



Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan template

OCTOBER 2011

Service details

Service name	Service approval number
Brunswick East Primary OSHC Service	SE-00005559
Primary contact at service	
Ranita Swamy	0409380202
Physical location of service	Physical location contact details
Street: 195A Suburb: Brunswick East State/territory: Vic Postcode: 3057	Telephone: 03 93872631 Mobile: 0409380202 Fax: 03 9388 1949 Email: oshc@beps.vic.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Janet Di Pilla Telephone: 03 93873361 Mobile: 0407512473 Fax: 03 9388 1949 Email: di.pilla.janet.j@edumail.vic.gov.au	Name: Ranita Swamy Telephone: 03 93872631 Mobile: 0409380202 Fax: 03 9388 1949 Email: swamy.ranita.r@edumail.vic.gov.au
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

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	Beforecare: 7.30am Aftercare: 15.30pm	Beforecare: 7.30am Aftercare: 15.30pm	Beforecare: 7.30am Aftercare: 15.30pm	Beforecare: 7.30am Aftercare: 15.30pm	Beforecare: 7.30am Aftercare: 15.30pm	closed	closed
Closing time	Beforecare: 8.45am Aftercare: 18.00pm	Beforecare: 8.45am Aftercare: 18.00pm	Beforecare: 8.45am Aftercare: 18.00pm	Beforecare: 8.45am Aftercare: 18.00pm	Beforecare: 8.45am Aftercare: 18.00pm	closed	closed

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.

- The OSHC service runs its program during Victorian school terms only, for 2015:
 - Term 1: January 28th – March 27th
 - Term 2: April 13th – June 26th
 - Term 3: July 11th – September 18th
 - Term 4: October 5th – December 18th
- Parking is available on Stewart St and surrounding streets.
- The service operates a full day program on pupil free/curriculum days. These dates are determined by the school (depending on the school's planning and timetable needs.)

How are the children grouped at your service?

- 2011-12-12: We operate as one big family, coming together for afternoon tea and meeting time. Children then go off to attend activities and experiences in smaller groups in the OSHC room, the art room, the hall, the library and the outside areas. The children are allowed to choose which activity they engage in and can move between at their own will as long as they communicate when they are leaving or moving into an area to the staff in that specific area. 2013: We are trying a new thing (as our numbers increase) - Children separate into two groups for eating afternoon tea; grades prep – 3 in the hall & Grades 4/5/6 eat in the pit. 2014; Preps eat afternoon tea in the OSHC room for Term 1, just while they are finding their feet. All the children come in the hall together to have the group meeting together. 2015: The children continue to eat in two groups; the 4/5/6's group outside in the pit or the OSHC room if it is too cold, and the prep-1/2/3's in the hall. We continue to separate the preps out for the first term. If Preps wish to be with their siblings they can. This year, We have been mixing up the group who go outside, letting other age groups go outside from time to time. Children have choice anyway, so if a group is outside but a child does not want to join them they do not have to.

- 2011-12-12; New Preps are separated out during first term, in order to orientate them, nice and gently, into the program. 2014; Program planning is specifically designed for preps for T1, to provide higher support to help them orientate into the program. One – two staff members are assigned to look after the preps for T1, and to make sure they settle well into the programs and are familiar with all the expectations and boundaries. In later terms preps are mentored with older children to continue to support their orientation into the service. 2015; We continue to separate the preps for the first term, then bring them in to join us from T2.
- 2015; Activities are designed to be widely flexible to accommodate all the age groups and developmental levels. Children can be extended individually i.e; A simple activity can be made more challenging for the older age groups and simplified for the younger groups in the one setting.
- 2015; When needed we tend to group the children into their school learning communities; preps, Grades 1/2/3's (mixed) and grades 4/5/6's (mixed). Children also may choose how they wish to be grouped depending on what is happening, accommodating the children's requests is important if we can do it.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Nominated Supervisor, Cheryl Smith')

Ranita Swamy (Nominated Supervisor/OSHC Coordinator)

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: 10

Service Statement of Philosophy

‘To provide quality care programs to primary school-aged childcare at the Brunswick East Primary School Out of School Hours Care Service (BEPS OSHC) where we aim to provide a safe and stimulating environment in which middle school-aged children can play and relax before and after school and on pupil-free days. The service will provide inclusive child-centred programs underpinned by the learning frameworks, which focus on developmental, social and recreational activities and experiences appropriate to the needs of all the children.’

The philosophy is implemented with the following goals:

Children

- We value the rights, needs and interests of all children. Everyone is special, everyone is welcome.
- We embody a sense of belonging, operating as an ‘OSHC family’ – providing ownership, safety, warmth, shelter, food, friendship, respect and fun.
- We promote health and well-being, encourage the development of positive self-identity and self-esteem, taking responsibility for one’s own actions and guiding skill development within interpersonal relationships with others.
- We understand the importance of middle childhood and value the benefits of meaningful play and leisure, provide collaborative, flexible child-centred programs where children have choice and become active participants in open-ended activities and experiences within a warm and welcoming atmosphere.
- We encourage respect for each other and the importance of developing equitable and respectful relationships, promoting inclusion and diversity within a non-biased and culturally competent environment.
- Children are supported to become successful, competent and capable learners.

Parents, Guardians and Families

- Collaboration is our guiding principle. We welcome, value and respect the opinions and wishes of all our parents, guardians and families. We encourage open communication and participation from all families.

- We aim to provide affordable and accessible quality care for all children and their parents, guardians and families in accordance with the Commonwealth Government Legislation, Law and Regulations and the National Quality Standards for Outside School Hours Care.
- We respect the right to confidentiality and privacy.
- We keep families informed of industry changes and all relevant and up-to-date issues and practices through regular communication channels, such as: one-on-one conversation (in person and on the telephone), email, the school newsletter and our website.

Staff

- Our Educators work collaboratively together as a diverse multi-skilled team, all with relevant qualifications and experience and who are guided by professional standards in practice, interactions and relationships with each other, children, families and the community.
- Our Educators develop and maintain warm, responsive, equitable and respectful relationships with the children. Educators are sensitive to individual needs and the rights of all the children and their parents, guardians and families.
- Our Educators aim to provide and maintain a safe, secure and protective environment at all times.
- Our Educators value and maintain an interactive approach with children and their parents, guardians and families.
- Our Educators are guided by the frameworks, in particular *'My Time, Our Place' Framework for School Age Care*, in developing our unique pedagogy to provide challenging activities and experiences for all children to promote their intellectual, social, emotional and cognitive development.
- Our Educators are committed to critical reflective practice and continuous improvement.
- Our Educators are committed to ongoing professional development as best practice and to enhance skills and knowledge.

Community

- We undertake a holistic and collaborative approach, encouraging open communication and participation between all members of the school community.
- We seek wide community involvement and maintain supportive network and resource links within the community.
- We value and respect diversity and tolerance within an inclusive environment, acknowledging each other's differences and similarities with acceptance and respect.

- We support and foster the schools values of - fun, learning, friendliness, tolerance, respect, safety, trust and kindness.
- We promote respect for the environment, sustainability and respect for our natural resources.
- We value and respect Aboriginal and Torres Strait Islander cultures.

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 parents, guardians and 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	<ul style="list-style-type: none"> ➤ 2011-12: The <i>Framework for School Aged Care : My Time, Our Place (FSAC)</i> underpins our pedagogical curriculum planning and practices, and together with the 5 learning outcomes, is becoming embedded into our program practices as we become more familiar with the frameworks and how to apply them. We have as a team worked through the Early Years Learning Framework and the Victorian Early Years Learning Framework, but have chosen to focus on the FSAC for our OSHC service. Although we do read and utilise resources around all three learning frameworks. 2012-2013: staff have continued to immerse themselves in the Framework, also working through the Educators guide for SAC. Overtime this time, Staff have become familiar with the Frameworks language and meaning and are using these to explain their daily practices and observations. 2014; we are re-visiting the NQF & the frameworks; starting with the FSAC; and the NQF; glossary of terms and we will be working through each area and assessing our practices against those of the NQS. Our staff are more familiar and comfortable with the NQF and understand how the framework is applied to our work practices. We have also attended group NQF training.. 2015: We have taken on three new staff members this year, so we will need to go through the frameworks again, starting with FSAC. We are re-visiting our QIP and checking through our processes thus far. ➤ 2011-12: We gather information about children in a variety of ways; surveys, enrolment forms, ongoing informal discussions with individual children in groups and 1:1, daily meetings, discussions with families/staff, community and specialists (ISF, Aides, support workers), photographs, collection's of children's works, record's of conversation's, learning stories. We use the collective knowledge gained to inform our program delivery for the individual children and critically reflect on children's learning and development. 2013: We have continued to gather information about our children, to increase our understanding of their developmental needs. We also use this information gathered to not only inform us, but to collate together on each individual towards creating a 'portfolio' on each child - a visual documentation collection which they
------------------	--

can take with them when they leave and which doubles as a powerful memory of their growth and development during their time at OSHC. 2014: We continue to gather all information in the same ways on the children, except that we are able to become more sophisticated in our practices; we now enter children names on our daily reflections, capturing activities and spontaneous learning moments as part of our reflective cycle. We have made a number of improvements to our actual documentation formats and children's portfolio's, where we are continually experiencing better ways to document the children's learning, through trial and error. Our Educational Leader (we have two) now checks through all the children's portfolio's each week and then feedback to staff at meetings identifying children needing observations to be done, where observations can be more reflective and linked to the outcomes. 2015: We continue to get better at gathering information and using for our cycle of critical enquiry. We have physically moved the children's portfolio's to a better place for everyone to have access to them including the children and parents. We have also decided to give out the children's enrolment forms to the children consecutively over the years to capture their changing interests over the 7 years that they may be at the service. Our educational Leader gives feedback to everyone at the weekly staff meetings, and acts as mentor and support person. Portfolios are checked to see which children need more documentation and which children to focus on. Although the process of writing observation's is a dynamic and impromptu one – staff can be aware of children that may be needing some focus.

- 2011-12: We know our children and community very well – this is our purpose and drive, and we have a strong long-term staff core providing stability and continuity to our OSHC staff team. 2012-2013: Our staff continues, and we have taken on new and excellent qualified staff. 2014: we continue with our staff team, employing only one staff member this year who is an ex-student, which is always a nice model for the children. As part of a strong and involved community – we have much to do with them – daily informal communications are the norm and integral to knowing our children and their ongoing daily needs. 2015: We are lucky enough to continue with all our staff except for one. We have employed 3 new staff members; one in training to be a primary school teacher, one an ex-teacher and parent of an ex-student and one in training for the Cert 4 in OSHC – so maintaining our dedication to quality and the interests of the children.
- 2011-12: Our program is organised in ways that allow all children to move around freely and independently from one activity to another, have choice, and maximise their input into the program. Routines are consistent but flexible, whereby they change from time to time to accommodate shared spaces, trying out new activities and ideas, etc. Children are always involved in discussions about and informed of changes, or new ways of doing things, etc. 2013: Large increases in daily numbers, has meant that we have had to utilise all of our spaces to a much greater degree. The hall has become more of a daily hang-out space – where we have moved blocks, mobile and lego to, so children have more room to build. Children have been happy with this change and the OSHC room is less busy. 2014: We continue to have larger numbers each day, and therefore continue to utilise all available spaces. We now have a designated sports storage room off the hall, which has meant we can house a lot more resources which are easily accessible to the children. We also have moved the OSHC office out of the OSHC room and into its own little office space off the school hall – the space is now a little music area for use by the school and OSHC children. 2015: We are completely full and utilise all available spaces - staff have become pretty adept at utilising all spaces we have. We continue to run our programs with choice and flexibility so children can move between activities and experiences at their own pace.
- 2011-12: Children have a variety of opportunities to have input into most aspects of the program, in particular, during program planning and are encouraged to give their feedback and to be active and participatory members of our 'OSHC Family'. The children take this on board wholeheartedly. 2013: Children continue to have maximum input into the OSHC program, children are participants, activity deliverers, organisers/facilitators, monitors, investigators & planners. 2014: Children clearly have much 'ownership' of the program, and continue their input through active participation in all aspects of our service. Input is obtained via; suggestion box; surveys & questionnaires of needs and desires; meeting time; children's enrolment forms; observations; weekly collection of children's ideas. 2015: Children continue to have many opportunities for feedback into our program. The children actually take on a fair bit of the 'input'-collecting themselves, with their clipboards and

data collection; helping younger children to fill in the children's enrolment forms; taking photos of their completed activities. We have purchased another camera have two iPads for the children's use.

- 2011-12: We continue to challenge new ways of documenting the children's learning. Currently; our new scrapbook is working well as a living document. It allows for ownership by the children and is available for the families to see. Our weekly timetable of activities and experiences is part of the weekly school newsletter a copy of which everyone, in the school community, receives. Our daily/weekly program planning reflection document allows us to track all the activities and experiences that have been undertaken, and include changes and innovative happenings. We also continue to discuss children's needs regularly at our weekly meetings, identifying areas of need and support for individual children. We naturally make mental observations and then plan for that child's learning, or adjust the activity to suit. 2013: We have continued to increase our understanding of the *cycle of reflection* and have become more sophisticated and better equipped at how we document this; evaluation & daily reflections of program planning & happenings>documenting what the children want and do>writing individual/group observations based on the learning outcomes>we discuss what has been experienced/observed/requested>plan future experiences>the cycle continues. 2014: We continue our fine tuning of all our documentation processes of the children's learning. This will continue to be an ongoing process. This year we have added another Educational Leader to share the position and take on the specific role of individual children's documentation with extra time to work through these and support staff with their critical reflections and observational writing. Weekly time is dedicated to look at this each week and have open discussion with all staff; discussions maybe on individual children and their experiences; children that may be struggling with a particular area; or finding some children that have nothing written about them – questioning this. We have also changed where we housed the children's portfolios by bringing them out into the family sign in/out area – making them more accessible to everyone. They are also next to the children's own personal writing and drawing diaries. We have also changed the format of our daily reflections to make them a bit more user-friendly. Some staff have attended some training around documenting for children's needs. We also have a lot of resources on documenting for learning, critical reflection and program planning that are given to staff to read. We also worked through the *Educators guide to the NQF* which helped us to reflect deeply and relevantly on what we do. 2015: Everyone is feeling pretty confident with our approach to documentation and collection of evidence for learning. The whole process appears to have become more and more familiar to everyone and over the past two years we have begun to see evidence of those spatial learning journeys in the children's portfolios.
- 2011-12: OSHC Staff have excellent relationships with our families and daily open communication and discussion is the norm. 2013: The continuity of staff at the OSHC Service has provided us with the strengths that 'continuity' provides – knowing our children and families, knowing our service needs, continuing to strengthen ongoing relationships built on trust and respect. 2014: We continue with our staff team and the strong and positive relationships we have developed with our families and children over time. This year our school's online communication has received a facelift and our website is pretty good, interactive and available to our families. We have our own page – families can see what we are doing. 2015: We continue with our staff except for one, and take on 3 new staff members, so very nice to have continuity from existing staff and new ideas from the new staff. Excellent relationships with our families continue to be the expectation and norm.
- 2011-12: The OSHC staff also experience a high level of open communication with the school staff and community. Together we have an open door approach. Any issues and concerns regarding a child's development benefit from a combined and supportive holistic approach. 2013: We continue to have such a positive relationship with our community. 2014: We have a new principal, who is very supportive and encourages our open and supportive relationship with the school. The open-door approach continues to be strength of our service, community and school. 2015: strong working relationships with the school staff and community continue in 2015.
- 2011-12: All children are supported to participate in the program, and optional activities and resources are always available. There is a large

amount of flexibility throughout the service delivery of activities and experiences for children. There are also always chances for change, extension and scaffolding onto existing ideas. Furthermore, we have an inclusion support program to help support our children with additional needs. We also run an Active After School Program, delivering two sessions of activities per week. 2013: All programs continue. 2014: We continue our flexible delivery of activities and experiences to the children. We no longer run an Active After School Sports Program, as we already run our own sports program every day. We have two staff members with one female and one male, who are dedicated to running physical & sports programs every day. We have a weekly cooking program, and weekly arts and crafts activities. 2015: All programs continue where children are supported to learn and grow.

- 2011-12; We critically reflect on our practices when writing observations, in daily discussions between each other and within the team and at formal staff meetings. 2013: The cycle of reflection has become an ingrained part of our daily/weekly processes. We continue to streamline how we document, and have better systems in place now for documenting in a number of different ways. Staff understand why they need to document, and can see the developmental progress when looking at portfolio's of children over time. 2014; As time goes by, we are getting better and better at this reflective process. This will continue to be an ongoing process which can only improve with practice. Having the additional Educational Leader to focus on documentation and support to staff has enabled the deeper enquiry. We are also working on ways to be more creative with this gathering of observations; group observations, recording conversations; etc. 2015; Our processes have become clearer and more natural for us. However, we continue to look for ways to improve on how we document...getting the children to photograph themselves and putting the photos into the books.
- 2011-12: Staff are focussed on and responsive to the children while involved in activities and experiences, listening, discussing, challenging, watching and reasoning, supporting their ideas, locating resources, discussing how to take things further, scaffolding on their development and extending their experiences. 2013: Staff's responsitivity to children continues at a deep level. 2014: Deep discussion is able to occur; particularly because we are the same group working together and also because we are continuing in our quest for knowing and responding to our children's needs. We cannot just continue to repeat the same thing again and again, but we can dig deeper as a natural evolution of our continuing work with children. 2015: Staff continue their deep focus on the children, and this is enhanced since they are the same staff and same children (except for the new ones – where we are all learning about each other). They are able to continue their support of the children based on their continuing knowledge of them and their developing abilities.
- 2011-12: Families and children are informed in the following ways;
 - The weekly timetable of activities and experiences is distributed each week via the school newsletter. 2013: Now emailed out to all families. 2015: We have also purchased a large mobile whiteboard – where we write up the daily program of activities on each day and who will be taking them.
 - School website; OSHC has our own information page on the schools website. 2014: We now have a dedicated page on the school's website, where families can view what is happening. 2015: The newsletter is also available on the website (the website has also been updated to be very user friendly and has had a face-uplift).
 - The current weekly timetable is posted up on the Family Noticeboard in the OSHC room and the hall.
 - We have daily reflection sheetson which we outline what has eventuated at the programs each day – these are located near the sign out desk for families to see if they wish. These form an integral part of our 'cycle of reflective practice' and help us to plan for future experiences, as we write down activities and experiences that have been planned, those that been observed (child-initiated and directed), everything that occurs and ideas for future planning.
 - We also have a large format scrapbook to write/draw/paint/stick things in of of what happens at our programs and which gets filled in mainly

by the children. This occurs spontaneously.

- We have a table of 'child-directed activities and experiences' that the children like to initiate/ deliver and they get to fill this in and then this can be put into actioned/added to the newsletter, etc.
 - We have 'What I like to do at OSHC' sheets out for the children to write their ideas which we then incorporate into program planning.
 - We produce an 'OSHC Newsletter' twice a year or more
 - We have daily meetings with the children, informing them of what is happening for the day, discussing important changes or issues.
 - Informal daily discussions with families.
 - Opportunities for formal planned meetings with families.
 - Photograph wall
 - Family noticeboard has all the information for families; fees, program plans, menus, license info; CCB info; health & safety info; evacuation info, etc.
 - Whiteboard of daily activities in hall.
 - Emails sent out to families
- 2011-12: Transition & Learning Statements are passed on by the prep teachers to OSHC to inform us of new preps individual needs/likes/developmental progress. 2014: We do not keep copies of the Transition & Learning Statements, unless the families supply us with them, but have an agreement with the class teachers to have access to them. These are very useful tools of knowledge for the new children. Requests for them are in the OSHC Enrolment forms. 2015: We request on the OSHC enrolment forms if families can provide a copy of the Transition & Learning Statement to the service on enrolment. The School prep teachers give us access to their copies of the transition learning statements to read at the start of the year.
- 2011-12: Critical reflection is a constant process at our program and now in. 2013: Critical reflection is embedded into our minds and forms part of our daily practice and approach. 2014: This important process continues, and we continue to become better at how we do this, and continue to try different ways and hone new ideas, etc. 2015: We continue these processes and are always looking for ways to improve on what we do, and how we can do what we do better. Networking with other services is a great learning tool.

Key improvements sought for QA1

1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation	
	Identified issue	<p>We currently have documentation processes in place for each child attending the program. For these we use the 5 learning outcomes (FSAC) as a basis for assessing learning and development. However we need to streamline our documentation of children's learning and development to ensure a smooth and ongoing process of planning, documenting and evaluation for each child in care.</p> <p>2013: We now have a strong reflective process in place which we continue to evaluate and fine tune, there always seems to be better ways to document/process/reflect. We will continue to master this process. 2014; We have made a couple of format changes to make the process more user friendly and transparent. However we will continue to fine tune this process. We will be visiting other OSHC centres to see how they plan, document and evaluate. We are currently working on how to link the observation writing directly to the outcomes – in terms of the language used in the frameworks. 2015; This continues to be an ongoing process of fine-tuning, and trying slightly different approaches. The Educational Leader keeps an eye on the documentation and observations process and notes which children need to be focussed on or issues addressed.</p>
Standard/element [number]	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA1 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA1 table]	

Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required)
-------------------------	--

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 a good process for documenting each child's learning and development, that all staff can complete confidently	H	Continue to have weekly staff meetings. Discuss program planning and document children's learning	<ul style="list-style-type: none"> ➤ Completing documentation for all our children ➤ Addressing children's interests and needs ➤ Staff are comfortable with the process 	By end of Term 2, 2012 and ongoing	<ul style="list-style-type: none"> ➤ We have started our process. Staff like the new observation sheets to document into and add photos to. We need to have longer discussion and seek support with writing observation and documenting for some staff. (May 2012) ➤ We have made changes to our daily program plan reflection format to reflect our process – cyclical> plan based on what children want and like>based on past>plan for future. The new plans should reflect all of this and become more of a tool for all; reflection; evaluation; planning intentional practice ➤ Aug 2012; We have recreated our Program plan to include; daily reflections, planning for future experiences, daily ongoing activities – and this document is to be used as a planning tool for the following week so we end up with a cyclical process ➤ 2013: We have a strong reflective 'cycle of reflection' in place which we will continue to improve. Our current process is working well...but we will continue to fine-tune this process...adding in more theories and other perspectives over time,. ➤ 2014; Carolyn Harrison now shares the 'Educational Leader'

						<p>role and has taken over managing the documentation; the individual childrens portfolios, etc, and guiding staff in their documenting. This is proving to be very supportive and positive changes are happening with the increased focus.</p> <p>➤ 2015; This is an ongoing process and has no end as we will always be working on ways to improve our ways of documentation-gathering. Trial new ways of doing and collecting information.</p>



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. 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: (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	<ul style="list-style-type: none"> ➤ 2011-12: We promote and support each child's health, protection, safety and wellbeing in a number of ways. On initial enrolment we request specific health and background information to enable us to plan and provide the best care for the child in relation to; allergy and medical plans, wellbeing and behaviour issues, cultural/religious needs, family background and right of access/intervention orders, etc. 2013: We have updated the enrolment forms to give more precise information. 2014: We continue to request all relevant information from families at the time of enrolment, or if circumstances change. 2015: Enrolment forms are in place. All relevant information continues to be a requirement on our enrolment forms. All our policies and procedures are in the process of being updated by Community Childcare in consultation with us, all of this information will be updated. ➤ 2011-12: We have Health, Safety and Protective Care policies and procedures in place to manage all our health and safety issues. 2014: Community Childcare has taken over updating all of our policies; we are in the process of working through these now. 2015: We are updating of all our policies - which are still in process – they have been written and awaiting consultative review and then approval through school council. ➤ 2011-12: We have individual health plans for children with allergies/asthma/diabetes which are kept in clearly demarcated folders. 2014: We continue to keep all the children's health plans in marked folders. The new policy documents cover the policies surrounding these in detail. 2015: We are awaiting policy update and approval by school council. We are planning to make changes to our Anaphylaxis policy and request that families provide a second Epipen to OSHC (consultation with families in process). We have also purchased two generic epipens for adult & junior for our OSHC service. ➤ 2011-12: Our expectation is that all our staff are trained in Anaphylaxis/Anapen/Asthma, First Aid Management and Protective care. 2013: Training is sourced for new incoming staff. 2014: We continue our practice of training all of our staff in First Aid, CPR, Asthma and Anaphylaxis Management, with annual updates where necessary. We are about to undertake an in-house anaphylaxis training session, as well as CPR and Asthma. 2015: We continue to have all staff trained in First Aid management; Anaphylaxis training; Asthma training and protective care. We have all staff booked into Protective care training in June 2015, and into First Aid, Anaphylaxis, and Asthma training once their certificates expire. We do not currently have any children in the school or program who have Anapens.
------------------	---



- 2011-12: All staff are trained first aiders, and therefore are able to attend to a child's individual needs, and/or support and identify illness, when and where necessary. 2013: It is our policy that all staff are trained in first aid. 2014: While all staff are trained it will be the three core senior staff members that will tend to first aid, unless they are otherwise occupied. 2015: We continue to maintain that all staff are trained in all areas – leading to greater supportive knowledge across our team.
- 2011-12: Children have their primary needs catered for; food, rest, comfort, safety and support as needed. 2014: Food; We have a nutritious and varied afternoon tea; fruit and vegies (apples, oranges, pears, grapes, fruit in season; capsicum, carrots, cucumber, celery), pita bread and dips, cheese and olives, saladas with vegemite, cheese & jam, daily treats; dim sims and spring rolls, pizza, soups, pasta, rice, pastizzis quiches, hot dogs, sweet biscuits, & water is available at the drink taps. And an end of term party each term. Rest, relaxation and sleep; there is capacity for the children to have quiet time in the OSHC room – couches; bean bags or in the library, or even in the hall on the mats. Safety is assured through staff vigilance and awareness specific to our needs, child protection (in draft) & Emergency Management policies, daily safety checklists and clear program practices, Support; all children are supported in whatever they may need. 2015: We continue to provide for the children's primary needs. There is always plenty of healthy and nutritious choice of foods provided. Areas for rest, comfort and quiet play. Safety and support is always provided. Since we are so busy we are utilising our spaces completely and therefore the busyness has actually decreased – more children utilising the hall as a quiet space.
- 2011-12: Effective hygiene practices are followed. All staff have attended food safety/handling training and model and promote hygienic practices. Children must wash their hands before and after eating, after breakfast and afternoon tea, going to the toilet and art & craft and cooking activities. 2014: Children are periodically reminded of the need to be hygienic and the importance of washing their hands. Hand-washing documentation is posted up for the children to observe, Children must wash their hands before eating food. New soap and handtowel dispensers were put into all rooms/toilets/kitchens in the school. A new separate hand-washing sink and tap has been put into the kitchen for food handling laws compliance. New toilet roll dispensers have been installed into the toilets which is easier and more hygienic to use. From time to time, hygiene practices are discussed with the children, usually at the beginning of each term and to new children and when incidents have occurred like children NOT washing their hands or playing in the toilets, weeing in the Yard, etc. The younger children need to be reminded of the daily expectations. 2015: Effective hygiene practices continue to be vigilantly followed. Children are expected to wash their hands and come to afternoon tea. Hand sanitation gel is available as well.
- 2011-12: We have formal staff meetings once per week during which we discuss all issues including; new children and their specific health, safety, protection needs, incidents, hazard management, and change in custody circumstance (for children). 2014: The daily meeting with the children continues – although it is hard for all the children to be quiet together for 5-10 minutes – we find this an important time to be all together and discuss some issues which are relevant to everyone, in particular any safety issue coming up. IRIS ALERTS are also sent out through the primary school tree of communication which we are also on, which informs us of any incidents at other schools in the local area, enabling us to be on the alert for a particular incident – these are passed onto all staff. Awareness is the best form of risk avoidance. Children with allergies are posted on the Allergies noticeboard in the kitchen and staffroom, and OSHC office, so staff can see which children they are and know what they cannot have or be exposed to. We are currently working through updating our Emergency Management Plan together with all staff; and we will be role-playing through all scenarios. 2015: Staff meetings are an extremely important forum/platform for discussions regarding children's specific needs in relation to health, safety, protection, incidents, hazards, changes to law, etc. Weekly Program Incidents and issues that staff experience are discussed as a group to inform each other and discuss how things have been managed, could have been



managed better or those which have simply worked very well.

- 2011-12: Families are notified in the event of infectious disease outbreaks at the school or OSHC program. Specific information is made available regarding; exclusion, symptoms, support and care. A communicable disease chart is posted in the information for families area. 2014: In the event of an infectious disease we receive the DECD circular and notification of diseases and information letter to post up for families on noticeboards and online. IRIS ALERTS are sent out by other local primary schools and we are on the DEEWR's emergency register for automatic mobile alerts in the event of a disaster or major event. Families are directed to where they can access information and support. 2015: Education Dept circulars and information on disease alerts are posted up on noticeboards immediately when alerted. Our EMP (Emergency Management Plan) is in process of being more thoroughly updated together with all our medical and infectious disease policies. Information and links are also emailed out to families. Staff are informed of IRIS alerts as they come in, identifying incidents at other schools in the region.
- 2011-12: We provide a healthy and nutritious afternoon tea each day with a variety of choices promoting healthy food choices. We also provide alternative food choices for the children with allergies and cultural/religious beliefs. We now have a staff member who is our 'Kitchen Lady' who manages the kitchen on a daily basis. Food provided on a daily basis includes; raw vegetables (carrot, cucumber, capsicum, celery), fresh seasonal fruit (apples, oranges, grapes, pears, kiwi, mandarins); olives, cheese, pita bread, salada biscuits with choices of; cheese, vegemite, jam, cream cheese, dips, and specials which vary across the month; pastizzis - cheese and spinach, potato wedges, vegetable rice, pasta, pizza, soup, noodles, spring-rolls, sandwiches, etc. 2013: Staff now have taken back the role of 'kitchen lady' with specific staff coming in earlier at 2.30 to prepare afternoon tea each day – 'the 'kitchen lady' job is now shared by two staff members. 2014: we continue to provide a healthy afternoon tea to our children with a large variety of choices. Children with allergies and intolerances are catered for. Kitchen staff have also attended nutrition and food safety PD training. 2015: We continue with our Kitchen procedure with a staff member coming in each day at 2.30pm to prepare food for afternoon tea. Healthy eating continues to be promoted at our service.
- 2011-12: Healthy eating is role modelled and promoted. Staff discuss the food pyramid and the five food groups and children are given surveys on their food choices and suggestions for afternoon tea – this is always discussed and considered. Discussions about body image, cultural food and making healthy choices form part of ongoing daily discussions. Children and staff are NOT encouraged to bring in unhealthy snacks from home. 2015: Healthy eating continues to be a major focus at our school and OSHC Service, healthy food is provided daily for afternoon tea. Our weekly cooking program focuses on healthy food and utilising produce from our schools kitchen gardens when available.
- 2011-12: Copies of the Term/Weekly menu are posted on the Family noticeboards. 2015: Menu's are posted up on the family noticeboards.
- 2011-12: Water is always available and drinking taps are situated next to the OSHC room and the hall.
- 2011-12: Our OSHC Service is part of the Moreland Food Safety Program which is guiding our practices. 2014: We have had a new hand-washing tap installed in the kitchen, as a new requirement for the Food Safety program. 2015: We have had safety audits and spot checks undertaken by Moreland Council environmental health dept. We have passed each of these and completed recommendations by them. A new towel dispenser has been installed into the kitchen. Our cooking program also focuses on healthy eating and sources recipes from our families.

- 2011-12: Vermin and pest audits are undertaken twice yearly by the school. 2015: annual pest audits continue to be undertaken by the school.
- 2011-12: Supervision is paramount and staff:child ratios are maintained at all times. We actually choose to overstaff, and therefore we usually have an extra staff member on each day. The program of activities and experiences is highly flexible in nature and therefore able to be continued depending on children's interest, weather and conditions permitting. 2015: We continue to run our highly flexible programs and our staff:children ratio is above set standards. We find having extra staff on each day eases the busyness, and gives us more flexibility in programming activities and experiences.
- 2011-12: Emergency Management and Incident Displan (EMP) is in place and emergency evacuation drills are practiced regularly (twice per term – and more often when new staff and children start at the service). 2013: EMP updated. Emergency drills are practiced every term at both the beforecare and aftercare programs. 2014: updated. Emergency drills are practiced every term in both the beforecare and aftercare programs. 2015: Updating in process again with a new proforma. Emergency evacuation drills continue to be practiced twice per term in both beforecare and aftercare programs.
- 2011-12: We have an online hazard reporting system with the school and daily safety checklists in place for our OSHC service: risk assessments are undertaken for new activities and high risk activities, changes to spaces, etc. 2015: The school has been following up all OH&S issues very diligently. We have had a number of things recently fixed; exit lights, lights on OSHC stairs, towel dispenser in kitchen, speakers in hall, etc. Safety checklists continue to be in place.
- 2011-12: Electrical audits are conducted annually by the school. 2015: All electrical equipment is audited annually undertaken by the school.
- 2011-12: OH&S workplace safety audits/checklists for staff are undertaken by the school annually. 2015: Safety audits continue to be regularly undertaken, in fact our school had a major OH&S dept audit done this year and certain things were fixed up and we did very well. The dept also runs online OH&S modules which managerial staff we are required to undertake.
- 2011-12: We have an accident/incident/trauma and medication records reporting system documented and in place. 2013: We have a new accident/incident/trauma book in place for recording all the children's incidents, which produces copies to be given to the family as well. 2015: Policy and procedure updates will reflect latest law, legislation and best practice.
- 2011-12: We have policies and procedures in place to effectively manage illness and injuries > in process of being updated to reflect current practice and new standards. 2014: Policies are being updated by Community Childcare. 2015: Policy updates still in process in consultation with Community Childcare.
- 2011-12: We have very few accidents/incidents and this is due to stringent hazard checking and safety checklists, resource and equipment audits, high level of supervision, and being part of a school structure. 2015; Soft-fall under the external equipment is checked regularly and replaced often.
- 2011-12: We strongly support and encourage children's physical activity; large variety of resources and program of activities for the different

developmental levels; large indoor and outdoor areas to play in; and we deliver an Active After School Care program (AASC - last 6 years). Each day children have a choice; soccer, footy, basketball, tennis, handball, ball-tiggy, running, jumping, obstacle course, iron-kid comp, adventure playground, dancing, juggling, hockey, bat tennis, T-ball, netball, etc. 2015: We no longer run an AASC program, as we run our own very successful physical activity programs. We are lucky to have two staff members – one male and one female who have fitness and training backgrounds (bringing a variety of knowledge between them) and who are both active sports participants who run our physical activity programs.

- 2011-12: Our school is s 'Sustainable school of the future' this carries over into the OSHC program, where sustainable practices are in place for re-cycling, water saving, and respect for the environment is supported and promoted. We also have veggie gardens and chickens. We also have large water tanks for watering lawns and gardens and solar panels. 2015: Our school staff, community and families are strongly environmentally sustainable supporters, and sustainable practice is an expectation rather than a choice. Meaning we have a lot of community support and collective knowledge with continuing our guidance of the children towards sustainable practices, re-cycling, respect for the environment, animal and human rights, etc.
- 2011-12: Opportunities are provided for the children to take part in quiet or more energetic activities and experiences – they have the choice; Physical play is always offered and in the event that it rains, we have use of the hall, and outside covered areas for active play. 2015: Opportunities for a wide variety of quiet, energetic and everything in between physical & movement activities continue to be offered to the children on a daily basis. We have two staff members dedicated to providing physical activities to the children.
- 2011-12: Staff have attended child protection training and are aware of their obligations under child protection legislation. 2013: Staff attend child protection training. 2014: 3 x staff undertook child protection training and have certificates. 2015: All Staff who have not already completed Child Protection training are booked into Child Protection training 3/06/15 x 6 staff; legislation has changed slightly and all staff have been made aware of these changes. Written resources on child protection are also provided to staff.
- 2011-12: We follow current and up-to-date information on legislation and best practice. 2014; Staff are kept informed of changes in the law and legislation. 2015: Staff are informed of changes to legislation and law as they come in. All policy and procedures are currently in process of being updated by Community Childcare and consultation with us and our stakeholders, before being approved by school council.
- 2011-12: Our Sun Smart policy is the same as the school's and is in line with current SunSmart policy and legislation. 2015: Our policies are in process of being updated.
- 2011-12: First Aid Kits are checked annually and re-stocked as needed. 2015: All first aid kits are checked and re-stocked annually at the start of the school year or as supplies dwindle.
- 2011-12: Dangerous chemicals are kept in locked cabinets. MSDS forms are in place for all products. 2015: Dangerous chemicals are kept in locked cupboards and MSDS forms are in place for all products. The school also keeps a hazard register of all chemicals on site.



Key improvements sought for QA2

Standard/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.		
	<table> <tr> <td data-bbox="349 359 586 443">Identified issue</td><td data-bbox="586 359 2132 443">We need to create a specific policy to allow for children to self-administer their own medication; i.e; Ventolin</td></tr> </table>	Identified issue	We need to create a specific policy to allow for children to self-administer their own medication; i.e; Ventolin
Identified issue	We need to create a specific policy to allow for children to self-administer their own medication; i.e; Ventolin		
Standard/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		
	<table> <tr> <td data-bbox="349 552 586 636">Identified issue</td><td data-bbox="586 552 2132 636">Update all policies to reflect changes in legislation, regulations and National Quality standards</td></tr> </table>	Identified issue	Update all policies to reflect changes in legislation, regulations and National Quality standards
Identified issue	Update all policies to reflect changes in legislation, regulations and National Quality standards		
Standard/element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child		
	<table> <tr> <td data-bbox="349 753 586 975">Identified issue</td><td data-bbox="586 753 2132 975">We have been trailing afternoon tea options; as we have so many children and the room often gets noisy and loud, we are constantly working towards making this system smoother, quicker, better and more pleasant for all 2012-3; we have removed a few 'unhealthy choices' and have replaced them with healthier choices; 2014; We have separated the children; 4/5/6's have afternoon tea In the 'Pit'. 2015; We continue to utilise the 'Agora/Pit' area for the 4/5/6's to have their afternoon tea, occasionally changing the routine to keep everyone happy (allowing the younger grades to be out there sometimes). New Preps in Term 1 have their afternoon tea in the OSHC room, whilst they adjust to school and OSHC.</td></tr> </table>	Identified issue	We have been trailing afternoon tea options; as we have so many children and the room often gets noisy and loud, we are constantly working towards making this system smoother, quicker, better and more pleasant for all 2012-3; we have removed a few 'unhealthy choices' and have replaced them with healthier choices; 2014; We have separated the children; 4/5/6's have afternoon tea In the 'Pit'. 2015; We continue to utilise the 'Agora/Pit' area for the 4/5/6's to have their afternoon tea, occasionally changing the routine to keep everyone happy (allowing the younger grades to be out there sometimes). New Preps in Term 1 have their afternoon tea in the OSHC room, whilst they adjust to school and OSHC.
Identified issue	We have been trailing afternoon tea options; as we have so many children and the room often gets noisy and loud, we are constantly working towards making this system smoother, quicker, better and more pleasant for all 2012-3; we have removed a few 'unhealthy choices' and have replaced them with healthier choices; 2014; We have separated the children; 4/5/6's have afternoon tea In the 'Pit'. 2015; We continue to utilise the 'Agora/Pit' area for the 4/5/6's to have their afternoon tea, occasionally changing the routine to keep everyone happy (allowing the younger grades to be out there sometimes). New Preps in Term 1 have their afternoon tea in the OSHC room, whilst they adjust to school and OSHC.		
Standard/element 2.1.1	Each child's health needs are supported.		
	<table> <tr> <td data-bbox="349 1075 586 1198">Identified issue</td><td data-bbox="586 1075 2132 1198">Streamline our current system of informing all staff on an ongoing basis of the children with severe allergies and who have epipens/anapens action plans. 2013; Enrolment forms updated to be more precise re Anaphylaxis Management</td></tr> </table>	Identified issue	Streamline our current system of informing all staff on an ongoing basis of the children with severe allergies and who have epipens/anapens action plans. 2013; Enrolment forms updated to be more precise re Anaphylaxis Management
Identified issue	Streamline our current system of informing all staff on an ongoing basis of the children with severe allergies and who have epipens/anapens action plans. 2013; Enrolment forms updated to be more precise re Anaphylaxis Management		
Standard/element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child		



Identified issue	Staff to attend food safety training to update skills and knowledge 2012; all staff attended food safety training in May.
-------------------------	--

Standard/element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
----------------------------------	---

Identified issue	Bag area can be a major OH&S issue with so many bags in the one place all piled up on top of each other. 2012; we have had new pigeon holes to accommodate all the children's bags.
-------------------------	--

Standard/element 2.1.1	Each child's health needs are supported.
----------------------------------	---

Identified issue	2015: Individual health plans are in the process of being developed for children with Anaphylaxis.
-------------------------	--

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
2.1.4	To have a policy on self-administering of medication by children	H	Research legislation Access other school/OSHC service policies to research	Have all children who self-administer medication covered	ASAP End of term 3	2012; in process 2015; all policies are currently being updated to reflect latest legislation and law.
	To have up-to-date policies and procedures in place for all health and safety issues	H	Work through policy and procedure documents	Working policies in place	ASAP End of term 3	2012; in process 2015; all policies are currently being updated to reflect latest legislation and law.
	Create risk minimization plans for anaphylactic children	H	Create risk minimisation document Meet with parents to discuss	Have a deeper understanding of individual needs	ASAP End of term 3	2012; in process 2015; all policies are currently being updated to reflect latest legislation and law. Individual plans are in the process of being developed.
2.1.1	Streamline procedure for informing staff on an ongoing basis of children with severe allergic reactions	H	Discuss best practice and what they need with all staff.	All staff have correct knowledge	ASAP term 3	2012; In process 2015; Noticeboards identifying children with allergies is up in the hall kitchen together with their plans; days they attend, and in OSHC office. Plans are kept on file and in children's individual epipen bags..

2.2.1	All staff to have current food safety training	M	Locate and attend training	All staff to have current up to date knowledge of food safety	19/06/12	Completed May 2012
2.3.2	Safe children's bags storage area	H	Discuss at committee meeting Find handyman to build pigeon holes for us	Safe space for putting bags in a safe place	End of term 3	New 40 pigeon-holes now in place beginning of term 3. 16/08/12

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	<ul style="list-style-type: none"> ➤ 2011-12: We are situated at a Primary School and therefore, we have indoor and outdoor spaces and buildings specifically designed for the children, these buildings and spaces are situated all close together making accessibility and supervision easy to manage. Interactions between indoor and outdoor spaces are smooth, safe and accessible. Indoor and outdoor activities and experiences are provided daily (weather permitting for outdoor space). Indoor areas; OSHC room, hall, Artroom, Library, kitchen; Outdoor areas; basketball courts, oval, veggie garden, stage area, amphitheatre, pit area, native gardens, shaded play equipment areas. 2015: We continue to have very agreeable spaces, and have now got extra separate storage space for sports equipment and a separate administration office. We are looking into upgrading our kitchen. ➤ 2011-12: Amenities; toilets are also close to the program areas, and situated outside and in undercover areas – all are suitable and safe for the children to use. Drinking taps and hand-washing facilities are also situated close to OSHC rooms. 2013: Handtowel dispenser is put onto wall next to sinks. 2014: Hand-soap & better towel dispensers have been installed in the hall kitchen, OSHC room and toilets. 2015: Amenities are close and in good repair and assessable to children. ➤ 2011-12: We have extensive and widely varied resources and equipment to cater for the needs and choices, ages and developmental levels of the children. Resources and equipment are suitable for the needs of all the children. 2015: We continue to build up our resources and equipment for our children. Our utilization of our space has improved so we are able to purchase more equipment for particular uses; amp for karaoke and music play; larger sports equipment; more books; pots and pans for 'masterchef' (mud play). ➤ 2011-12: Outside play equipment is in line and compliant with Australian Safety Standards. It is maintained by the school and OSHC's internal/external audits; including soft-fall and boundary check specifications, etc. Audits are undertaken each term/annually/daily. 2015: All regular audits continue to be undertaken. ➤ 2011-12: Our premises are kept clean and tidy on a daily basis by staff and the school cleaners. 2015: Regular daily school cleaning system
------------------	--

in place for OSHC.

- 2011-12: Toys and equipment are cleaned and sanitised once per term or as needed. 2015: Toys and equipment are cleaned regularly as needed; coverings, materials & dress-ups are washed once per term, Lego and heavily used plastic toy equipment is cleaned annually or more if needed. Mats are washed each term. Tables and surfaces are cleaned daily.
- 2011-12: We have access to all the external spaces of the school including the vegetable gardens and chickens.
- 2011-12: The outdoor and indoor environments allow children to play large gross motor skill games (hall/ oval and basketball courts) as well as individual independent autonomous exploration and play within natural and built environments (adventure playground; climbing frames; veggie gardens, native gardens, sand pit). The program of activities and experiences are so flexible in nature that most activities can be undertaken inside or outside, by large or small groups, structured and self-directed. 2015: All our programs of experiences and activities continue to utilise external and internal spaces all year round. Independent exploration and autonomous play can always be observed and is extended through providing resource and equipment. Our programs continue to be highly flexible in nature.
- 2011-12: The buildings and grounds are maintained by the school and OSHC in a number of ways;
 - Annual/term/weekly/daily checks; electrical audits; soft-fall; playground equipment; environment and equipment checks; OH&S checks
 - On-going needs basis; when a hazard is identified it is immediately logged onto the online hazard reporting log; on meeting agenda and reported to sub-committees for follow up. 2015: All maintenance is strictly monitored and maintained by the internal school's audit systems. Daily safety checklists are in place for OSHC
- 2011-12: The DEECD has very stringent health and safety processes in place which the school follows and these compliment and act as a counterpart to our own health and safety policies and procedures. 2015: All our health and safety policies are in process of being updated in conjunction with Community childcare..
- 2011-12: Daily OSHC safety checks are undertaken – with any hazards identified being dealt with immediately. 2015: Daily safety checks are undertaken internal and external twice daily.
- 2011-12: The OSHC program supports the school as a 'Sustainable School of the Future'; whereby we have physical and ethical commitments to; re-cycling (paper and cardboard, plastic and compost) kitchen garden and chickens, water tanks, solar panels, energy saving programs (light switches), etc. The OSHC program alongside the school takes an active role in caring for its environment and contributing to a sustainable future. 2015: All sustainable practices continue to be maintained and in place. Updated policies will reflect these practices.
- 2011-12: Sustainable practices are embedded in our operations and the children are very aware of them. They are also supported in their learning about re-cycling, reduction, composting, healthy eating, physical activity, protecting and respecting our nature and planet.
- 2011-12: Recent renovations under the BER project for schools saw the main OSHC room renovated, making it a brighter and more user friendly space. Our spaces are also permanent and safe. 2015: We now share our main OSHC room. It acts as a music room during the day for the instrumental music teachers. The equipment is hosed in the corner of the OSHC room. We are able to use it if children are respectful

of the equipment and are being supervised.

Key improvements sought for QA3

Standard/element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	
	Identified issue	Improved re-grouping of the children and utilization of spaces
Standard/element 3.1	The design and location of the premises is appropriate for the operation of a service	
	Identified issue	Update program policies and procedures; 2015; in process, hope to be completed by end of T3 2015.
Standard/element [number]	[Include the element number (left) and description from QA3 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA3 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

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
3.1.1	Excellent use of all our physical spaces leading to positive groupings of children	M	<ul style="list-style-type: none"> ➤ Discuss at meetings ➤ Program plan specifically to maximise and utilize spaces 	<ul style="list-style-type: none"> ➤ Utilization of spaces ➤ Happy children, staff and families 	ongoing	2013; We have become better at utilizing all of our spaces. Moving large block play, etc to the hall, has improved conditions in the OSHC room. Utilizing the artroom has reduced the traffic in the OSHC room.
3.1	Update policies	H	<ul style="list-style-type: none"> ➤ Work through policy documents, research, 	<ul style="list-style-type: none"> ➤ Have updated policies and procedures in place 	ASAP; term 4	2015; All policies are currently being updated to reflect latest legislation and law.

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

- 2011-12: Educator-to-child ratios and qualifications are maintained at all times. In fact we generally operate above the current legal ratio, 2013: with all staff qualified; at Diploma and teacher level x 6, cert 3, x 1, cert 4 x 1. 2014: We continue to operate above the ratio. 2015: We continue to operate above the ratio.
- 2011-2012: We have 8 OSHC staff members, who have the following qualifications; 3 staff members who have diplomas in childcare, 1 x teacher trained, 1 x teacher in training, 1 x grandfathering, 2 untrained. 2013: We have 9 OSHC staff who have the following qualifications: 3 teachers, 4 Diploma in childcare; 2 Cert. 3 in Childcare, and 1 Cert. 4. All staff at our OSHC service are required to have up-to-date training in the following areas; First Aid, Anaphylaxis Management (Epipen and Anapen), Food Safety, Asthma Management, Mandatory Reporting. All staff are expected to undertake regular training to update their skills and knowledge specific to children, education and regulatory requirements. 2015; We now have 10 staff members; 3 teacher trained, 2 x diploma qualified, 1 x Cert.3 in childcare, 2 x Cert 4 in OSHC qualified, 1 training in Cert 4 in OSHC, 1 x primary teacher training. All staff are trained in First Aid, Anaphylaxis, asthma, CPR & Protective care. 2015: We have 10 staff members, 3 teachers, 2 x Diploma in childcare, 2 x Cert 3 in childcare, 1 x Cert 4 in childcare (OSHC), 1 x primary teaching in training, 1 x Cert 4 in childcare (OSHC) in training. It remains a continued requirement that all staff are required to have current training in, First Aid; Anaphylaxis management, Asthma Management, Child Protection and Mandatory reporting.
- 2011-12: Staff position descriptions are in place. Staff handbook being updated (to be updated to reflect NQF). 2015; All policies and procedures including staff handbook are being updated by Community Childcare in consultation with staff and stakeholders.
- 2011-12: Educators, co-ordinators and staff members are expected to be respectful and ethical at all times. This is reflected in the staff code of conduct expectations and policy from the school (DEECD) and the OSHC policy (in process of being updated). We have ongoing discussions at staff meetings about how staff should act towards each other, children, families and community, dress and present themselves, role model positive behaviours understand their duty of care obligations, be ethically and morally responsible as role models and educators for the children.
- 2011-12; Staff have become familiar with the *ECACode of Ethics* and the *UN Declaration on the Rights of Children*, alongside the FSAC and the other frameworks (EYLF; VEYLF) to guide us morally and ethically in our work with children. On a regular basis we re-visit these principles to keep them at the forefront of our minds. 2015; We are currently introducing new staff to these documents.
- 2011-12; We have an excellent staff team, with core members who have been at the OSHC Service for a long time: 1x 32 years, 1 x 17 years, 1 x 10 years, 2 x 3 years. Staff have genuine respect for each other and the unique strengths and knowledge we all bring to the program and to our team. This enables stable and supportive relationships between all our stakeholders. 2013: We continue to have a strong stable group of staff, employing one new staff members this year. 2014: We continue our staff team, employing only one new staff member this year (an ex-student of ours). 2015: We continue with our staff team except for one member, and take on 3 new staff (including 1 parent of an ex-student and teacher).
- 2011-12: OSHC staff communication, both informal and formal, is open, supportive and ongoing. This includes: daily verbal briefs, email

communication, weekly staff meetings, professional training attendance and OSHC Network meetings. Forums for appropriate discussions are provided; staff appraisals and individual meetings. 2015: We have a staff communication book in place.

- 2011-12: Staff are orientated into the program; with mentoring and shadowing practices in place at the start of employment. Staff members that have been at the Service for longer mentor new incoming staff. 2015: Mentoring and shadowing practices in place for new staff. New staff handbooks being updated by Community Childcare.
- 2011-12: OSHC Staff have excellent relationships with our families, we have an open door approach, and the importance of families is understood by all staff. 2015: Staff continue to experience excellent relationships with families, supported by the fact that staff have been working at the OSHC service for a long time and have built up respectful and supportive relationships. We have families and children that come back and visit us once they have left the school.
- 2011-12: Communication between OSHC and school staff is open and supports collaboration, allowing for a deeper and higher level of support to the children, and their families. 2015: We continue to have excellent professional relationships with school staff – we now have a new principal and assistant principal who are very supportive of our OSHC Service.
- 2011-12: All the frameworks guide our practices, with the FSAC as our main framework to guide our practices, interactions, and relationships. We have worked through the frameworks with staff at our meetings over the past two years, and continue, as ongoing process to embed the standards into our practices. 2015: The FSAC continues to be our main framework for reference, although the other frameworks inform our practices as well. Over the years as staff have gained stronger understanding of the FSAC framework and how it fits our practice, we have become better at our ability to embed and instil it in all of what we do.
- 2011-12: Staff Appraisals/performance reviews are in place and set a forum for discussion of individual goals, needs and professional development. 2015: The format of staff appraisals has changed slightly to keep in line with school expectations.
- 2011-12: Time for provided staff to attend Professional Development training and attendance at staff meetings is supported and paid for, ensuring professional commitment and respect. 2015: Professional Development budget has increased to enable staff to continue to upgrade their skills and knowledge.

Key improvements sought for QA4

Standard/element 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Identified issue	Update Service policy to reflect NQF and changes in regulations <ul style="list-style-type: none"> - staff handbook - code of conduct - NQS
Standard/element 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Identified issue	Update staff handbook to reflect and embed the NQF
Standard/element [number]	[Include the element number (left) and description from QA4 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA4 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

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	Beautifully updated policies and procedures	H	Start writing with support from Community Childcare Association; request support from committee members and stakeholders as a consultative process	Have up-to-date and relevant policies in place		In process mid 2015
4.2	Updated Staff handbook in place	H	Research and update	Have up-to-date and relevant policies in place		In process by mid 2015



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	<ul style="list-style-type: none"> ➤ 2011-12: OSHC Staff understand the importance of developing respectful, equitable and positive relationships with children and therefore develop deep and meaningful relationships with each child. 2014: <i>respectful and equitable relationships continue to be fostered at our OSHC service. Children create strong bonds with staff members.</i> 2015: The OSHC team has a strong core of staff that have been at the service for 5-30 yrs this brings the relationships with the children to a whole other realm – most staff know the children well, they are with them from prep until they leave in gr 6. This is a very valuable experience for us. We can indeed be an OSHC family. ➤ 2011-12: We foster a warm, friendly, kind and nurturing approach to our children, each other and our community – we operate as an extended OSHC family. Our environment is open, welcoming, bright and colourful. 2013: <i>We have taken out the chairs in the hall at afternoon tea time, and brought in mats.</i> 2014: <i>We (staff and children) have brought in some bright lanterns and other props from other cultures.</i> 2015: A warm, friendly, kind and nurturing approach continues to be the way methodology for our staff. We have made subtle changes to our environment, opening up the space a bit more, creating smaller niches.
------------------	---



- 2011-12: Working together and collaborating is an important part of our program. Children are supported to become part of this dynamic and the social processes that go with it. The school is a multi-age school with a child-directed learning approach and this learning approach follows through into the OSHC Service. Children know each other, children play together across age boundaries, help each other, look out for each other. 2013: Children are encouraged to be part of as much as possible at the OSHC service, and to take on ownership of their program. Children create their own newsletter, organise child-directed activities, gather data for evaluation, etc. 2015: The school groups the children into 'open learning communities' with mixed 'communities' of grades 1/2/3's together and 4/5/6's together. This mixing is also part of how OSHC operates –so there is a close parallel in this approach to social groups, etc. Children are involved in all aspects of the program's collaboration is a way of life in this community.
- 2011-12: Open Communication is paramount. Talking and listening to and with children, families, to each other, finding out about each other, sharing ideas and knowledge, are all part of our daily normal practice. 2013: We have been investigating ways of open communication besides talking: via writing, data gathering, drawing/painting, dance and physical communication. 2015: Children are able to communicate with staff in the following ways; daily informal discussions, question time at daily meeting, suggestion box, questionnaires and surveys, interviews, children's enrolment forms, drawings, etc.
- 2011-12: We have a strong sense of community which we share with the school. We share an open door approach - everyone gets to know each other even if they do not attend the OSHC service. 2014: Our community is very involved and active, families are encouraged to come into the classrooms, and this feeds into the OSHC service. 2015: The school and OSHC community is very very strong. Active participation is encouraged and families have an active role in all of the school activities and areas including the OSHC program. It is hard to talk about OSHC as a separate entity because it is not. The OSHC service is involved in all school events and also community events like, Kingfisher festival; fundraising programs; charity organisations; and art exhibitions.
- 2011-12: Staff engagement with children is paramount. Talking and listening, being responsive and getting involved and actively participating, providing resources, knowledge, suggestions, support, direction and facilitation as needed. Also being flexible and being able to change roles and direction to suit changing needs forms part of our combined strengths. 2013: Staff attend QA training regarding engagement with children. 2014: Student engagement at our service is evident in watching the interactions between the staff and the children and the relationships they have with each other. 2015: Staff engagement with children continues to be an overriding commitment that all staff are expected to have. Staff engagement is discussed at our staff meetings and is a clear expectation.
- 2011-12: Stability and continuity of the OSHC staff has helped children to feel comfortable, secure and safe, to feel free to broach any subject, request equipment and resources and suggest experiences and to feel part of our OSHC extended family and have ownership of the program. 2013: We continue with our staff core of 7 familiar faces, and take one new staff member. The children love our staff. 2014: We continue our 8 familiar faces and have employed an ex-student. 2015: We still have a 7 member staff core and our OSHC team remains committed and includes staff who have been here for over 20 years. The fact that we also have two staff members who make up our newer (5-1 years) team also adds to that sense of Stability, continuity and community. We take on three new staff members which also bring fresh life and energy to our team.



- 2011-12: New children, Preps and their families are orientated into the program's procedures and practices until they are settled and feel comfortable. 2013: We run a Prep specific program for term 1, to orientate the children into all the aspects of the OSHC programs. 2014: Our prep program continues. We also buddy the prep children up with older children (sometimes this can also be grade ones – we let the children choose to do this). 2015: New children, Preps and their families are invited into the program. We run a separate prep program for the first term to allow time for the prep children to get used to everything.
- 2011-12: All children are treated as equals, with respect for tolerance and diversity promoted. 2014: Our community is a very diverse community – particularly how our families are made up, their spiritual/belief systems, environmental awareness and attitudes to the world around them. Ongoing discussions around tolerance and diversity are often being had with our children. 2015: We also have a diverse team who come from differing backgrounds, this helps when discussing equity and diversity as ethical issues, which come up often. We discuss all issues as they arise in order to promote respect for tolerance and diversity and to continue having these discussions.
- 2011-12: We have an Inclusion Support Program and children with additional needs are supported to integrate successfully into the program. Part of our philosophy is that all our programs are inclusive and all activities and experiences can be adapted to fit all children's needs. All staff work with our Inclusion Support children, maintaining closer bonds with individuals and knowledge of individual needs. This also prevents isolation and issues of non-inclusion. Staff attend professional development specific to children's needs when required. Inclusion Support Facilitators and class teachers form part of our circle of support for individual children with additional needs, including those children that are not formally classified. 2013: We continue our inclusion support program for one child in care. We have moved over to online application lodgement and communication with KU. 2014: We continue our inclusion support program for one child in care. 2015: Our inclusion support program continues, we now have one child under this program and are looking to add two more in. Our philosophy that all our programs are inclusive and adaptable remains our commitment to providing inclusive programs and creating successful equality and inclusion. Supportive Relationships with the school staff also support these principles. We service support plans in place for our inclusion support child. So far this year staff have attended professional development training on autism, gender stereo-typing, and protective care.
- 2011-12: Our philosophy and pedagogy is to provide a child-directed program of activities and experiences which is flexible, innovative and collaborative in nature; whereby Children have choice and freedom, have the capacity to run their own experiences for themselves and others, have input into all facets of the OSHC service and are actively involved in decision-making processes that affect them. Children have a voice and we want to hear them. 2015: Children continue to be the guiders, drivers, learners and facilitators of many parts of our programs, this OSHC remains their program. We continue to run a highly flexible program of activities and experiences, with mainly child-directed experiences, and with structured play as well. The children continue to have a strong voice at our programs.
- 2011-12: We follow the 'Wellbeing and Behaviour Management' policy that the school uses. The school has the following values; fun, learning, friendliness, respect, safety and trust, Children are expected to respect these values. Children are expected and encouraged to take responsibility for their own actions within an environment that promotes respect for yourself and each other where everyone has a right to learn and be safe. Children are supported with behaviour management strategies and conflict resolution, redirected when necessary, helped to resolve issues directed towards positive interactions, negotiating and cooperating with others, solving interpersonal problems, making positive choices. Problem-solving also occurs at our daily meetings; during which we may discuss issues that children bring up that



are relevant to the whole group. Small-group discussions and problem solving also occur when needed. 2015: We continue to adopt the schools approach to behaviour management and wellbeing. Children are expected to be responsible and safe. To allow others to be safe and have a right to learn and play.

- 2011-12: The five learning outcomes from the FSAC act as a base structure from which to build our relationships with, for and around our children;
 - *'Children have a strong sense of identity'*
 - *'Children are connected with and contribute to their world'*
 - *'Children have a strong sense of wellbeing'*
 - *'Children are confident and involved learners'*
 - *'Children are effective communicators'*
- 2011-12: Reflective practice forms part of our pedagogy on a daily/weekly/monthly basis. There is ongoing and regular discussion of what is working at staff meetings, how, what, where, when. We also discuss how we can make things smoother, keep children, families and staff are happy. These are constant questions that inform our practices. 2013; *Our cycle of reflection has improved over the last two years, with more confidence and ability to put this cycle into practice to the benefit of the children.* 2015: Our reflective practice continues to grow and improve Staff are constantly working on ways to do what they do better, and nothing ever stays the same as the children are always changing and hence their needs and interests..we will always need to be on our toes. Staff are always looking for ways to provide meaningful learning experiences and extend on children's experiences.



Key improvements sought for QA5

5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.	
	Identified issue	Fine-tuning our Educational program and practice is always going to be an ongoing process.
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
	Update policies and procedures in relation to interactions with chn.	Update policies and procedures to reflect; <ul style="list-style-type: none"> - Positive and supportive interactions between staff and children - Expectations from staff in their interactions with children
Standard/element [number]	[Include the element number (left) and description from QA5 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA5 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

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
5.2.1	To continue to fine-tune our Educational Program and practice	H	Evaluate, our practices Try new things Seek knowledge	Effective practices Happy staff and children and families	ongoing	2015; We have tried so many things and are getting better at how we create and develop our educational programs.
5.1,5.2	Updated Policies and Procedures	H	Work on policies collaborate with others review old policies	clear policies in place easy for staff and families to read and understand and follow	ongoing by end of term 3, 2015	2015; We are in progress of updating all of our policies and procedures



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

- 2011-12: Part of our program philosophy and pedagogy is evident in how we approach our families and community; *'We value, respect and welcome the opinions and wishes of all parents, guardians and families.'* And *'We encourage open communication and participation from and between all families.'* Staff experience excellent relationships with our families. This is based on an understanding that families are a primary influence in their children's lives and are valuable sources of information for the best outcomes for their children – together we can provide the best care, experiences and outcomes for the children. Having a stable staff core powerfully supports these ongoing relationships that can last for the 7 years and more that a child may be in our care (particularly if they have siblings). Our Families and children come back to visit, once they have left, keep in touch, do volunteer work and even gain employment with us. 2013: We currently have two staff members who are ex-students as part of our team. 2014: We continue to have excellent relationships with our families. We also have employed another ex-student, as we long one at the end of last year, she will be doing the *Cert 4 in Children's Services in OSHC* with Lady Gowrie. 2015: We continue to experience excellent relationships with our families - new and old. Daily between our staff team we talk to every single family member who comes in to pick up their child. Families know they can stop for a chat.
- 2011-12: We have a consistent and effective enrolment and orientation process in place for families, with a very open approach, where families can drop in at any time, view us in operation, spend time with us, come and trial the program for a day, etc. 2014: We have updated our Booking system, waiting lists and re-enrolment policies and now have a new enrolment process and procedure in place– this should make things clearer, smoother and be effective in managing our waiting list in an equitable and inclusive manner. 2015: Our new booking system is working extremely well and has made the worry of the waiting lists very manageable. We continue to operate very full programs, and re-selling casual/temporary places has meant that more families are better able to utilise the service.
- 2011-12: Families are welcomed and encouraged to participate in all levels of our Service operations including; offer suggestions for change, ideas for activities and experiences, deliver an activity and experience, evaluate program practices, give feedback on and help write/research policies and procedures, be on the school OSHC Committee of management, etc. In fact, we love to have families in and on board, the children love it and families give us a deeper insight into how we do things. Families feel happier and overall we have a combined ownership of the service. There is no 'us' and 'them'. 2013: The school families are made up of a very highly involved and community orientated lot; this feeds into OSHC as well, and as a consequence OSHC is involved in all school and extended community events; art exhibitions; fetes; Friday markets; *'born to knit'*. 2015: We continue to experience and nurture strong community participation and involvement in our service. The school has an open door policy and this automatically adopted by OSHC. In fact we depend on the support we get from our families they are part of our service and programs.
- 2011-12: OSHC Information is disseminated and displayed for the parents in the following ways; OSHC segment in the weekly school newsletter (emailed/ hardcopies available), family handbook (to be updated to reflect NQF – in process), family noticeboards (license info, menus, education program plans, policies, etc), specific important notifications posted up on noticeboards or emailed out, word of mouth, surveys and questionnaires, information sessions; letters mailed, etc. 2015: We are still in the process of updating our policies and in turn our family handbooks – in the meantime families can access information in a number of ways available online/website.



- 2011-12: The following documentation on children's development is kept and made available to families; child observations, assessments and photo's put together in 'Children's Portfolio's', Program planning documentation, delivery of education programs and medical/incident/trauma records, and policies and procedures. 2015: We have moved our children's individual profiles so they are more visible and accessible to the children and their families.
- 2011-12: Part of our program philosophy and pedagogy is stated in our approach to our community; *'We adopt a 'whole school approach' maintaining open communication and participation between all members of the community.'* Our school and the OSHC Service are very community orientated groups, with high community participation. Our community has a prominent level of diversity in family types and backgrounds. Hence, we have a very diverse and eclectic community - everyone is respected, supported and welcomed. 2014: We have multi-lingual staff from a range of ethnic and cultural backgrounds. 2015: Open communication with all stakeholders is the norm.
- 2011-12: Community service information is made available near sign in/out book and on family information noticeboards. 2013: Community service information is made available to families near the sign out/in area. 2014: Community service information is made available to families and email links are sent out as needed or attached to the weekly newsletter. 2015: Support to access information at a deeper level (help families to source information, find support agencies, etc) is always provided.
- 2011-12: As stated in our Philosophy statement, *'We encourage community involvement and maintain supportive networks and resource links'*. Collaboration with community services to access support and experiences for children is supportive and vital to us. We engage with the following: AASC (Active After School Care Program), local councils: Moreland, Darebin, Yarra, Childcare advocacy agencies: Lady Gowrie, Community Childcare, Inclusion support: Noah's Ark, FKA, OSHC Network meetings, Brunswick Fire Brigade; fire safety, police, CERES, sporting clubs, community houses. At the end 2012, we put on an art exhibition in collaboration with the art department at our school. This exhibition called 'Belonging' was shown at a local art gallery (owned by two of our parents) which was close to our school called *Blak Dot Gallery* for a two week duration. This was a fantastic experience for all of our children (we made sure all OSHC kids were involved). One part of our children's exploration was about visually tracing their roots back through their family lines to other parts of the world. 2013: We continue our links with the community. This year we have run a *Pink Ribbon Breakfast*. 2014: We have discontinued the AASC program due to a number of issues with the program – but instead continue to run our own daily and popular physical activity program. We continue to collaborate with a number of community organizations. This year our staff together with the children knitted jumpers for penguins and blankets for joeys. We have created wares for the mother's day and Father's stalls. Baked cupcakes for the Pink Ribbon breakfast at the school. 2015: We continue to collaborate with our community in a variety of ways. We are in discussion with the schools Art department to have another exhibition in a local gallery.
- 2011-12: Collaboration with community services to access support for children with additional needs; Inclusion Support (Moreland Council); KU Children's services, FKA, CCC (Community Childcare), school teachers and welfare workers, individual psychologists and counsellors, Community Childcare, Moreland Council, close relationship with Moreland holiday program who use our venue. 2013: We need to collaborate with other support agencies for advice, support, training and knowledge sharing. 2014: We continue to collaborate with all services in our community; training for staff; advice from KU & Moreland council. 2015: We continue to utilise all the agencies and support networks; accessing Pd training for staff; support and advice. These support networks are crucial to our service. Some of our staff also work at the Moreland/Darebin Holiday programs at Brunswick East and other schools in the region.



- 2011-12: We have access to incoming Learning and Transition statements as they come in, providing us with time and readiness for accessing support if needed. 2013: We have access to the learning and Transition statements. 2014: We continue to have access to the Learning and Transition statements kept by the prep teachers. 2015; On our enrolment forms we request that families provide us with a copy of their incoming transition and learning statement- these are valuable learning tools. This year the prep teachers gave us copies of all the Learning and Transition statements for our staff to read. These are invaluable resources for becoming a little familiar with our new prep children.
- 2011-12: All records are kept confidential and are stored in locked cabinets. 2014: New office set-up ensures the confidentiality and privacy can be adhered to. 2015: I love our office.

Key improvements sought for QA6

Element 6.1.3	Current information is available to families about community services and resources to support parenting and family wellbeing.	
	Identified issue	Update Family Handbook to reflect NQF and recent changes
Element 6.1, 6.2, 6.3	Current information is available to families about community services and resources to support parenting and family wellbeing	
	Identified issue	Update of medical/incident/trauma form to include parent signature
Standard/element 6.3		
	Identified issue	Update policy on 'children leaving the education and care service'
Standard/element [number]	[Include the element number (left) and description from QA6 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

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
6.2.2	Up-to-date Family Handbook with all relevant knowledge that families need to know	H	Start working on the updating	Families happy with the handbook and have few queries.	End of term 4, 2013	2015: in process
	Update of medical/incident/trauma form	M	Update existing form to be more complex and cover all relevant possibilities	Effective form, parents get a copy and a copy stays within the program. It also includes the parent signature, to ensure they have received the information and handover.	End of term 3, 2013	2015: in process

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	<ul style="list-style-type: none"> ➤ 2011-12: We have an excellent relationship with our school and community. We are respected and supported in all our practices and needs as a school council-run organisation. Together we build a professional learning community. 2013: Our school principal has resigned and leadership is a bit disrupted at the moment, however we continue to have positive relationships with the school and community, and have a strong OSHC committee of management. 2014: Throughout much change, we continue to experience positive and supportive relationships with our school staff and community. We have a new school Principal, while we are sorting through the changeover we believe our relationship with the school will not change. 2015: Working relationships have stabilised, relationships with the school and community are supportive, positive and strong. ➤ 2011-12: We have clear and effective leadership and management processes in place complying with current government law and regulations. ➤ 2011-12: We have an induction process in place for staff, including orientation, shadowing and mentorship, staff handbook, professional development and an appraisal process. 2015: Staff handbooks are in the process of being updated. New staff are taken through all program processes; emergency management, first aid, supervision, code of conduct. New staff continue to be mentored by longer serving and core staff. New staff shadow existing staff for @ 2-3 weeks prior to being on their own. New staff are expected to undertake professional development opportunities to update their quals eg; first aid; anaphylaxis, asthma management & protective care. staff appraisals, ➤ 2011-12: We retain a strong staff core – providing stability and continuity. Staff are respected and supported in their working life at the OSHC Service, evident through the following; annual staff appraisals (3 a year), regular weekly staff meetings to discuss all OSHC issues and bring up any concerns, flexibility of hours when and where needed, higher level of staff: children ratio, provision for paid professional development and attendance hours. 2013: We continue with our core staff, and have taken on a new staff member who is a trained teacher and artist. 2014: We continue this year with all of our staff and have taken on a new staff member who is an ex-student and enrolled in the Cert 3 in
-----------	--

- Childcare at Lady Gowrie. 2015: We continue to maintain our staff core, only one staff member has left. We have taken on three new staff members bringing in new ideas and interests.
- 2011-12: The OSHC Coordinator has remained consistent for the last 17 years, providing clear and experienced leadership, long-term vision, educational leadership, keeping up-to-date with industry changes and passing on this knowledge to the staff. The Coordinator takes on the role of Educational Leader for the service (in a shared role), establishing goals and expectations for teaching and learning. 2014: The role of the Educational Leader is extended to become a shared role between the Coordinator and staff member who is teacher trained. 2015: The educational leadership role will deepen this year in terms of how we can develop the expectations of this role; introducing more in depth theoretical perspectives on child development and play.
 - 2011-12: Relevant OSHC staff in management have the correct documentation in place including; provider approvals, have fit and proper procedures in place, police checks, WWCC's, Supervisor Certificates. 2014: Janet Di Pilla (School Principal) has taken over the role of OSHC Representative from the previous acting principal. 2015: Relevant documentation in place, although policies are in process of being updated to reflect procedures.
 - 2011-12: OSHC Service has a statement of Philosophy in place which guides all aspects of the service's operations. 2013: Updated this year, only minor changes were made – mainly regarding language use. 2015: Review statement of Philosophy – everyone is happy with it.
 - 2011-12: Staff appraisals are in place; whereby performance of educators, coordinator, and staff members are evaluated and individual development plans are in place to support performance development and provide continued support.
 - 2011-12: The Quality Improvement Plan is completed and in place – with ongoing review as part of our regular staff meeting agenda. We are working on completing the key improvements as identified in the QIP. 2013: Update where necessary. 2014: Update as part of meeting agenda – “..what improvements have we made?”. 2015: Review latest improvements for this year.
 - 2011-12: Records and information are stored appropriately in lockable cupboards, to ensure confidentiality. These records are available to the service and are maintained in line with current legislation. 2014: The moving of the OSHC office into a separate space has meant privacy and confidentiality can be fully realised and the laws abided by.
 - 2011-12: The OSHC service has effective administrative systems in place to ensure the successful operation of the service. 2014: The OSHC office was moved from the OSHC room to the little room off the hall – turning it into a separate and private office for the OSHC service; a separate space to communicate with families and staff; freeing up space in the OSHC room during OSHC hours. Now a small corner of the OSHC room is used to house music equipment, so the instrumental program/music can utilise the room during the day – OSHC children can have access to the equipment if they want. The room was fitted out with phone lines, IT points, etc. Purchase of a new printer for OSHC. It is also great that everything can be kept fully private and confidential and does not have to be packed up at the end of each term so holiday program can use the space. The school office works in close collaboration with OSHC, and support changes to our booking, enrolment and banking systems. 2015: All administrative systems are working effectively.
 - 2011-12: The service is aware of the system to notify the Regulatory Authority of relevant changes to the operation of the service, of serious incidents and any other complaints which allege a breach of legislation.
 - We have a grievance and complaints policy and procedure in place. 2014: In the process of being updated by CCC; 2015: Still in the process of being updated and presented to school council for approval, we expect this process to be completed by the end of 2015.
 - 2011-12: We have service policies and procedures in place. 2014: In the process of being updated by Community Childcare. 2015: Still in the process of being updated and presented to school council for approval, we expect this process to be completed by the end of 2015.

Key improvements sought for QA7

7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations	
	Identified issue	Update service philosophy to reflect the NQF
7.3	Administrative systems enable the effective management of a quality service.	
	Identified issue	All service policies and procedures documents, Family handbooks and Staff handbooks all need to be updated to be compliant with the NQF – regulations and standards
7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Identified issue	Educational Leader role and responsibilities to continue to support staff and enable professional learning.
Standard/element [number]	[Include the element number (left) and description from QA7 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

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	Updated service philosophy to reflect current legislative changes; NQF	H	Start working through philosophy	Having an excellent philosophy statement that reflects all our practices	End of term 3, 2012	Completed 2012
7.3	Updated Service policies and procedure, Family and staff handbooks	H	Start working through all policies that need to be updated	Having beautifully relevant updated clear and precise policies and procedures that reflect our service's practices. Happy informed families Happy informed staff	End of term 3, 2012	2015; In process - working with Community Childcare to update all relevant policies. Completion is expected at the end of 2015. This is because it takes a long time to get policies approved through school council, with only 12 meetings per year. Staff handbook to be updated. Family handbook to be updated.
7.1.4	Informed, capable and effective Educational Leaders.	H	Research, reading, networking, supporting.	Informed staff Excellent programs Happy Children & Families & stakeholders	ongoing	2015: In process