

## RISK ASSESSMENT- GUIDING QUESTIONS / ACTION PLAN

<b>POTENTIAL THREAT/EMERGENCY</b>	Coronavirus (COVID-19)
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### OBJECTIVES

1. Control the internal and external environments
2. Remove/ mitigate the risk of spreading the infection
3. Establish routines to control the risk and continue to deliver the education and care program
4. Ensure Educator are aware and confident to facilitate the new routines
5. Become prepared to manage the impact on a potential reduction in occupancy
6. Become prepared to facilitate a forced closure of the service

GUIDING QUESTIONS	NOTES AND ACTIONS
<b>Information and crisis status reports</b>	
<b>What accurate and reliable sources do you have in place to stay updated with crisis developments?</b>	<ul style="list-style-type: none"> <li>• Australian Government Department of Health- <a href="#">Health Alerts</a> Australian Government Department of Health- <a href="#">Coronavirus (COVID- 19) Information for schools and early childhood centres, students and parents</a></li> <li>• Health direct COVID-19 <a href="#">information by state and territory</a></li> <li>• Safe work Australia Coronavirus (COVID-19): <a href="#">Advice for Employers</a></li> <li>• NSW school updates app <a href="#">CLICK HERE</a></li> </ul>
<b>How will you present relevant information to Educators, children and families?</b>	<ul style="list-style-type: none"> <li>• Australian Government Department of Health- Coronavirus (COVID-19) <a href="#">campaign resources</a></li> <li>• Hand rubbing (sanitizer) posters – Are displayed next to hand sanitizer at entry and exit point and at parent’s electronic sign in and out area.</li> <li>• Hand washing poster – Displayed in the kitchen for Educator to follow and in the student and Educator toilets</li> <li>• <b>Families</b> through Emails, face to face and Kiosk – as required with relevant updates from the Health Department, The Dept of Education and the ECECD</li> <li>• <b>Families</b> Through Emails, face to face and deputy newsfeeds – as required with relevant updates from the Health Department, The Dept of Education and the ECECD</li> <li>• <b>Children</b> Through daily reminders, children friendly group discussions and one on ones and centre signage</li> </ul>

<b>Control the environment – children / parents / Educator / visitors</b>	
<p><b>What are our initial points of contact at the start of each day? What are our final points of contact at the end of each day?</b></p> <ul style="list-style-type: none"> <li>- <b>Security gate</b></li> <li>- <b>Entry doors</b></li> <li>- <b>OOSH room</b></li> </ul>	<p><b>Before school care</b></p> <ul style="list-style-type: none"> <li>- School gate (Gate 2) corridors, Centre door, Educator and kids toilets are all secured open and minimal handle touching is occurring (for private areas e.g. toilet cubicle)</li> <li>- apart from responsible person opening service in the morning, which they are encouraged to wash and sanitize hand afterwards.</li> <li>- Doorknobs sanitised post opening with disinfectant spray and before children and families arrive.</li> <li>- Prior to breakfast, children are directed to the bathroom where they wash, dry and sanitize hands.</li> <li>- Parents/carers are utilising the hand sanitiser at the electronic signing in/out area.</li> <li>- If the hand sanitiser runs out, then a designated responsible person will ask families if they want to sign them in so as not to touch the iPads.</li> <li>- Parents are encouraged to sanitize their hands-on arrival and departure provided at the entrance of centre</li> </ul> <p><b>After school care</b></p> <ul style="list-style-type: none"> <li>- School gate (gate 1) corridors, Centre door, Educator and kids toilets are all secured open and minimal handle touching is occurring (unless private areas e.g. toilet cubicle)</li> <li>- apart from educator locking all school gates/ corridor doors at 3.30pm, which they are encouraged to wash and sanitize hand afterwards.</li> <li>- Doorknobs sanitised post opening with disinfectant spray and before children and families arrive.</li> <li>- Prior to afternoon tea, late snack and throughout afternoon, children are directed to the bathroom where they wash, dry and sanitize hands Children are supervised by an Educator member to wash their hands with soap for 20 seconds</li> <li>- Parents/carers are utilising the hand sanitiser at the electronic signing in/out area.</li> <li>- If the hand sanitiser runs out, then a designated responsible person will ask families if they want to sign them in so as not to touch the iPads.</li> <li>- Parents are encouraged to sanitize their hands-on arrival and departure at the entrance of centre</li> </ul>
<p><b>Where would the most effective locations be to place hand sanitising stations?</b></p>	<p><b>Before school care</b></p> <ul style="list-style-type: none"> <li>- <b>Parents &amp; Educator</b> - Hand sanitiser is available on arrival and departure at the entrance of centre.</li> <li>- <b>Parents &amp;</b> - Hand sanitiser is available at the electronic sign in/out area</li> <li>- <b>Parents &amp; Educator</b> - Handwashing station is in centre kitchen or adult bathrooms next to school office.</li> <li>- <b>Children</b> - Hand sanitiser is available on arrival and departure at the entrance of centre.</li> <li>- <b>Children</b> - Handwashing station is in children bathrooms.</li> </ul> <p><b>After school care</b></p> <ul style="list-style-type: none"> <li>- <b>Parents &amp; Educator</b> - Hand sanitiser is available on arrival and departure at the entrance of centre.</li> <li>- <b>Parents &amp; Educator</b> - Hand sanitiser is available at the electronic sign in/out area</li> <li>- <b>Parents &amp; Educator</b> - Handwashing station is in centre kitchen or adult bathrooms next to school office.</li> <li>- <b>Children</b> - Hand sanitiser is available on arrival and departure at the entrance of centre.</li> <li>- <b>Children</b> - Handwashing station is in children bathrooms</li> </ul>

<p><b>Where would the most effective locations be to place handwashing and sanitising posters?</b></p>	<ul style="list-style-type: none"> <li>• Sign in/out area</li> <li>• Door entrance and exit</li> <li>• Kitchen area</li> <li>• Adult bathrooms</li> <li>• Children bathrooms</li> </ul>
<p><b>What practical information can be given to families regarding COVID-19?</b></p>	<ul style="list-style-type: none"> <li>• Monitoring children’s temperature- <a href="#">Staying Healthy-Preventing Infectious diseases in early childhood education and care services</a></li> <li>• Ask parents to use the health direct symptom checker for COVID-19 <a href="#">available here</a></li> <li>• Parents can utilise the <a href="#">Coronavirus Australia App</a> which gives extensive amounts of information regarding; advice, news, symptoms, register of isolation, etc</li> </ul>
<p><b>What information do I have readily available to support a decision not to allow access?</b></p>	<ul style="list-style-type: none"> <li>• Contact your <b>Public Health Unit</b>. COVID-19 is a notifiable condition under the Public Health Act. <a href="#">Click here</a></li> <li>• Contact your state regulatory authority- <a href="#">Click here</a></li> <li>• Print information from Department of Health <a href="#">click here</a></li> </ul>
<p><b>Control the environment - deliveries</b></p>	
<p><b>How can we minimise the need for a delivery person to enter the service?</b></p>	<ul style="list-style-type: none"> <li>• Inform all delivery services of contact number to receive goods.</li> </ul>
<p><b>Is there a secure, dry location outside of the entry where goods can be left?</b></p>	<ul style="list-style-type: none"> <li>• All deliveries will be left outside the Service, away from visitors and children.</li> </ul>
<p><b>How will we manage receipt of the goods if a signature is required?</b></p>	<ul style="list-style-type: none"> <li>• Signature of goods received- Educator will use their own pen, if signing on a device, they will wash hands and use hand sanitiser immediately after touching.</li> </ul>

<b>Control the environment – inside and out</b>	
<p><b>What are the common points of contact during normal operations?</b></p> <ul style="list-style-type: none"> <li>• OOSH room</li> <li>• Office</li> <li>• Kitchen</li> <li>• Bathrooms</li> <li>• Fig tree area</li> <li>• Sports Equipment</li> <li>• Spots equipment sheds</li> <li>• Play equipment area</li> <li>• Buddy benches</li> <li>• Ping pong tables</li> <li>• Walkie talkies</li> <li>• iPads</li> <li>• Centre phone</li> </ul>	<ul style="list-style-type: none"> <li>• An extensive cleaning roster/ spreadsheet are utilised daily for educators to complete and tick off by a certain time.</li> <li>• Educator are completing daily deep cleans each shift.</li> <li>• Tasks are being listed in the mornings that are in addition to the daily cleaning tasks and Educator are signing signed on the to do list for accountability.</li> <li>• Items which are being utilized often are being sanitized after each use.</li> </ul>
<p><b>Based on common (frequent) points of contact where should additionally hand sanitising stations be placed?</b></p>	<ul style="list-style-type: none"> <li>• Hand sanitiser is available on arrival and departure at the entrance of centre.</li> <li>• Hand sanitiser is available at the electronic sign in/out area</li> </ul>
<p><b>Where can we position visual prompts to remind all adults and children of coughing and sneezing etiquette, hand washing and social distancing (where practical)?</b></p>	<p><b>Coughing and sneezing etiquette</b></p> <ul style="list-style-type: none"> <li>• Next to Sign in/out area</li> <li>• Outdoor notice board</li> <li>• Centre windows</li> </ul> <p><b>Social distancing</b></p> <ul style="list-style-type: none"> <li>• Next to Sign in/out area</li> <li>• Outdoor notice board</li> <li>• Centre windows</li> </ul> <p><b>Hand washing</b></p> <ul style="list-style-type: none"> <li>• Adult bathrooms</li> <li>• Children bathrooms</li> </ul>

<p><b>How can we arrange furniture and equipment to improve the ability of social distancing without compromising supervision? (Consider: group activities, staggering meals and rest areas)</b></p>	<p><b>Children social distancing</b></p> <ul style="list-style-type: none"> <li>• To follow Department of <a href="#">Health Social Distancing in schools</a></li> <li>• Desks inside OOSH room have been moved apart.</li> <li>• Centre is small so a number limit has been put in place for indoor place. No more the 15 children.</li> <li>• Limit the Movement of children, Educator and visitors at the service.</li> <li>• Small groups play</li> <li>• Use more licensed space on school grounds if needed. E.g. classrooms, hall, library, teacher staff room.</li> <li>• Limited play equipment</li> <li>• Limited number of children going to bathroom at hand washing time.</li> <li>• Limited number of children going to line up for afternoon team and late snack.</li> <li>• Crosses been placed on floor inside centre for children to stand on when waiting for afternoon tea.</li> <li>• Afternoon activity sizes have been reduced and have removed all baking activities</li> </ul> <p><b>Families &amp; visitors</b></p> <ul style="list-style-type: none"> <li>• To follow Department of <a href="#">Health Social Distancing in schools</a></li> <li>• Crosses been placed on floor at sing in/out area for parents to stand.</li> <li>• Encourage families to move for from personal catch up on school grounds</li> </ul>
<p><b>Are the regular cleaning routines enough in steps and frequency to maintain the required level of hygiene?</b></p>	<ul style="list-style-type: none"> <li>• Increase cleaning of high-touch surfaces- taps, tables, bathrooms, toys, doors, handles</li> <li>• Reduce use of plastic and metal objects Department of Health- <a href="#">Environmental cleaning</a></li> <li>• Department of Health <a href="#">Information for employers</a></li> </ul>
<p><b>Should we consider alternative chemicals or solutions?</b></p>	<ul style="list-style-type: none"> <li>• Check with <a href="#">Staying Healthy in Childcare</a> for information on infectious diseases. Implement cleaning and infectious control procedures that should be used outbreaks of gastroenteritis (gastro). (see <a href="#">guide for management and control of gastroenteritis outbreak in children's centres</a>)</li> </ul>
<p><b>Do we have adequate supplies of basic consumables? If not, who are our most reliable suppliers in the event of scarcity?</b></p>	<ul style="list-style-type: none"> <li>• Coles and Woolworths Online will deliver to vulnerable members of the community during this crisis. We are registered as a Priority Service.</li> <li>• Our Educator are also able to visit the shopping centre when delivery is unavailable</li> </ul>
<p><b>Are we able to obtain food supplies to maintain our current menu for snacks and meals? If not, who are our most reliable suppliers in the event of scarcity? Can we easily adjust our menus based on food availabilities?</b></p>	<p>Options may include:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.harrisfarm.com.au">www.harrisfarm.com.au</a></li> <li>• <a href="http://www.iga.com.au">www.iga.com.au</a></li> <li>• <a href="http://www.foodworks.com.au">www.foodworks.com.au</a></li> <li>• <a href="http://www.aldi.com.au">www.aldi.com.au</a></li> </ul> <p>Menus have been adjusted to suit the current situation Menus have been adjusted to suit the size of the groups that are coming to before and after school care.</p>

<b>Control the environment – playground</b>	
<b>Are there structures or play equipment that encourage children to be grouped in proximity? If so, can it be arranged to promote distancing?</b>	<ul style="list-style-type: none"> <li>• From week 10 term 1 we have closed the use of play equipment.</li> <li>• If the situation gets safer again then the play equipment will be open but limited children to be able to control social distancing.</li> <li>• Distancing always encouraged.</li> <li>• Limited play equipment / balls have been supplied. To help reduce proximity of play.</li> </ul>
<b>Can the number of children using the same equipment (or on the same structure) be controlled to promote social distancing?</b>	<ul style="list-style-type: none"> <li>• Yes, Limited play equipment / balls have been supplied. To help reduce proximity of play.</li> <li>• If the situation gets safer again then the play equipment will be open but limited children to be able to control social distancing.</li> </ul>
<b>Would it be an option to exclude the use of play equipment (or structures) to support social distancing and supervision?</b>	<ul style="list-style-type: none"> <li>• Yes, once the government shut down the use of playgrounds so did the centre.</li> </ul>
<b>Family engagement</b>	
<b>What changes (if any) do we need to make to ensure we retain reliable and effective communication with families?</b>	<ul style="list-style-type: none"> <li>• Engage a proactive approach. Send regular updates (with no jargon) to reassure families of our risk mitigation strategies and hygiene processes and practices</li> <li>• Use one reliable source for information- Department of Health Personal emailing depending on the circumstances.</li> <li>• Maintain regular updates with the PMC.</li> </ul>
<b>What regular information should we provide to ensure we retain their trust in our approach to manage the crisis?</b>	<ul style="list-style-type: none"> <li>• Strategies the service has implemented to ensure high priority of health, safety and wellbeing for all families, children and Educators.</li> <li>• Children helpers have been removed at mealtimes and Educators are dishing out the food, following proper food handling techniques for hygiene and using gloves always when serving food.</li> <li>• Alert families of any changes to routines and practices</li> <li>• Bookkeeper is providing families with information about CCS and fee payment</li> </ul>
<b>What steps will we take to continue to engage with families if they remove their child from care during the crisis period?</b>	<ul style="list-style-type: none"> <li>• Families are updated with the appropriate information while not using the service and to support them for when they need to return for care.</li> </ul>
<b>What support can we continue to provide (education and play activities) the children if they have been removed from care during the crisis period?</b>	<ul style="list-style-type: none"> <li>• Provide ideas and strategies for parents to use whilst at home with their child.</li> </ul>

<b>Continuity of educators and Educator</b>	
<b>How will we manage an incident of a worker presenting symptoms while on shift?</b>	<ul style="list-style-type: none"> <li>• The Educator member should be sent home as soon as possible and avoid any unnecessary contact with other Educator or children.</li> <li>• Notify and seek advice through local <a href="#">Public Health Unit</a></li> <li>• Contact your state <a href="#">Regulatory Authority</a> or notify through <a href="#">NQAIT system</a></li> <li>• Inform the school principal</li> <li>• Clean and disinfect all areas Educator member has contacted</li> </ul>
<b>How do we manage a situation whereby we have learnt that a worker has come in close contact with person infected with COVID-19?</b>	<ul style="list-style-type: none"> <li>• Employee must self-isolate for 14 days Department of Health <a href="#">Isolation guidelines</a></li> </ul>
<b>If workers are directed to be absent from work due to periods of quarantine or isolation what steps are in place to ensure continuity of care and compliant educator to child ratios?</b>	<ul style="list-style-type: none"> <li>• Communication will be sent out to another educator to replace absent educator</li> <li>• Anzuk or Randstad will be contacted if centre employees can't cover shifts.</li> <li>• If the absent educator is going to have a long-term effect of roster, then centre will hirer more casual educators will be employed to ensure ratios are adhered</li> <li>• Supervision must remain highest priority for children's health and safety</li> </ul>
<b>What steps will we (workers) take to employ a level of social distancing that will not impact the level of education and care we provide to the children?</b>	<ul style="list-style-type: none"> <li>• Limit number of visitors to service</li> <li>• Move tables and resources to outside areas</li> <li>• Reduce number of children in groups/using bathrooms and washing hands</li> <li>• Ensure social distancing whilst children are engaged in activities Rotate use of outdoor/indoor environments</li> <li>• Cancel incursions/excursions for vacation care that won't meet the social distancing rules &amp; reduce spread of virus.</li> </ul>
<b>What strategy (or media) will we employ to replace our Educator meetings or professional learning?</b>	<ul style="list-style-type: none"> <li>• Deputy will be used as the main source of communication for Educator prior to shifts to be informed about any changes.</li> <li>• Meetings will now be done through google teams, google docs and emails</li> <li>• Use online modules for professional learning</li> </ul>
<b>What changes (if any) do we need to make to ensure we retain reliable and effective communication between workers?</b>	<ul style="list-style-type: none"> <li>• Use of daily alerts/updates on Deputy</li> <li>• Use one source of reliable information to share with Educators and community- Department of Health</li> <li>• Week check in with all Educator for wellbeing</li> <li>• Educator will receive a wellness pack to assist with wellbeing and mental health</li> <li>• Use of online tools to assist with Educators wellbeing <a href="#">beyou.edu.au</a></li> </ul>
<b>What steps can we take to support the health of our employees?</b>	<ul style="list-style-type: none"> <li>• Enhance hygiene practices for Educators- regular handwashing Provide all Educator with access to handwash and sanitiser and disposable gloves and disposable tissues</li> <li>• Ensure robust infection control and cleaning procedures</li> <li>• Promote annual influenza vaccine for Educator-offer for free from service</li> <li>• Ensure Educators who are sick with influenza-like symptoms not attend service</li> </ul>

<p><b>How will we manage an outbreak and ensure adequate information is given to Public Health Units (18/06/20)</b></p>	<ul style="list-style-type: none"> <li>• 18/6: Meeting with principal to discuss if an outbreak were to occur what the PHU would require for us.</li> <li>• PHU require a list of <u>children</u> who were present on the dates provided by the PHU, a list of <u>emergency contacts for those children</u>, a list of all <u>staff</u> working on those dates and their <u>contact information</u>, and any <u>visitors</u> onsite.</li> </ul> <p><b>Children information:</b></p> <ul style="list-style-type: none"> <li>• The roll of the required days provided by the PHU with the information and contact details of 2 parents/guardians will be generated on QIK KIDS</li> <li>• Log onto Qik Kids – Reports – Attendance – “Contact Report: children attending on day”</li> </ul> <p><b>Staff information:</b></p> <ul style="list-style-type: none"> <li>• A report of staff working on shift will be generated on deputy</li> <li>• Report will include hours staff were working, and contact information</li> </ul> <p><b>Visitor Information</b></p> <ul style="list-style-type: none"> <li>• All visitors on site will sign into the visitors’ book</li> <li>• All visitors will provide the centre with their phone, email and emergency contact information</li> <li>• Visitors onsite will sign a COVID 19 declaration</li> </ul>
<p><b>How will we monitor staff being tested?</b></p>	<ul style="list-style-type: none"> <li>• Staff are required to notify the director if they get tested for COVID 19. They will need to make note of the:             <ul style="list-style-type: none"> <li>○ Date of the test</li> <li>○ Time of the test</li> <li>○ Location of the test</li> <li>○ Result of the test</li> </ul> </li> <li>• This information will be shared with the principal to trace and log COVID testing within the school</li> </ul>



<b>Financial health</b>	
<b>What steps will we take in the event of a reduction in occupancy due to families removing their children from care during the crisis?</b>	<ul style="list-style-type: none"> <li>• Full time and Part time educators will still be required to work and complete administration tasks for the centre.</li> <li>• Casual Educator will have a reduction in shifts but will apply for Centrelink.</li> <li>• Annual and long service leave will be addressed in correlation to the CSA – with two PPT Educator being encouraged to take annual and long service leave for a period within the industrial award guidelines.</li> <li>• Still awaiting any news on stimulus packages regarding the 14-week cessation of care rule for enrolments.</li> </ul>
<b>How flexible is our organisational structure in respect of consolidating the roster based on a reduction in occupancy?</b>	<ul style="list-style-type: none"> <li>• The structure of the organisation allows us to utilise our Full time and part time educators. Our centre has many casual Educator which we can utilise to ensure correct child to Educator ratio and no Educator left alone with children at any time.</li> </ul>
<b>How flexible is our floor / room layout? Can we effectively group children into less rooms maximising ratios and supervision?</b>	<ul style="list-style-type: none"> <li>• We will utilise ground floor spaces for the duration of this crisis and whilst we have such low attendance. This will allow for social distancing.</li> </ul>
<b>What are our fixed and flexible costs?</b>	<ul style="list-style-type: none"> <li>• Educators is a flexible cost and of the highest concern. Rent for external offices has ceased with a terminated lease, working from home during non-contact hours, looking at subscriptions and insurances will remain fixed</li> </ul>
<b>Can we negotiate a reduction of some fixed costs for the duration of the crisis period?</b>	<ul style="list-style-type: none"> <li>• Licence fees have been terminated for the duration of Term 2</li> </ul>
<b>Can we suspend or reduce some flexible costs for the duration of the crisis period?</b>	<ul style="list-style-type: none"> <li>• Food costs have drastically reduced due to the number of children attending</li> </ul>
<b>Can our bank offer financial assistance or support?</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>What provisions do we have in our insurance policy?</b>	<ul style="list-style-type: none"> <li>• Nothing applicable currently.</li> </ul>

<p><b>What government support is available to offset the financial impact of the crisis?</b></p>	<ul style="list-style-type: none"> <li>• Early Childhood Education and Care Relief Package</li> <li>• Boosting Cash Flow for Employers, The Boosting Cash Flow for Employers measure will provide up to \$25,000 back to business, with a minimum payment of \$2,000.eligible businesses. The payment will provide temporary cash flow support to small and medium businesses that employ Educator. The payment will be tax free. <a href="https://www.business.gov.au/Risk-management/Emergency-management/Coronavirus-information-and-support-for-business/Boosting-cash-flow-for-employers">https://www.business.gov.au/Risk-management/Emergency-management/Coronavirus-information-and-support-for-business/Boosting-cash-flow-for-employers</a></li> <li>• \$1500pf Job Keeper Wage Subsidy</li> <li>• Legislation is still to be passed on this so there is no formal document available. However, the payment can be made to the business/NFPs for all Educator who are Full Time, Part Time or have been casual for more than 12 months as at 1/3/2020.</li> <li>• Community Child Care Fund (CCCF) special circumstances COVID - 19</li> <li>• Grants are available through the Community Child Care Special Circumstances Fund for childcare providers experiencing financial viability issues as a result of COVID-19, for example, withdrawals, reduced enrolments or service closures. <a href="https://www.education.gov.au/community-child-care-fund-cccf-special-circumstances-covid-19-bushfire-and-drought-support">https://www.education.gov.au/community-child-care-fund-cccf-special-circumstances-covid-19-bushfire-and-drought-support</a></li> <li>• Community Child Care Fund Special Circumstances COVID - 19 Application Form <a href="https://docs.education.gov.au/documents/community-child-care-fund-special-circumstances-covid-19-application-form">https://docs.education.gov.au/documents/community-child-care-fund-special-circumstances-covid-19-application-form</a></li> </ul>
<p><b>Closure of the service – forced or voluntary</b></p>	
<ul style="list-style-type: none"> <li>• <b>What preparations can we make if closure is imminent?</b></li> </ul>	<ul style="list-style-type: none"> <li>• We will be following the service closure checklist if we are directed into a forced shutdown.</li> </ul>
<p><b>Programming and Activities</b></p>	
<ul style="list-style-type: none"> <li>• <b>What limitations to the use of outdoor equipment or activities can you implement to reduce the spread of COVID</b></li> </ul>	<ul style="list-style-type: none"> <li>• From Week 10 Term 1 activities which include the use of equipment shared between children have been limited or removed completely.             <ul style="list-style-type: none"> <li>○ Gymnastics</li> <li>○ Forts</li> <li>○ Obstacle course involving equipment touching</li> <li>○ Ball activities</li> <li>○ Equipment</li> <li>○ Any use of bibs</li> <li>○ Kicking was encouraged more than passing games with friends</li> <li>○ Children were encouraged to use 1 piece of equipment per person</li> </ul> </li> <li>• From 3<sup>rd</sup> June 2020 group games will be run ensuring:             <ul style="list-style-type: none"> <li>○ Children are washing their hands before and after the game</li> <li>○ Children will wash their hands during water breaks</li> <li>○ Bats, ball, and other equipment will be disinfected before and after every game</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• From 3<sup>rd</sup> June 2020 an educator will place a bucket of sports equipment for children to use. This equipment will be disinfected at the end of every shift ensuring that it is cleaned for the following shift</li> <li>• Children will be encouraged to wash their hands after playing with a piece of equipment</li> </ul>
<ul style="list-style-type: none"> <li>• <b>How has the service managed the use of cooking as a skill of education</b></li> </ul>	<ul style="list-style-type: none"> <li>• From Week 10 of Term 2 all cooking activities were banned to reduce the spread of COVID 19</li> <li>• From 1<sup>st</sup> June 2020 cooking activities which are able to run individually will be run                         <ul style="list-style-type: none"> <li>○ No cooking happening in groups</li> <li>○ Cooking activities will be items which children can create individually</li> <li>○ Children will be refused to cook if they display any flu like symptoms</li> <li>○ Children will be asked to wash their hands before and after cooking</li> <li>○ Children will use their own cooking utensils</li> <li>○ Utensils will be washed after every use</li> <li>○ E.g. berry pastries                                 <ul style="list-style-type: none"> <li>▪ Prior to activity, children will wash their hands and walk to cooking area avoiding touching anything</li> <li>▪ Children will spread out in front of their individual stations</li> <li>▪ Staff will cut out pastry wearing gloves</li> <li>▪ Children will get their own serving of berries</li> <li>▪ Children will have their own plate, spoon</li> <li>▪ Once children have finished adding berries to their pastry and rolling it up they will hand their plate to the educator who will cook.</li> <li>▪ Children will then wash their hands and return to afternoon</li> </ul> </li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>How has the service planned for a return of children to OOSH regarding activities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Activities will be offered in smaller groups of children. E.g. Jelli Baff will be run with 6 children using their own bowl and spoons. Once the 6 children have finished the activity, the spoons and bowls will be washed and ready for the next students to start.</li> <li>• From Week 10 Term 1 strict cleaning measures were put in place for items which are used frequently. This includes disinfecting:                         <ul style="list-style-type: none"> <li>○ Pencils</li> <li>○ Textas</li> <li>○ Containers</li> <li>○ Scissors</li> <li>○ Desks</li> <li>○ Bookshelves</li> <li>○ Game Shelves</li> <li>○ Art Supplies</li> <li>○ Paper shelf</li> <li>○ Computers</li> </ul> </li> </ul>

**Interactions with families**

<ul style="list-style-type: none"> <li>• <b>How have you managed the control of increased family members on site</b></li> </ul>	<p>After School Care</p> <ul style="list-style-type: none"> <li>• Between 3 – 5:30pm families are required to meet educators at Gate 2 where they will collect their child.</li> <li>• Families are not permitted to enter the premises during these hours unless wet weather permits</li> <li>• After 5:30pm families enter the premises via Gate 1 where they proceed to the foyer sign out area and their child is brought out to them</li> <li>• Any queries to other educators whom aren't on the gate will need to be emailed to management</li> </ul> <p>Before School Care</p> <ul style="list-style-type: none"> <li>• Only 1 person is allowed in the sign in/out area at a time</li> <li>• Families enter the premises via Gate 1 where they proceed to the OOSH room to sign their child in</li> <li>• Families have been notified that only 1 parent / guardian may be onsite to collect a child</li> <li>• Families are not allowed to stay or congregate on site</li> <li>• Parents are only allowed in the foyer area not in playing area</li> </ul>
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### Service closure checklist

#### LEADING UP TO AND AT CLOSURE DATE

**REMINDER:** maintain strict hygiene and social distancing practices throughout all phases of the closure period.

Prepare an announcement letter/email to families: include close and forecast re-open dates

Prepare a notice/poster of the closure period for the front door. Include similar information as in the letter to families and contact details

Notify the [Regulatory Authority](#) within 24 hours of closure via the [NQA IT System](#)

Ensure someone has been appointed to take and respond to emails during the closure period

If necessary, prepare an information sheet for employees so responses are consistent when answering questions from parents and families

Decisions will need to be made in respect of employee working arrangements and a reduced roster for the closure period.

**Paid leave: There is no current position if the Government directs a Service to close. Conditions are changing daily, if not hourly. Employer and employees are requested to 'negotiate this unprecedented circumstance'. If they can reach an agreement the employee may be able to access leave or take unpaid leave.**

<https://www.fairwork.gov.au/about-us/news-and-media-releases/website-news/coronavirus-and-australian-workplace-laws>

Generate a mini budget for the closure period: Know your daily and weekly expenditures. What can be consolidated? What major payments can be suspended?

Check premises for, and arrange for collection of any children's belongings

Dispose of used play dough, paints, glues and pastes

Reschedule emergency evacuation practices if due during closure period

Reschedule family committee meetings, Educator meetings, events etc.

Ensure a relevant voicemail message is set up for when phones are not attended

#### DURING CLOSURE

##### Hygiene Sweep (if required)

Firstly, conduct a thorough clean of the facility, equipment and resources at the start of the closure period:

Empty, wash, and disinfect all inside bins

Wash and disinfect all children's chairs, tables, trestles and stools

Wash and disinfect all toys, puzzles, resources

Clean and organise craft and collage cupboards

Remove all perishables from the fridge – take home or discard

Clean and disinfect fridge

Clean and disinfect bathrooms, kitchen and common areas

Remove or give away any items which expire within 6 months

<b>Engagement with families and children</b>	
Maintain open communication lines with families	
Schedule a regular email to keep families well informed. <b>Include:</b> Your facility preparations for re-opening, service medical clearance requirements, activities for children while away and anything else to keep them engaged with you and the Service	
Prepare a newsletter for this period and include relevant articles, activities and games and recipes	
Plan all related programming and activities for when the children return	
Any excess food which will need to be thrown out offer to families who require assistance	
<b>Professional development reviews, appraisals, goal setting and Educator wellbeing</b>	
Consider the opportunity to conduct Educator training and/or professional development plan reviews during the closure period	
Consider conducting Educator appraisals during the closure period	
Consider Educator wellbeing sessions to include yoga, meditation or simple stretch and relax	
Ensure Educator are kept well informed in respect of issues that may impact wages, entitlements and /or return to work	
<b>Health and Safety</b>	
Check and restock first aid kits as required	
Check and restock emergency kit as required	
Update and print emergency contact details	
<b>General administration</b>	
Ensure all records for children/families are up to date	
Complete general archiving tasks	
Confirm each child's Immunisation record is up to date	
Check court orders, medical condition action plans etc. for date expiration and advise families accordingly. Update in readiness for re-open.	
<b>Quality Improvement</b>	
The closure period may provide an opportunity to continue or catch up with your Self- Assessment and QIP	
<b>LEADING UP TO AND INCLUDING RE-OPEN</b>	
Organise a team meeting with employees to discuss re-open and work conditions	
Review Control of Infectious Diseases policy (and related policies)	
Communicate with families confirming re-open date and conditions	
Re-establish sanitiser stations and hand washing facilities for arrival and departure	
Generate re-open roster. 'Phase in' rosters may be required as attendance levels resume	
Order and stock kitchen according to the Service menu	
Set up the learning environment ready for the children to participate in play	
Display Service program for families to view on arrival	

<b>Date Approved:</b>	9 <sup>th</sup> April 2020	<b>Who by:</b>	Jerome Nel (Director) Kristen Venianakis (WHS Coordinator) Greg Smith (President of PNC)
<b>Date of Amendment #1</b>	10 <sup>th</sup> June 2020	<b>Who by:</b>	Kristen Venianakis (WHS Coordinator)
<b>Date of Amendment #2</b>	18 <sup>th</sup> June 2020	<b>Who by:</b>	Kristen Venianakis (WHS Coordinator)
<u>This is in line with the requirements of Regulation 88 in the Education and Care Services National Regulation</u>			