

# Children's Services Action Plan and State of the Industry Summary



April 2022

# Executive summary

Eurobodalla Council provides a range of Early Childhood Education and Care (ECEC) services in the shire and is highly aware of the many challenges currently facing the ECEC sector locally with the need to take both immediate and longer-term actions to ensure appropriate, affordable and available childcare continues to be provided in our community.

As a civic leader, Council, via the Children's Services team have taken a lead role in advocacy most recently hosting a Children's Services Forum in Batemans Bay on Saturday 12 March 2022.

Council staff invited sector stakeholders to partner in a co-design process to develop the forum in terms of what was needed to make it happen and how, where and when it would be presented.

Approximately 35 participants attended, including childcare operators and staff, health/allied health/disability related organisations and services, as well as elected representatives, including the Hon. Dr Michael Holland, Member for Bega and Councillors Tanya Dannock and David Grace.

The forum panel agreed on ensuring the forum presented local data (facts) that would include available demographic information and survey results from both educators and service directors/managers across the shire.

This information provided the basis from which to start action planning. As a result of a discussion of the data, survey results and the experiences of participants at the forum, six key action areas were identified, with associated issues brainstormed by the group.

They are:

1. Pay/Award conditions
2. Assessment and Rating/Quality Improvement Plan (QIP)
3. Child Health
4. Resourcing
5. Staffing
6. Qualifications and Training

The top three priorities were voted on for each issue, which has provided the basis of a priority action plan to reduce negative impacts on service delivery and availability. No doubt there is a lot more work to be done in this space, however this document will become an ally in the pursuit of change.

It is anticipated that there will be a range of actions that can be addressed at the local level, achieved by seeking grant funds, developing services or working together in innovative ways. Some of the outcomes of the forum will require a high degree of advocacy to the state and federal governments, given they have responsibility for implementing the regulations and conditions for service operation in this industry.

While Council has a role as an advocate, partner and service provider, it is only one player in the successful delivery of the action plan. Our industry partners, funding bodies and state and federal representatives will also need to play a role if we are to achieve meaningful change, supporting both the industry, children and working parents.

# Action Plan

As a result of the surveys, six main issues emerged. Of the brainstormed potential actions for each issue, the top three of each are outlined below as the sector priority action plan as a start.

There are a range of other actions deemed a lesser priority that individuals, services or groups may choose to take up or to be developed further into a more comprehensive action plan as momentum may support (see Ideas and Actions p 16). It will be important for the sector to capture any effort and outcomes as the plan is progressed.

## ISSUE 1. PAY/AWARD

Action	Measure	Responsibility
<b>1.1</b> Use the Eurobodalla Early Years network to lobby representative and peak bodies to combine awards and increase pay rates	<ul style="list-style-type: none"> <li>• Submissions to and responses from representative bodies</li> <li>• Award rates/pay is increased</li> </ul>	<ul style="list-style-type: none"> <li>• Early Learning Network</li> <li>• ECEC Services</li> <li>• Council</li> </ul>
<b>1.2</b> Seek funding or processes to support a project for the Eurobodalla Early Learning Network to assist with accessing grants, getting the right information and promoting early years educator careers	<ul style="list-style-type: none"> <li>• Funding achieved</li> <li>• Sector satisfaction with support</li> <li>• Increased staff availability</li> </ul>	<ul style="list-style-type: none"> <li>• Early Learning Network</li> <li>• ECEC Services</li> </ul>
<b>1.3</b> Advocate to childcare union to step up – Big steps campaign	<ul style="list-style-type: none"> <li>• Submissions to union</li> <li>• Award rates/pay is increased</li> </ul>	<ul style="list-style-type: none"> <li>• Early Learning Network</li> <li>• ECEC Services</li> </ul>

## ISSUE 2. ASSESSMENT AND RATING/QIP

Action	Measure	Responsibility
<b>2.1</b> Lobby the various levels of government, peak bodies, and ACEQA to simplify the A&R process including: <ul style="list-style-type: none"> <li>• more regular visits from Authorised Officers to see us in our natural state</li> <li>• support visits</li> </ul>	<ul style="list-style-type: none"> <li>• Submissions to and responses from NSW and Australian governments and others</li> <li>• A&amp;R processes simplified</li> </ul>	<ul style="list-style-type: none"> <li>• ECEC services</li> <li>• Council</li> </ul>
<b>2.2</b> Increase networking to support services sharing success, ideas, experiences.	<ul style="list-style-type: none"> <li>• Increased participation rates in network events</li> </ul>	<ul style="list-style-type: none"> <li>• ECEC services</li> </ul>

	<ul style="list-style-type: none"> <li>Satisfaction of services</li> </ul>	
<b>2.3</b> Seek funding and collaborate to enable time to plan and prepare for A&R	<ul style="list-style-type: none"> <li>Level of funding achieved</li> <li>Services report coping better with A&amp;R requirements</li> </ul>	<ul style="list-style-type: none"> <li>ECEC services</li> <li>Council</li> </ul>

## ISSUE 3. CHILD HEALTH

Action	Measure	Responsibility
<b>3.1</b> Seek funding and advocate for more allied health therapists (OT, physio etc) and mental health clinicians (children / youth)	<ul style="list-style-type: none"> <li>Level of funding achieved</li> <li>Submissions to and responses from NSW and Australian governments</li> <li>Number of new services available locally</li> <li>Services report better outcomes for children</li> </ul>	<ul style="list-style-type: none"> <li>ECEC services</li> <li>Council</li> <li>NSW Health</li> <li>Local support services</li> </ul>
<b>3.2</b> Embed resilience and capacity to local services by advocating to funding bodies to consider weighting on grants to support local services to provide recovery/resilience services for children and families	<ul style="list-style-type: none"> <li>Submissions to and responses from NSW and Australian governments</li> <li>Local services receiving more funding for services</li> </ul>	<ul style="list-style-type: none"> <li>Council</li> <li>ECEC services</li> <li>Local support services</li> </ul>
<b>3.3</b> Seek opportunities and funding for health care professionals to visit services.	<ul style="list-style-type: none"> <li>Level of funding achieved</li> <li>Number of ECEC services with visiting health staff</li> </ul>	<ul style="list-style-type: none"> <li>Council</li> <li>NSW Health</li> <li>ECEC services</li> </ul>

## ISSUE 4. RESOURCING

Action	Measure	Responsibility
<b>4.1</b> Identify and promote trauma and behavioural issues training for educators	<ul style="list-style-type: none"> <li>Training sourced</li> <li>Participation and satisfaction rates</li> </ul>	<ul style="list-style-type: none"> <li>Council</li> <li>ECEC services</li> <li>Local support services</li> </ul>
<b>4.2</b> Share resources across the sector	<ul style="list-style-type: none"> <li>Systems for sharing resources developed and promoted</li> </ul>	<ul style="list-style-type: none"> <li>ECEC services</li> </ul>

	<ul style="list-style-type: none"> <li>Satisfaction rates</li> </ul>	
<b>4.3</b> Secure and promote child protection and other accredited training courses	<ul style="list-style-type: none"> <li>Accredited training packages sourced and delivered</li> </ul>	<ul style="list-style-type: none"> <li>Council</li> <li>Skills brokers</li> </ul>

## ISSUE 5. STAFFING

Action	Measure	Responsibility
<b>5.1</b> Improve recognition of the professionalism of the early childhood sector	<ul style="list-style-type: none"> <li>Sector promoted and marketed well</li> <li>Workforce issues diminished</li> </ul>	<ul style="list-style-type: none"> <li>ECEC services</li> <li>ECEC peak bodies</li> </ul>
<b>5.2</b> Instigate a Eurobodalla Early Learning Sector Awards night	<ul style="list-style-type: none"> <li>Awards night established and implemented</li> </ul>	<ul style="list-style-type: none"> <li>ECEC services</li> </ul>
<b>5.3</b> Explore opportunities to share staff and/or develop a staffing pool	<ul style="list-style-type: none"> <li>Staffing issues reduced</li> </ul>	<ul style="list-style-type: none"> <li>ECEC services</li> </ul>

## ISSUE 6. QUALIFICATIONS AND TRAINING

Action	Measure	Responsibility
<b>6.1</b> Reinstate face-to-face Cert III and Diploma Early Childhood Education and Care at TAFE to support the workforce needs of the sector	<ul style="list-style-type: none"> <li>Cert III and Diploma Early Childhood Education and Care offered on campus at Moruya TAFE</li> </ul>	<ul style="list-style-type: none"> <li>Office of Regional Youth</li> <li>Council</li> <li>Dept Ed</li> </ul>
<b>6.2</b> Provide more professional development locally for current staff	<ul style="list-style-type: none"> <li>Skills gaps identified and training options promoted</li> <li>Participant satisfaction</li> <li>Reported improvement in skill support</li> </ul>	<ul style="list-style-type: none"> <li>ECEC services</li> <li>Council</li> </ul>
<b>6.3</b> Advocate for and promote traineeships to develop career paths	<ul style="list-style-type: none"> <li>ECEC careers promoted via schools and community</li> <li>Improved numbers of trainee take-up in the sector reported</li> </ul>	<ul style="list-style-type: none"> <li>Council</li> <li>Skills brokers</li> <li>ECEC services</li> </ul>

# Data Summary



# Forecast population

Eurobodalla Shire's population is 37,919 but is estimated to grow to 40,129 in 2022 and 45,515 in 2036. This signifies a 14.5% increase in population between 2021 and 2036.

Suburbs with the highest forecast population increase include:

- Broulee, Tomakin and Mossy Point
- Malua Bay, Lilli Pilli, Rosedale and Guerilla Bay
- Surfside, Long Beach, Maloneys Beach and North Batemans Bay
- Urban Moruya and Moruya Heads.

Eurobodalla Shire Council	Forecast year					Change between 2016 and 2036	
	2016	2021	2026	2031	2036	Total change	Avg. annual % change
Eurobodalla Shire	37,966	39,757	41,597	43,520	45,515	+7,549	+0.91
Batemans Bay - Catalina	3,947	4,146	4,294	4,421	4,516	+569	+0.68
Batemans Bay Rural Hinterland	2,674	2,663	2,685	2,781	2,927	+253	+0.45
Broulee - Tomakin - Mossy Point	3,258	3,491	3,727	4,029	4,434	+1,176	+1.55
Dalmeny	1,972	2,039	2,068	2,126	2,197	+225	+0.54
Malua Bay - Lilli Pilli - Rosedale - Guerilla Bay	2,587	2,815	3,116	3,445	3,795	+1,208	+1.93
Moruya Rural Hinterland	2,877	2,913	2,958	3,029	3,115	+238	+0.40
Narooma - North Narooma - Kianga	3,420	3,628	3,802	3,919	4,029	+609	+0.82
Narooma Rural Hinterland	2,612	2,637	2,667	2,697	2,738	+126	+0.24
Surf Beach - Batehaven - Sunshine Bay - Denhams Beach	5,661	5,950	6,205	6,349	6,455	+794	+0.66
Surfside - Long Beach - Maloneys Beach - North Batemans Bay	3,123	3,379	3,670	3,883	4,018	+895	+1.27
Tuross Head	2,271	2,362	2,447	2,512	2,559	+288	+0.60
Urban Moruya - Moruya Heads	3,564	3,734	3,959	4,329	4,732	+1,168	+1.43

Source: Population and household forecasts, 2016 to 2036, prepared by [.id](#) (informed decisions), December 2017.

# Forecast population by age

Forecast age structures can also give some indication of service level provision for future target cohorts.

## By 2036 forecast data indicates:

the 0 to 4 age group is predicted to increase by 25%

the 5 to 9 age group is predicted to increase by 21.5%

the 10 to 14 age group is predicted to increase by 27%

## Forecast age structure

Eurobodalla Shire Council - Total persons	2016		2026		2036		Change between 2016 and 2036
	Number	%	Number	%	Number	%	
Age group (years)	Number	%	Number	%	Number	%	Number
0 to 4	1,612	4.2	1,909	4.6	2,015	4.4	+402
5 to 9	1,983	5.2	2,277	5.5	2,409	5.3	+426
10 to 14	2,009	5.3	2,286	5.5	2,556	5.6	+547
15 to 19	1,826	4.8	1,862	4.5	2,080	4.6	+254
20 to 24	1,408	3.7	1,234	3.0	1,385	3.0	-23
25 to 29	1,399	3.7	1,294	3.1	1,380	3.0	-18
30 to 34	1,479	3.9	1,548	3.7	1,618	3.6	+140
35 to 39	1,567	4.1	1,938	4.7	2,066	4.5	+499
40 to 44	1,985	5.2	2,180	5.2	2,373	5.2	+389
45 to 49	2,172	5.7	2,221	5.3	2,529	5.6	+357
50 to 54	2,569	6.8	2,466	5.9	2,701	5.9	+132
55 to 59	3,215	8.5	2,941	7.1	3,121	6.9	-94
60 to 64	3,570	9.4	3,612	8.7	3,740	8.2	+171
65 to 69	3,683	9.7	3,962	9.5	3,987	8.8	+304
70 to 74	2,817	7.4	3,598	8.6	3,797	8.3	+980
75 to 79	1,960	5.2	2,939	7.1	3,282	7.2	+1,323
80 to 84	1,331	3.5	1,892	4.5	2,471	5.4	+1,140
85 and over	1,383	3.6	1,438	3.5	2,001	4.4	+618
Total persons	37,966	100.0	41,597	100.0	45,515	100.0	+7,548

Source: Population and household forecasts, 2016 to 2036, prepared by [.id](#) (informed decisions), December 2017.

# Index of Relative Socio-economic Disadvantage

The Index of Relative Socio-economic Disadvantage (IRSD) is a general socio-economic index that summarises a range of information about the economic and social conditions of people and households within an area. Unlike the other indexes, this index includes only measures of relative disadvantage.

A **low** score indicates relatively greater disadvantage in general. For example, an area could have a low score if there are:

- many households with low income,
- many people with no qualifications, or
- many people in low skill occupations.

A **high** score indicates a relative lack of disadvantage in general. For example, an area may have a high score if there are:

- few households with low incomes,
- few people with no qualifications, or
- few people in low skilled occupations.

Area	IRSED index score
Malua Bay - Lilli Pilli - Rosedale - Guerilla Bay	1,031.5
Broulee - Tomakin - Mossy Point	1,021.7
Moruya Rural Hinterland	1,009.8
Canberra Region	1,002.5
Australia	1,001.9
New South Wales	1,001.0
Batemans Bay Rural Hinterland	996.5
Tuross Head	981.6
Surfside - Long Beach - Maloneys Beach - North Batemans Bay	978.7
Regional NSW	971.0
Narooma Rural Hinterland	969.6
Eurobodalla Shire	962.0
Dalmeny	954.7
Narooma - North Narooma - Kianga	938.0
Surf Beach - Batehaven - Sunshine Bay - Denhams Beach	933.2
Urban Moruya - Moruya Heads	930.7
Batemans Bay - Catalina	876.1

*Eurobodalla has an overall lower index than NSW and Regional NSW, however there are a few locations with a higher index – indicating more affluent areas*

Source: Australian Bureau of Statistics, [Census of Population and Housing](#) 2016. Compiled and presented in atlas.id by [.id](#) (informed decisions).

## Children enrolled in a preschool or preschool program

Description	2016	2017	2018	2019	2020
4 year old's enrolled in preschool or preschool program (no.)	306	321	297	304	294
5 year old's enrolled in preschool or preschool program (no.)	122	139	116	104	119
Children enrolled in a preschool or preschool program (no.)	428	460	413	408	413

Description	2016	2017	2018	2019	2020
Children attending preschool for less than 15 hours (no.)	155	113	91	77	98
Children attending preschool for 15 hours or more (no.)	251	325	318	336	306

Eurobodalla (A) | Region summary | Data by region | Australian Bureau of Statistics (abs.gov.au) 2021

## Early childhood developmental vulnerability

Percentage of children developmentally vulnerable (%)							
	Physical health and wellbeing	Social competence	Emotional maturity	Language and cognitive skills (school-based)	Communication skills and general knowledge	Vulnerable on <b>one</b> or more domains of the AEDC	Vulnerable on <b>two</b> or more domains of the AEDC
<b>Australia</b>	9.6	9.8	8.4	6.6	8.2	21.7	11
<b>New South Wales</b>	8.5	9.2	6.8	5.2	8	19.9	9.6
<b>Eurobodalla</b>	<b>11.7</b>	8.3	<b>9.2</b>	<b>7.8</b>	7.2	<b>23.1</b>	<b>11.4</b>

AEDC Developmental vulnerability among school children by the number of domains of childhood development, 2018 [18]

## Early childhood education and care services in the Eurobodalla

Eurobodalla Family Day Care	Tuross Little Lambs Preschool
Surfside Kidz	Dalmeny Pre-School & Long Day Care Centre
Northside Early Learning Centre Batemans Bay	Narooma Preschool
SDN Batemans Bay Preschool	Octopus Garden Childcare Centre Narooma
Mundarra Preschool, Batemans Bay	Moruya Early Learning Centre
Surf Beach Child Care Centre	Batemans Bay OOSH kids
Nippersville Child Care and Pre-School Centre	Moruya OOSH kids
Mogo Aboriginal Preschool	Narooma OOSH kids
Broulee Early Learning Centre	Batemans Bay Vacation Care
Hope Early Development and Long Day Care, Broulee	Moruya Vacation Care
Premier Early Learning Centre Moruya	Narooma Vacation Care
Moruya Preschool and Kindergarten	Little Yuin Aboriginal Preschool

## Wages

	Education and Care #	Retail *	Hospitality +
Assistant	\$21.50	\$22.33	\$23
CertIII/Trade Cert	\$21.59	\$23.22	\$24
Diploma/Specialist	\$25.26	\$27.32	\$25
Director/Manager	\$33.62	\$28.00	\$28

#Children's Services Award [MA000120] \* Retail General Award [MA 00003] + Hospitality Industry (General) Award, Fair Work Ombudsman, Australian Federal Government, January 2022. (On commencement minimum hourly rates)

	Early childhood #	Primary school *
Graduate	\$63,475.00	\$72,263.00
Proficient	\$69,380.00	\$87,157.00
Highly accomplished	\$87,830.00	\$114,720.00
Director/Principal	\$98,388.00	\$190,921.00

\* Crown Employees (Teachers in Schools And Related Employees) Salaries And Conditions Award 2020

# Educational Services (Teachers) Award 2020 [MA000077] Fair Work Ombudsman, Australian Federal Government, January 2022.(on commencement minimum hourly rates)

# Data Map

It is interesting to see the data overlaid on a map where low SEIFA (index of disadvantage) areas are along with growth of 0-4 year old's and where existing early childhood learning centres are.



# Surveying the sector

The surveys received 71 responses from Educators across the 24 services in the shire and 20 responses from Managers/Directors

The organising panel sought local information from the sector via the development of two surveys – one for frontline educators and one for the director or manager of the services (Appendix 1 and 2).

The survey results have provided information on what the current and important issues are for workers and services.

The survey data can be accessed via Appendix 3.

44% have a Diploma with only 15% having a degree

People would stay longer for better pay and more staffing support

47% are considering upgrading their qualifications

44% have a Diploma with 15% having a degree the remainder having or enrolled in a

70% indicate they are in ECEC as a career with only 7% indicating they would leave within 2 years.

87% feel supported in their workplace with 74% indicating they know where to access help if needed

Educators indicate that despite the conditions the work with children is rewarding and satisfying

“Not much work life balance, I would love this to improve as I love my job”

“It is a physical and emotional job, very draining and pay isn't a reflection of the amount of work we do.”

# Main Issues

From the surveys the main issues can be summarised as follows:

<b>1. Pay</b>	Low pay or underpaid, work hours that are inflexible and long, need to pay for additional staff to cope with children with high support needs.
<b>2. Assessment &amp; Rating/Quality Improvement Plan (QIP)</b>	Needing more resources to complete/address, time and stress, promoting quality learning, need more support from Dept rather than nit-picking and no regard for service pressures, needs to be simpler.
<b>3. Qualifications and Training</b>	- Need training to meet needs eg additional needs and behaviour management, online training = limited support, Cert III and Diploma not offered at local TAFE or RTO, cost of qualifications.
<b>4. Resourcing</b>	Staff needing more specialist knowledge re children's behaviours/conditions, more time needed for critical reflection, observations and documentation, additional workloads and paperwork required to support children with additional needs, increased number of children with disabilities/additional needs, more toys and resources that are developmentally appropriate, time to work on the business.
<b>5. Staffing</b>	Lack of males, experience and quality, maintaining ratios of children:educators, work/life balance – flexibility, maintaining Early Childhood Teaching accreditation, Limited support for educators, racial discrimination.
<b>6. Child health</b>	Lack of local child health specialists, undiagnosed children, children's behaviour becoming worse, not knowing what recovery services are available, trauma/mental health, long waiting lists, lack of clear pathways for families, having to pay for extra for staff as ISS funding inadequate.

## When asked about ways some of the issues could be addressed feedback included:

- Provide training for Educators to deal with additional needs
- Incentives for qualifications
- Increase pay rates including trainee rates
- High school career pathways
- Improve professionalism and perception of the sector ie we're not babysitters
- More staff
- Free courses
- Networking and sharing ideas
- Improve policies eg discrimination
- Provide grants program for equipment
- More services available locally for chn with needs and undiagnosed issues
- Allied health supports in/visit centres
- Simplify QIP
- Reduce/streamline paperwork

# Waiting lists

Approximately 400 children on waiting lists across 10 services in the shire across a range of ages. One service in Batehaven has 130 on the waiting list alone.

Nine services have vacancies for children however this needs to be considered in relation to the days parents need and age range of children the vacancies are for.

“Acknowledge more substantially the vital importance of early childhood learning”

# What service managers told us

“We require highly qualified Directors and Owners in order to allow our Educators to thrive and we need the backing of our State and Federal Governments to support them by providing wages that are reflective of the professional task Educators do each day.”

50% of services in the shire are Commercial

Services have 11 staff on average

The top 3 issues are staff recruitment, covering absences and mental health issues

14 services indicated that they have staff that are trainees

Services report that the majority of staff that left their service, sought a role other than childcare

# Ideas and action

After discussing the data, participants at the forum used each of the 6 main issues as a starting point for planning.

A table with poster paper, along with a scribe for each issue was provided. Participants rotated twice around the issue tables to provide input on issues of interest to them. The information was then put on display for all participants to vote for their top 3 ideas from all ideas brainstormed for each issue. These were then used as the actions for the priority action plan at the beginning of this document.

The results of the brainstorming is as follows:

Pay / Award	
**	Enterprise bargaining – building official document about payrates, holidays, sick days and super. All leaves.
***	More pay
*	Reporting on the equity of the big employers to small employers
*	Matching school teachers’ pay (How?)
**	Write to politicians
**	Speak to politicians
***** *	Use Early Years network to lobby – combine awards
	Union needs to be more active and assertive in advocacy
	Sign a petition
***** *	Ask government to fund and employ a coordinator for the Early Years networking meeting. Accessing grants, getting the right information and recruiting early years educators.
***	Advocate to childcare union to step up – Big steps campaign
*****	Identify and communicate with the peak bodies in childcare
	Thrive by five to (find?) out what support they can give to our local network
	Coordinator
	Childcare union to step up
	Identify and communication with peak bodies including politicians

Assessment and Rating	
	<i>ACT – process is done differently – more relationship with Authorised Officers</i>
***** ****	Change the process – more regular visits from Authorised Officers to see us in our natural state Advocate - Dept of Education - Peaks - ACECQA - UOW – for funding

***** **	Networking: - services sharing success, ideas, experiences. - who are exceeding (expectations?) and excellent services - Utilise skilled parents / volunteers
**	Building <u>real</u> relationship with Authorised Officers
***	Funding to: - support staff / services - to relief from floor - to complete QIP /A&R preparation Find Funding streams Partner with outside agency for funding support
*	Apps / way to compile all the data (consistency across all services)
**	Training for services on ways to make it less time consuming
	IEXCELERATE – UOW – can support Australian Business Volunteers
*	Find out where we can get funding

Child Health	
**	More \$\$ for inclusion support
***	Allied health training for educators
**	Need more skilled / specialist <u>LOCAL</u> people for diagnosis / assessment – and ongoing support.
	Subcontract to local services
***	more flexible EACH pathway – need to use / contract local providers (Early Assessment Children...) (prior to NDIS assessment @ 6)
***	must have Level 4 hospital to ensure specialists (paediatric etc) are onsite / local
**	Advocate for Coordinare to have a coordinating paediatric role. Help identify and implement clear pathways.
***** **	Need for more allied health therapists (OT, physio etc) and mental health clinicians (children / youth)
	Top up existing LOCAL service providers
*	Have more children engaging in early childhood learning – so they are ‘seen’ and hopefully supported
****	0-5 need to go to Bluebook assessment until at least aged 4
	Parents as first teachers – more funding / opportunities for this.
*****	Health care professionals visiting a service (mobile service). Funded by government.
***** *	Embed resilience and capacity to local services with weighting on grants to support local provision
***	Removing early education barriers - cost - transport - paperwork / documentation - lack of support for children with additional needs – need more resourcing
***	Allow NDIS funding to be used to support early education
**	Additional trauma informed supports, recognising long-term impacts of bushfires (for children and staff)

*****	More funding for community health and more support to train / employ people
	Promotional campaign to promote allied health training
****	Parenting programs – more health / disability trauma-trained facilitators
	Fund: - local allied health - parenting programs - trauma training?

Resourcing	
*	Asset-based register
**	In-house training
***	Child protection courses / no accredited training
*****	Trauma background training
	Resourcing appropriate toys
****	Sharing resources – what services are prepared to share
**	Apply for grants eg shade (Cancer Council)
*	Inclusion library – (making it known)
	Understanding the process and application of NDIS
**	Needing more appropriately accessible qualification / training
	Advertising externally (other towns / cities)
**	Resourcing more funding for training
*	Promoting the SWAY program
*	Services – in-house groups (parents, carers, teachers)
*	Applying for grants to work across all centres
	Employment-based program
	In-house assessing – behavioural
	Collaborating with other centres
	Peer mentor group
	Share staff
	Volunteers
	Group training model (shared employment)
	Volunteering – share.Ccontact Cath @ Muddy Puddles

Staffing	
***** ***** **	Face-to-face teacher at TAFE to better support the students
	Staff training in communication to empower them – how they talk / negotiate with employers and families
***	Use males to go into schools to promote as career – promote it differently to younger males
**	School-based trainees / work experience
	peer mentor program through CIG (?)
	Promote opportunities to do ECEC in years 11 and 12
****	Sharing staff / staff pool – conditions need to be improved
	Creating careers program – Council's employment project
***	Network team for staff to be able - vent and support each other

	- paid in this role – when “on call” – confidentiality - pay staff for extra training
***	Apply for Resilience Funding (Bushfire \$) - Have \$ over 1-2 year pilot project for a Eurobodalla ECEC worker support line. - \$ to pay workers 1 week staffing phone and rotate role through members
***	Recognition of staff through rewards such as going out for lunch / dinner
	Locum service
***** ***	Awards night @ the local level
***	Recognition of the early childhood sector and their professionalism
	Increasing males – TAFE training – reward and recognition (?)

<b>Qualifications and Training</b>	
***** *****	Re-establish local training – TAFE Cert ***, Diploma - Peta happy to have this conversation
**	Cert IV – to train the trainers – (currently free)
*	Completing work placements - peer mentor training - face-to-face / online
****	Pupil-free days for training / PD
***** *	Professional development for current staff – when / where / who can access our local professionals
	Training for pre-employment
**	Local schools / career pathways / TVET - marketing as a career
****	Traineeships
*	Funding for under 24 years old
*	CCF priority area under job trainer - free atm job training priority
**	ECT accreditation – PD hours – link to mentor
**	Funded specialist skills set (Pd)

# Appendices





## Children’s Services Forum

### Educator Survey

Please take 5 minutes to provide us with accurate feedback that will assist us to present the situation for the sector at the forum. Your feedback will be collated and presented as collective results for the shire.

Place your survey in the envelope provided and seal. Place in the large envelopes with others from your service and a Council staff member will pick them up by 25 February.

1. What is your work’s postcode?

- 2536
- 2537
- 2545
- 2546

2. As an early childhood educator what are your top 3 issues (indicate 1 as top, 2 then 3)

- Obtaining qualifications
- Hours of work
- Children’s behaviour
- Pay
- Getting to and from work
- QIP
- Work conditions
- Other: \_\_\_\_\_

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3. Do you have any suggestions to address these?

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4. What are your qualifications

- No qualifications
- Currently enrolled but not completed
- Cert III
- Cert IV
- Diploma
- Degree
- Post Grad qualifications

5. Are you considering furthering your qualifications?

- Yes
- No

If yes, what qualifications are you seeking next? \_\_\_\_\_

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6. Are you intending to stay in childcare work?

1. Less than 1 year
2. 1-2 years
3. 2-5 years
4. This is a career

7. If less than 2 years what would make you stay?

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Why will you leave? \_\_\_\_\_

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8. What would you say to someone to encourage them into the sector?

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9. I feel supported in my workplace

- Yes
- No
- Unsure

10. I can access health and wellbeing support if I need it

- Yes
- No
- Unsure

11. Do you have any other comments or issues you would like us to note?

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*This forum has been co-designed by Eurobodalla Council Children's Services and other early learning services and agents across the Eurobodalla.*



## Children's Services Forum

### Service Providers Survey

12. What is your work's postcode?

- 2536
- 2537
- 2545
- 2546

13. Maximum licensed numbers at service:

No. Babies \_\_\_\_\_

No. Toddlers \_\_\_\_\_

No. Pre-schoolers \_\_\_\_\_

No. School aged \_\_\_\_\_

14. How many of these children are:

Children at risk \_\_\_\_\_

ATSI \_\_\_\_\_

CALD \_\_\_\_\_

Disability \_\_\_\_\_

15. Is your Service...

- Commercial
- Not for Profit
- Government

Other (please specify)

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16. Number of staff \_\_\_\_\_

17. Number of staff with particular qualifications

Trainee/school based \_\_\_\_\_

Cert III \_\_\_\_\_

Cert IV \_\_\_\_\_

Diploma \_\_\_\_\_

Degree \_\_\_\_\_

Post Grad \_\_\_\_\_

18. Staffing issues

- Staff Availability
- Covering absences
- Mental health issues
- Qualifications of staff
- Pay rates
- Competence
- Staff recruitment

Other (please specify)

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19. If staff have left recently..., where did they go?

- Another childcare service locally
- Another childcare service out of the shire
- Non childcare related role
- Retired
- Study

Other (please specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. LDC/FDC: How many children in your service attend preschool \_\_\_\_\_

21. Do you receive any external funding?

- Start Strong
- CCCF
- Inclusion Support
- Covid Support payment

Other (please specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are the issues?

In the categories below, please rank your main issues

22. Business

- Financial Viability
- Coping with Covid Requirements
- Reputation
- Assessment and rating
- Compliance with regulations
- Support from Dept Ed
- Need support with marketing
- Time to work "on"
- Need support planning

Other business issues?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





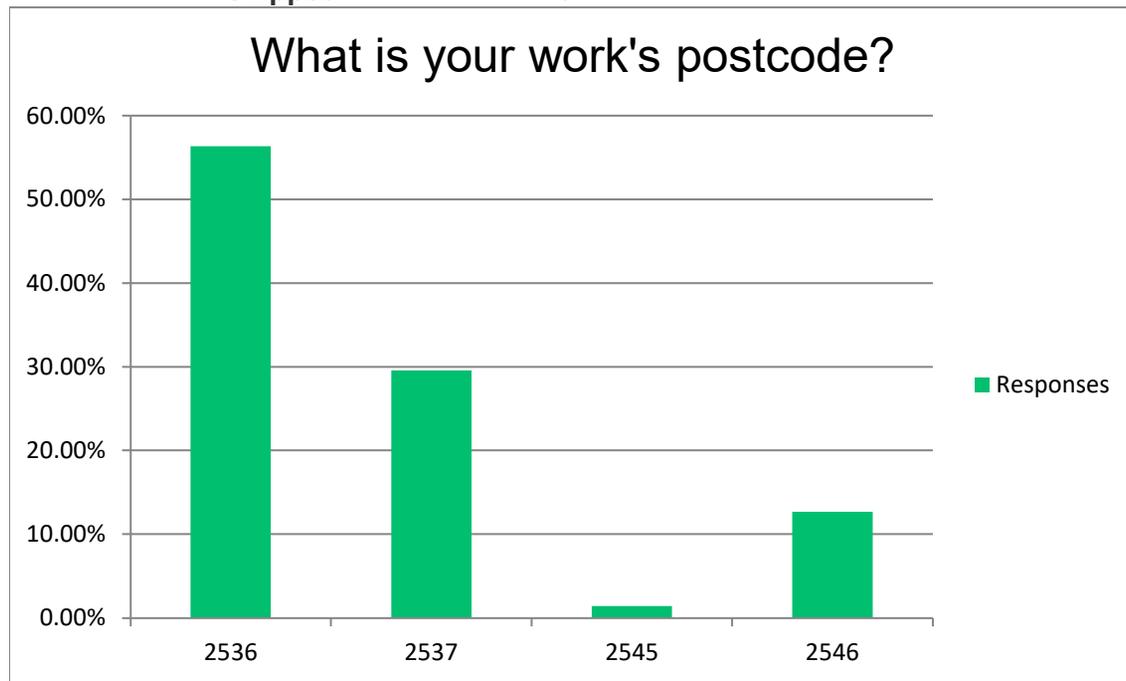
## Feedback summary

How useful do you think today's activities have been in supporting some solutions for the sector?	How was the Venue & Food	How was the timing?	Comment
4	5	5	Great organisation of the forum. Thank you :)
5	5	5	
5	5	5	Thank you for the opportunity to connect with the early childhood sector
5	5	5	Networking / and 'bigger picture' advocacy seems key. Good forum. Thanks
5	5	5	Just keep this going. Advocate. Reignite the passion in our Education.
4	4	4	Would like to see that with this beginning momentum we move forward and succeed in solutions.
4	4	5	Very cold!
4	5	3	Of course there are a lot of issues / emotive probably needed more time. (Acknowledging it's Saturday!)
4	5	5	Need to develop an Action Plan!
5	4	4	Like to see younger educators (attend?) meetings regularly.
4	4	3	Would have been good to have political reps; DEC Early Childhood directorate reps and DCS reps.
3	4	4	
5	5	2	hard to attend on Saturday. Good to keep this moving.
5	5	5	Look forward to working further - could we put as a standing item on Families NSW meeting? Please.
5	5	5	love to receive feedback on what is implemented successfully as an outcome from this. Wonderful to re-inspire passion.
5	5	4	good to see a good turnout from variety of organisations.
5	4	5	Too cold. Thank. Great bringing all of us together.
5	4	5	Great day - but a bit cold.
6	5	6	Thank you!
4	4	5	Cold
3	4	4	Too cold
5	5	5	Excellent.
<b>4.55</b>	<b>4.59</b>	<b>4.50</b>	
91% participants rated 4 or above.	100% rated 4 or above	86% rated 4 or above.	

## Children's Services Forum - Educator

### What is your work's postcode?

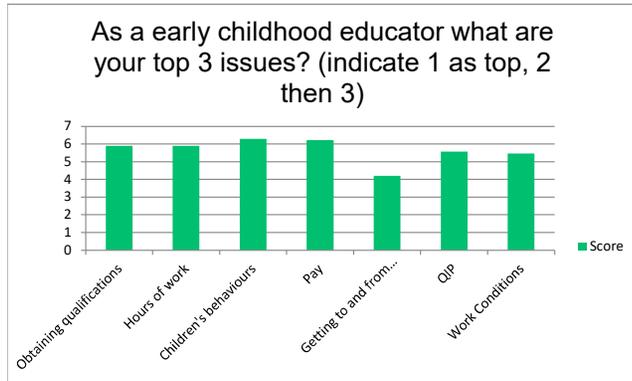
Answer Choices	Responses	
2536	56.34%	40
2537	29.58%	21
2545	1.41%	1
2546	12.68%	9
<b>Answered</b>		<b>71</b>
<b>Skipped</b>		<b>0</b>



Children's Services Forum - Educator

As a early childhood educator what are your top 3 issues? (indicate 1 as top, 2 then 3)

	1	2	3	4	5	6	7	Total	Score							
Obtaining qualifications	36.84%	7	15.79%	3	47.37%	9	0.00%	0	0.00%	0	0.00%	0	0.00%	0	19	5.89
Hours of work	47.37%	9	10.53%	2	31.58%	6	5.26%	1	5.26%	1	0.00%	0	0.00%	0	19	5.89
Children's behaviours	45.45%	20	43.18%	19	9.09%	4	0.00%	0	2.27%	1	0.00%	0	0.00%	0	44	6.3
Pay	44.07%	26	40.68%	24	13.56%	8	0.00%	0	0.00%	0	0.00%	0	1.69%	1	59	6.22
Getting to and from work	20.00%	1	0.00%	0	40.00%	2	0.00%	0	0.00%	0	40.00%	2	0.00%	0	5	4.2
QIP	10.53%	2	36.84%	7	52.63%	10	0.00%	0	0.00%	0	0.00%	0	0.00%	0	19	5.58
Work Conditions	17.65%	3	41.18%	7	29.41%	5	5.88%	1	0.00%	0	0.00%	0	5.88%	1	17	5.47
															<b>Answered</b>	<b>68</b>
															<b>Skipped</b>	<b>3</b>



## Children's Services Forum - Educator

### Other issues?

Answered 24

Skipped 47

Respondents	Response Date	Responses	Tags
		Connection with TAFE - Many students are studying online (limited support)	
1	Mar 03 2022 12	Encouraging male into the Early Educational Career	
2	Mar 03 2022 12	3. More Flexible work hours. It can be challenging getting children to and from school when you have to be at work and stay . Work life balance	
3	Mar 03 2022 12	3. Long hours and underpaid. The childcare award needs to be looked at	
4	Mar 03 2022 11	3. Not having enough resources	
5	Mar 03 2022 10	Paper work/additional support for children wit special needs 3. The amount of children with additional needs, Autism etc.	
6	Mar 03 2022 09	4. Amount of paperwork required - Need more toys for development - More resources for program - More shade for outdoor area in babies and toddlers - More time for reflections and observations	
7	Mar 03 2022 09	- Change ratios, more staff, more pay Limited structure and support with children with challenging and escalating behaviours, lack of support to staff with shortages on staff at child ratios, hours of work are demanding +less breaks/downtime. I also think there are no support to the mental health and well-being of staff that is needed especially during	
8	Mar 01 2022 03	COVID times	
9	Mar 01 2022 02	Low staff	
10	Mar 01 2022 02	educator not experience Working around appointments due to child to educator ratio.	
11	Mar 01 2022 02	Racial discrimination.	
12	Mar 01 2022 02	Maintaining registrations as an ect.	
13	Mar 01 2022 02	Standards	
14	Mar 01 2022 02	Better pay	
15	Mar 01 2022 02	Promoting quality and learning.	
16	Mar 01 2022 02	Getting a job as a cert III qualifies educator.	
17	Mar 01 2022 02	Quality of staff	
18	Mar 01 2022 01	3. the level of documentation required	
19	Mar 01 2022 12	3. Staffing: very hard to get staff and also keep them, the rate of pay is very low for the job you do !	
20	Mar 01 2022 12	3. Parents! QIP + self assessment process / documentation.	
21	Mar 01 2022 12	Very challenging combing classroom teaching + Director role - time. pressure, mental load.	
22	Mar 01 2022 12	QIP is extremely time consuming, child care workers are under paid. Webinar/training children with additional/ behavioral	
23	Mar 01 2022 12	Numbers/ratios	
		1. QIP and A7R process are very time consuming 2. Difficult to complete all necessary documentation within the hours of work	
24	Mar 01 2022 12	3. Disappointing that Cert's and Diplomas in Children's Services are no longer running at local TAFE.	

## Children's Services Forum - Educator

### Do you have any suggestions to address these?

Answered 42

Skipped 29

Respondents	Response Date	Responses	Tags
1	Mar 03 2022 12:	I wish :) - TAFE Support - Ask leading services about ideas - High school career officers	
2	Mar 03 2022 12:	- Pathways to careers	
3	Mar 03 2022 12:	We just need to get paid a bit better for what we do - Pay increase - Training for all staff - Outside assistance to come in and support	
4	Mar 03 2022 12:	- Support for families It would be good if we had more support for the behaviour problems of children these days. Training on their behaviours and	
5	Mar 03 2022 12:	triggers - Pay more money to keep staff	
6	Mar 03 2022 11:	- Less paper work I believe the sector should offer a better wage for education. And also the immigration program is another condition that should be consider. In the past, it was easier to sponsor and have more interested people in child care; Some of these people did not do the course just for visas, but because identified	
7	Mar 03 2022 11:	themselves as an educator -Improve pay and working conditions to attract more people to the profession -Acknowledge the importance of child development in the early years and its vital role in setting up children to be lifelong	
8	Mar 03 2022 10:	learners	

- Children's behaviour is difficult, particularly that this may be due to changing parenting styles. I think that social media/internet can be responsible for this at times and the ever contradicting and changing advice. This isn't as instinctive anymore! I have found this as a parent and educator.
- I think our role is underestimated by many, it is not just babysitting it is observing, documenting, planning, knowing curriculum etc, reflecting, QIP, Policies, preparing experiences for children, caring for children, settling in new children, cleaning, communicating, organizing, checklists, opening and closing the centre. Early childhood educators are very much underpaid.
- Paperwork - the amount of documentation we are required to remember, try to implement in our days and fill out is phenomenal and takes away from quality care. It also makes the job stressful
- Additional support- a lot of children who need additional support don't have it or take a long time to get it, this process need to be quicker

9 Mar 03 2022 10:

10 Mar 03 2022 09:- Easier access to support workers/ additional staff for these children

- More shade cover
- Staff to be able to access resources
- More staff on floor
- Toys for physical play

11 Mar 03 2022 09:- Need more support for children with need and behaviour issues

- Pay rise

12 Mar 03 2022 09:- More support in the centers for behaviour problems

- Improve pay rates
- Improve teamwork/shared responsibilities

13 Mar 03 2022 09:- More free PD and access to online/in person

14 Mar 03 2022 09: We need more money in this industry as there isn't enough for what we do

- More staff on the floor
- Child support and strategies to cope and work with challenging behaviours etc,courses available, external supports that assist with children who are victim to abuse etc.
- Counsellors for all staff permanently available either in centre or hotline "LIFELINE"?
- communication from management to staff

15 Mar 01 2022 03: Family support nights for families, children and educators

- before I was on a different child care award (2004-2014)
- I moved from Central coast went on 2010 award a lot lower pay rate and as i had changed centres I had to start back on the lowest step even though i had 14 years experience

16 Mar 01 2022 03:- Experience should equate to better pay

The expectations of early childhood educators has become extremely overwhelming. The workload has increased and lack of educators. Our pay is below average and the performance we provide is quite unappreciated.

17 Mar 01 2022 02: This role is very important and changes need to be made for this sector to remain at their best performance.

- Pay rise ? They want us to work our butts off for little pay.
- We need more structure in the work force ofr troubled children.

18 Mar 01 2022 02: Us educators need more support.

- Cut our tax if no pay rise
- Implement more free personal development
- 19 Mar 01 2022 02: - Cut the long day care hours  
Free childcare course.  
Better assistance for Directors.
- 20 Mar 01 2022 02: No educators no education.
- 21 Mar 01 2022 02: better pay  
Pay is below average.
- 22 Mar 01 2022 02: Work conditions are appalling due to no staff, which makes it hard for the hours of working more than we should.  
Have a more inviting multicultural setting that is inviting to all cultures in the world.
- 23 Mar 01 2022 02: Discrimination policies put in place.
- 24 Mar 01 2022 02: Better pay would encourage more people to stay within the sector, meaning more staff to share the load.  
Raising childcare educators pay.  
Personal - get my license.  
Having more support.
- 25 Mar 01 2022 02: More staff to support, sick days or casual days.
- 26 Mar 01 2022 01: Childrens behaviours are becoming increasingly challenging. Some specialized training would help  
Provide more support to help us support and help children. For the amount of work we do i feel we should get paid more. And
- 27 Mar 01 2022 01: also it is hard to obtain qualifications when the courses are continuously changing .  
- better pay, we work hard with shit pay  
- less QIP
- 28 Mar 01 2022 01: - Support, better support for children's behaviour
- 29 Mar 01 2022 01: - increase hourly pay rate  
I feel as though for the hours and extra home time spent preparing work/activities for the children we don't have the matching
- 30 Mar 01 2022 01: pay rates. we work long hours but pay rates arent shown  
- early childhood courses are expensive up to \$10,000 for diploma, plus regional access is challenging  
- Early childhood teacher wages and employment conditions are not equal to primary teachers however time and cost of degree is the same = 4 years
- 31 Mar 01 2022 12: - lacks of funding to provide support workers + strategies for behaviors  
- Training shouldn't cost so much  
- More incentives for people training or being a trainee
- 32 Mar 01 2022 12: - Higher rate of pay  
To many rules and regulations that you cannot control childrens behaviour, children know this and know they can get away
- 33 Mar 01 2022 12: with anything.
- 34 Mar 01 2022 12: No
- 35 Mar 01 2022 12: I don't know.
- 36 Mar 01 2022 12: Further support and discussions should be had with the state and federal government.

- Increase trainee pay rates
  - Provide additional ratios for individual with additional needs (ensure qualifications )
  - ensure parents understand our work role and commitments to the children and their education
- 37 Mar 01 2022 12: - provide (fund) on job training seminars/ qualifications
- 38 Mar 01 2022 12: Shorten and simplify self assessment documentation.
- 39 Mar 01 2022 12: Time spent on updating QIP could be spent on programming and interacting with the children.
- Having more training local (rather than just Canberra/Nowra)
  - having more meet and greet with other centers (discuss ideas)
  - Having more training available for behavioral and additional needs
  - Having local companies/ agencies eg Muddy Puddles provide more information/ideas to help support additional needs and
- 40 Mar 01 2022 12: behavioral
- 41 Mar 01 2022 12: Making first aid etc free of charge for educators and a higher base rate for pays.
- 42 Mar 01 2022 12: Not sure what we can do to reduce the paperwork.

## Children's Services Forum - Educator

### What are your qualifications?

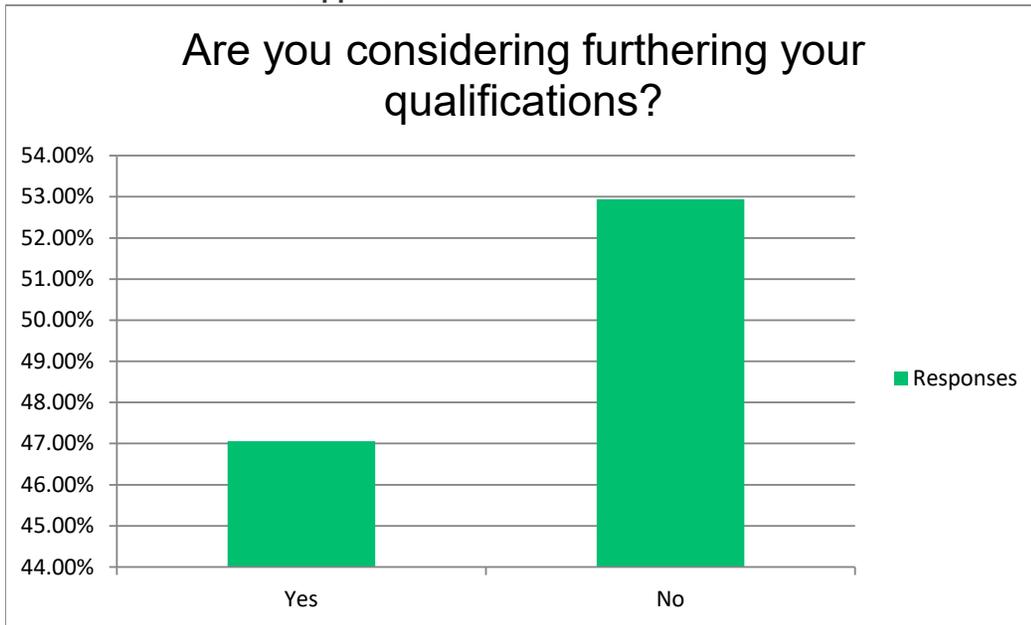
Answer Choices	Responses	
No qualifications	1.43%	1
Currently enrolled but not completed	8.57%	6
Cert III	45.71%	32
Cert IV	2.86%	2
Diploma	44.29%	31
Degree	15.71%	11
Post Grad Qualifications	1.43%	1
<b>Answered</b>		<b>70</b>
<b>Skipped</b>		<b>1</b>



Children's Services Forum - Educator

**Are you considering furthering your qualifications?**

Answer Choices	Responses
Yes	47.06% 32
No	52.94% 36
If yes, what qualifications are you see	33
<b>Answered</b>	<b>68</b>
<b>Skipped</b>	<b>3</b>



Respondents	Response Date	If yes, what qualifications are you seeking next?	Tags
	1 Mar 03 2022	1 Pension	
	2 Mar 03 2022	1 in future do my diploma	
	3 Mar 03 2022	1 Autism/Language/Speech therapy	

- 4 Mar 03 2022 1 Doing my diploma now.
- 5 Mar 03 2022 1 Masters Degree in early Childhood
- 6 Mar 03 2022 1 Master in Education or Social work
- 7 Mar 03 2022 1 Masters in Autism Education
- 8 Mar 03 2022 1 Diploma
- 9 Mar 03 2022 1 Not as this stage. Currently attempting to do Diploma
- 10 Mar 03 2022 0 Diploma
- 11 Mar 01 2022 0 Diploma, Visual arts, to enhance my teaching goals
- 12 Mar 01 2022 0 Diploma
- 13 Mar 01 2022 0 Bachelor of teaching 0-5 years.
- 14 Mar 01 2022 0 Bachelor
- 15 Mar 01 2022 0 Not sure.
- 16 Mar 01 2022 0 Degree to enter primary years teaching
- 17 Mar 01 2022 0 ECT have tried twice but low time.
- 18 Mar 01 2022 0 Working towards diploma
- 19 Mar 01 2022 0 Not sure maybe Diploma in early childhood educator.
- 20 Mar 01 2022 0 Cert IV to Diploma
- 21 Mar 01 2022 0 Diploma
- 22 Mar 01 2022 0 Bachelor of early childhood education.
- 23 Mar 01 2022 0 Currently enrolled in getting my Diploma.  
Seeking to be a primary school teacher unless things change might stay with childcare
- 24 Mar 01 2022 0 and further my qualifications. (currently studying for Diploma)
- 25 Mar 01 2022 0 Diploma
- 26 Mar 01 2022 0 Currently doing my diploma
- 27 Mar 01 2022 0 already begun diploma studies at the end of last year
- 28 Mar 01 2022 0 Bachelor of education early childhood
- 29 Mar 01 2022 1 Diploma and degree in early childhood teaching.
- 30 Mar 01 2022 1 Not sure yet, maybe case worker.
- 31 Mar 01 2022 1 Diploma - currently signed up
- 32 Mar 01 2022 1 I would like to do diploma but it's too expensive.
- 33 Mar 01 2022 1 I am currently studying a diploma

### Children's Services Forum - Educator

#### Are you intending to stay in child care work

Answer Choices	Responses	
Less than 1 year	2.90%	2
1-2 years	5.80%	4
2-5 years	21.74%	15
This is a career	69.57%	48
<b>Answered</b>		<b>69</b>
<b>Skipped</b>		<b>2</b>



## Children's Services Forum - Educator

### If less than 2 years...- What would make you stay?

Answered 12

Skipped 59

Respondents	Response Date	Responses	Tags
1	Mar 03 2022	1 Pay - pathway, info This role also requires qualifications. I intend to stay but do get disheartened when with all the things we are expected to do in this role. I could find a less challenging role/job and be payed the same money. The pay does not meet the	
2	Mar 03 2022	1 expectations of this role	
3	Mar 03 2022	0 - Access to more support workers - More paid holidays, or more pay	
4	Mar 03 2022	0 - Higher pay rate - Reduced work load/stress on individual ECT	
5	Mar 03 2022	0 more money	
6	Mar 01 2022	0 More structure and supports with staffing and children, make the job more interesting	
7	Mar 01 2022	0 More pay	
8	Mar 01 2022	0 Re: no. 7 - feel burnt out so would really like to retire but not possible at the moment.	
9	Mar 01 2022	0 Better support and understanding from centre owner. Access to more qualified staff	
10	Mar 01 2022	1 N/A	
11	Mar 01 2022	1 Pay increase, less drive, more support, hours	
12	Mar 01 2022	1 More pay	

## Children's Services Forum - Educator

### Why will you leave?

Answered 28

Skipped 43

Respondents	Response Date	Responses
1	Mar 03 2022	1 - Not supported - Many private centres are driven by money turn over
2	Mar 03 2022	1 Lack of support for staff and childrenNot much work life balance would love this to improve as I love my job
3	Mar 03 2022	1 Too much paperwork and not enough pay Because with the increasing expectations almost impossible to meet with very little pay. I feel that it takes away
4	Mar 03 2022	1 from quality care which is far more beneficial to children - The amount of pay to responsibility is not equal. I can get paid more at woollies and then go home with no paper
5	Mar 03 2022	0 work or other responsibility
6	Mar 03 2022	0 Only if I relocate the area of the pay changes lower
7	Mar 03 2022	0 Moving back into primary school teaching (early childhood and primary trained) I love learning, studying and experiencing new things, I keep the ball rolling with my career. I am always interested
8	Mar 01 2022	0 in learning something NEW. We don't live a long life so lets enjoy it. - Pay -conditions - Cleaning - not just incidental cleaning
9	Mar 01 2022	0 -behaviour of children
10	Mar 01 2022	0 The workload and expectations become too much and effects our mental health and physical well-being.
11	Mar 01 2022	0 I have left and returned because other jobs were not a fit. Low pay, no support, to many rules regulations that are unreasonable e.g. a child standing on a chair is not putting
12	Mar 01 2022	0 that child at risk.
13	Mar 01 2022	0 poor pay for hard job, we are teaching children we are not babysitting
14	Mar 01 2022	0 Better pay conditions further opportunities that recognise my experience and qualifications.

Pay.

No staff to support sick days etc.

Not enough staff.

15 Mar 01 2022 0 Further my career.

16 Mar 01 2022 0 Burn out. trying to be nominated supervisor, E.C.T, educational leader with limited support/time

17 Mar 01 2022 0 Would only leave if body had enough as its a body taxing industry

18 Mar 01 2022 0 Pay

19 Mar 01 2022 1 It is a great career, however burn-out is common across the sector

20 Mar 01 2022 1 Very demanding job, takes a toll on your body + also wellbeing

21 Mar 01 2022 1 I have a double degree so I need to spend time in the primary sector as part of the degree I worked so hard for.

22 Mar 01 2022 1 If i am incapable of doing the job for health reasons

23 Mar 01 2022 1 will go on maternity leave but return if centre has a spot for my child at the end of leave

24 Mar 01 2022 1 Retirement

25 Mar 01 2022 1 Leaving town.

26 Mar 01 2022 1 Retirement

27 Mar 01 2022 1 It is a physical + emotional job, very draining and pay isn't a reflection of the amount of work we do

28 Mar 01 2022 1 Not a set decision its just convenient at the moment

## Children's Services Forum - EDUCATOR SURVEY

### What would you say to someone to encourage them into the sector?

Answered

Skipped

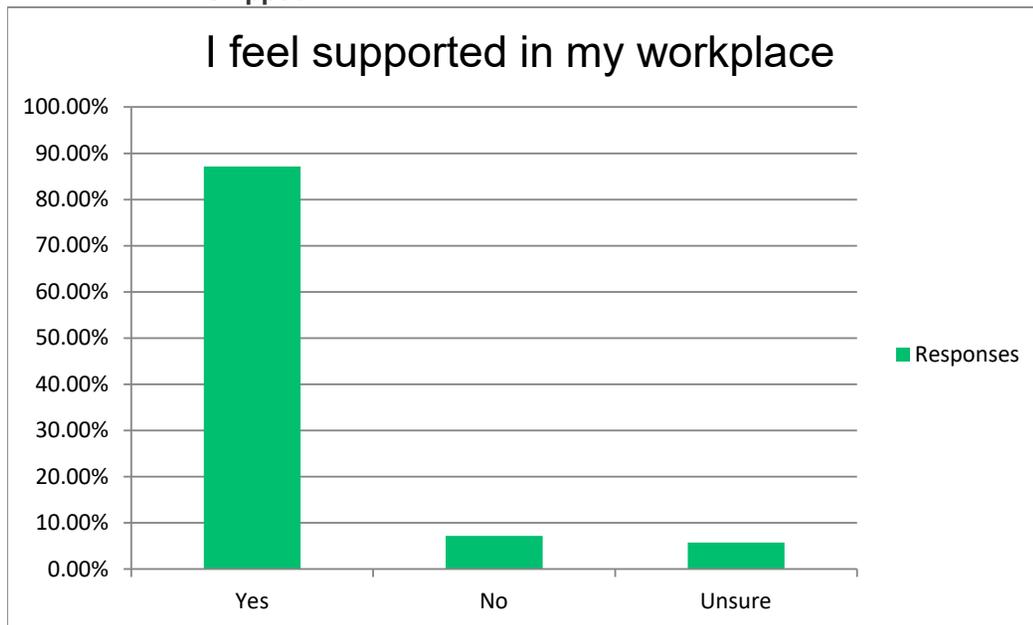
Respondents	Responses
1	That it is a very rewarding job
2	rewarding career- Opportunities to transition
3	I love it and love working with children
4	The joys of seeing children develop and socially interacting with their peers, learning new skills, Nurturing them .
5	It's great working with children, but the money is not great, also its hard to get a loan with the money you are on or pay rent
6	children; from babies to preschoolers.
7	Given the current state of affairs, I'm not sure I would
8	At this stage i don't know that i would. However working with children, working with their interests and creating experiences for them is very re
9	I currently would not, I would rather encourage to be a teacher, f better hours, pay and holidays !
10	Encourage them to do casual work, earn more pay for the job we do. Discuss ratios for babies and preschools
11	Be prepared for loads of paperwork
12	As teachers we are always learning and growing too don't be afraid to make mistakes and learn and grow from them
13	Its a rewarding job, nurturing the children but the pay is crap Its rewarding
14	No day is ever the same Everyday is a different day. Sometimes its exciting and you have children running to you or calling your name just to be the first one to you, ar
15	you go home with doubts, but its fun to experience and be apart of a life you've helped influence and grow to what the want to be and at the ei
16	It is extremely rewarding observing children grow and learn.
17	loving the children and practice within the industry it makes everything easier and becoming to love your job
18	You get weekends off, you can meet some lovely people, watching children grow is a blessing.
19	If they have a caring/nurturing side then i would encourage it but other than that i wouldn't
20	I wouldn't
21	I wouldn't encourage them into this sector as we are over worked and under paid.
22	are you sure?
23	I would say that it is a very satisfying rewarding job. It is rewarding to help and see the children grow and go forward.
24	I'm not sure if I would.

- 25 If you have patience and passion consider yourself a job. Always consider someones elses life.
- 26 Choose your workplace wisely.  
I would tell them the truth it is a very difficult industry but so rewarding !! You need the patience and passion for working with and educating litt
- 27 but if you do it is an awesome career with continous learning.
- 28 Gain qualifications through paid traineeships to experience the reality of the sector.
- 29 This career is very rewarding at the end of the day.
- 30 Rewarding. Continue to grow.
- 31 Very rewarding but conflicting experiences.
- 32 Working in childcare is very rewarding. You gain friendships and supports with families and staff.
- 33 Rewarding
- 34 That it is a very rewarding career nuturing and educating babies, toddlers and preschoolers and helping families in the community.
- 35 Not sure. At this stage I'd advise choosing a different career  
i would tell them that working in childcare is a very rewarding job, but is also very challenging. but I would highly recommend it as the rewardir
- 36 overrules the challenging side of it.
- 37 Be prepared, have a calm patient nature
- 38 if you have a love for children this industry is very rewarding
- 39 the job is very fulfilling when you are able to focus on the children
- 40 the children (some) make your day great and make you smile.
- 41 Do it for the love not for the pay.
- 42 Do it for the children.
- 43 Fun and rewarding.  
Tell them how rewarding it can be even after tough days, especially when a child has that light bulb moment when you've taught them someth
- 44 Everyday is different and you get to meet so many wonderful children and families.
- 45 That the children make it all worth it
- 46 Happy, fun environment with the kids, friendly supportive staff.
- 47 Very rewarding helping the children grow and learn.
- 48 Find a supportive, well staffed, well resources service.
- 49 Pre-school has great hours.
- 50 Start with a Cert III, then complete the Diploma etc. This way you are more employable.  
You dont do it for the money you do it for the love of kids
- 51 Definitely a rewarding job!
- 52 Rewarding work place when you enter and all the children are so happy to see you knowing you are loved and make a difference in their life.  
Working with young children is very rewarding as long as the workplace is supportive and well resourced. Investigating qualifications so you ki
- 53 start. Try volunteering before you jump in, if this is still an option.
- 54 I probably wouldn't unless they loved children

## Children's Services Forum - Educator

### I feel supported in my workplace

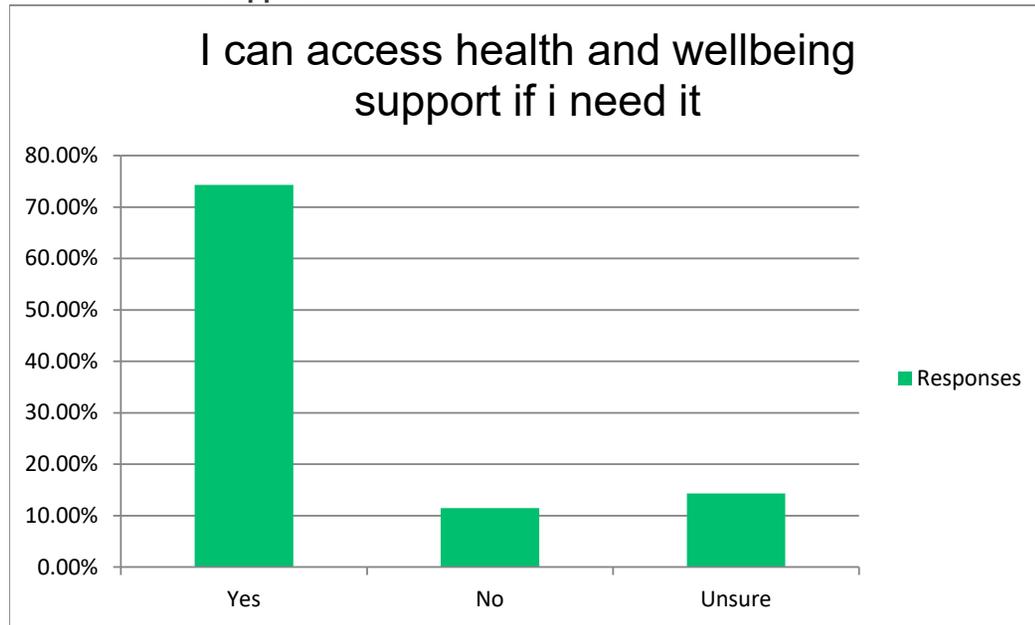
Answer Choices	Responses	
Yes	87.14%	61
No	7.14%	5
Unsure	5.71%	4
<b>Answered</b>		<b>70</b>
<b>Skipped</b>		<b>1</b>



### Children's Services Forum - Educator

#### I can access health and wellbeing support if i need it

Answer Choices	Responses	
Yes	74.29%	52
No	11.43%	8
Unsure	14.29%	10
<b>Answered</b>		<b>70</b>
<b>Skipped</b>		<b>1</b>



## Children's Services Forum - Educator

### Do you have any other comments or issues you would like us to note?

Answered

Skipped

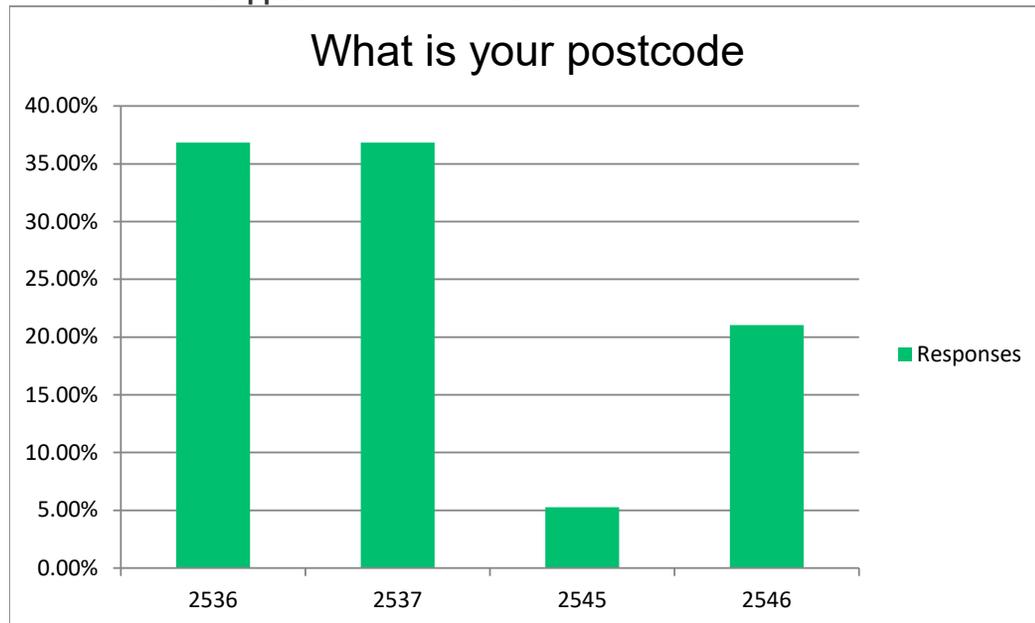
Respondents	Responses	Tags
1	No Need to review centres and how they support staff/educators. Wages are huge - we are doing similar or more than primary educational services .	
2	Questions need reviewing	
3	Childcare workers need more recognition. The award needs to be looked at. Staff are being underpaid. - Our pay - for what we do in childcare we should be on a higher pay.	
4	- More interactions with the children, less paperwork I've been in the sector for the past 7 years, going through different states and different sizes of centres. I believe the staff's mental health and the amount of documentation that is demanding make people to give up. Everywhere you have to work hard to fill it up some papers. many times, you take it home (specifically room leaders) and doesn't even get time in for your work done out of the centre. These issues dis-encourage people to stay, as well	
5	as reflects on the daily basis towards children/colleagues	
6	- paperwork load More information for parents on enrolment Such a lot of work, for the time in the centre making sure every thing is done on open and close shift	
7	More time to communicate with parents on arrival and drop off	
8	Please consider more fun resources for the children to out of school I believe with the current conditions that educators are working with during COVID times the government should	
9	pay and support them more, like bonus or subsidy.	

- Short staffed
- Not enough qualified staff
- Cleaning should be incidental, not using blower cleaning all of room and bathrooms
- Early Childhood deserve better pay
- 10 Why are essential workers so poorly paid ?
- 11 Pay rise or cut our tax  
We have no staff ans we are under paid. Have to work more hours due to no staff, All Staff are getting burned out
- 12 because of this.  
-Observation and caring
- 13 Educator doesnt have time enough off the room so many educators take work home to be done
- 14 Encourage more Aboriginal education in centres and push for more Aboriginal educators in the setting.
- 15 Educators are under valued, under paid and over worked.
- 16 Extremely difficult to get educators. having to use lots of trainees to make up numbers. No time to support them.
- 17 Getting rid of the label that all we do is baby sit the children  
the sector needs more free accessible personal development focusing on behavioral support. the sector is
- 18 underpaid for the level of responsibility and stress that the job entails  
your expected to do a lot and the qualifications are not easy to get. your expected to have a lot of knowledge and
- 19 its a HUGE responsibility for the rate of pay you get. Something needs to change !
- 20 Cleaning the centre is a problem when children are not picked up until 5:55pm  
Re: health and wellbeing: Not directly available, through service but staff / management would support this if needed.
- 21 + Shortage of casual workers has been an issue at times.  
There is certainly not enough room for all the children. the area is becoming full of families and there are waiting
- 22 lists everywhere  
Need to review centres and how they support staff/educators.  
Wages are huge - we are doing similar or more than primary educational services .
- 23 Questions need reviewing

## Children's Services Forum SUPERVISORS SURVEY

### What is your postcode

Answer Choices	Responses	
2536	36.84%	7
2537	36.84%	7
2545	5.26%	1
2546	21.05%	4
<b>Answered</b>		<b>19</b>
<b>Skipped</b>		<b>0</b>



## Children's Services Forum

### Maximum licensed numbers at service

Answer Choices	Responses	
No. Babies	88.89%	16
No. Toddlers	83.33%	15
No. Preschoolers	94.44%	17
No. School aged	83.33%	15
	<b>Answered</b>	<b>18</b>
	<b>Skipped</b>	<b>1</b>
<b>Service 1</b>	No. Babies	12
	No. Toddlers	8
	No. Preschoolers	19
	No. School aged	0
<b>Service 2</b>	No. Babies	4
	No. Toddlers	4
	No. Preschoolers	4
	No. School aged	7
<b>Service 3</b>	No. Babies	Skipped
	No. Toddlers	
	No. Preschoolers	
	No. School aged	
<b>Service 4</b>	No. Babies	FDC
	No. Toddlers	FDC
	No. Preschoolers	FDC
	No. School aged	FDC
<b>Service 5</b>	No. Babies	N/A
	No. Toddlers	N/a
	No. Preschoolers	30
	No. School aged	N/A
<b>Service 6</b>	No. Babies	0
<b>Service 11</b>	No. Babies	
	No. Toddlers	
	No. Preschoolers	
	No. School aged	30
<b>Service 12</b>	No. Babies	8
	No. Toddlers	8
	No. Preschoolers	30
	No. School aged	6
<b>Service 13</b>	No. Babies	0
	No. Toddlers	0
	No. Preschoolers	30
	No. School aged	0
<b>Service 14</b>	No. Babies	8
	No. Toddlers	5/7
	No. Preschoolers	25
	No. School aged	0
<b>Service 15</b>	No. Babies	8
	No. Toddlers	15
	No. Preschoolers	20
	No. School aged	0
<b>Service 16</b>	No. Babies	6

	No. Toddlers	5	No. Toddlers	13
	No. Preschoolers	11	No. Preschoolers	27
	No. School aged	0	No. School aged	0
<b>Service 7</b>	No. Babies	4	<b>Service 17</b>	No. Babies
	No. Toddlers	4		No. Toddlers
	No. Preschoolers	4		No. Preschoolers
	No. School aged	3		No. School aged
<b>Service 8</b>	No. Babies	8	<b>Service 18</b>	No. Babies
	No. Toddlers	16		No. Toddlers
	No. Preschoolers	20		No. Preschoolers
	No. School aged			No. School aged
<b>Service 9</b>	No. Babies	16	<b>Service 19</b>	No. Babies
	No. Toddlers			No. Toddlers
	No. Preschoolers	30		No. Preschoolers
	No. School aged			No. School aged
<b>Service 10</b>	No. Babies	12	<b>Service 20</b>	No. Babies
	No. Toddlers	17		No. Toddlers
	No. Preschoolers	20		No. Preschoolers
	No. School aged	20		No. School aged
			<b>Service 21</b>	No. Babies
				No. Toddlers
				No. Preschoolers
				No. School aged
				Total chn 3

Children's Services Forum  
**How many of these children are:**

Answer Choices	Responses
	94.44% 17
	88.89% 16
	83.33% 15
	88.89% 16
<b>Answered</b>	<b>18</b>
<b>Skipped</b>	<b>1</b>

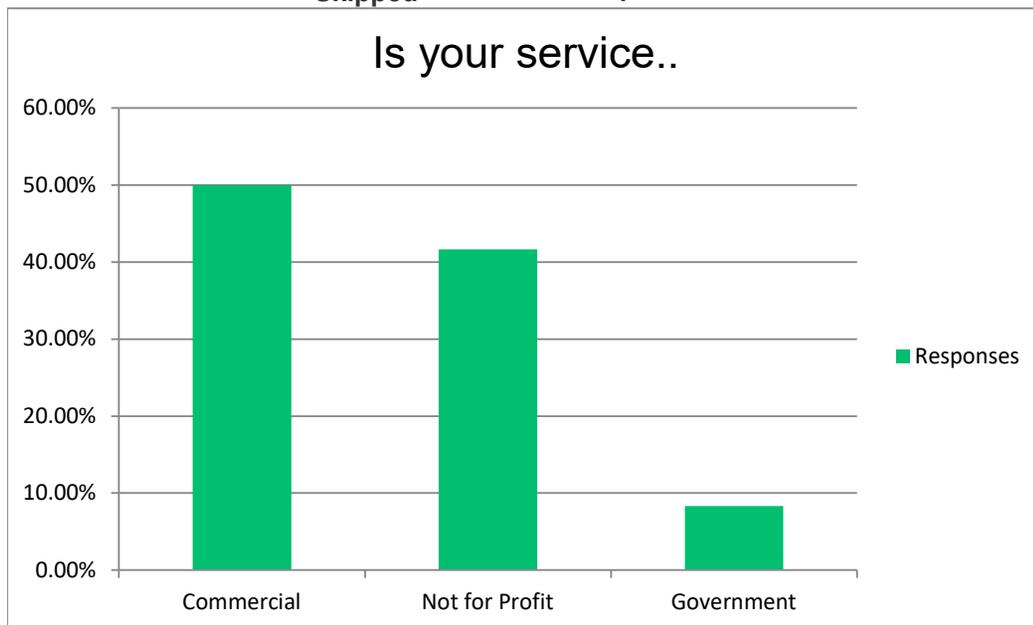
Service 1	Children at risk	1	Service 11	Children at risk	0
	ATSI	0		ATSI	4
	CALD	0		CALD	5
	Disability	0		Disability	0
Service 2	Children at risk	0	Service 12	Children at risk	10
	ATSI	0		ATSI	9
	CALD	0		CALD	1
	Disability	0		Disability	4
Service 3	Children at risk	Skipped	Service 13	Children at risk	1
	ATSI			ATSI	3
	CALD			CALD	2
	Disability			Disability	7
Service 4	Children at risk	0	Service 14	Children at risk	0
	ATSI	0		ATSI	5
	CALD	0		CALD	0
	Disability	0		Disability	1
Service 5	Children at risk	4	Service 15	Children at risk	1
	ATSI	15		ATSI	6
	CALD	2		CALD	2
	Disability	4		Disability	2

Service 6	Children at risk	9	Service 16	Children at risk	7
	ATSI	9		ATSI	9
	CALD	0		CALD	2
Service 7	Disability	2	service 17	Disability	1
	Children at risk	1		Children at risk	2
	ATSI	0		ATSI	11
Service 8	CALD	0	Service 18	CALD	2
	Disability	0		Disability	18
	Children at risk	2		Children at risk	1
Service 9	ATSI	1	Service 19	ATSI	10
	CALD	0		CALD	5
	Disability	0		Disability	1
Service 10	Children at risk	13	Service 20	Children at risk	0
	ATSI	9		ATSI	6
	CALD	4		CALD	0
Service 10	Disability	2	Service 21	Disability	1
	Children at risk	2		Children at risk	3
	ATSI	0		ATSI	4
Service 10	CALD	0	Service 21	CALD	6
	Disability	1		Disability	3
				Children at risk	2
			ATSI	11	
			CALD	2	
			Disability	18	

## Children's Services Forum

### Is your service..

Answer Choices	Responses	
Commercial	50.00%	6
Not for Profit	41.67%	5
Government	8.33%	1
Other (please specify)		9
<b>Answered</b>		<b>12</b>
<b>Skipped</b>		<b>7</b>



Children's Services Foru

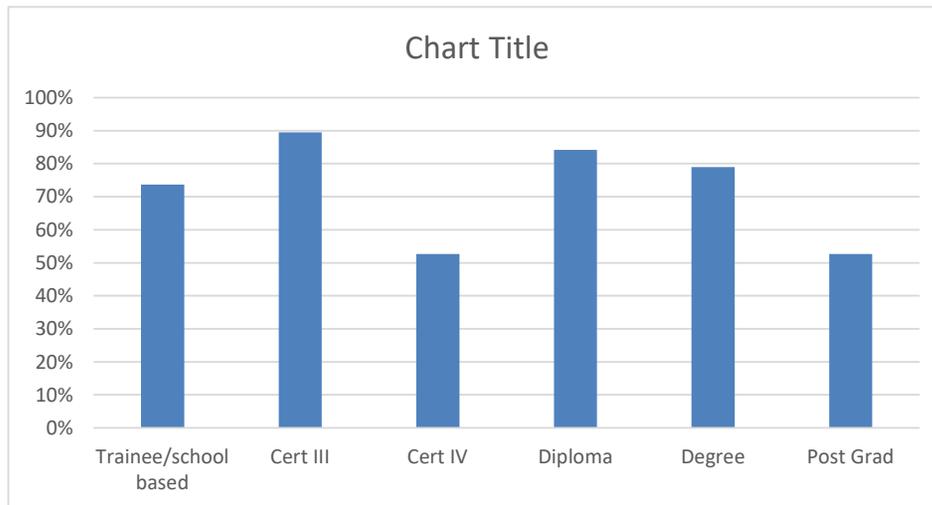
**Number of Staff**

<b>Service 1</b>	10
<b>Service 2</b>	1
<b>Service 3</b>	1
<b>Service 4</b>	1
<b>Service 5</b>	12
<b>Service 6</b>	4
<b>Service 7</b>	1
<b>Service 8</b>	9
<b>Service 9</b>	15
<b>Service 10</b>	16
<b>Service 11</b>	2/3
<b>Service 12</b>	11
<b>Service 13</b>	10
<b>Service 14</b>	13
<b>Service 15</b>	14
<b>Service 16</b>	17
<b>Service 17</b>	10
<b>Service 18</b>	7
<b>Service 19</b>	15
<b>Service 20</b>	12
<b>Service 21</b>	10
<b>Answered</b>	<b>19</b>
<b>Skipped</b>	<b>0</b>

## Children's Services Forum

### Number of staff with particular qualifications

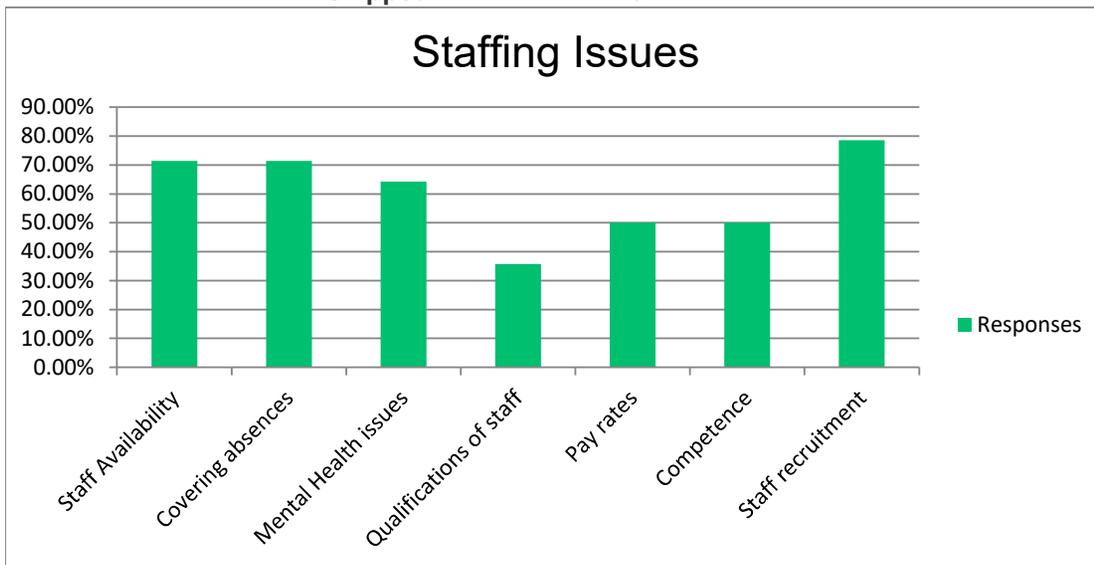
Answer Choices	Responses	
Trainee/school based	73.68%	14
Cert III	89.47%	17
Cert IV	52.63%	10
Diploma	84.21%	16
Degree	78.95%	15
Post Grad	52.63%	10
	<b>Answered</b>	<b>19</b>
	<b>Skipped</b>	<b>0</b>



## Children's Services Forum

### Staffing Issues

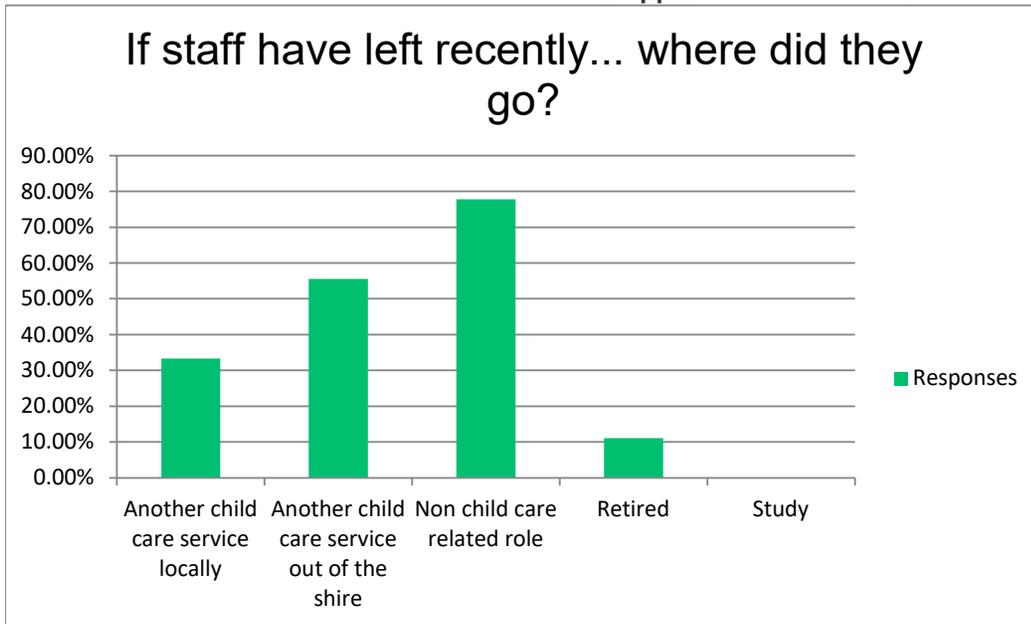
Answer Choices	Responses	
Staff Availability	71.43%	10
Covering absences	71.43%	10
Mental Health issues	64.29%	9
Qualifications of staff	35.71%	5
Pay rates	50.00%	7
Competence	50.00%	7
Staff recruitment	78.57%	11
Other (please specify)		8
<b>Answered</b>		<b>14</b>
<b>Skipped</b>		<b>5</b>



## Children's Services Forum

### If staff have left recently... where did they go?

Answer Choices	Responses	
Another child care service locally	33.33%	3
Another child care service out of the shire	55.56%	5
Non child care related role	77.78%	7
Retired	11.11%	1
Study	0.00%	0
Other		10
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>10</b>



## Children's Services

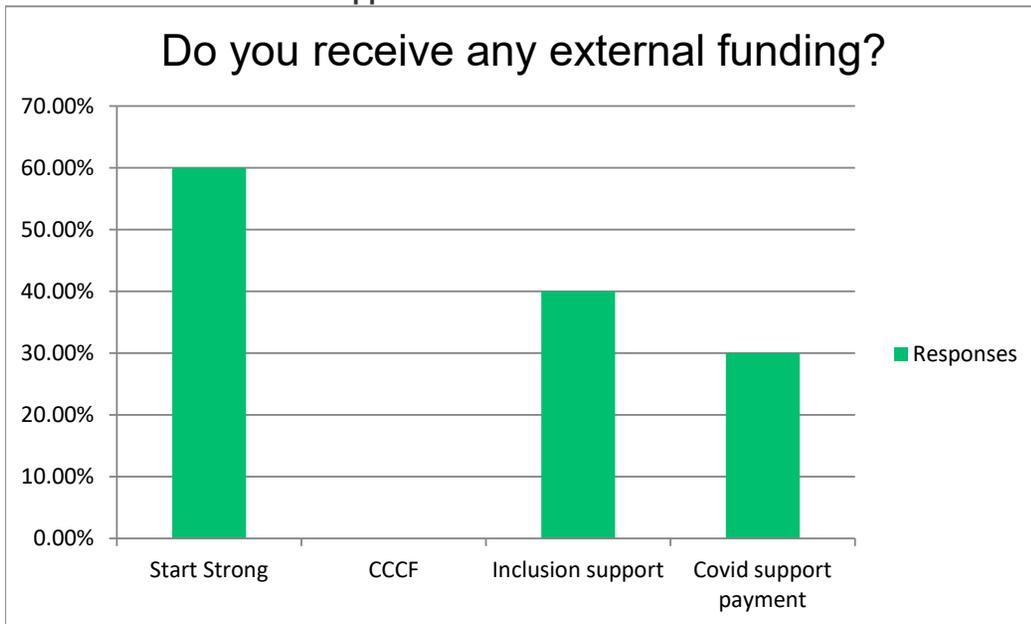
### LDC/FDC: How many

<b>Answered</b>	<b>16</b>
<b>Skipped</b>	<b>3</b>
Service 1	5
Service 2	4
Service 3	0
Service 4	0
Service 5	Skipped
Service 6	Skipped
Service 7	3
Service 8	2
Service 9	5
Service 10	20
Service 11	Skipped
Service 12	54
Service 13	81
Service 14	40
Service 15	95
Service 16	39
Service 17	75
Service 18	39
Service 19	75
Service 20	25
Service 21	75

## Children's Services Forum

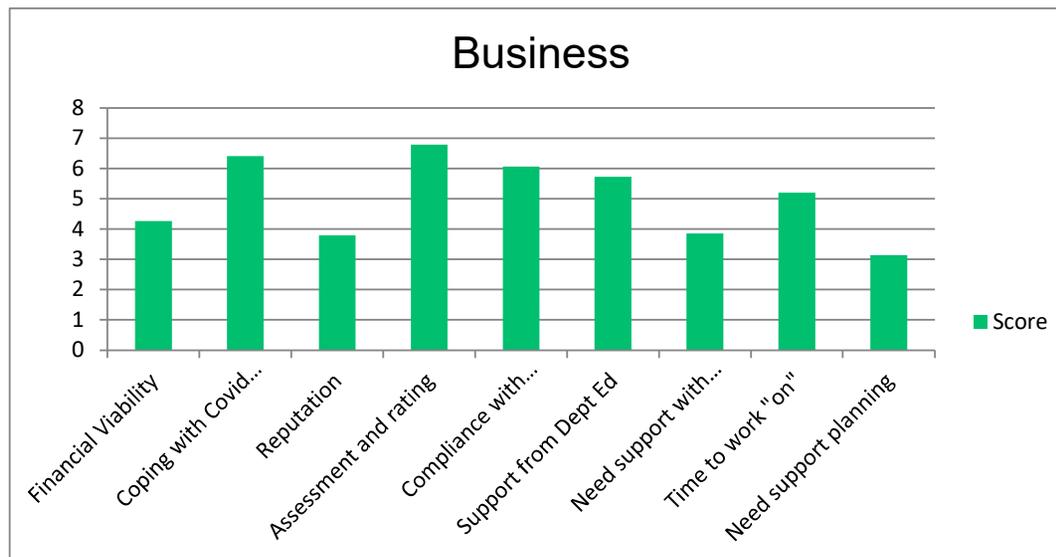
### Do you receive any external funding?

Answer Choices	Responses	
Start Strong	60.00%	6
CCCF	0.00%	0
Inclusion support	40.00%	4
Covid support payment	30.00%	3
Other (please specify)		9
<b>Answered</b>		<b>10</b>
<b>Skipped</b>		<b>9</b>



## Children's Services Forum Business

Financial Viability  
Coping with Covid Requirements  
Reputation  
Assessment and rating  
Compliance with regulations  
Support from Dept Ed  
Need support with marketing  
Time to work "on"  
Need support planning



## Children's Services Forum

### Other business issues?

Answered

6

Skipped

13

Service 1 Skipped

Service 2 Skipped

Service 3 Again a Family Day Care is a single body service much of this list above falls on the educator or falls with us being restricted with several layers of government red tape to act independently.

Service 4 EYLF and MTOP not engaging the parents. Parents finding it is information they do not need and understand

Service 5 Skipped

Service 6 Skipped

Service 7 Skipped

Service 8 no staff, which means the director is always on the floor and has no time to run the centre

Service 9 Skipped

Service 10 It is very difficult to recruit trained staff at the moment in our area, particularly ECT's

Service 11 Skipped

Service 12 Skipped

Service 13 Skipped

Service 14 Skipped

Service 15 Skipped

Service 16 having casuals availability

Service 17 Skipped

Service 18 Skipped

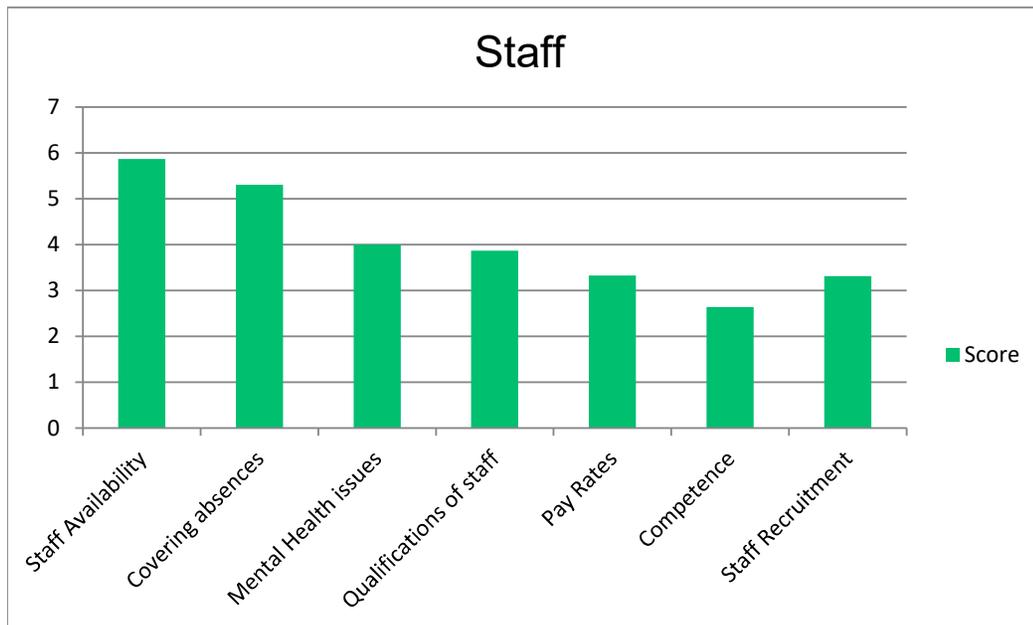
Service 19 I have been looking for an Ect for 2 years now a staff member has decided to up grade qualifications

Service 20 Have just INP Sector has lost its focus It needs to be authentic

Service 21 Skipped

## Children's Services Forum Staff

Staff Availability  
Covering absences  
Mental Health issues  
Qualifications of staff  
Pay Rates  
Competence  
Staff Recruitment



## Children's Services Forum

### Other staff issues?

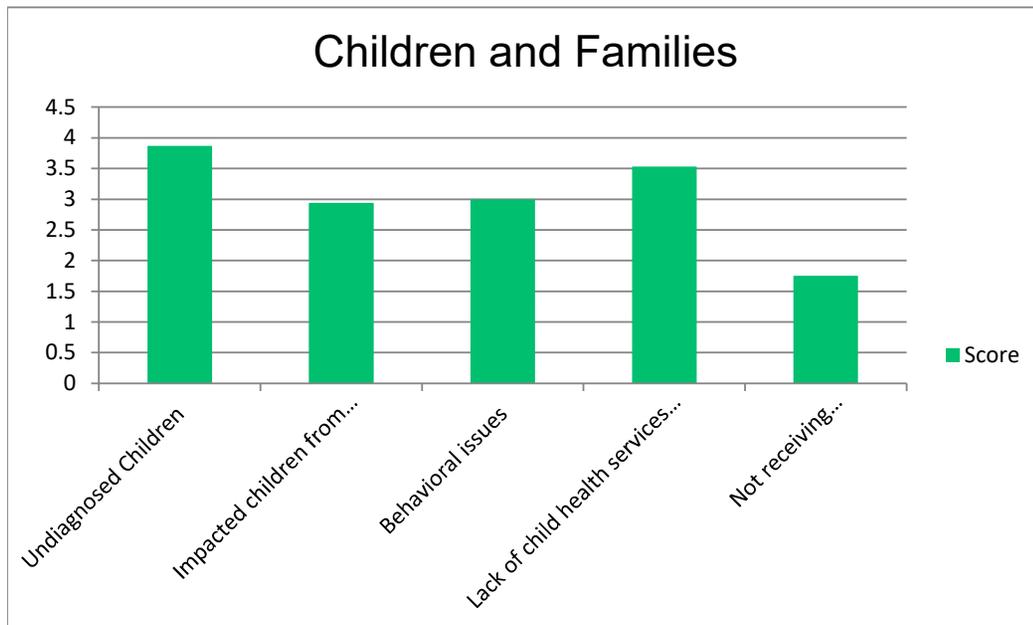
**Answered** 5

**Skipped** 14

Service 1	Skipped
Service 2	Being FDC I have no staff issues Once again this survey hasn't allowed Fdc issues to be addressed. Family Day care is a self employed educator under a Council run scheme meeting all levels of regulation quite often with very little face to face support
Service 3	often with very little face to face support
Service 4	I can not number these nothing to do with Family day care operation.
Service 5	Skipped
Service 6	Skipped
Service 7	Skipped
Service 8	Skipped
Service 9	Skipped
Service 10	Skipped
Service 11	Skipped
Service 12	having lazy staff not taking responsibility for own duties pay rate not keeping staff
Service 13	Skipped
Service 14	Skipped
Service 15	Skipped
Service 16	Skipped
Service 17	Skipped
Service 18	Skipped
Service 19	family commitments  Having A&R after bush fires and get working towards. No visits for support - Makes us feel stupid. Encouraging Cert 3 to go above. Pay is not incentive. Paperwork workload is a disincentive. We have asked to keep on going. No acknowledgment. It's been a big challenge. Small private centre we don't have huge resource of policy development ans resources for us. After the past 2 years everyone's mental health is exhausted. How do we get back to our new normal (staff are flat ) Don't like webinars - in person is better. The government has made preschool free - where is the consideration for other centres.
Service 20	
Service 21	Skipped

## Children's Services Forum Children and Families

Undiagnosed Children  
Impacted children from parental separation or family issues  
Behavioral issues  
Lack of child health services locally  
Not receiving feedback/diagnosis from child health specialists



Children's Services Forum  
**Other children and family issues**

<b>Answered</b>		<b>11</b>
<b>Skipped</b>		<b>8</b>
Service 1	Skipped	
	I am lucky enough not to have any issues with my current families enrolled in my service. In the past accessing specialist doctors has been an issue accessing speech is an ongoing long wait. Being FDC I have a strong bond/connection with my families and they are open and honest with me regarding their children and together we do what we can that is in the best interests of the child.	
Service 2	Family Day care shines in support for these concerns We offer a smaller setting and creat stronger bonds and open communication with families	
Service 3	Very expense to start the diagnosis. The cost run into \$1000.00 most parents in the area can not afford	
Service 4	Skipped	
Service 5	Trauma, Access to early intervention services and support	
Service 6	N/A	
Service 7	Skipped	
Service 8	Skipped	
Service 9	Skipped	
Service 10	Skipped	
Service 11	Skipped	
Service 12	Skipped	
Service 13	No	
Service 14	No	
Service 15	difficult communicating with families during covid	
Service 16	available practitioners locally better feedback lose communication when families leave area	
Service 17	No	
Service 18	Skipped	
Service 19	during covid having conversations with families	
Service 20	Skipped	
Service 21	lack health, services, Behaviour staff	

## Children's Services Forum

### Of these issues what are your overall top 5 issues?

Answered

15

Skipped

4

- Service 1 Skipped
- Service 2 I have a very long wait list of families needing child care so that they can return to work. I could fill all my non school age spaces twice.
- Service 3 Profile of Family Day Care. Support from scheme for new and existing educators. Maintaining a profile with in the community with my own service not under a umbrella . Health services delivered in a timely manner within Eurobodalla. Family support.
- Service 4 Skipped
- Service 5 We require highly qualified Directors and Owners in order to allow our Educators to thrive and we need the backing of our State and Federal Governments to support them by providing wages that are reflective of the professional task Educators do each day.
- Service 6 Time to work 'on' Staff availability Trauma & access to early intervention supports Funding Family issues - mental health, trauma, Vacancies not being filled quick enough off council waitlist. Means nearly \$500 a week I am missing out on in wages. I can't afford to be losing this amount. More advertising through council fb notice boards etc needs to be done to promote fdc into the community. Waitlist needs to be updated regularly to the process doesn't take so long and someone working only 7 hours a week on filling vacancies is not enough time spent. Someone working full time or close to full time should be working on vacancies.
- Service 7 Skipped
- Service 8 Skipped
- Service 9 Staff competence. Children's behaviour. Pay rates. Staff availability. Financial viability.
- Service 10 Recruitment of qualified staff, covering staff absences, supporting children's emotions/behaviour, lack of time and undiagnosed children.
- Service 11 Skipped
- Service 12 Staffing Health services
- Service 13 lack of health services undiagnosed children assessment and rating compliance with regulations
- Service 14 Staffing i the past but good now, Health services, pay rates
- Service 15 Staffing availability, covering absences, staff mental health due to working long hours, health services

- Service 16 pay losing staff, job stressful losing staff, support with professional development, recognition
- Service 17 lack of health services, children behaviours, Staff availability, recruiting casual staff
- Service 18 Staffing, stigma preschool versus long day care, health services  
finding and keeping staff  
health services
- Service 19 the Department messages during covid
- Service 20 Skipped
- Service 21 Skipped