

Updated May 2020

Quality Improvement Plan – FHSS OSHC

National Quality Standard

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan (QIP).

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (regulation 55) for each service that:

* includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard
* and the National Regulations; and
* identifies any areas that the provider considers may require improvement; and
* contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request. The National Regulations do not prescribe a format for a Quality Improvement Plan.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard. A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

**About the ACECQA Quality Improvement Plan template**

The purpose of this template is to offer a planning format that supports approved providers to meet their obligations under the National Regulations.

This template provides quick links to helpful resources for each quality area in the [Guide to the National Framework](https://www.acecqa.gov.au/nqf/about/guide) and the [ACECQA website](https://www.acecqa.gov.au/).

**Exceeding NQS themes guidance**

The Exceeding NQS sections provided for each Standard should only be completed when there is evidence of one or more Exceeding NQS themes impacting on practice at the service.

When the QIP is submitted to the Regulatory Authority for assessment and rating, an authorised officer will consider how the evidence documented impacts on practice, to determine if the Exceeding NQS themes are being met.

Service details

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Service name** | | | **Service approval number** | | |
| Ferny Hills State School P&C Association Outside School Hours Care | | | 1-574-37 | | |
| **Primary contacts at service** | | | | | |
| **Samantha Imberger (Co-ordinator)** | | |  | | |
| **Physical location of service** | | | **Physical location contact details** | | |
| Street | **30-56 Illuta Avenue** | | Telephone | **3851 1573** | |
| Suburb | **Ferny Hills** | | Mobile |  | |
| State/territory | **Queensland** | | Fax |  | |
| Postcode | **4055** | | Email | [**oshc@fhsspandc.online**](mailto:oshc@fhsspandc.online) | |
| **Approved Provider** | | | **Nominated Supervisor** | | |
| Primary contact | **Tracy Donegan** | | Name | **Samantha Imberger** | |
| Telephone | **3550 5444** | | Telephone | **3851 1573** | |
| Mobile |  | | Mobile |  | |
| Fax |  | | Fax |  | |
| Email | **pandcexecutive@fhsspandc.online** | | Email | **oshc@fhsspandc.online** | |
| **Postal address (if different to physical location of service)** | | | | | |
| Street | | **P O Box 347** | State/territory | | **Queensland** |
| Suburb | | **Ferny Hills** | Postcode | | **4055** |
| **Educational leader** | | | | | |
| Name | **Riley Griffiths** | | | | |
| Telephone | **3851 1573** | | | | |
| Email | [**oshc@fhsspandc.online**](mailto:oshc@fhsspandc.online) | | | | |

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using a 24 hour clock (e.g. 07:30 to 18:00) rather than ‘AM’ and ‘PM’.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| **Opening time** | 06.30  &  15.00 | 06.30  &  15.00 | 06.30  &  15.00 | 06.30  &  15.00 | 06.30  &  15.00 |  |  |
| **Closing time** | 09.00  &  18.00 | 09.00  &  18.00 | 09.00  &  18.00 | 09.00  &  18.00 | 09.00  &  18.00 |  |  |

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

|  |
| --- |
| Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.  Vacation care periods – 06/01/2020 to 24/01/2020; 06/04/2020 to 17/04/2020; 29/06/2020 to 10/07/2020; 21/09/2020 to 02/10/2020; 14/12/2020 to 24/12/2020; 11/01/2021 to 22/01/2021  Pupil free days – 04/09/2020  Closed public holidays  Parking available for drop off and pick up in school staff car park |
| How are the children grouped at your service?  Children are not formally grouped. They range in age from Prep to Year 6 |
| Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor)  Nominated Supervisor: Samantha Imberger  Approved Provider Representative: Anne-Marie Buhse |
| For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.  No. of educators:\_\_12\_\_\_\_\_\_\_ |

Service statement of philosophy

Please insert your service’s statement of philosophy here.

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| --- |
| Ferny Hills State School Outside School Hours Care is a place for children to have fun, develop friendships and build on life skills.  Our service reflects a **supportive, caring, sustainable family environment** that enables and empowers children to grow and thrive.  As a family centered service we believe:  Children have the right to experience **Freedom** toplay, explore and develop their sense of identity and community.  **Flexible Routines** support children to develop as confident and involved learners.  **Responsibilities** offer children and adults opportunities to develop important life skills to build a sustainable future. Taking on responsibilities builds a strong sense of physical and emotional well-being, identity and citizenship.    **Respect** underpins relationships and practices for all children and adults. We respect the role that families play and seek to build meaningful relationships with each family.  **Inclusion** of all children and adults is valued and supported through care, empathy and respect regardless of background, beliefs or abilities. We believe that children have the right to have their individual and cultural identity recognized and respected. We value Australia’s indigenous cultures as an important part of our nation’s history and seek to embed such cultures in our day to day practice and are committed to reconciliation.  **Equity** for each child and adult helps develop a strong sense of identity and confidence.  A **fun, safe, relaxed environment** promotes communication and connections to peers, staff and the broader community.  We value ongoing learning and reflective practice as a way to inform and enrich the decisions made that continuously promote positive wellbeing, learning and developmental  outcomes for children. |

## 

Quality Area 1: Educational program and practice

This quality area of the National Quality Standard focuses on ensuring that the educational program and practice is **stimulating and engaging and enhances children’s learning and development**. In school age care services, the program **nurtures the development of life skills and complements children’s experiences, opportunities and relationships at school, at home and in the community**.

Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=93) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-1-educational-program-and-practice).

Quality Area 1: Standards and elements

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| --- | --- | --- |
| **Standard 1.1** | **The educational program enhances each child’s learning and development.** | |
| Approved learning framework | Element 1.1.1 | Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. |
| Child-centred | Element 1.1.2 | Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. |
| Program learning opportunities | Element 1.1.3 | All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning. |
| **Standard 1.2** | **Educators facilitate and extend each child’s learning and development.** | |
| Intentional teaching | Element 1.2.1 | Educators are deliberate, purposeful, and thoughtful in their decisions and actions. |
| Responsive teaching and scaffolding | Element 1.2.2 | Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback. |
| Child directed learning | Element 1.2.3 | Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world. |
| **Standard 1.3** | **Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.** | |
| Assessment and planning cycle | Element 1.3.1 | Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. |
| Critical reflection | Element 1.3.2 | Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation. |
| Information for families | Element 1.3.3 | Families are informed about the program and their child’s progress. |

National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

| **National Law and National Regulations** | | **Associated element** |
| --- | --- | --- |
| Section 51(1)(b) | Conditions on service approval (educational and developmental needs of children) | 1.1.1 |
| Section 168 | Offence relating to required programs | 1.1.1, 1.1.2 |
| Regulation 73 | Educational program | 1.1.1 |
| Regulation 74 | Documenting of child assessments or evaluations for delivery of educational program | 1.3.1 |
| Regulation 75 | Information about educational program to be kept available | 1.3.3 |
| Regulation 76 | Information about educational program to be given to parents | 1.3.3 |
| Regulation 274A  NSW | Programs for children over preschool age | 1.3.1 |
| Regulation 289A  NT | Programs for children over preschool age | 1.3.1 |
| Regulation 298A  Queensland | Programs for children over preschool age | 1.3.1 |

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

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| --- | --- |
| **Strengths** | * Encourage a flexible, inclusive routine. * Provide opportunity for children to participate in planning and decision making. * Encourage children to develop a homework strategy with the introduction of homework club facilitated by a teacher aide from the school. * Service is inclusive of all children regardless of cultural background and abilities and strives to provide programming to reflect this practice. * Communication with families is encouraged and supported through feedback, newsletters, notice boards and social media. * We have a play based program that is flexible and offers children choices and the opportunity to explore their environment, develop sustainable practices using MTOP as a guide. * Regular staff meetings encourage the development of planning strategies and professional development in these areas. * Staff actively develop programs using the Cycle of Planning and Reflection. * Indoor environment encourages flexibility with all furniture being mobile and allowing for a changing environment. * Extra space this year with covered outdoor area gives more flexibility and a wider choice for children when deciding what they would like to do. * Staff focus on building wellbeing and confidence in children. * Fostering and valuing children’s sense of identity through encouraging creativity and individuality. * Routines promote life skills and independence. |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
* Additional information about the Exceeding NQS themes for Standard 1.1 is available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=107).

Standard 1.1 – Program: The educational program enhances each child’s learning and development.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
* Additional information about the Exceeding NQS themes for Standard 1.2 is available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=120).

Standard 1.2 – Practice: Educators facilitate and extend each child’s learning and development.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
* Additional information about the Exceeding NQS themes for Standard 1.3 is available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=135).

Standard 1.3 – Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

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|  |  |
| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 1**

Improvement Plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 1.1.1 | Staff aren’t always implement learning experiences without reminders. | Staff will be implementing appropriate learning experiences at all times | M | Staff are implementing appropriate learning experiences at all times. | Children will be demonstrating improved educational outcomes and staff will be observed implementing appropriate strategies. | Ongoing | Courses often not offered when staff are available. Feedback given to QCAN in 2014.  Jan, 16 to June, 16 – NQS Support being provided to address staff learning limitations.  Reviewed Feb, 2017 – Staff undertaking training courses as available to improve their knowledge. Refer Staff Development Register.  Reviewed Jan, 2018 - Ongoing development still required including for new staff members.  2019 –new educators requiring more training in this area.  *2020 All educators enrolling in ECEC modules* |
| 1.1.2  1.1.3 | Feedback from children is not regularly being obtained and used to improve learning outcomes and programming of activities. | Children are providing feedback regarding activities through evaluation forms and discussions with staff and parents. | M | EL and staff to develop suitable evaluation methods including surveys, verbal feedback. | Children will be providing feedback on activities and staff will be developing programs in conjunction with such feedback providing more appropriate activities. | Ongoing | More written feedback required (2014).  Reviewed Feb, 16 – Continue to consider options for feedback from children and document same. Suggest obtaining feedback during afternoon tea session and casual talks with children.  Reviewed Feb, 17 – More feedback still required. Other strategies to be investigated and discussed at staff meetings.  Reviewed Jan 2018 - New strategies need to be developed as current ones are not working with current staff and children. To be discussed at future staff meeting.  2019 new reflection sheet created encouraging educators to seek child feedback. |
| 1.2.2 | Staff do not use interactions with children to develop ideas and encourage further educational learning. | Educators are interacting with children and gaining insight from such interactions to extend their learning. | M | EL and staff will work together to develop strategies to improve skills in this area. | Children will be interacting with staff and evidence of further development of children’s ideas and feedback will be apparent through extension of activities and programming. | Ongoing | Reflection sheets providing input from children and encouraging educators to seek feedback from the children |
| 1.3.1 | Staff are not consistently completing observations, reflections and programming of activities and educational learning. | Educators are consistently using relevant programming tools, completing observations and reflecting on their practices. | H | EL and CO will monitor staff in this area and provide assistance when required including the assistance of external training each term. | Staff will be programming, observing and reflecting on a daily basis without the need for assistance or prompting. | Ongoing | New format for observations introduced in January, 2018. Training to be provided in term 2.  2019 Format being used sometimes by staff, if observations/reflections not completed non-compliance issued to educators- this is increasing observations/reflections.  *2020 observations being done more consistently- non compliances not issued*  *May 2020 individual observations created outlining small goals for children, educators fill out when observing meaningful interactions/outcomes* |
| 1.3.2 | Educators are not always reflecting on children’s learning and development | Educators are continuously reflecting on children’s learning and development | M | EL and Coordinator to have printed template to assist educators with critical reflection | All educators will be reflecting on children’s learning and development | Ongoing | 2020 – EL and Coordinator to get copies of critical reflection for educators.  EL developing child progress sheets for service combining critical reflection on child development.  CO & EL Looking into engaging educators in critical reflection through professional development. |
| 1.3.3 | Parents indicate they are not aware of the educational program. | Parents will be fully informed of the educational program and feel at ease asking for information in relation to same. | M | Staff will complete a new planning book in 2018 that will be made available to parents on a daily basis detailing the program for each day and linking to outcomes. | Parents will provide feedback that they are aware of the educational program and feel free to provide feedback in relation to same. | Ongoing | Planning book started in January, 2018.  Planning book successful.  White board with program and educators listed on veranda each morning to inform children and parents what the program is for the day – 2019  *EL and Coordinator exploring ways to display live program in 2020.*  *May/June Live program poster trialled on welcome board showing parents and children weekly activities.* |

**Quality Area 2: Children’s health and safety**

This quality area of the National Quality Standard focuses on **safeguarding and promoting children’s health and safety**.

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=138) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety).

Quality Area 2: Standards and elements

|  |  |  |
| --- | --- | --- |
| **Standard 2.1** | **Each child’s health and physical activity is supported and promoted.** | |
| Wellbeing and comfort | Element 2.1.1 | Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation. |
| Health practices and procedures | Element 2.1.2 | Effective illness and injury management and hygiene practices are promoted and implemented. |
| Healthy lifestyle | Element 2.1.3 | Healthy eating and physical activity is promoted and is appropriate for each child. |
| **Standard 2.2** | **Each child is protected.** | |
| Supervision | Element 2.2.1 | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| Incident and emergency management | Element 2.2.2 | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |
| Child protection | Element 2.2.3 | Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. |

## 

National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

| **National Law and National Regulations** | | **Associated element** |
| --- | --- | --- |
| Section 51(1)(a) | Conditions on service approval (safety, health and wellbeing of children) | 2.1.1, 2.1.2, 2.1.3, 2.2.1,  2.2.2, 2.2.3 |
| Section 162A | Persons in day-to-day charge and nominated supervisors to have child protection training | 2.2.3 |
| Section 165 | Offence to inadequately supervise children | 2.2.1 |
| Section 166 | Offence to use inappropriate discipline | 2.1.1, 2.2.1 |
| Section 167 | Offence relating to protection of children from harm and hazards | 2.2.1 |
| Section 170 | Offence relating to unauthorised persons on education and care service premises | 2.2.1 |
| Section 171 | Offence relating to direction to exclude inappropriate persons from education and care premises | 2.2.1 |
| Regulation 77 | Health, hygiene and safe food practices | 2.1.2 |
| Regulation 78 | Food and beverages | 2.1.3 |
| Regulation 79 | Service providing food and beverages | 2.1.3 |
| Regulation 80 | Weekly menu | 2.1.3 |
| Regulation 81 | Sleep and rest | 2.1.1 |

| **National Law and National Regulations** | | **Associated element** |
| --- | --- | --- |
| Regulation 82 | Tobacco, drug and alcohol free environment | 2.2.1 |
| Regulation 83 | Staff members and family day care educators not to be affected by alcohol or drugs | 2.2.1 |
| Regulation 84 | Awareness of child protection law | 2.2.3 |
| Regulation 85 | Incident, injury, trauma and illness policies and procedures | 2.1.2 |
| Regulation 86 | Notification to parents of incident, injury, trauma and illness | 2.1.2 |
| Regulation 87 | Incident, injury, trauma and illness record | 2.1.2 |
| Regulation 88 | Infectious diseases | 2.1.2 |
| Regulation 89 | First aid kits | 2.1.2 |
| Regulation 90 | Medical conditions policy | 2.1.2 |
| Regulation 91 | Medical conditions policy to be provided to parents | 2.1.2 |
| Regulation 92 | Medication record | 2.1.2 |
| Regulation 93 | Administration of medication | 2.1.2 |
| Regulation 94 | Exception to authorisation requirement—anaphylaxis or asthma emergency | 2.1.2 |
| Regulation 95 | Procedure for administration of medication | 2.1.2 |
| Regulation 96 | Self-administration of medication | 2.1.2 |
| Regulation 97 | Emergency and evacuation procedures | 2.2.2 |

| **National Law and National Regulations** | | **Associated element** |
| --- | --- | --- |
| Regulation 98 | Telephone or other communication equipment | 2.2.2 |
| Regulation 99 | Children leaving the education and care premises | 2.2.1 |
| Regulation 100 | Risk assessment must be conducted before excursion | 2.2.1 |
| Regulation 101 | Conduct of risk assessment for excursion | 2.2.1 |
| Regulation 102 | Authorisation for excursions | 2.2.1 |

**Quality Improvement Plan for Quality Area 2**

Summary of strengths for Quality Area 2

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| --- | --- |
| **Strengths** | * Quiet room meets the needs for children’s rest and relaxation in a calming environment * Physical activity is encouraged and supported through excellent equipment relevant to all ages and abilities. * Children have opportunity to provide feedback on menu and are encouraged to adhere to Smart Choices guidelines for healthy eating. * Gardens provide the opportunity to educate children on ‘paddock to plate’ practices. * Parents are encouraged to discuss children’s dietary requirements upon enrolment and as necessary. * PANOSH resources are available for staff to use in their planning. * All staff have relevant first aid qualifications providing confidence in handling injury management. * Incidents are reflected on at staff meetings and policies and procedures amended as necessary. * Risk and hazard checks completed daily and any issues promptly reported to appropriate management and managed in a timely manner. * Toilet routine in place to reduce accidents and distress to children and CCTV provides extra security when conducting same. * Children are encouraged to follow good hygiene policies with signage and verbal reminders given regularly. * Regular emergency evacuations and lock downs practiced to ensure children and new educators are familiar with the routine and able to respond accordingly. * All staff completed Fire Safety Training and food safety training ensuring they are aware of responsibilities in relation to the wellbeing of children in their care. * Staff ratios provide adequate supervision to ensure children are protected from harm or hazard. * Staff complete yearly mandatory reporting training with In Safe Hands ensuring they are aware of the mandatory reporting legislation and requirements. * All educators have individual first aid kits kept on their person at all times. * Multiple areas make routines and play in extreme weather conditions viable whilst maintaining a safe and ample sized space for all children. * Our menu caters for all children’s dietary needs, including gluten, lactose, meat, and dairy free options. |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
* Additional information about the Exceeding NQS themes for Standard 2.1 is available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=157).

Standard 2.1 – Health: Each child’s health and physical activity is supported and promoted.

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| --- | --- |
|  |  |
| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
* Additional information about the Exceeding NQS themes for Standard 2.2 is available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=172).

Standard 2.2 – Safety: Each child is protected.

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| --- | --- |
|  |  |
| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 2**

Improvement Plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| **2.1.1** | **Relaxation and wellbeing not factored into program even when a need for it has been flagged by educators.** | **Relaxation and wellbeing is part of our daily routine.** | **M** | **Educators will organise quiet games at end of day when children are all in the room.**  **Relaxation time will be rostered into our daily routine during vacation care.** | **Staff will follow through with quiet activities and relaxation.**  **Children will be calmer and more relaxed during their time at OSHC.** | **Ongoing** | **To be reviewed end of term 3 2020** |
| **2.1.2** | **Staff are not consistently logging injuries/incidents in first aid log** | **All staff log injuries/incidents in first aid log each time it occurs.** | **H** | **First aid log to go to areas with educators.**  **If child sent up to room, educator that witnessed incident logs incident in log book.** | **All accidents/incidents will be logged in the first aid log.** | **Ongoing** | **Educators keeping log book with temperature gun to ensure it is not forgotten when in other areas.** |
| **2.1.2** | **Staff are not consistently completing risk/hazard checks thoroughly when performing** | **Risk/hazard checks are done thoroughly and correctly every day.** | **H** | **Educators to be mindful when completing checks and ensuring they read what they are checking and ensure item is working correctly and safe.** | **Risk/Hazard checks are done correctly at all times** | **Ongoing** |  |
| 2.2.1 | Staff are failing to adequately supervise children to prevent damage to equipment. | Staff will be confident in supervising all children regardless of ability. | H | Staff training at staff meetings and using observed scenarios to highlight appropriate supervision. | Staff will improve supervision and be aware of all children in their area at all times. Equipment will be used correctly. | Ongoing | Reviewed March 18. Staff more vigilant and children gaining understanding of value and involved in decision making process for new equipment.  Incidents re watched on CCTV to train educators on active supervision 2019.  *Coordinator to source PD for supervision to train new educators and ensure current educators training is up to date.*  *This will take place at staff meeting by end of term 2 2020* |
| 2.2.2 | Risk Assessments for Excursions are not always reviewed | Excursions are risk free and as safe as possible | H | Review the risk assessments at staff meetings prior to vacation care | Staff will be fully aware of all risks for all excursions and appropriate safety precautions implemented | Ongoing | Some educators attended a risk assessment PD in 2019.  Risk assessments to be reviewed at staff meetings by all staff making all educators aware of the risks  Training for educators in writing for risk assessments so all educators can write risk assessments |
| 2.2.2 | New space (F Block) to have first aid available and area to administer first aid | Fitted first aid kit and portable in both spaces | H | OM to purchase both and have fitted before use of new space | First aid kits in place | January 2020 | Individual educator first aid kits purchased Nov 2019  Donation of fitted first aid kit received Dec 2019  *Completed January 2020* |

**Quality Area 3: Physical environment**

## This quality area of the National Quality Standard focuses on the **physical environment** and ensuring that it **is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development**.

Additional information and resources about Quality Area 3 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=176) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-3-physical-environment).

Quality Area 3: Standards and elements

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| **Standard 3.1** | **The design of the facilities is appropriate for the operation of a service.** | |
| Fit for purpose | Element 3.1.1 | Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. |
| Upkeep | Element 3.1.2 | Premises, furniture and equipment are safe, clean and well maintained. |
| **Standard 3.2** | **The service environment is inclusive, promotes competence and supports exploration and play-based learning.** | |
| Inclusive environment | Element 3.2.1 | Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments. |
| Resources support play-based learning | Element 3.2.2 | Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. |
| Environmentally responsible | Element 3.2.3 | The service cares for the environment and supports children to become environmentally responsible. |

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

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| **National Law and National Regulations** | | **Associated element** |
| Regulation 103 | Premises, furniture and equipment to be safe, clean and in good repair | 3.1.2 |
| Regulation 104 | Fencing | 3.1.1 |
| Regulation 105 | Furniture, materials and equipment | 3.2.2 |
| Regulation 106 | Laundry and hygiene facilities | 3.1.1 |
| Regulation 107 | Space requirements—indoor | 3.1.1 |
| Regulation 108 | Space requirements—outdoor | 3.1.1 |
| Regulation 109 | Toilet and hygiene facilities | 3.1.1 |
| Regulation 110 | Ventilation and natural light | 3.1.1 |
| Regulation 111 | Administrative space | 3.1.1 |
| Regulation 112 | Nappy change facilities | 3.1.1 |
| Regulation 113 | Outdoor space—natural environment | 3.2.1 |
| Regulation 114 | Outdoor space—shade | 3.1.1 |
| **National Law and National Regulations** | | **Associated element** |
| Regulation 115 | Premises designed to facilitate supervision | 3.1.1 |
| Regulation 116 | Assessments of family day care residences and approved family day care venues | 3.1.1 |
| Regulation 117 | Glass (additional requirement for family day care) | 3.1.1 |
| Regulation 274  NSW | Swimming pools | 3.1.2 |
| Regulation 345  Tasmania | Swimming pool prohibition | 3.1.2 |

**Quality Improvement Plan for Quality Area 3**

Summary of strengths for Quality Area 3

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| --- | --- |
| **Strengths** | * Recent renovations providing a fresh, functional indoor environment which encourages flexibility through mobile furniture and exploration through easier access to resources. * In collaboration with FHSS, line markings installed and railings painted to ensure safety and ease of access for sight impaired child. * Service is wheelchair accessible. * Gate erected between OSHC and F block to ensure safety of children and cease children running into the car park. * Quiet room provides reading area and relaxation space for children including those of all abilities. * Office space ensures security of documentation and privacy for families when required * Modern kitchen allows food preparation and education. * Second indoor area provides more space for more children and more choices for children about where to play. * Resources encourage play based learning and equipment is available for child guided learning. * Service encourages sustainable practices through the use of recycling, reusing and reducing waste * Gardens ensure children are able to benefit from ‘paddock to plate’ processes and encourage sustainability through composting and worm farm. * Playgrounds have been updated and provide challenging and variable outdoor play. * Sun shades provide sun safety for all children and staff. * Access to multiple play areas and undercover areas provide flexible outdoor spaces. * Large activity hall provides open sun safe space for indoor activities. * Equipment is regularly updated, maintained and in good order. * Premises are cleaned regularly and maintained. * Regular workplace, health and safety checks are conducted as well as daily inspections. * Fire safety equipment is maintained and regularly checked in conjunction with school facilities. * Service has dedicated parent area with comfortable furniture and display wall with relevant information. |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
* Additional information about the Exceeding NQS themes for Standard 3.1 is available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=186).

Standard 3.1 – Design: The design of the facilities is appropriate for the operation of a service.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
* Additional information about the Exceeding NQS themes for Standard 3.2 is available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=200).

Standard 3.2 – Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 3**

Improvement Plan

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 3.1.1 | Allocated extra space for January 2020 due to increase in numbers  F Block | Full access, a safe environment, child and educator input  Procedures in place | H | Cover for outdoor space  Cover from current to new space  Meetings with children to discuss their ideas  Work on floor plans with the children  Meetings with educators to discuss expectations and procedures | Room ready to facilitate increased numbers | Term 1 2020 | Due to disagreement in tender works to get room ready has been delayed.  This may delay ready time.  *Completed Outdoor space covered term 1 2020*  *Covered walkway between buildings denied by BSM as truck access may be required to get through area* |
| 3.1.1 | Middle wall in F block to be removed to make room fully functional.  Outdoor covered area to be completed | Wall removed  Covered area completed | H | Quotes gathered by school to be completed first term 2020 | Wall will be removed and Covered area will be complete both areas will be able to be used by children | Feb 2020 | Delay in getting steel for outdoor area may make use of room later than anticipated.  *Completed end of term 1 2020* |
| 3.1.2. | Painting of interior of building required, replacement of aging furniture and equipment. | Painting of interior of building, replacement of carpet and vinyl flooring, replacement of office furniture and tables | M | Quotes for painting and floor replacement will be obtained. Furniture will be replaced after these items are attended to. Items will be added to 2017 and 2018 budgets. | Interior of building will be inviting, clean, fresh and in good repair with sufficient resources and equipment for play based learning. | June, 2018 | Painting completed in December, 2017. Flooring installed in January, 2017 and April, 2018. Office furniture replaced in Jan, 2018. Table tops to be replaced as soon as possible. *Completed*  *New chairs to be purchased in 2020.*  *Due to change in p&c and OM on leave for 12 months purchasing of new chairs postponed.* |
| 3.2.3 | Children and staff could improve their efforts to promote a sustainable environment | Children and educators will promote recycling and sustainability practices at all times. | M | Educators & children will develop a Sustainability Plan.  Build educators, children and parent’s awareness of sustainability. | Sustainable practices will be embedded in the operations of the service and the daily routine of the children. | Ongoing | NQS Support for educators to build their understanding of the Sustainability Plan and its implementation.  Reviewed June, 2016. Sustainability Plan in place. Children & staff working together to monitor water usage, composting, recycling.  *Recycling station built to be used in F block once functional.* Recycling station to be reconsidered as school was unhappy with items stored.  *Collecting bottle tops for Envision Hands in 2020*  *All to be reviewed mid 2020* |
| 3.2.3 | Water tank required for sustainable practice and watering OSHC community garden | The purchase and installation of a water tank outside F Block and the ability to water the garden from that water tank | M | Water tank will be purchased and installed. Educators will learn how to water from tank and educate children about saving water etc | Sustainable practices will be embedded in the service | Feb 2020 | Delay in the works due to dispute about tenders, work to start in January  *Completed Water tank installed end of term 1 2020* |
| 3.2.3 | Service is not consistently working on environmental practices and embedding sustainability into service. | Service to work on environmental practices consistently using a whole service approach. | H | Educators to factor into planned activities environmental practices, working on and maintaining community garden and composting. | Environmental practices will be embedded into service, community garden will be maintained and families and service will benefit from produce grown. | Ongoing | Gardens moved to F-Block end of term 1 and some vegetables planted.  Educators to plan ongoing maintenance and replanting with the children.  Review end of winter vacation care. |

**Quality Area 4: Staffing arrangements**

## This quality area of the National Quality Standard focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children’s active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

## Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=202) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-4-staffing-arrangements).

Quality Area 4: Standards and elements

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| **Standard 4.1** | **The design of the facilities is appropriate for the operation of a service.** | |
| Organisation of educators | Element 4.1.1 | The organisation of educators across the service supports children’s learning and development. |
| Continuity of staff | Element 4.1.2 | Every effort is made for children to experience continuity of educators at the service. |
| **Standard 4.2** | **Management, educators and staff are collaborative, respectful and ethical.** | |
| Professional collaboration | Element 4.2.1 | Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills. |
| Professional standards | Element 4.2.2 | Professional standards guide practice, interactions and relationships. |

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

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| **National Law and National Regulations** | | **Associated element** |
| Section 51(2) | Conditions on service approval (FDC Coordinators) | 4.1.1 |
| Section 161 | Offence to operate education and care service without nominated supervisor | 4.1.1 |
| Section 161A | Offence for nominated supervisor not to meet prescribed minimum requirements | 4.1.1 |
| Section 162 | Offence to operate education and care service unless responsible person is present | 4.1.1 |
| Section 163 | Offence relating to appointment or engagement of family day care co-ordinators | 4.1.1 |
| Section 164 | Offence relating to assistance to family day care educators | 4.1.1 |
| Section 164A | Offence relating to the education and care of children by family day care service | 4.1.1 |
| Section 169 | Offence relating to staffing arrangements | 4.1.1 |
| Section 269 | Register of family day care educators, co-ordinators and assistants | 4.1.1 |
| Regulation 117A | Placing a person in day-to-day charge | 4.1.1 |
| Regulation 117B | Minimum requirements for a person in day-to-day charge | 4.1.1 |
| Regulation 117C | Minimum requirements for a nominated supervisor | 4.1.1 |
| Regulation 118 | Educational leader | 4.1.1 |
| **National Law and National Regulations** | | **Associated element** |
| Regulation 119 | Family day care educator and family day care educator assistant to be at least 18 years old | 4.1.1 |
| Regulation 120 | Educators who are under 18 to be supervised | 4.1.1 |
| Regulation 123 | Educator to child ratios – centre based services | 4.1.1 |
| Regulation 123A | Family day care co-ordinator to educator ratios—family day care service | 4.1.1 |
| Regulation 124 | Number of children who can be educated and cared for – family day care educator | 4.1.1 |
| Regulation 126 | Centre-based services – general educator qualifications | 4.1.1 |
| Regulation 127 | Family day care educator qualifications | 4.1.1 |
| Regulation 128 | Family day care co-ordinator qualifications | 4.1.1 |
| Regulation 130 | Requirement for early childhood teacher – centre-based services – fewer than 25 approved places | 4.1.1 |
| Regulation 131 | Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children | 4.1.1 |
| Regulation 132 | Requirement for early childhood teacher – centre-based services – 25-59 children | 4.1.1 |
| Regulation 133 | Requirement for early childhood teacher – centre-based services – 60 to 80 children | 4.1.1 |
| Regulation 134 | Requirement for early childhood teacher – centre-based services – more than 80 children | 4.1.1 |
| Regulation 135 | Early childhood teacher illness or absence | 4.1.1 |
| **National Law and National Regulations** | | **Associated element** |
| Regulation 136 | First aid qualifications | 4.1.1 |
| Regulation 143A | Minimum requirements for a family day care educator | 4.1.1 |
| Regulation 143B | Ongoing management of family day care educators | 4.1.1 |
| Regulation 144 | Family day care educator assistant | 4.1.1 |
| Regulation 145 | Staff record | 4.1.1 |
| Regulation 146 | Nominated Supervisor | 4.1.1 |
| Regulation 147 | Staff members | 4.1.1 |
| Regulation 148 | Educational leader | 4.1.1 |
| Regulation 149 | Volunteers and students | 4.1.1 |
| Regulation 150 | Responsible person | 4.1.1 |
| Regulation 151 | Record of educators working directly with children | 4.1.1 |
| Regulation 152 | Record of access to early childhood teachers | 4.1.1 |
| Regulation 153 | Register of family day care educators, co-ordinators and assistants | 4.1.1 |
| Regulation 154 | Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants | 4.1.1 |

**Quality Improvement Plan for Quality Area 4**

Summary of strengths for Quality Area 4

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| **Strengths** | * Long term educators ensure continuity and stability * Children are able to develop relationships with staff due to low turnover * Most educators are qualified and bring various strengths to the service * Regular staff meetings are conducted which allow ongoing education, feedback, and improvement strategies together with team building exercises * The service has a relaxed atmosphere promoting good relationships between staff, children and families * Staff reviews are conducted formally at least annually and more often when required * New staff receive a paid orientation session where they are introduced to staff, children and families and guided through the service’s policies and procedures and also receive guidance from a ‘buddy’ * Staff are encouraged to seek assistance any time it is required * Current team educators working cohesively as a team * Variable educator qualifications and skills make for a more rounded workforce and opportunity for skill sharing * Service has a good relationship with the school – Leadership team, teachers, SEP |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
* Additional information about the Exceeding NQS themes for Standard 4.1 is available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=213).

Standard 4.1 – Staffing arrangements: Staffing arrangements enhance children’s learning and development.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
* Additional information about the Exceeding NQS themes for Standard 4.2 is available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=222).

Standard 4.2 – Professionalism: Management, educators and staff are collaborative, respectful and ethical.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 4**

Improvement Plan

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 4.2.1 | Staff become disengaged and resort to inappropriate interactions between staff members including gossip and degrading comments. | Cohesive staff group who work together to achieve the best educational outcomes and experiences for children. | H | EL and CO will conduct regular staff meetings and staff bonding activities to improve staff morale. Acknowledgement of achievements will be celebrated and positive feedback provided. | All staff will work as a cohesive unit, working well together with positive feedback from children and parents. | Ongoing | Staff meetings conducted every fortnight with extra sessions held when required. Staff encouraged to air any grievances in a non-threatening way.  Seeking innovative solutions for educator wellbeing and team building.  *Educators involved in negative interactions have found employment elsewhere.*  *1:1 sessions with coordinator monthly to be re implemented 2020.*  *Due to covid-19 1:1 Sessions have been postponed until a more normal routine resumes* |
| 4.2.1 | Staff are not always proactive on arrival and often need reminding to seek tasks to do before children arrive. | Staff to be proactive on arrival and complete duties before children arrive | M | CO & EL roster some duties so educators are aware of what they need to do upon arrival  CO & EL communicate to educators when something needs doing.  Educators be mindful of required tasks. | Tasks are completed without reminders from CO & EL consistantly | Ongoing |  |
| 4.2.2. | Staff act in an unprofessional manner and do not adhere to current policies and procedures. | Staff morale will be at a high level and all staff will treat each other with respect. | M | CO and ACO will work together to acknowledge staff achievements and excellent work ethics to encourage staff to follow procedures and act professionally at all times. | All staff will enjoy coming to work and the children will benefit from a pleasant working atmosphere. | Ongoing | Staff counselled as required. Acknowledgement of staff achievements in fortnightly newsletter item. Birthday cards for staff to show appreciation for efforts.  PIP in place for educators if required to work on interactions and for regular non-compliance for regular breaches.  *Completed Dec 2020– educators are behaving in a professional manner and following policies and procedures. Educators on PIP have left the service for other employment.* |
| 4.2.2 | Staff struggle to always work collaboratively and as a team | Staff will consistently work collaboratively | H | Team building activities to be organised for staff meetings.  More group planning of activities.  Team social events to build relationships between educators | Team building activities will be done at staff meetings  Educators will plan activities together as a group  Educators will have a social event once a term to engage outside of the workplace and build relationships | Ongoing | Educators take turns organising a team building activity for the beginning of staff meetings.  *With increased group work in staff meetings, educators are working more collaboratively* |

**Quality Area 5: Relationships with children**

## This quality area of the National Quality Standard focuses on relationships with children being responsive, respectful and promoting children’s sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

## Additional information and resources about Quality Area 5 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=224) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-5-relationships-with-children).

Quality Area 5: Standards and elements

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| **Standard 5.1** | **Respectful and equitable relationships are maintained with each child.** | |
| Positive educator to child interactions | Element 5.1.1 | Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included |
| Dignity and rights of the child | Element 5.1.2 | The dignity and the rights of every child are maintained. |
| **Standard 5.2** | **Each child is supported to build and maintain sensitive and responsive relationships.** | |
| Collaborative learning | Element 5.2.1 | Children are supported to collaborate, learn from and help each other. |
| Self-regulation | Element 5.2.2 | Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. |

National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

|  |  |  |
| --- | --- | --- |
| **National Law and National Regulations** | | **Associated element** |
| Section 166 | Offence to use inappropriate discipline | 5.1.1, 5.1.2, 5.2.2 |
| Regulation 155 | Interactions with children | 5.1.1, 5.1.2, 5.2.2 |
| Regulation 156 | Relationships in groups | 5.2.2 |

**Quality Improvement Plan for Quality Area 5**

Summary of strengths for Quality Area 5

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| **Strengths** | * The service promotes a happy, relaxed atmosphere * Most children enjoy attending the service and enjoy a positive relationship with staff * Relationships with children are established and maintained due to minimal staff turnover * Staff are educated in inclusive practices and encourage all children to participate regardless of ability or cultural background * Children are encouraged to collaborate and support each other by teaching skills, developing resilience and exploring their environment * All age groups are encouraged to interact and develop positive relationships * Children are taught the skills to monitor their own behaviour and any behavioural issues are dealt with by ensuring the dignity and rights of the child are maintained and adhering to appropriate consequences * Conflict resolution is encouraged through mediation between children and/or staff * Educators Maintain the dignity and rights of the children * Staff are aware of the different needs and requirements based on age groups of the children * Staff are aware of and respect family situations and cultures |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
* Additional information about the Exceeding NQS themes for Standard 5.1 is available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=236).

Standard 5.1 – Relationships between educators and children: Respectful and equitable relationships are maintained with each child.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
* Additional information about the Exceeding NQS themes for Standard 5.2 is available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=246).

Standard 5.2 – Relationships between children: Each child is supported to build and maintain sensitive and responsive relationships.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 5**

Improvement Plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 5.1.1 | Staff indicate they are not fully aware of ways to improve relationships with children of all abilities. | Staff are fully informed of the appropriate procedures for developing good relationships with the children. | M | Co-ordinator to work with staff to ensure that they are aware of policies and procedures in relation to this area. Training to be offered as required. | Staff are fully aware of the correct procedures and are able to interact with children correctly and develop good relationships with them. | Ongoing | Training opportunities are given.  Reviewed Nov, 15 – discussions at meetings & informal discussions. Continuing to support educators and build relationships through training etc.  *CO and ACO to investigate training for new educators*  *Educators working on building relationships with all children by ensuring when they plan activities they are inclusive of all* |
| 5.2.1 | Conflict resolution with children can be an issue for some staff at times. | Staff who are adequately trained in conflict resolution thus creating a calmer environment. | M | Co-ordinator to ensure that all staff are aware of correct conflict resolution techniques, to encourage staff to undertake further training if required and to report on any issues that need to be improved. | Staff are able to resolve any conflict issues quickly and effectively without distressing children | Ongoing | Any issues addressed when required.  Reviewed Nov, 15 – process working well – staff encouraged to do PD regarding conflict resolution.  2019 Sessions had with principal and deputy principal to assist with behaviour management  *Deputy Principal scheduled to come and do behaviour management PD with educators to refresh previous PD.* |
| 5.2.2 | Staff need to ensure continuity of practice with high needs children to ensure behaviour risks are minimised | Children with high needs will have continuity of care and be aware of expectations regardless of staff | H | Staff will receive training and advice regarding programming and practice and behavioural management strategies for high needs children. Visual cues will be established to ensure continuity | Children with high needs will have reduced behavioural issues and staff will feel confident in their interactions with these children | Ongoing | Cue cards being developed and will be implemented by June 18 after consultation with SEP, teachers and parents.  Staff will receive training in the use of these cards and appropriate language  Review oct 18  EL spent time with speech therapist and classroom teacher to educate OSHC staff with interactions and expectations of special needs child.  Ongoing alterations of program to suit needs of children.  ACO continues to work with SEP, classroom teacher and parents to develop plans for all educators to follow.  Review term 2 2020  *EL to create guide for educators to use when addressing challenges with certain children to maintain continuity Review Term 4* |
| 5.2.2 | Educators unsure how to deal with children with challenging behaviours | All educators be able to manage challenging behaviours without calling management to intervene | M | EL developing behaviour management plans for individuals, using language and techniques for consistency | All educators are using same technique when dealing with individuals displaying challenging behaviours. | Ongoing | EL continues to develop behaviour management plans in collaboration with school and parents  To be reviewed term 2 2020  *CO & EL have decided against behaviour management plans as there are no approaches that consistently work with some children.*  *PD sort out from Deputy Principal to assist with general behaviour management.* |

**Quality Area 6: Collaborative partnerships with families and communities**

## This quality area of the National Quality Standard focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

## Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=248) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-6-collaborative-partnership-with-families-and-communities).

Quality Area 6: Standards and elements

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| **Standard 6.1** | **Respectful relationships with families are developed and maintained and families are supported in their parenting role.** | |
| Engagement with the service | Element 6.1.1 | Families are supported from enrolment to be involved in the service and contribute to service decisions. |
| Parent views are respected | Element 6.1.2 | The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing. |
| Families are supported | Element 6.1.3 | Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. |
| **Standard 6.2** | **Collaborative partnerships enhance children’s inclusion, learning and wellbeing.** | |
| Transitions | Element 6.2.1 | Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. |
| Access and participation | Element 6.2.2 | Effective partnerships support children’s access, inclusion and participation in the program. |
| Community engagement | Element 6.2.3 | The service builds relationships and engages with its community. |

National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

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| --- | --- | --- |
| **National Law and National Regulations** | | **Associated element** |
| Section 175 | Offence relating to requirement to keep enrolment and other documents | 6.1.3, 6.2.1 |
| Regulation 157 | Access for parents | 6.1.1 |

**Quality Improvement Plan for Quality Area 6**

Summary of strengths for Quality Area 6

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| **Strengths** | * Families are welcome to attend the service prior to enrolment and have the opportunity to discuss issues or concerns * Family and Child Handbooks is emailed to new families, available on school website (link on enrolment form) and available at the service * Enrolment forms provide opportunity for families to highlight any cultural, religious or other additional needs including any fears or dislikes * Learning needs of children including homework are discussed with parents * Any child experiencing separation anxiety is assisted and appropriate action taken to relieve stress including follow up with parents * New children are ‘buddied up’ with other children in their class or have similar interests and relationships are encouraged * Regular communication with the school community through telephone, email, P&C meetings, newsletter items, notice boards, social media. Staff attend P&C meetings on a regular basis to ensure parents have the opportunity to give feedback and seek information regarding the service and its policies and procedures * The school website provides information for parents and community members regarding policies and procedures and enrolment. Hard copies are also available at the service or can be accessed via the iPad. * The parent area and exterior noticeboard provides information regarding the services philosophy and goals and important events and notices including community participation * Preps are escorted to and from class by staff ensuring their safety and a smooth transition * The service works with families to support attendance at extra-curricular activities including gymnastics, soccer, tennis and music * The QK Kiosk system is used to communicate message to parents on a regular basis * Community events are staged and supported including regular collections for Picabeen Community Centre and Biggest Morning Tea raising funds for Cancer Council Qld, Shave for a Cure participates, attending school functions (e.g. Trivia nights). Participation educates children about the importance of helping others and acknowledging different situations faced by those in need. * Staff are available to answer any parent questions and happy to provide feedback on the program and children’s participation * Parent feedback is encouraged and welcomed and used to improve the program and service * Community information book available to parents to assist with external services as required * Relationship with school faculty positive and supportive providing a continuum between school and OSHC |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
* Additional information about the Exceeding NQS themes for Standard 6.1 is available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=262).

Standard 6.1 – Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
* Additional information about the Exceeding NQS themes for Standard 6.2 is available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=275).

Standard 6.2 – Collaborative partnerships: Collaborative partnerships enhance children’s inclusion, learning and wellbeing.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 6**

Improvement Plan

|  |  |  |  |  |  |  |  |
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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 6.1.1 | Parents do not get involved in the service or provide feedback when requested | Families are involved and engaged in the service and the program and give regular feedback when requested. | M | Have more visuals in the room of the program and what the children are doing.  Investigate electronic observations where families can log on and see what their children have been doing.  Find a medium where families have time and want to give feedback when requested. | Families will be engaged with our program.  Families will offer feedback regularly about all aspects of our service. | Ongoing | Slide show on TV at sign in area to be regularly updated with photos about what we are doing at OSHC. |
| 6.1.3 | Parents lack communication with service staff while others want to engage in lengthy conversations during service hours removing staff from children supervision. | Communication Book to be more widely used by both parents and staff in order to improve communication between same. | M | Co-ordinator to encourage families to use the communication book rather than interrupting staff for non-urgent matters. Staff to be reminded by co-ordinator to check entries in the book every morning and afternoon.  Email communication book to be established. | Parents will start using the communications book to advise staff of non-urgent matters. Staff will be interrupted less often by parents when undertaking their duties. | Ongoing | Most parents choose not to use the Communication Book. Issues are addressed via email communication. Need to establish an email communication book so that all staff are aware of any issues.  Reviewed Nov, 15 – email notification working well, notes in diary to inform other educators of any issues etc.  Reviewed Mar, 16 - AC to create sub-folder in Outlook for all parent communication emails for ease of access. Emails to be discussed with staff regarding any concerns and/or feedback.  Reviewed Feb, 17 – Email subfolder established. Diary for parent communication also established. System working well. Review June, 17. Reviewed new diary for 2018 providing additional communication record.  Feedback requested by posing a question, very few families participated.  *CO and ACO seeking alternative ways to get parent feedback.* |
| 6.2.3 | Lack of community engagement highlighted in assessment. | The service will engage with the local community and educate children in relation to positive experiences in helping others and understanding that all families have different needs. | M | EL and staff to investigate community engagement opportunities including fundraising for external charities, liaising with P&C on fundraising events, participating in ‘special days’ to educate children about such organisations. | Children, staff and parents will feel engaged with the local community and feel that they have ‘made a difference’ and created connections in regards to same. | Ongoing | Participation in Picabeen Christmas collection program supporting local families in need (Dec 17 and April 18), staff participation in P&C fundraising events interacting with families and developing a rapport, Biggest Morning Tea to be held in May, 18 with children making morning tea items and selling to parents and school community.  Biggest morning tea continues to be a big fund raiser and community event  OSHC worked with the school to raise funds for Jeans for Genes day providing BBQ breakfast to school community  *Continue to raise money for different charities once per term to engage with the school community* |
| 6.2.3 | Formal Reconciliation Action Plan not yet documented | A Reconciliation Action Plan will be developed and implemented as part of the daily operations of the service. | H | Staff, children and families work together to develop a RAP with the assistance from Annette from Inclusion Support | Staff, children and families will understand the RAP and the plan will be implemented in the daily activities of the service demonstrating a commitment to reconciliation with indigenous persons and educating children, families and staff about the importance of reconciliation | Ongoing  Plan to be developed by mid-2020 | Staff working with Annette to develop a basis for the RAP  Gathered information and registered October 2018  Funding being applied for from innovative solutions to assist with indigenous practices  *Ongoing research required to be reviewed mid 2020* |

**Quality Area 7: Governance and Leadership**

## This quality area of the National Quality Standard focuses on effective leadership and governance of the service to establish and maintain quality environments for children’s learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service’s continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service’s statement of philosophy.

## Additional information and resources about Quality Area 7 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=278) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-7-governance-and-leadership+).

Quality Area 7: Standards and elements

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| **Standard 7.1** | **Governance supports the operation of a quality service.** | |
| Service philosophy and purpose | Element 7.1.1 | A statement of philosophy is developed and guides all aspects of the service’s operations. |
| Management systems | Element 7.1.2 | Systems are in place to manage risk and enable the effective management and operation of a quality service. |
| Roles and responsibilities | Element 7.1.3 | Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service. |
| **Standard 7.2** | **Effective leadership build and promotes a positive organisational culture and professional learning community.** | |
| Continuous improvement | Element 7.2.1 | There is an effective self-assessment and quality improvement process in place. |
| Educational leadership | Element 7.2.2 | The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. |
| Development of professionals | Element 7.2.3 | Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development. |

National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

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| **National Law and National Regulations** | | **Associated element** |
| Section 21 | Reassessment of fitness and propriety (provider approvals) | 7.1.2 |
| Section 51(2) | Conditions on service approval (FDC co-ordinators) | 7.1.2, 7.1.3 |
| Section 56 | Notice of addition of nominated supervisor | 7.1.2 |
| Section 56A | Notice of change of a nominated supervisor's name or contact details | 7.1.2 |
| Section 161 | Offence to operate education and care service without nominated supervisor | 7.1.2 |
| Section 161A | Offence for nominated supervisor not to meet prescribed minimum requirements | 7.1.2 |
| Section 162 | Offence to operate education and care service unless responsible person is present | 7.1.2 |
| Section 162A | Persons in day-to-day charge and nominated supervisors to have child protection training | 7.1.2 |
| Section 163 | Offence relating to appointment or engagement of family day care co-ordinators | 7.1.2, 7.1.3 |
| Section 164 | Offence relating to assistance to family day care educators | 7.1.2 |
| Section 164A | Offence relating to the education and care of children by family day care service | 7.1.2, 7.1.3 |
| Section 165 | Offence to inadequately supervise children | 7.1.2 |
| Section 166 | Offence to use inappropriate discipline | 7.1.2 |
| **National Law and National Regulations** | | **Associated element** |
| Section 167 | Offence relating to protection of children from harm and hazards | 7.1.2 |
| Section 168 | Offence relating to required programs | 7.1.2 |
| Section 169 | Offence relating to staffing arrangements | 7.1.2 |
| Section 170 | Offence relating to unauthorised persons on education and care service premises | 7.1.2 |
| Section 171 | Offence relating to direction to exclude inappropriate persons from education and care service premises | 7.1.2 |
| Section 172 | Offence to fail to display prescribed information | 7.1.2 |
| Section 173 | Offence to fail to notify certain circumstances to regulatory authority | 7.1.2 |
| Section 174 | Offence to fail to notify certain information to regulatory authority | 7.1.2 |
| Section 174A | Family day care educator to notify certain information to approved provider | 7.1.2, 7.1.3 |
| Section 175 | Offence relating to requirement to keep enrolment and other documents | 7.1.2 |
| Section 188 | Offence to engage person to whom prohibition notice applies | 7.1.2 |
| Section 269 | Register of family day care educators, coordinators and assistants | 7.1.2 |
| Regulation 31 | Condition on service approval-quality improvement plan | 7.2.1 |
| Regulation 55 | Quality improvement plans | 7.2.1 |
| Regulation 56 | Review and revision of quality improvement plans | 7.2.1 |
| Regulation 158 | Children’s attendance record to be kept by approved provider | 7.1.2 |
| Regulation 159 | Children’s attendance record to be kept by family day care educator | 7.1.2 |
| **National Law and National Regulations** | | **Associated element** |
| Regulation 160 | Child enrolment records to be kept by approved provider and family day care educator | 7.1.2 |
| Regulation 161 | Authorisations to be kept in enrolment record | 7.1.2 |
| Regulation 162 | Health information to be kept in enrolment record | 7.1.2 |
| Regulation 163 | Residents at family day care residence and family day care educator assistants to be fit and proper persons | 7.1.2 |
| Regulation 164 | Requirement for notice of new persons at residence | 7.1.2 |
| Regulation 165 | Record of visitors | 7.1.2 |
| Regulation 166 | Children not to be alone with visitors | 7.1.2 |
| Regulation 167 | Record of service’s compliance | 7.1.2 |
| Regulation 168 | Education and care service must have policies and procedures | 7.1.2 |
| Regulation 169 | Additional policies and procedures—family day care service | 7.1.2 |
| Regulation 170 | Policies and procedures to be followed | 7.1.2 |
| Regulation 171 | Policies and procedures to be kept available | 7.1.2 |
| Regulation 172 | Notification of change to policies or procedures | 7.1.2 |
| Regulation 173 | Prescribed information to be displayed | 7.1.2 |
| Regulation 174 | Time to notify certain circumstances to regulatory authority | 7.1.2 |
| Regulation 174A | Prescribed information to be notified to accompany notice | 7.1.2 |
| Regulation 175 | Prescribed information to be notified to regulatory authority | 7.1.2 |
| **National Law and National Regulations** | | **Associated element** |
| Regulation 176 | Time to notify certain information to regulatory authority | 7.1.2 |
| Regulation 176A | Prescribed information to be notified to approved provider by family day care educator | 7.1.2 |
| Regulation 177 | Prescribed enrolment and other documents to be kept by approved provider | 7.1.2 |
| Regulation 178 | Prescribed enrolment and other documents to be kept by family day care educator | 7.1.2 |
| Regulation 179 | Family day care educator to provide documents on leaving service | 7.1.2 |
| Regulation 180 | Evidence of prescribed insurance | 7.1.2 |
| Regulation 181 | Confidentiality of records kept by approved provider | 7.1.2 |
| Regulation 182 | Confidentiality of records kept by family day care educator | 7.1.2 |
| Regulation 183 | Storage of records and other documents | 7.1.2 |
| Regulation 184 | Storage of records after service approval transferred | 7.1.2 |
| Regulation 185 | Law and regulations to be available | 7.1.2 |
| Regulation 344  Tasmania | Working with vulnerable people registration – staff members | 7.1.2 |
| Regulation 358  Victoria | Working with children check to be read | 7.1.2 |
| Regulation 359  Victoria | Criminal history record check to be read and considered | 7.1.2 |

**Quality Improvement Plan for Quality Area 7**

Summary of strengths for Quality Area 7

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| **Strengths** | * Philosophy is developed through staff and community feedback and input to reflect the values and goals of the service * There is good communication between the staff and P&C OSHC representative * P&C OSHC representative attends OSHC fortnightly staff meetings * Benefit Risk Assessments and Risk & Hazard checked are performed on a regular basis * Roles and responsibilities are clearly defined for each staff member with Position Descriptions provided and revisited and performance reviews * Performance reviews are conducted annually with self-assessment opportunities and professional development opportunities offered * Educational leader is supported and provided with professional development opportunities to further their knowledge and understanding of the position * All staff are provided with an Employee Handbook setting out details of their employment and conditions of their employment and relevant policies * All staff hold current Blue Cards which are monitored * Regular training opportunities are provided both onsite and externally * Service supports its staff and encourages excellent community involvement and culture * Continuity of staff encouraged through professional development and access to greater responsibility * Effective financial management is maintained through the Coordinator and the P&C executive * Complaints and dispute procedure is highlighted in the Family Handbook and details in the Parent Area * Quality Improvement Plan is established and regularly updated as issues are addressed and reviewed with staff and community annually * Policies and Procedures are reviewed and updated when the need arises, at least annually (in March each year) |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
* Additional information about the Exceeding NQS themes for Standard 7.1 is available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=295).

Standard 7.1 – Governance: Governance supports the operation of a quality service.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
* Additional information about the Exceeding NQS themes for Standard 7.2 is available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=310).

Standard 7.2 – Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 7**

Improvement Plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 7.1.2. | Risk management strategies are sometimes lacking | All staff and management to be aware of risk management strategies and policies and adhering to same. | M | CO & ACO to liaise to ensure that risk management procedures are being reviewed and implemented and appropriate training provided to all staff to ensure compliance with same. | All staff will be complying with risk management strategies and reducing incidents in regard to same. | Ongoing | Risk assessment procedures to be reviewed by EL & CO by June, 2018.  Risk assessment procedures reviewed annually.  CO, ACO and Educator attended Risk Assessment training with QCAN 2019  *Staff are complying with risk management strategies and ensuring all risk assessments are up to date.*  *Complete January 2020* |
| 7.1.2 | As the service has grown educators feel there should be more Responsible Persons at the service. | To have more qualified responsible persons at the service | H | CO & P&C to advertise and interview for adequately qualified educator.  Speak to current educators to gauge interest in being an RP then decide based on skills and qualifications | We will have adequate RP’s at the service who are skilled and knowledgeable in their role. | September 2020 | Educational Leader job advertised June 2020 |
| 7.2.1 | Parent input in review processes and operational issues is lacking due to non-involvement in P&C committee and lack of response to requests for feedback. | Excellent parent input in the review process and in the operations of the service with feedback provided regularly. | M | CO to prepare parent surveys and distribute to families in order to gain feedback on issues when required. | Service will be providing a more relevant service to parents and meeting their expectations. | Ongoing | Yet to be completed. Feedback to be sought from staff meeting regarding relevant questions.  *CO and ACO working together to find best way to get feedback from parents* |
| 7.2.1 | QIP being prepared with limited staff input. | QIP process to be improved and input gained from all staff and parents | M | CO, EL to engage staff at meetings discussing each element and gaining feedback in regard to improvement process. Feedback from parents to be sought through P&C meetings, Facebook posts and surveys. | QIP will be reviewed regularly and will be relevant to current service operations. Service will be operating effectively and showing improvement in areas deemed to be lacking or needing expansion. | Ongoing | New QIP implemented in Jan 2018 with staff review of each element to be introduced at staff meetings by June 2018  Educators filling out self-assessments on quality area to show where service requires improvement and where educators feel they require improvement.  Quality areas to be discussed in meetings regularly and QIP updated  *QIP discussions had at staff meetings, including group work where educators discussed what works well what doesn’t then gave feedback about how we improve.* |
| 7.2.2 | Educational Leader is requiring reassurance in expectations of position and amount of reliance on EL by staff | All staff will be aware of the role of the EL and the EL will have adequate training to be confident in the role and training provided to staff | M | CO to liaise with EL on regular basis to ensure that training is provided when appropriate. EL to provide information to staff regarding the role and the expectations of staff. | Staff will have confidence in the abilities of the EL and the EL will be able to perform their duties to a high standard and provide relevant knowledge and skills to other educators. | Ongoing | Attendance at Educator’s Conference in March, 2018, attending at QCAN training sessions for ELs.  EL PD with QCAN when comes up in 2019  No EL PD was offered in 2019 will look into training for 2020  *June 2020 Service advertising for second EL to assist with role due to increasing numbers and educators* |
| 7.2.3 | Staff reviews are conducted annually but feedback is not always taken on board and improvements made. | Staff will have reviews conducted annually and use such feedback to improve performances. | M | OM to develop new review system in conjunction with EL to make feedback more relevant and more easily understood by educators. | Staff will be performing to the best of their ability adhering to NQF and showing improvement. | Ongoing | Conducted annually. New review forms being compiled in order to review new staff in June, 2018.  Performance reviews now being done 6 monthly  *CO to do regular 1:1 sessions with educators to discuss performance, issues etc.* |
| 7.2.3 | Staff request more professional development based on their needs and in collaboration with performance reviews and personal goals | Professional development is available for educators to improve their skills | M | CO & P&C to do performance reviews and flag where educators require training.  CO to seek PD based on service and educator requirements | Staff will have regular PD and increase their skills. | Ongoing | CO has organised behaviour management PD with school leadership team for all educators. |

**Notes**

**Notes**