Continue to explore options for an increased use of technology to support service delivery.</p> <p>Continue to explore innovative service delivery approaches.</p> <p>Collaborate with relevant IPSP agencies/stakeholders and community networks to facilitate service delivery.</p> <p>Monitor and report impact of the increase in number of eligible services.</p>	Ongoing
Increase in not accredited services	Medium	<p>Constant communication with WA licensing unit (many occupational health and safety issues resulting in a not accredited decision are basic licensing matters and should be dealt with in the state jurisdiction rather than being identified at a validation visit).</p> <p>Promotion of pro-active "not accredited" support packages provided by specialist PSSPs and PSCWA NQF consultant</p> <p>Utilise Quality Trends reports and NCAC information and feedback to inform professional support.</p>	Ongoing
Ineffective PSSP recruitment and retention	Low	<p>Implement recruitment procedure to ensure experience PSSP's are contracted.</p> <p>Quarterly PSSP performance reviews.</p> <p>Regular communication with all PSSPs.</p>	Ongoing
Poor PSSP performance	Low	<p>Quarterly PSSP performance reviews.</p> <p>Quarterly PSSP reports.</p> <p>PSC evaluate and monitor service feedback re PSSPs.</p>	Ongoing
Damage to CA and PSC program reputation from poor service delivery outcomes	Low	<p>PSC evaluate and monitor service feedback re PSSPs.</p> <p>PSC evaluate and monitor all aspects of</p>	Ongoing

Identified Risk	Level of Risk	Strategies to reduce risk	Timeframe
		service delivery (including regular team meetings for planning and review). Continual Improvement Plan.	
<b>Outcome Area 3: Communication and Marketing</b>			
Equipment/IT/infrastructure failure	Low	Develop back-up systems for website and help line. RCD device installed for power outage. Relevant insurance coverage.	Ongoing
Products inaccessible to early childhood practitioners	Medium	Wide range of communication and marketing types to maximize product reach.	Ongoing
Sector turnover diluting messages	Medium	Ongoing and regular communication using a range of technology. Repetition of key messages and products to sector, ISAs and IPSU. ISAs and IPSUs meet quarterly with PSC.	Ongoing
PSC staff turnover temporarily decreasing capacity of helpline support	Medium	Positive retention initiatives - above Award pay and conditions, family friendly and flexible work environment, individual staff development plans, ongoing performance related feedback, team development activities. Developed procedures, induction and orientation processes.	Ongoing
<b>Outcome Area 4: Reporting</b>			
Failure to meet and submit reports and meet milestones	Low	Utilise CHILD Australia contract management and internal reporting framework to ensure milestone compliance. CHILD Australia risk management framework includes program milestone compliance sign off by Board of Management. CFO and PSC Manager review expenditure monthly with monthly reports provided to the Board of Management. Annual external audit process.	Ongoing