

Regulatory priorities

These priorities apply from January 2023 to June 2024

- **Adequate supervision**
- **Appropriate discipline**
- **Medical management**
- **Improved reporting of serious incidents**

Adequate supervision

- Implementation in practice is key
- Ensure educators understand the 'why' and 'how' of the supervision plans and risk assessments

The priorities will be considered in all aspects of our work including applications, amendments, A&R and compliance.

For example: Applications to amend the number of children on service approval will require a revised supervision plan showing how all children will be adequately supervised and how this will be implemented with all staff.

Factors to consider when planning for adequate supervision



How many
children are
involved?

What are the ages
and abilities of
these children?

What part of the **environment**
are the children using?

What is the **visibility** and
accessibility of these areas for
educators?

What possible **hazards** and **risks**
have been identified?

What **experience** is each child
currently participating in?

Are the **educators knowledgeable**
about individual children?

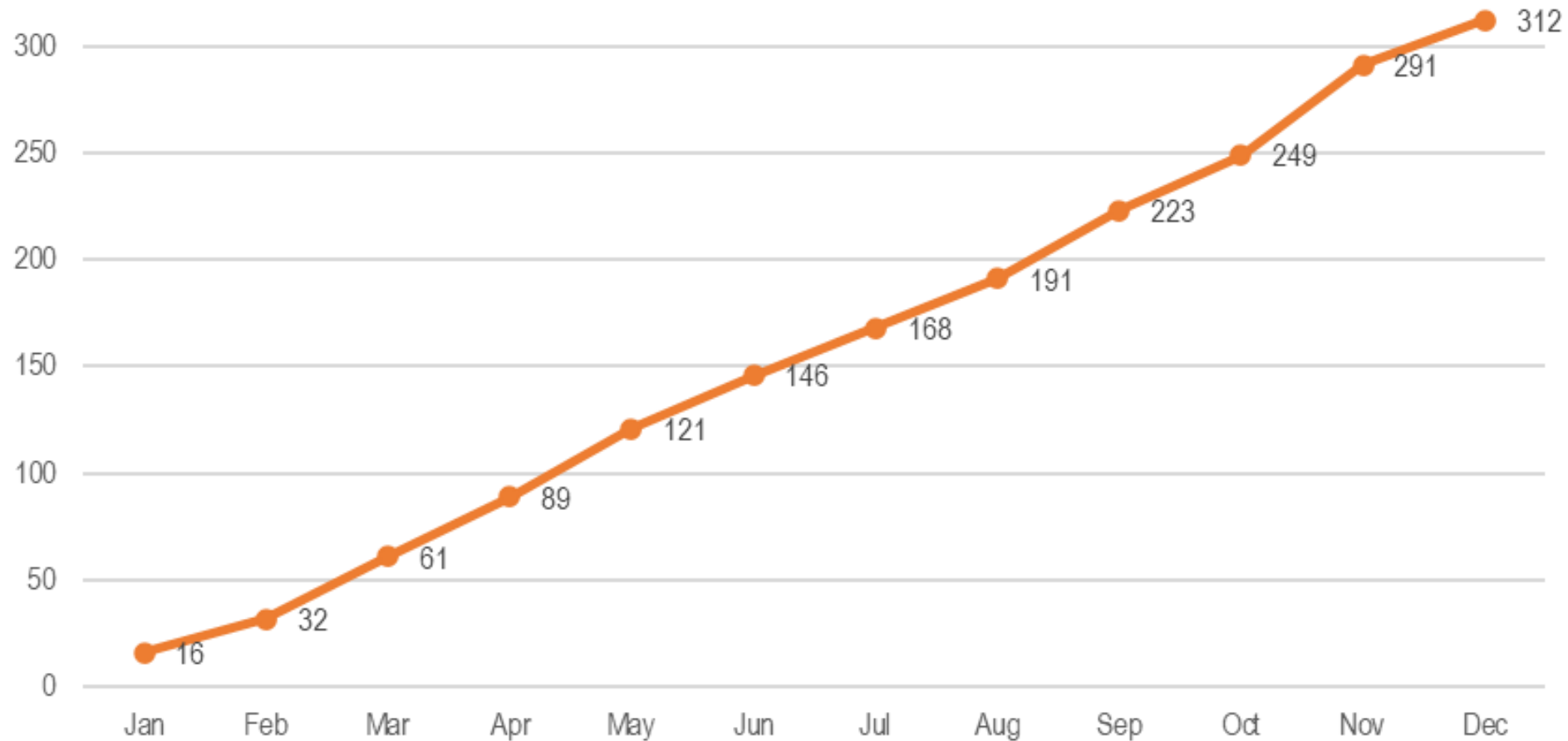
What is the level of **experience**
and **skill** that the **educators** have
in implementing the learning
experience?

How many **educators** are
available to **actively participate**?

Is the **educator(s)** able to **respond**
to an incident without putting
other children at risk?

Notifications of Inadequate Supervision

Total Serious Incidents regarding a Child missing or Unaccounted for (2022)



Ensuring adequate supervision

Data shows that the most common incidents relating to inadequate supervision are where a child is missing or unaccounted for.

These incidents often occur at transition times:

- between indoor and outdoor spaces
- from room-to-room
- in and out of bathrooms.

Locations to be particularly vigilant around:

- inside: bathrooms, hallways, foyers
- outside: play equipment (particularly cubby houses), fences, school grounds.



Ensuring adequate supervision

- We often get told '*They were only missing for two/five/ten minutes*'.
- *Let me ask you...does the fact they were only missing for a short time align with the objectives of the NQF 'to ensure the safety, health and wellbeing of children attending education and care services?*
- *Is anytime where children are not adequately supervised OK and does it align with your service philosophy?*

Supervision reflection

Ask yourself this...

- If children are wanting to egress my service, what do I need to change in the program and experiences I have provided?
- Are the educators trained appropriately to support the children's individual needs?
- Are the behaviour guidance strategies understood by educators and implemented effectively?
- Are the educators fully aware of supervision policies, procedures and plans?

The children are not to blame for wanting to egress the service. This is what is alluded to in many of the reports we receive.

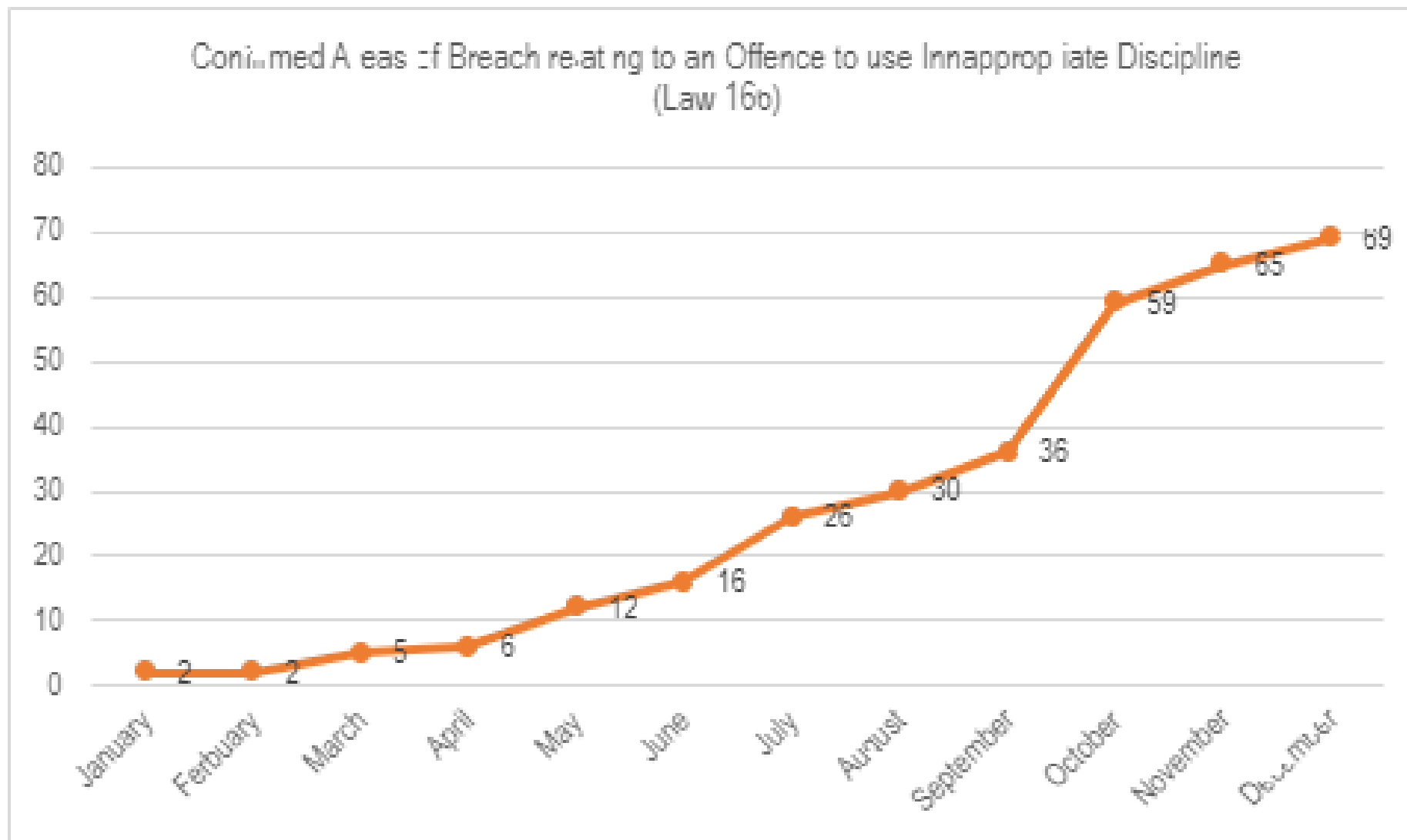


Appropriate discipline

- Under the NQF, we are responsible to ensure the health, safety and welfare of children.
- Corporal punishment, inappropriate or unreasonable discipline are offences under the National Law

Inappropriate discipline

Incidents of inappropriate discipline in 2022.



Inappropriate discipline

Examples of inappropriate discipline reported and investigated to the ESB:

- Hitting, pushing, slapping or pinching
- Force feeding/depriving of food or drink
- Unreasonable restraining
- Yelling, belittling or humiliating
- Dragging a child
- Excessive use of negative language

Appropriate discipline

Reflective questions for services could include:

- How do your own beliefs and values influence your interactions?
- How can educators be supported when having difficulty coping with behaviours?
- How does the service work with families to ensure guidance strategies uphold the rights and inclusion of each child?

Appropriate discipline

- We have seen a pattern emerging throughout 2022 of incidents where it is evident that educators are in need of protective practice guidelines training.
- We strongly recommend that training is given to all staff to ensure they understand the importance of [protective practices](#).

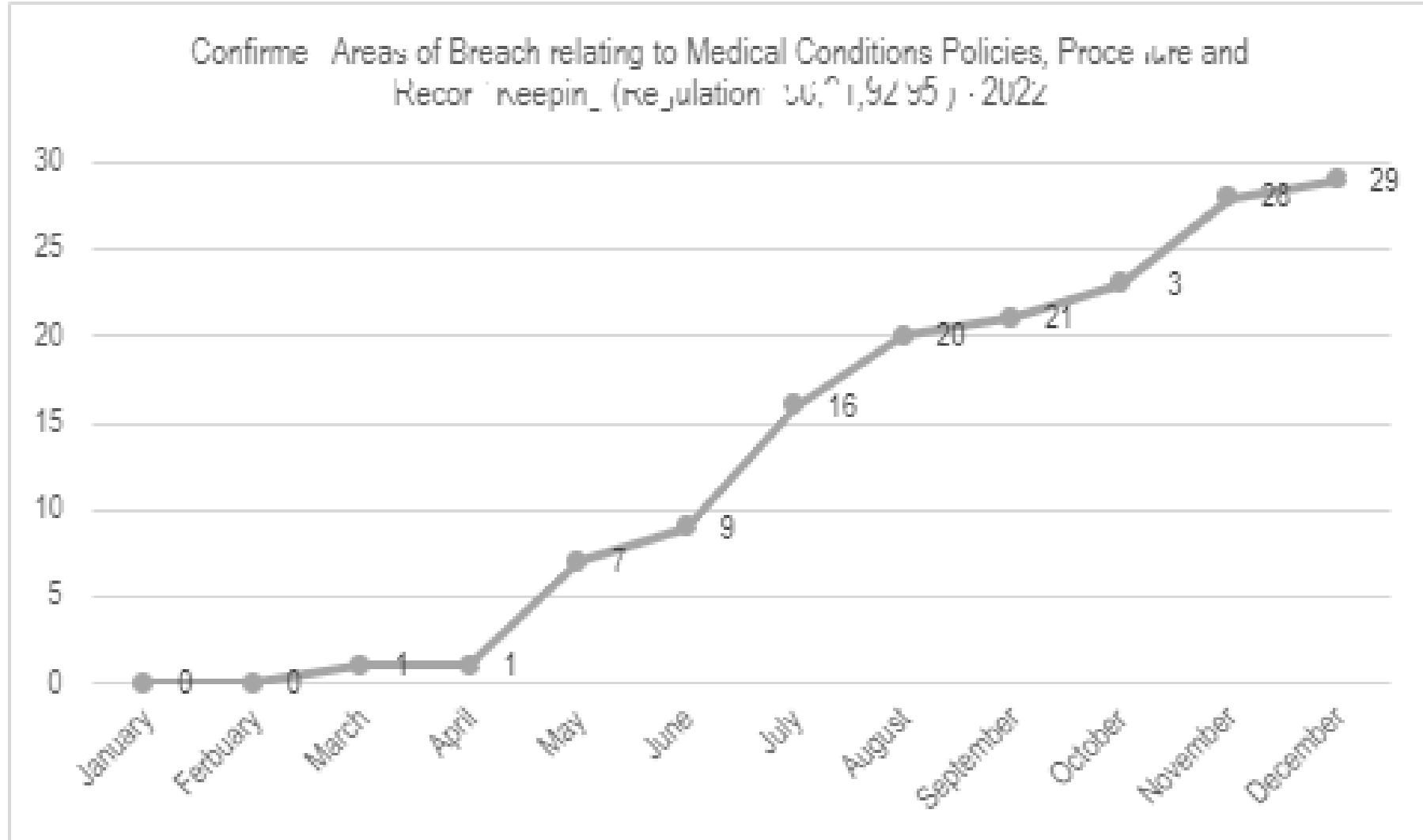
Appropriate discipline

As mentioned in our [Regulatory Practice Statement](#), it is important to understand the Board's posture on this topic:

“Children and young people’s health, safety and welfare are paramount in every action and decision made.

There will be times when immediate and firm enforcement action is warranted due to the circumstances and severity of the harm or potential risk of harm to a child or young person; this includes in instances of inappropriate discipline or inappropriate physical contact. There is zero tolerance for physical or sexual abuse of children and young people.”

Medical management



Medical management

Recent monitoring activities have identified the following trends:

- No medication plans
- No risk minimisation or communication plans
- No or expired medication
- Lack of required policy and procedure for medical management
- Educators are not adequately trained to manage the medical conditions of the children who attend the service.

Medical management

To ensure that services are adhering to medical conditions policy requirements as outlined in [Regulation 90 of the National Regulations](#), the approved provider is responsible for ensuring that all aspects of the policy and relevant procedures are understood by educators and followed.

Improving serious incident reporting

- We understand that Incidents of a serious nature sometimes occur in early childhood and education settings.
- A full list of serious incidents and notification timeframes on p460 of the [Guide to the National Quality Framework](#).
- Timely, accurate and well documented serious incident notifications facilitate critical reflection, analysis and learnings from incidents, enabling services to identify areas for improvement

How to reduce regulatory burden when notifying

- All notifications should be completed with all relevant details
- Be sure to complete each of the sections on the forms
- Include detailed, factual information
- This will reduce the need for us to contact you for further information
- Incidents will be correctly risk assessed and may be closed without investigation.

Using a serious incident as a continuous improvement opportunity

Questions for critical reflection:

- How can you prevent a serious incident occurring again?
- What have you learned from this incident that can help you to move towards better quality practice?

Use your Quality Improvement Plan to record incident reflections and mitigation strategies

Improving serious incident reporting

- We would like to thank services who notify within the timeframes.
- We encourage services that have not reported to us for a long period of time to reflect on their incident reporting policies and procedures to ensure that reporting obligations are being met.

Resources



Education
Standards
Board



Government
of South Australia

[Active supervision: ensuring safety and promoting learning](#)

[Adequate supervision infographic: Dealing with medical conditions in children – policy guidelines](#)

[Inappropriate discipline](#)

[Medication record template](#)

[ACECQA - QA1 Critical reflection](#)

[ESB - What to include in a serious incident](#)

[ACECQA - Notification Types and Timeframes](#)

[Protective practices for staff in their interactions with children and young people guidelines for staff working or volunteering in education or care settings](#)

Approved learning frameworks: what are the key changes in v2.0?

These changes are a revision rather than a wholesale update, so take time during 2023 to adjust any daily practice to account for the updates.

[Approved learning frameworks update 2022 - ACECQA \(wistia.com\)](https://www.wistia.com)



Education
Standards
Board



Government
of South Australia

What does this mean in my service/s?

During 2023

- Assessment and rating for Quality Area 1: Educational program and practice will assess the original approved learning frameworks

From 1 February 2024

- Assessment and rating will assess Quality Area 1 against v2.0 of the ALF's

Where can I find current information?

Both versions of the ALFs are available from [ACECQA](#) and [esb.sa.gov.au](#).

Original version

[Belonging, Being and Becoming: The Early Years Learning Framework for Australia \(EYLF\)](#) 

National approved learning framework under the NQF for young children from birth to five years of age.

[My Time, Our Place: Framework for School Age Care in Australia](#) 

National approved learning framework under the NQF for school age children.

New version

[Belonging, Being and Becoming: The Early Years Learning Framework for Australia \(EYLF\)](#)  **V2.0 2022**

National approved learning framework under the NQF for young children from birth to five years of age.

[My Time, Our Place: Framework for School Age Care in Australia](#)  **V2.0 2022**

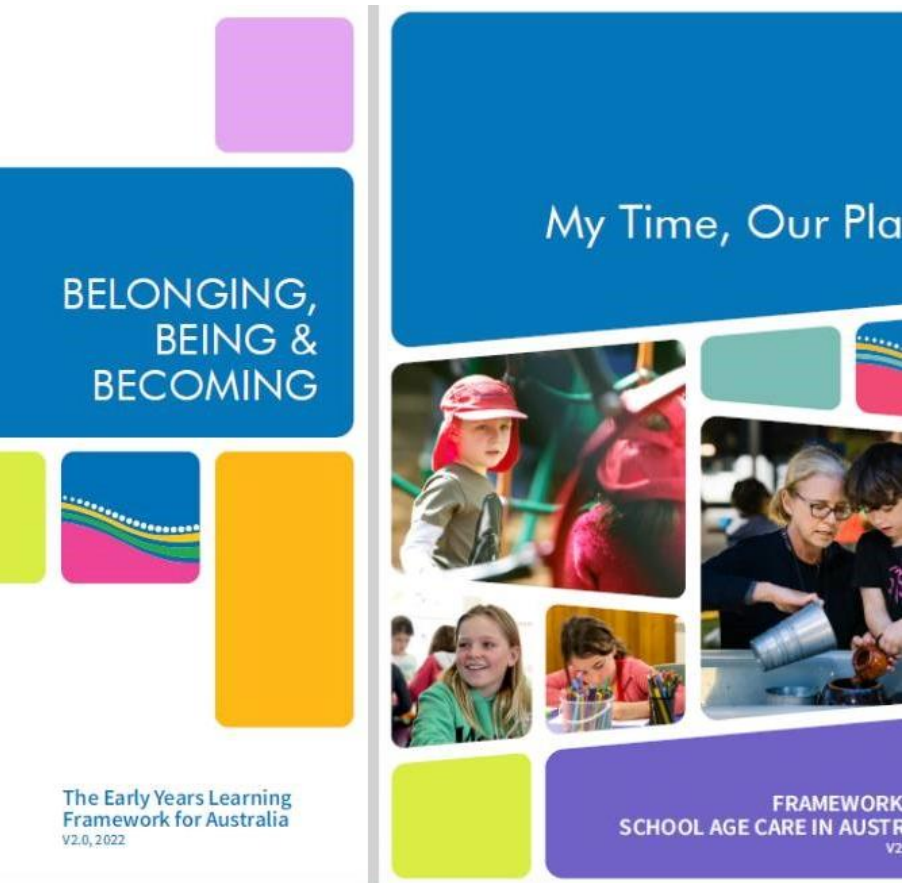
National approved learning framework under the NQF for school age children.



**Education
Standards
Board**



Where can I find current and future information?



See [‘News’ section of our website](#) and ACECQA resources:

- [Information Sheet – Approved Learning Frameworks overview](#)
- [Overview of changes online video](#)
- [‘What’s changed?’ fact sheet for the EYLF V2.0](#)
- [‘What’s changed?’ fact sheet for MTOP V2.0](#)
- [Approved Learning Frameworks Update FAQs](#)
- [Mapping the updated EYLF to V9 Australian Curriculum](#)
- [Mapping the updated MTOP to V9 Australian Curriculum](#)

Assessment and rating: what are the national reforms?

National changes include:

1. Greater use of partial A&Rs for services rated under 2018 NQS
2. A shift to a shorter notice period of 1-5 days for an assessment and rating visit
3. Self-assessment and QIP form part of continuous quality improvement



**Education
Standards
Board**



Government
of South Australia

What does this mean in South Australia?

Regulatory target in 2023 is to increase services rated under the 2018 NQS.

- In 2023, we will reassess and rate services currently under 2012 NQS
- Target is to rate 15% of these services
- SA has the longest reassessment cycle nationally
- Education strategy for 2018 NQS
- Expected change in quality rating profile in South Australia

It is approved provider's responsibility to operate to the 2018 NQS.

What does this mean in South Australia?

- Priority one is to increase services rated under 2018 NQS
- Consulting on and implementation of the assessment and rating reforms will occur late 2023
- Education strategy will focus on clarifying your understanding of assessment and rating and the purpose it serves

What is the intent of assessment and rating?

- to show every day practice in education and care of children
- to provide parents with accurate information about quality
- to demonstrate a service's commitment to continuous improvement.



Resources for assessment and rating

The [Guide to the National Quality Framework](#) is being updated
Section 3 provides a detailed overview of the A&R process

Further ACECQA resources

[National Quality Framework 2017-18 changes](#) (ACECQA)



**Education
Standards
Board**

