



Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan template

OCTOBER 2011

Service details

Service name	Service approval number
Tallygaroopna Primary School OSHC	SE-40001463
Primary contact at service	
David Brodie	
Physical location of service	Physical location contact details
Street: 24-34 Victoria Street Suburb: Tallygaroopna State/territory: Victoria Postcode: 3630	Telephone: 03 58298264 Mobile: 0411960164 Fax: 58298244 Email: tallygaroopna.ps@edumail.vic.gov.au
Approved Provider	Nominated Supervisor
Primary contact: David Brodie Telephone: Mobile: 0411960164 Fax: 58298244 Email: brodie.david.d@edumail.vic.gov.au	Name: David Brodie Telephone: Mobile: 0411960164 Fax: 58298244 Email: brodie.david.d@edumail.vic.gov.au
Postal address (if different to physical location of service)	
Street: 24-34 Victoria Street Suburb: Tallygaroopna State/territory: Victoria Postcode: 3630	

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. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. 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.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	15.25	15.25	15.25	15.25	15.25		
Closing time	18.00	18.00	18.00	18.00	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.

OSHC operates Wednesday, Thursday and Friday from 3.25pm – 6pm. OSHC only runs when school runs, it does not operate on pupil free days.

Tallygaroopna is a small rural school and their OSHC service is implemented by the school and facilitated by a Diploma trained Educator

Long term parking is available on the school premises.

How are the children grouped at your service?

The OSHC service has one group of children, any child enrolled in the OSHC service will be placed in the one group.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

David Brodie – Educational Leader/Nominated Supervisor/ Tallygaroopna Primary School Principal

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:

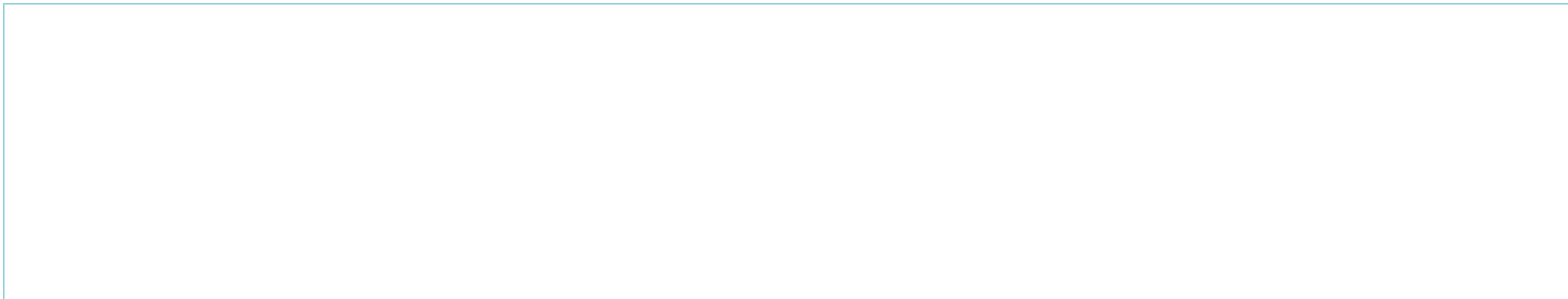
Service statement of philosophy

Please insert your service's statement of philosophy here.

Tallygaroopna Primary School Council believes that every family has the right to quality care that recognises and values the child as an individual and is responsive to the needs of families. We value the importance of play and the role it has in middle childhood development.

The setting therefore needs to be a warm, secure, caring environment where the development of independence and self-confidence is fostered and creativity and individuality are encouraged. The partnership between parent and carer is invaluable in the care and outcome for the child.

Our Out of Hours School Care Program is flexible and responsive to the changing needs of the children and their families and is provided in a way that recognises and is supportive to each family's values and cultural and religious needs.



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.

Quality Area 1: Standards and elements

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
	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.
	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	The documentation about each child's program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.



Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1	section 168	Offence relating to required programs
1.1	section 323	Approved learning framework
1.1	regulation 73	Educational programs
1.1	regulation 75	Information about the educational program to be kept available
1.1	regulation 76	Information about educational program to be given to parents
1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths					
	<table border="1"> <tr> <td>Element 1.1.5</td> <td> Every Child is supported to participate in the Program <ul style="list-style-type: none"> - Each child’s needs and interests are taken into consideration - Family needs are taken into consideration when implementing the service. </td> </tr> <tr> <td>Element 1.2.2</td> <td> Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning. <ul style="list-style-type: none"> -We acknowledge each child’s uniqueness in positive ways -We employ a flexible program and routines -We maintain high expectations for each child -Aim to use spontaneous “teachable moment” to extend children’s learning </td> </tr> </table>	Element 1.1.5	Every Child is supported to participate in the Program <ul style="list-style-type: none"> - Each child’s needs and interests are taken into consideration - Family needs are taken into consideration when implementing the service. 	Element 1.2.2	Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning. <ul style="list-style-type: none"> -We acknowledge each child’s uniqueness in positive ways -We employ a flexible program and routines -We maintain high expectations for each child -Aim to use spontaneous “teachable moment” to extend children’s learning
Element 1.1.5	Every Child is supported to participate in the Program <ul style="list-style-type: none"> - Each child’s needs and interests are taken into consideration - Family needs are taken into consideration when implementing the service. 				
Element 1.2.2	Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning. <ul style="list-style-type: none"> -We acknowledge each child’s uniqueness in positive ways -We employ a flexible program and routines -We maintain high expectations for each child -Aim to use spontaneous “teachable moment” to extend children’s learning 				

Key improvements sought for QA1

Standard/element [1.2.1]	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	
	Identified issue	Our OSHC service was only established this year (January 2014). Learning how to effectively document, plan and share each child's learning will be an ongoing learning experience. Teaching staff have changed since 2014 and it has been difficult to continually upskill new staff around the documenting and planning requirements. The school has now decided to employ a diploma trained educator to implement the program, therefore allowing for consistent documenting strategies.
Standard/element [1.1.4]	The documentation about each child's program and progress is available to families.	
	Identified issue	We are currently trialling different methods of communicating children's learning to see which one is most effective. Once our new employee begins work we will work with her to decide on an effective documentation format.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2.1	To have an effective planning model is user friendly	H	<ol style="list-style-type: none"> 1. Use staff meetings to discuss different methods/ideas. 2. Seek ideas from other services. 3. Trial different methods to see what works best. 	Staff will find the model easy to use and it should be easily interpreted by any person reading it.	Ongoing	We have an effective planning model in place and we will work with our new educator to ensure that this method works for her and our families moving forward.
1.1.4	Families to feel comfortable in accessing their child's documentation and to provide feedback on the program and their child's learning and development. We would also like it to be more accessible to the children.	H	<ol style="list-style-type: none"> 1. Send a letter home detailing what the documentation is and how it should be viewed. 2. Encourage families at pick times to look at what's been happening in the program. 3. Use the School's newsletter to communicate happenings at OSHC 4. We will work with our new employee to find documenting strategies that work for our families. 	Parents and carers will be more engaged and informed about their own child's learning and development.	Term 1 2018	Discussions have begun and we will remind school families and staff that any communication and documentation that needs to be displayed is respected and left alone.



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.

Quality Area 2: Standards and elements

Standard 2.1	Each child's health is promoted.	
	Element 2.1.1	Each child's health needs are supported.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.



Quality Area 2: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.3.1, 2.3.2	section 165	Offence to inadequately supervise children
2.3.2	section 167	Offence relating to protection of children from harm and hazards
2.1.3, 2.1.4, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.2.1	regulation 78	Food and beverages
2.2.1	regulation 79	Service providing food and beverages
2.2.1	regulation 80	Weekly menu
2.1.2	regulation 81	Sleep and rest
2.3.2	regulation 82	Tobacco, drug and alcohol free environment
2.3.2	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.3.4	regulation 84	Awareness of child protection law
2.1.4, 2.3.3, 2.3.4	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.4, 2.3.3, 2.3.4	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.4, 2.3.3, 2.3.4	regulation 87	Incident, injury, trauma and illness record
2.1.4	regulation 88	Infectious diseases
2.1.4	regulation 89	First aid kits



Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions



	Related requirements	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record
2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to: <ul style="list-style-type: none"> (i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water based activities; and (iv) the administration of first aid
2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	regulation 168(2)(d)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment

2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 177	Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	Element 2.1.2	Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation. -The service encourages children to have a healthy snack, there is opportunities for physical play, opportunities to complete homework and opportunities to rest/quiet play.
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child. -Children are always offered a healthy afternoon tea, often the children are encouraged to help prepare the food.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.



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Key improvements sought for QA2

Standard/element 2.1.3	Effective hygiene practices are promoted and implemented.
Identified issue	Not all educators are following through with prescribed hygiene practices.
Standard/element	
Identified issue	

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.3	<p>To ensure all educators are aware of the importance of instilling effective hygiene practices within the service</p> <p>During 2017 this became an even higher priority due to enrolling a child with anaphylaxis</p>	H	<p>At our staff meetings we will revisit the expectations around effective hygiene practices</p> <p>All staff have had Pd for anaphylaxis Lots of visual signs reminding staff and students about appropriate procedures.</p>	The Educational Leader will perform “random drop ins” and observations to ensure practices are being followed.	ASAP	PD completed. Through following policies we have developed habits that are assisting us to avoid incidents.

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.

Quality Area 3: Standards and elements

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

Quality Area 3: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.2	regulation 105	Furniture, materials and equipment
3.1.1	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
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
3.2.1	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.3	regulation 115	Premises designed to facilitate supervision
3.1.2	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)

	Related requirements
	Part 3 of the National Law: Service Approval
regulation 25	Additional information about proposed education and care service premises
Regulations 41-45	Service waiver and temporary waiver

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.



Key improvements sought for QA3

Standard/element [3.3.1]	Sustainable practices are embedded in service operations	
	Identified issue	We had compost, recycle and garbage bins in our classrooms but not in our multi purpose room.
Standard/element (3.1.1)	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	
	Identified issue	The multi purpose room has many user group and not all groups are respecting the space .
Standard/element [number]		
	Identified issue	
Standard/element [number]		
	Identified issue	

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.3.1	To ensure we embed our sustainability practices throughout the whole school.	M	Put labelled bins in the multipurpose room that align our whole school sustainability guidelines	Labelled bins are in the multipurpose room and are being used by all user groups	ASAP	27/4/2014 – placed labelled bins in the multipurpose room.
3.1.1	For all user groups to respect the space and ensure all prescribed information remains displayed.	H	Educational Leader and Principal to remind all user groups of the importance of leaving prescribed information displayed.	Information will remain displayed at all times	Term 1 2018	

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.

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Quality Area 4: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulation 169	Offence relating to staffing arrangements
4.1	regulation 118	Educational leader
4.1	regulations 119–120	Age and supervision requirements
4.1	regulations 121–124	Minimum number of educators required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125–128	Educational qualifications for educators
4.1	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137–143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145–15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	Related requirements	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46–54	Supervisor certificates
4.2	regulation 55	Quality improvement plans
4.1	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Key improvements sought for QA4

Standard/element [4.2.1]	Professional standards guide practice, interactions and relationships	
	Identified issue	The professional standards are very new to our Teaching staff. It will take some time for teachers to become familiar with the professional standards.

Standard/element [number]		
	Identified issue	
Standard/element [number]		
	Identified issue	
Standard/element [number]		
	Identified issue	

Improvement plan

Standard/ element	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	For staff to be all working towards the same professional standards	H	Staff to hold regular staff meetings so that we can be all working towards the same goals. Staff to encourage each other to continue their professional learning and become more and more familiar with the national framework.	All staff to be working towards common goals	Ongoing	December 2017 – Regular staff meetings are held to ensure that staff are skilled in professional practice.



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

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.



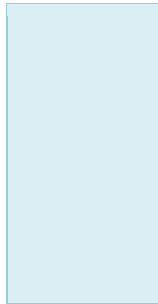
Quality Area 5: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
	Related requirements	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths		
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships. -we assist and support children with social experiences. -At present our enrolment numbers are very low so this allows lots of one –to –one time with each child.
	Element 5.1.3	Each child is supported to feel secure, confident and included. -Promote a relaxed and happy atmosphere -we are inclusive of children with diverse backgrounds, we encourage an appreciation of diversity and difference.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.



Key improvements sought for QA5

Standard/element		
	Identified issue	
Standard/element [number]		
	Identified issue	
Standard/element [number]		
	Identified issue	
Standard/element [number]		
	Identified issue	

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
						<p>We have just employed a new educator who is completely unfamiliar to the students, this will be different for all the children as they are used to the school staff implementing the program. We will monitor the new educator in this area and support her in building relationships with children and families.</p>



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.

Quality Area 6: Standards and elements

Standard 6.1	Respectful supportive relationships are developed and maintained.	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.



Quality Area 6: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents
	Related requirements	
6.1, 6.2	section 172	Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175	Offence relating to requirement to keep enrolment and other documents
6.1, 6.2, 6.3	regulation 73	Educational programs
6.1, 6.2, 6.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1, 6.2, 6.3	regulation 75	Information about the educational program to be kept available
6.1, 6.2, 6.3	regulation 76	Information about educational program to be given to parents
6.1, 6.2, 6.3	regulation 80	Weekly menu
6., 6.2, 6.3	regulation 86	Notification to parents of incident, injury, trauma and illness
6.3	regulation 99	Children leaving the education and care service premises
6.3	regulation 102	Authorisation for excursions
6.1, 6.2, 6.3	regulation 111	Administrative space (centre-based services)
6.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
6.1, 6.2, 6.3	regulation 171	Policies and procedures to be kept available

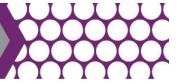


Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures
6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1, 6.2, 6.3	regulation 181	Confidentiality of records kept by approved provider
6.1, 6.2, 6.3	regulation 182	Confidentiality of records kept by family day care educator
6.1, 6.2, 6.3	regulation 183	Storage of records and other documents

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths		
Element 6.1.1.	There is an effective enrolment and orientation process for families	
Element 6,1,3	Current information about the service is available to families -Newsletters -Tiqbiz -Handbook -Facebook	



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Key improvements sought for QA6

Standard/element [6.2.1]	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing	
	Identified issue	Educators feel as though they constantly try to achieve this element, however, when families are time poor it is often difficult to establish strategies that achieve this outcome.
Standard/element □		
	Identified issue	

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.1	<p>More engaged families wanting to share in their child's learning journey.</p> <p>Use families thoughts and opinions to improve our service</p>	M	<p>Set up some effective strategies to involve parents/carers in the program and planning. Such, family voice sheet, input surveys, reflections diary.</p> <p>Involve School Council in program planning.</p>	<p>Whole families are engaged and contributing to their child's learning and development.</p> <p>Families develop their sense of belonging associated with the service</p>	Ongoing process but need to have strategies in place asap	<p>School council is actively involved in the implementation of OSHC and educators have employed the use of Class Dojo to engage busy families and give them a platform to contribute to their child's learning.</p> <p>New educator will have ideas and be supported in their efforts to engage families. Possibly include an OSHC section in the newsletter and family voice sheet.</p>

Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.



	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

Quality Area 7: Related sections of the National Law and National Regulations

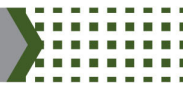
Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4, 7.3.5	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181–184	Confidentiality and storage of records

	Related requirements	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual
7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.



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Key improvements sought for QA7

Standard/element [7.2.3]	An effective self-assessment and quality improvement process is in place.	
	Identified issue	This is the first time we have completed a quality improvement plan. We are working through this as a staff with some guidance from a colleague who has had previous experience.
Standard/element (7.2.1)	A statement of philosophy is developed and guides all aspects of the service's operation	
	Identified issue	As we are a new service we are unsure of how relevant our philosophy is and if it "works" for us. We need to have a review process in place so that we fine tune our philosophy.
Standard/element []		
	Identified issue	

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.1	A meaningful philosophy that reflects the values and beliefs of our service	H	Staff meetings and school council meetings to assist in the redevelopment of our philosophy. The philosophy will also be sent to the service's community in order to seek feedback.	Educators and families find the new philosophy meaningful and a true reflection of our service.	Refined by term 4 2014	Achieved and on display in the room and in the parent handbook. (2014 term 4)
7.2.3	. An effective self-assessment and quality improvement process is in place.	M	Use family opinion surveys to gain feedback on service delivery. Make use of the School Council to review effective service delivery. Approach colleagues to gain assistance in developing an effective self-assessment model.	The ability to deliver a high quality OSHC program	Ongoing	School council continues to be involved in the delivery of the program. In term 4 2017 we conducted a school initiatives survey via survey monkey. We had 19 responses which viewed the OSHC program being a positive aspect of the school.