

Quality Improvement Plan template

Revised National Quality Standard

commencing 1 February 2018

Updated September 2017

**The National Quality Standard and Quality Improvement**

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

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

* includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard

and the National Regulations; and

* identifies any areas that the provider considers may require improvement; and
* contains a statement of philosophy of the service.

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

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

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

**Service details**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Service name** | | | **Service approval number** | | |
| Brunswick East Primary OSHC Service | | | SE-00005559 | | |
| **Primary contacts at service** | | | | | |
| **Ranita Swamy** | | |  | | |
| **Physical location of service** | | | **Physical location contact details** | | |
| Street | 195A Stewart Street | | Telephone | 03 93872631 | |
| Suburb | Brunswick East | | Mobile | 0409380202 | |
| State/territory | Vic | | Fax | 03 9388 1949 | |
| Postcode | 3057 | | Email | swamy.ranita.r@edumail.vic.gov.au | |
| **Approved Provider** | | | **Nominated Supervisor** | | |
| Primary contact | Janet Di Pilla | | Name | Ranita Swamy | |
| Telephone | 03 93873361 | | Telephone | 03 9387 2631 | |
| Mobile | 0407512473 | | Mobile | 0409380202 | |
| Fax | 03 9388 1949 | | Fax | 03 9388 1949 | |
| Email | [di.pilla.janet.j@edumail.vic.gov.au](mailto:di.pilla.janet.j@edumail.vic.gov.au) | | Email | swamy.ranita.r@edumail.vic.gov.au | |
| **Postal address (if different to physical location of service)** | | | | | |
| Street | |  | State/territory | |  |
| Suburb | |  | 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 educators.

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

Round times to the nearest quarter of an hour.

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

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
|  | **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 2019: * Term 1: January 30th – April 5th * Term 2: April 23rd - June 28th * Term 3: July 15th – September 20th * Term 4: October 7th – December 20th * 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?   * 2018-19; We operate as one large extended OSHC Family - all the children and educators come together at afternoon tea time and followed by a group meeting time in the OSHC hall. The children then go off to attend activities and experiences of their choice in smaller groups; held in the OSHC room, tinker lab, art room, hall, and outside areas. The children are allowed to choose which activity they engage in and can move between them, as long as they communicate to the educators in each area when they are leaving or moving into another area. We separate the new Grade Preps during first term, in order to orientate them, gently, into the program routines. They will eat afternoon tea in the OSHC room before moving to Prep specific activities for Term 1. The Preps will join the whole group from term 2 – this way they are prepared and looking forward to the move. * 2018-19; Activities and experiences 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. As our numbers have increased significantly over the past few years we have been experimenting with our groupings. Particularly with sport and other physical activities we have been focussing on developmental levels; i.e; Grade Prep/1/2’s, 3/4’s, 4/5/6’s – we have at least three dedicated sports educators that can accommodate this. On occasion we may also program just for the differing levels; e.g; older children using the sewing machine, or doing an advanced skilled activity. At times the children have requested; girls only sports activities. We try to accommodate what the children want. |
| 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:\_\_14\_\_\_\_\_\_\_ |

**Service statement of philosophy**

Please insert your service’s statement of philosophy here.

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

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

| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| --- | --- |
| 1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.3 | section 51(1)(b) Conditions on service approval (educational and developmental needs of children) |
| 1.1.1 | section 168 (1)(a)-(b) Program designed for each child |
| 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2 | section 168 (1)(c)-(d) Program designed for each child |
| 1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2 | regulation 73 Educational program |
| 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3 | regulation 74 Documenting of child assessments or evaluations for delivery of educational program |
| 1.3.1, 1.3.3 | regulation 75 Information about the educational program to be kept available |
| 1.3.3 | regulation 76 Information about educational program to be given to parents |
| 1.3.3 | regulation 111 Administrative Space |
| 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2 | regulation 155 Interactions with children |
| 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2 | regulation 156 Relationships in groups |
| 1.3.1 | regulation 177(1)(a) Prescribed enrolment and other documents to be kept by approved provider – the documentation of child assessments or evaluations for delivery of the educational program |
| 1.3.1 | regulation 178(1)(a) Prescribed enrolment and other documents to be kept by family day care educator – the documentation of child assessments or evaluations for delivery of the educational program |
| 1.1.1 | Regulation 254 Declared approved learning frameworks |
| 1.3.1, 1.3.3 | regulation 274A Programs for children over preschool age  NSW |
| 1.3.1, 1.3.3 | regulation 289A Programs for children over preschool age  NT |
| 1.3.1, 1.3.3 | regulation 298A Programs for children over preschool age  Qld |

**Quality Improvement Plan for Quality Area 1**

Summary of strengths for Quality Area 1

|  |  |
| --- | --- |
| **Strengths** | * **Element 1.1.1 Approved Learning Framework** * The *Framework for School Aged Care: My Time, Our Place (FSAC)* underpins our pedagogical curriculum planning and practices, and together with the 5 learning outcomes, has become embedded into our program practices as we have become more familiar over the past 8 years 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 FSACS for our OSHC service, although we do read and utilise resources around all three learning frameworks. The Coordinator wrote an article which was published as a case study, on the My Time Our Place NOSHSA website, implementing and embedding the Framework in learning. We have recently updated our QIP and assessing our practices against the revised NQF. * **Element 1.1.2 Child-centred** * Our Service is fundamentally child-centred – children have a voice and agency through all aspects of what we do – this is their program. We know our children and community very well – this is our purpose and drive, and we have a strong long-term core of educators providing stability and continuity to our OSHC team. As part of a strong and involved school 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. * Children have opportunities to express themselves and are active members of our OSHC community – they are involved in decisions, choices, changes to the program; from working on reviewing the behaviour guidelines, to reviewing and planning the sports rules, deciding how to change our afternoon and tea menu and helping serve it, actively championing for gender rights – where ‘everyone can be what they want to be’, deciding how they wish to be involved in community events, etc. During drama performances for example, children take responsibility for introducing acts, making awards, dancing to singing acts, enjoying being the audience, complimenting each other. The children input what activities and experiences they would like to do and are active facilitators of experiences with others (‘child-directed activities’), they can choose and request resources and equipment, take on board roles of responsibility and mentor younger children. We like to give as much autonomy as we can. * We gather information about children in a variety of ways; talking & having experiences with the children, learning transition statements, surveys/questionnaire’s, children’s enrolment forms, ongoing informal discussions with individual children in groups and 1:1, daily meetings, discussions with families/educators, community and specialists (ISF, Aides, support workers), photographs, collections of children’s artworks, written works, observations, records of conversations. We use the collective knowledge gained to inform our program delivery for the individual children and critically reflect on individual children’s learning and development. We also use this information gathered to not only inform us, but to collate together on each individual towards creating a hardcopy ‘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. We enter children’s names on our daily reflections, capturing activities and spontaneous learning moments as part of our reflective cycle. The children’s portfolios are accessible to the children and parents. We 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. The Educational Leader checks through all the children’s portfolios each week and then gives feedback to educators at meetings, identifying children needing observations to be done, where observations can be more reflective and linked to the outcomes. Portfolios are also checked to see which children need more documentation and which children to focus on. Although the process of writing observations is a dynamic and impromptu one – educators can be aware of children that may be needing some focus. At the end of the Grade 6, or the students’ time with us, portfolios are presented to children with a page of goodbye messages to take home and keep. Each week the Educators share their observations from the previous week to discuss/share/reflect on with all educators at our weekly meeting. This has been a very eye opening, helpful and sharing learning experience for the educators. * **Element 1.1.3 Program learning opportunities** * 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. * On most days in the aftercare program we have maximum numbers and utilise all available spaces - educators have become pretty adept at utilising all spaces we have. We provide spaces and environments that allow the children to develop through creative play. We continue to run our program with choice and flexibility so children can move between activities and experiences at their own pace. There is also some routine offered with experiences set on particular days e.g. Bush OSHC, Science Club, Photography Club, Cooking Club, Performance/Drama, Wheels sessions. Children have options but also the security that they can count on things happening each week. * We have a designated sports storage room off the hall, where we can house resources which are easily accessible to the children. The OSHC office has its own little office space off the school hall. We are utilising the art room more on busy days and rainy days and using the portable tinkerlab as another quiet space, plus utilising the playground on the other side of the school. * **Element 1.2.1 Intentional Teaching** * Over the last two years we have been working very hard at deepening our approaches to intentional teaching and towards better outcomes for the children. This progress has seen us question ourselves and our practices very intensely. Part of this approach was helped by having student teachers working with our educational leaders on our team of educators that helped drive the inquiry. The deep thinking helped us to change the way we do things and we have made a number of significant changes both to our collective practices and our thinking. Examples of this have been with our approach to running sporting activities, challenging the culture of ‘Aussie banter’ and how we use language and attitude at our service towards breaking gender bias, learning to use new language around the LGBTI community, and educating ourselves about Aboriginal & Torres Strait Islander culture. We have begun to make questioning a normal part of our enquiry, and thinking about intention and developmental outcomes as expected norms.      * **Element 1.2.2 Responsive Teaching and Scaffolding** * Leading on from element 1.2.1, responsive teaching and scaffolding are intentional teaching strategies in practice. Our deep thinking on intentional teaching has led our educators to become more responsive in their delivery of activities and experiences and program planning for the children. This in turn has seen our program planning become a more dynamic and purposeful process and is seen as a continual building block in all the children’s development. * The interactions children have at the OSHC program are meaningful. For example, if children are not finding an activity engaging, educators will change it up, be open to other suggestions and/or pack it up and offer them something else. We have purchased resources to build on children’s interests in creating shops, and scaffolded their learning (particularly Grade Preps-1/2’s) about money and buying/selling. Children’s dressing up and role play has been supported by educators through exploring the acting out of various issues happening in their greater worlds. * **Element 1.2.3 Child-directed learning** * 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. Children have maximum input into the OSHC program, children are participants, activity deliverers, organisers/facilitators, monitors, investigators & planners. They are keen independent learners because of the focus also that Brunswick East Primary puts on Inquiry Learning in the classroom which naturally extends into the OSHC Service. * The 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. 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 and have two iPads for the children’s use. Children’s suggestions for activities are recorded on the daily reflection and incorporated into our planning for the following weeks. They are becoming more involved in the documenting processes such as taking photographs of activities, and writing/drawing in their own portfolios. * **Element 1.3.1 Assessment and planning cycle**   The assessment and planning cycle is informed by the deep thinking and questioning, the intentional teaching and scaffolding experiences that are happening for each child – this is captured during our weekly educator meetings, and a culmination of shared experiences, observations on children, gathered documentation and future planning. We have become better at this process and working on how we best capture this cycle – this is of course an ongoing learning process for us too.   * **Element 1.3.2 Critical Reflection**   We critically reflect on our practices when writing observations, in daily discussions between each other and within the team, and at formal educator meetings. The cycle of reflection has become an ingrained part of our daily/weekly processes. This will continue to be an ongoing process which can only improve with practice and in response to situations as they arise. We have two educational Leaders. Having the additional Educational Leader to focus on documentation and provide support to educators has enabled the deeper enquiry. The other Educational Leader drives the theoretical inquiry towards best practice – questioning why we do, what we do, how can we do things better. We are also working on ways to be more creative with this gathering of observations; group observations, recording conversations; etc.   * Educators help each other to focus on a deeper understanding of children’s learning. The educators who run sports activities have reflected on their practice and are bringing up discussions around ‘sportsmanship’ with the children, in order to combat extreme competition and singlemindedness. They have modified their sports delivery to sometimes grouping age/developmental levels and offering girls only or boys only sports (to promote inclusion of the less competitive children who had been missing out.). The educators running art/craft activities use observation of activities to extend on the children’s learning outcomes. For example, when offering project-based activities (longer term) like the “Flowering Heart Project” the children can experiment with various papers, paints and ideas over time and build and extend themselves naturally as a process. * Reflecting on how we use language has been a big part of our critical enquiry, which came out of the ‘sportmanship’ reflections and the fact that we have a large gender diverse community, and have had to change our language – we have children and families who wish to be gender   Neutral, which has opened up a whole new way of thinking for a lot of our staff; eg; using ‘they’, and ‘them’ instead of ‘him’ or ‘her’, thinking more holistically instead of the narrow gender dichotomy.   * Reflective practice forms part of our pedagogy on a daily/weekly/monthly basis. There is ongoing and regular discussion of what is working at educator meetings, how, what, where, when. We also discuss how we can make things smoother, keep children, families and educators are happy. These are constant questions that inform our practices. Educators are 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. Educators are also continually looking for ways to provide meaningful learning experiences and extend on children’s experiences. |
|  |  |

**Key improvements sought for Quality Area 1**

Improvement Plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/ element** | **Identified Issue** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 1.3.1 | We currently have documentation processes in place for each child attending the program. For these we use the 5 learning outcomes (FSACS) 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. | To have a good process for documenting each child’s learning and development, that all educators can complete confidently | H | Continue to have weekly educators meetings.  Discuss program planning and document children’s learning | * Completing documentation for all our children * Addressing children’s interests and needs * Educators are comfortable with the process | By end of Term 2, 2012 and ongoing | * We have started our process. Educators like the new observation sheets to document into and add photos to. We need to have longer discussions and seek support with writing observation and documenting for some educators. (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’ role and has taken over managing the documentation; the individual children’s portfolios, etc, and guiding educators in their documenting. This is proving to be very supportive and positive changes are happening with the increased focus. * 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. * 2016: Portfolios are looking better – more full and have a variety of observations, art/craft samples, and photographs. As the program grows, we are looking at simpler ways to document e.g. group observations, pages in the scrapbook where children write their feedback. * 2017: Instead of filling out the daily reflection sheet, the scrap book has now become our major document to record the daily happenings at OSHC, including photos, artworks and quotes from children. * 2018-19: Observations are now being tracked, a list made of all children written about each week to ensure that we are covering every student’s learning needs as we have 180 children in the programs. |  |
| Element 1.3.1 |  | To better show the process of the Assessment and Planning Cycle in our program | M | Weekly evaluations of planning to be done at educator meetings. Each educator to identify an area of change. |  | By Term 1 2019, ongoing | * 2019: In process |
| Element 1.1.2 |  | To continue to implement children’s feedback and voice in the program | H | Routine evaluations to be done at start of each term, through children’s surveys, group discussions, gathering input into planning, and routines such as afternoon tea. |  | Term 1 2019, ongoing | * 2019: In process |
|  |  |  |  |  |  |  |  |

**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 and physical activity is supported and promoted.** | |
| Wellbeing and comfort | Element 2.1.1 | Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation. |
| Health practices and procedures | Element 2.1.2 | Effective illness and injury management and hygiene practices are promoted and implemented. |
| Healthy lifestyle | Element 2.1.3 | Healthy eating and physical activity is promoted and is appropriate for each child. |
| **Standard 2.2** | **Each child is protected.** | |
| Supervision | Element 2.2.1 | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| Incident and emergency management | Element 2.2.2 | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |
| Child protection | Element 2.2.3 | Management, educators and educators are aware of their roles and responsibilities to identify and 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)** |
| --- | --- |
| 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3 | section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children) |
| 2.2.3 | section 162A Persons in day-to-day charge and nominated supervisors to have child protection training |
| 2.2.1 | section 165 Offence to inadequately supervise children |
| 2.1.1 | section 166 Offence to use inappropriate discipline |
| 2.2.1 | section 167 Offence relating to protection of children from harm and hazards |
| 2.2.1 | section 169 Offence relating to educatorsing arrangements |
| 2.2.1 | section 170 Offence relating to unauthorised persons on education and care service premises |
| 2.2.1 | section 171 Offence relating to direction to exclude inappropriate persons from education and care premises |
| 2.2.1 | section 189 Emergency removal of children |
| 2.1.2, 2.1.3, 2.2.1 | regulation 77 Health, hygiene and safe food practices |
| 2.1.3, 2.2.1 | regulation 78 Food and beverages |
| 2.1.3, 2.2.1 | regulation 79 Service providing food and beverages |
| 2.1.3, 2.2.1 | regulation 80 Weekly menu |
| 2.1.1 | regulation 81 Sleep and rest |
| 2.2.1 | regulation 82 Tobacco, drug and alcohol free environment |
| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| 2.2.1 | regulation 83 Educators members and family day care educators not to be affected by alcohol or drugs |
| 2.2.3 | regulation 84 Awareness of child protection law |
| 2.1.2, 2.2.2, 2.2.3 | regulation 85 Incident, injury, trauma and illness policies and procedures |
| 2.1.2, 2.2.1, 2.2.2, 2.2.3 | regulation 86 Notification to parents of incident, injury, trauma and illness |
| 2.1.2, 2.2.1, 2.2.2, 2.2.3 | regulation 87 Incident, injury, trauma and illness record |
| 2.1.2 | regulation 88 Infectious diseases |
| 2.1.2 | regulation 89 First aid kits |
| 2.1.2, 2.2.1 | regulation 90 Medical conditions policy |
| 2.1.2, 2.2.1 | regulation 91 Medical conditions policy to be provided to parents |
| 2.1.2, 2.2.1 | regulation 92 Medication record |
| 2.1.2 | regulation 93 Administration of medication |
| 2.1.2 | regulation 94 Exception to authorisation requirement—anaphylaxis or asthma emergency |
| 2.1.2 | regulation 95 Procedure for administration of medication |
| 2.1.2 | regulation 96 Self-administration of medication |
| 2.2.2 | regulation 97 Emergency and evacuation procedures |
| 2.2.2 | regulation 98 Telephone or other communication equipment |

| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| --- | --- |
| 2.2.1 | regulation 99 Children leaving the education and care premises |
| 2.2.1 | regulation 100 Risk assessment must be conducted before excursion |
| 2.2.1 | regulation 101 Conduct of risk assessment for excursion |
| 2.2.1 | regulation 102 Authorisation for excursions |
| 2.1.2 | regulation 136 First aid qualifications |
| 2.2.1 | regulation 161 Authorisations to be kept in enrolment record |
| 2.1.2, 2.2.1 | regulation 162 Health information to be kept in enrolment record, including the immunisation status of the child |
| 2.2.2 | regulation 160 Child enrolment records to be kept by approved provider and family day care educator |
| 2.2.2 | regulation 161 Authorisations to be kept in enrolment record |
| 2.2.2 | regulation 162 health information to be kept in enrolment record |
| 2.2.1 | regulation 166 Children not to be alone with visitors |
| 2.1.2, 2.1.3, 2.2.1, 2.2.2 | regulation 168 Education and care service must have policies and procedures |
| 2.1.1 | regulation 168(2)(a)(v) Education and care service must have policies and procedures in relation to sleep and rest for children |

| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| --- | --- |
| **2.1.2, 2.2.2, 2.2.3** | regulation 177 Prescribed enrolment and other documents to be kept by approved provider |
| **2.1.2, 2.2.2, 2.2.3** | regulation 178 Prescribed enrolment and other documents to be kept by family day care educator |
| **2.2.1** | regulation 274 Swimming pools  NSW |
| **2.2.1** | regulation 344 Safety screening clearance – educators members  Tasmania |
| **2.2.1** | regulation 345 Swimming pool prohibition  Tasmania |

**Quality Improvement Plan for Quality Area 2**

Summary of strengths for Quality Area 2

|  |  |  |
| --- | --- | --- |
| **Strengths** | * **Element 2.1.1 Wellbeing and comfort** * 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. All our policies and procedures have been updated. * Children have their primary needs catered for; food, rest, comfort, safety and support as needed. * 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, Salada biscuits with vegemite, cheese & jam, daily treats; dim sims and spring rolls, pizza, soups, pasta, rice, pastizzis, quiches, sweet biscuits, & water is available at the drink taps. We have 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. We the need for rest and relaxation requirement in our policy. * Safety and supervision - is assured through educators’ vigilance and awareness specific to our needs, child protection & Emergency Management policies, daily safety checklists and clear program practices. * All educators have undertaken Child Protection training; this will be an annual requirement for our educators. We have completed writing our child safety standards. * Rest and Relaxation; Since we are so busy, we are utilising our spaces completely – more children utilise the hall as a quiet space. As numbers have grown, we have spread out and now use the library, hall, art room and other side of the school playground for various activities. The library is useful as another quiet space. Support - all children are supported in whatever they may need. * air conditioners and heaters are installed. * **Element 2.1.2 Health practises and procedures** * We have Health, Safety and Protective Care policies and procedures in place to manage all our health and safety issues and have updated all policies. * We have individual health plans for children with allergies/asthma/other which are kept in clearly demarcated folders, there are also photographs identifying them and their medical conditions in the kitchen, OSHC Office, and the staff daily information folder, and also on the OSHC computer (Flagged system). Last year we have made changes to our Anaphylaxis policy and requested that families provide a second Epipen to remain at the OSHC sevice. We also purchased two generic epipens, both adult & junior for our OSHC service for use in an emergency. Children with Anaphylaxis have Epipens stored in the OSHC office, to lessen time to collect them in case of emergency. * Our expectation is that all our Educators are trained in Anaphylaxis/Anapen/Asthma, First Aid Management and child protection, with annual updates where necessary. We source training for new incoming educators. As all Educators are trained first aiders (except for one), and therefore are able to attend to a child’s individual needs, and/or support and identify illness, when and where necessary. While almost all Educators are trained, it will be the three core senior educators members that will tend to first aid, unless they are otherwise occupied. Three educators have completed Mental Health First Aid training. Training requirements are checked at the beginning of the school year, and all educators are booked in for relevant updates specific to their needs. * Effective hygiene practices are followed. All educators will attend food safety/handling training and model and promote hygienic practices. Children must wash their hands before eating breakfast and afternoon tea, cooking activities, and after going to the toilet and doing art & craft. Hand sanitiser is also dispensed by an educator before afternoon tea to ensure each child has clean hands. They 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.. 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. * Our OSHC Service is part of the Moreland Food Safety Program which oversees compliance with the Food Safety Act. 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. Our cooking program also focuses on healthy eating and sources healthy recipes from our families. A new kitchen renovation was completed a year and half ago. This included the installation of a bigger oven, new gas cooktops, new sinks and a drinking hot water tap. Cleaner benches and extra enclosed kitchen cupboards mean we can offer a cleaner environment to prepare and store food. OSHC purchased two new refrigerators and an upright freezer. We conduct regular food safety temperature checks, and follow safe storage and food handling practises. * Vermin and pest audits are undertaken twice yearly by the school. * **Element 2.1.3 Healthy lifestyle** * 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 have an educator who manages the kitchen on a daily basis, with specific educators coming in earlier at 2.30 to help prepare afternoon tea each day – the job is usually shared by two educators. Kitchen educators attend nutrition and Food Safety training. 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, noodles, spring-rolls, sandwiches, etc. Vegetarian and gluten free options are offered to children when hot treats are provided, and more vegetarian and gluten-free options are being offered, as there is an increase in numbers of children requesting them. * Healthy eating is role modelled and promoted. Educators 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 educators are NOT encouraged to bring in unhealthy snacks from home. * Our weekly cooking program focuses on healthy food and utilising produce from our school’s kitchen gardens when available. These will later be used in recipes and eaten at afternoon tea. Copies of the Term/Weekly menu as well as recipes from the weekly Cooking Club are posted on the Family noticeboards. Water is always available and drinking taps are situated next to the OSHC room and the hall.      * We strongly support and encourage children’s physical activity, and have a rich and varied program of physical activities and experiences a day.; we have a large variety of resources and program of activities for the different developmental levels; large indoor and outdoor areas to play in; and we delivered an Active After School Care program for 6 years. We decided to stop running the AASC program as we run our own very successful physical activity programs. We are lucky to have three educators dedicated to sport – two male and one female, who have fitness and training backgrounds (bringing a variety of knowledge with them) and who are all active sports participants. Together they run our physical activity programs. Each day, children have a choice of physical activities including; soccer, footy, rugby, basketball, tennis, handball, ball-tiggy, running, jumping, obstacle course, iron-kid comp, adventure playground, dancing, juggling, hockey, bat tennis, T-ball, netball, lacrosse, gymnastics, dancing, juggling, bocce, badminton, wheels (skateboards, bikes, scooters), indoor soccer, dodgeball, hall games, etc. * 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. Guidelines and expectations were re-written for Dodgeball games which are played regularly in the hall. A discussion of good sportsmanship, leading to a new penalty system and awards has been introduced to the children, for better management by educators during sports games. * **Element 2.2.1 Supervision** * We operate at a higher educator:children ratio – 1:10. As we are such a large and busy service, the higher ratio allows us to better accommodate the needs of the service. * Educators meetings are an extremely important forum/platform for providing specific information on children and their families; discussions regarding children’s specific needs in relation to health, safety, protection, incidents, hazards, changes to law, changes in custody circumstance, etc. Weekly Program Incidents and issues that educators 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. * IRIS ALERTS is an internal alert system between schools. Alerts are sent out through the primary school tree of communication, 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 educators. Awareness is the best form of risk avoidance. * Children with allergies are posted on the Allergies noticeboard in the kitchen and OSHC office, and in the staff communication book, so educators are aware of which children they are and know what they cannot have or be exposed to. We also discuss the procedures for an emergency at our staff meetings. * We have worked through updating our Emergency Management Plan together with all educators; and role-played through scenarios. * Supervision is paramount and educator:child ratios are maintained at all times. We actually choose to operate above ratio of educators:children, and therefore we usually have extra educators on each day. The program of activities and experiences are highly flexible in nature and therefore able to be continued depending on children’s interest, weather and conditions permitting. Children are required to inform educators when they are leaving an area and going to another activity. Educators practise active and engaged supervision. * 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. Soft-fall under the eternal equipment is checked regularly and replaced often. * To promote safety, we have discussions at the afternoon tea meetings with children of the importance of staying closer to the educators, away from boundaries and to be aware of any strangers in/around the playground. * **Element 2.2.2 Incident and Emergency management** * Emergency Management and Incident Displan (EMP) is in place, and emergency evacuation drills are practiced regularly at both the beforecare and aftercare programs (twice per term – and more often when new educators and children start at the service.) We have now started to practice lockdowns with the children as well as emergency evacuation drills. * 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. 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. Our EMP (Emergency Management Plan has been thoroughly updated together with all our medical and infectious disease policies. Information and links are also emailed out to families. * 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. The school has been following up all OH&S issues very diligently. We have had a number of things fixed; exit lights, lights on OSHC stairs, towel dispenser in kitchen, speakers in hall, etc. * Electrical audits are conducted annually by the school. OH&S workplace safety audits/checklists for educators are undertaken by the school annually. The Department of Education also runs online OH&S modules which managerial educators are required to undertake. * We have an accident/incident/trauma and medication records reporting system documented and in place. We have policies and procedures in place to effectively manage illness and injuries and have been recently updated to reflect most current practice and new standards. Our SunSmart policy is the same as the school’s and is in line with current SunSmart policy and legislation. * First Aid Kits are checked annually and re-stocked as needed. All first aid kits are checked and re-stocked annually at the start of the school year or as supplies dwindle. * Dangerous chemicals are kept in locked cabinets. MSDS forms are in place for all products. The school also keeps a hazard register of all chemicals on site. * **Element 2.2.3 Child Protection** * Educators have attended child protection training and are aware of their obligations under child protection legislation. Educators have been made aware of the new Child Safe Standards, and the Reportable Conduct Scheme and their responsibilities under this legislation. * We follow current and up-to-date information on legislation and best practice. Educators are kept informed of changes in the law and legislation. All policy and procedures have been recently updated. |  |

**Key improvements sought for Quality Area 2**

Improvement Plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **.** | **Identified Issue** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 2.1.2 | We need to create a specific policy to allow for children to self-administer their own medication; i.e; Ventolin. | 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 2017 | 2018-19 : All policies are now up-to-date – some need reviewing. |
| 2.1.1, 2.1.3 | Afternoon tea time can be loud and hard to manage in the hall with up to 106 children attending OSHC.. |  | M | We will trial 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. | Ongoing | 2017: All children are back in the hall for afternoon tea, (except for Preps in term 1) to enable easier supervision.  2018: We have made changes in the hall setup of tables to accommodate easy and safe movement in the space. |
| 2.1.2 | Medical procedures need consideration to inform parents better about minor injuries and health conditions. | Parents easily informed of children’s minor injuries. | H | Use the messaging function on Qikkids kiosk to alert parents to sign medical book and speak to a staff member.  Teach staff how to use it. | All forms in medical book signed by parents, and parents notified of every injury | ASAP, ongoing | 2018 : working very well. |
| 2.1.2 | Since a compliance spot check, we identified that we need to update systems for checking use-by dates for medication, and keeping asthma and allergy plans current. | Clear identification of children who have medical conditions and their medication. All medication is provided by the parents of children who need it, is in date and easily accessible by staff. | H | Create a list of children who are attending OSHC each day in communication folder for all educators to check. Make routine checks of medication and asthma and allergy plans each term. | Completed documentation,  achieving compliance | ASAP, ongoing | 2018 : Term 4 we have started this process, will revise again at the start of Term 1 next year.  2019: working well; kiosk messaging is immediate and effective, also have put flags into the qikkids computer system which makes it easier to track and identify straight away |
| 2.2.1 | Gaps in supervision, particularly moving between outside areas, tinker lab and art room. | Supervision of children at all times with no gaps. | H | Major issue to discuss on agenda at staff meetings.  Identify hazards and problems to achieve this. | Separate into groups and have a list of children in each group for all areas.  Fewer incidents or children unsupervised. | Term 1 2019, ongoing | 2018 : Already working on this, next year have lists of areas with children’s names for each educator to mark on/off when they move to another area.  2019: we will put into place the written up logs of chn |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

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

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

|  |  |
| --- | --- |
| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| 3.2.3 | section 168 Offence relating to required programs |
| 3.2.3 | regulation 73(2)(b) Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world |
| 3.1.1, 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 |
| 3.2.1, 3.2.2 | regulation 105 Furniture, materials and equipment |
| 3.1.1, 3.1.2 | regulation 106 Laundry and hygiene facilities |
| 3.1.1 | regulation 107 Space requirements—indoor |
| 3.1.1 | regulation 108 Space requirements—outdoor space |
| 3.1.1,3.1.2, 3.2.1 | 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, 3.1.2 | regulation 112 Nappy change facilities |
| 3.1.1, 3.2.1, 3.2.2 | regulation 113 Outdoor space—natural environment |
| 3.1.1 | regulation 114 Outdoor space—shade |
| 3.1.1 | regulation 115 Premises designed to facilitate supervision |
| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| 3.1.1, 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 |
| 3.1.1, 3.1.2 | regulation 274 Swimming pools  NSW |
| 3.1.1, 3.1.2 | regulation 345 Swimming pool prohibition  Tasmania |

**Quality Improvement Plan for Quality Area 3**

Summary of strengths for Quality Area 3

|  |  |
| --- | --- |
| **Strengths** | * **Element 3.1.1 Fit for purpose** * We are situated at a State Primary School and therefore, we have indoor and outdoor spaces and buildings specifically designed for the children - the buildings and spaces are situated 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, Art room, Tinker Lab, kitchen; Outdoor areas - basketball courts, oval, veggie garden, stage area, amphitheatre, pit area, native gardens, shaded play equipment areas. We have a separate storage space for sports equipment and a separate OSHC administration office and staff area. Staff are also able to access the school staffroom. A year and half ago, the kitchen had a total renovation and has been fitted with new appliances (including a large oven) and proper storage. New split system air-conditioners/heaters have been installed, in both the main OSHC room and office. * 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. * **Element 3.1.2 Upkeep** * 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. Our premises are kept clean and tidy on a daily basis by educators and the school cleaners. * Toys and equipment are cleaned regularly and 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. * 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 edusafe; the online hazard reporting log; placed on meeting agenda and reported to sub-committees for follow up.  - 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. All our health and safety policies have been recently updated. Daily OSHC safety checks are undertaken – with any hazards identified being dealt with immediately, internal and external twice daily.   * **Element 3.2.1 Inclusive environment** * We have access to all the external spaces of the school including the vegetable gardens. We have our own OSHC specific garden beds in the kitchen garden area – we are waiting to plant into them. * The outdoor and indoor environments allow children to play large and small 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, all year round. * 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. We share our main OSHC room - It acts as a music room during the day for the instrumental music teachers. The music equipment is housed in the corner of the OSHC room. We are able to use it if children are respectful of the equipment and are being supervised. Access to the Tinker lab means we can now offer a quiet space for resting, reading of books and doing research/homework. Playground space around the other side of the school is now being utilised for ‘BUSH OSHC’. * 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. We often make subtle changes to our environment, opening up the space more, creating smaller niches. A book corner was created in the OSHC room which has proven popular and a comfortable spot to relax. A new large ottoman has been added to open up the space in the OSHC room, a new couch, and revamp of style with soft new cushions, and ergonomic colourful stools which can keep children moving and support good spinal posture. * **Element 3.2.2 Resources support play-based learning** * We have extensive and widely varied resources and equipment to cater for the needs and choices, ages and developmental levels of the 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). A new laptop, digital camera and ipads have been purchased for the program. * External grounds are extensive and cater for in-depth play based learning with; natural resources available for making cubbies, vege gardens, native gardens, trees for shade, sandpit area, as well as for sports activities; oval, basketball court, handball court and adventure playground. * **Element 3.2.3 Environmentally responsible** * 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. Our school educators, 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. * 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. As a team we have assessed the role of nature in our OSHC program and worked out ways to focus on sustainability and care for the environment. e.g. wasting less paper. We have discussed the importance of nature play and how to guide children safely when enjoying tree climbing, or stick play. Children made a large poster using scrap drawing paper in a tree collage with their messages of environmental awareness. We have introduced ‘Bush OSHC’ sessions, encouraging nature immersion. * Our art/craft educators regularly use recycled and upcycled materials in their activities. Parents and people in the school community as an ongoing provision donate papers, magazines, fabrics and other materials from their homes and workplaces for use in the OSHC program. Children can independently access a pile of recycled cardboard boxes and other bits and pieces every day to construct their own creations from. * Last year we planned around the theme of Recycling and Sustainability, which brought more awareness to the children about waste, recycling, and our part to play in protecting the environment. We introduced many recycling and upcycling art/craft activities, sports using recycling, planted a vegetable garden, and educated the children about environmental issues. |
|  |  |

**Key improvements sought for Quality Area 3**

Improvement plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/ element** | **Identified Issue** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
|  | Improved re-grouping of the children and utilization of spaces | Excellent use of all our physical spaces leading to positive groupings of children and outcomes | M | Discuss at meetings  Program plan specifically to maximise and utilize spaces | * Utilisation of spaces * Happy children, educators and families | ongoing | 2013; we have become better at utilising all of our spaces. Moving large block play, etc to the hall, has improved conditions in the OSHC room.  Utilising the art room has reduced the traffic in the OSHC room.  2017: Utilising the library/tinker lab and the playground at the other side of the school. |
|  |  |  |  |  |  |  | 2018 : As beforecare numbers have grown, we are utilising more spaces. Quiet activities inside, louder games in the hall. |
|  |  |  |  |  |  |  | 2019 : Introduce area zones of school yard  eg. Basketball court, oval, handball courts, BUSH OSHC (other side of the school) and colourful playground. Written lists of children playing in each area will enable better supervision. |
| 3.2.1 | Finding ways to provide information about our program and showcase the children’s work. | Clear and positive displays of what is happening at our OSHC program. | M | Continue to utilise the noticeboards in OSHC room and hall. Staff to maintain displays in OSHC room and make regular changes. | Beautiful, clear displays on boards.  All areas of OSHC represented. | Ongoing | 2018 : A photo project, ever-changing mural, birthday chart, and sports noticeboard were put up in the hall on noticeboards which we can now access. A mini gallery of gold decorated frames was added to the OSHC room. |
| 3.2.3 | Upkeep garden beds | A garden that is growing and cared for all year round. | L | Continue cultivating the garden bed we prepared last year. | Grow a variety of plants, decorative and useful for cooking. | Started 2017, ongoing | 2019; need to re-mulch beds and plan what to grow in them with the children for this year; garden to table plan |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

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

## 

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

|  |  |
| --- | --- |
| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| 4.1.1 | section 161 Offence to operate education and care service without nominated supervisor |
| 4.1.1 | section 162 Offence to operate education and care service unless responsible person is present |
| 4.1.1 | section 163 Offence relating to appointment or engagement of family day care coordinators |
| 4.1.1 | section 164A Offence relating to the education and care of children by family day care service |
| 4.1.1 | section 169 Offence relating to staffing arrangements |
| 4.1.1 | regulations 119–120 Age and supervision requirements |
| 4.2.2 | regulation 117A-117C Minimum requirements for a person in day-to-day charge, nominated supervisor and family day care educator |
| 4.1.1, 4.1.2 | regulations 121–124 Minimum number of educators required |
| 4.1.1 | regulations 125–128 Educational qualifications for educators |
| 4.1.1, 4.1.2 | regulations 129–135 Requirements for educators who are early childhood teachers |
| 4.1 | regulation 136 First aid qualifications |
| 4.1.1 | regulations 137–143 Approval and determination of qualifications |
| 4.1.1, 4.1.2 | regulation 144 Family day care educator assistant |
| 4.1.1 | regulations 145–152 Educators and educator records—centre-based services |

| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| --- | --- |
| 4.1.1 | regulation 153 Register of family day care educators |
| 4.1.1 | regulation 154 Record of educators, family day care coordinators and family day care educator assistants |
| 4.1.1, 4.1.2, 4.2.1, 4.2.2 | regulation 168(2)(i) Policies and procedures are required in relation to educators including a code of conduct for educators members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements. |
| 4.2.1 | regulation 169(2)(d) Additional policies and procedures in relation to monitoring, support and supervision of family day care educators (family day care service) |
| 4.2.1 | regulation 169(2)(g) Additional policies and procedures in relation to the provision of information, assistance and training to family day care educators (family day care service) |
| 4.1.1 | regulation 239 Centre-based service offering a preschool program in a composite class in a school |
| 4.1.1 | regulation 239A Centre-based services in remote and very remote areas—attendance of early childhood teachers |
| 4.1.1 | regulation 240 Qualifications for educators (centre-based service) |
| 4.1.1 | regulation 241 Persons taken to hold an approved early childhood teaching qualification |
| 4.1.1 | regulation 242 Persons taken to be early childhood teachers |
| 4.1.1 | regulation 243 Persons taken to hold an approved diploma level education and care qualification |
| 4.1.1 | regulation 243A Persons taken to hold an approved diploma level education and care qualification for regulation 128 in Queensland |
| 4.1.1 | regulation 244 Persons taken to hold an approved certificate III level education and care qualification |
| 4.1.1 | regulations 260-262 Children over preschool age – minimum number of educators and qualifications required  ACT |

| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| --- | --- |
| 4.1.1 | regulations 266-267 Transitional provisions – Staffing arrangements (centre-based services)  ACT |
| 4.1.1 | regulations 271-272 Minimum number of educators and qualifications and training required  NSW |
| 4.1.1 | regulation 278 Qualifications for primary contact educators members-saving  NSW |
| 4.1.1 | regulation 290 General qualification requirements for educators – children over preschool age  NT |
| 4.1.1 | Regulation 294 Early childhood teacher – 60 or more children  NT |
| 4.1.1 | regulation 385 Resignation of early childhood teacher  ACT |

# **Quality Improvement Plan for Quality Area 4**

Summary of strengths for Quality Area 4

|  |  |
| --- | --- |
| **Strengths** | * **Element 4.1.1 Organisation of Educators** * Educator-to-child ratios and qualifications are maintained at all times. In fact, we generally operate above the current legal ratio; 1:10, the Coordinator is not in the ratio unless in an emergency (staff absent). * We currently have 14 educators; 4 teacher trained, 1 primary teacher in training, 4 x Diploma in Childcare, 2 x Diploma of Childcare in training, 1 x Cert 3 in childcare, 1 x Cert 4 in Childcare (school age care). All educators are trained in First Aid, Anaphylaxis management, Asthma Management (except for 1) and all have attended recent Child Safe Protection training (except our newest educator member.) Educators attend regular updates as required. * **Element 4.1.2 Continuity of Educators** * We have an excellent diverse team of educators: 1 x 39 years, 1 x 23 years, 1 x 16 years, 1 X 12 years, 2 x 10 years, 4 x over 5 years, 4 x less than 1 year. Six educators as core staff have been at the OSHC Service for a long time. This has provided stability and consistency for the children and their families. Three of our educators are ex-students of this school, one an ex-parent. Some work in school holiday programs in the local area, or live nearby – and so have an ongoing connection with the wider community. As some of our educators are studying, OSHC management accommodate and support educators through their studies, including time off to attend placements. * Educators have genuine respect for each other and bring their unique strengths and knowledge to the team and service. There is a mix of ages, genders and cultures – bringing a diverse unity. An example of this was when recently the before care coordinator had to take leave for a few weeks, and staff were able to easily step up when needed. This continuity also enables stable and supportive relationships between all our stakeholders. * Educators are orientated into the program (1-3 month probation); with mentoring and shadowing practices in place at the start of employment. Educators members that have been at the Service for longer mentor new incoming educators. Staff handbooks are given to all educators. * OSHC Educators have positive relationships with our families, we have an open door approach, and the importance of families is understood by all educators. This is supported by the fact that our educators 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. Older educators have built positive relationships with our families and community, as do those who have newly joined the program. Families are keen to meet the new educators, and find out what they have to offer. * **Element 4.2.1 Professional Collaboration** * 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. We have excellent professional relationships with school staff including with the principal and assistant principal who are supportive of our OSHC Service. The school respects the role the OSHC service plays in the lives of the children and families. * The OSHC educators’ communication with all stakeholders, is both informal and formal, 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; educators appraisals and individual meetings. OSHC newsletters and minutes of the educators meeting are emailed to educators weekly. * Evidence of professional collaboration between educators and others in the community; * Prep teachers and OSHC staff regarding prep transition statements, and communication over certain children needing extra support * Communication with welfare officer (leading teacher) with particular children needing specific support * Inclusion support facilitators and the educators working with the children * Educators working together on external projects; art exhibition, community projects * Teachers, and educators working together regarding specific individual needs of children * Educators attend Professional Development training including those about Rainbow Families (as we have so many of them in our OSHC community) and on indigenous awareness particular to our local area. * OSHC program planning at times paralleling the schools learning; eg; Respectful Relationships (2019) * **Element 4.2.2 Professional Standards** * Procedures for employment of staff are in place, including; Educators position descriptions, recruitment procedures and processes for orientation of new staff. * Educators handbook has been updated in consultation with educators and stakeholders. * Educators are expected to be respectful and ethical at all times and compliant with the Staff Code of Conduct. This is reflected in both the Code of Conduct expectations and policy from DEECD and the OSHC policy. We have ongoing discussions at educator meetings about how educators 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.      * Educators have become familiar with the *ECA Code of Ethics* and the *UN Declaration on the Rights of Children*, alongside the FSACS 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. * All the frameworks guide our practices, with the FSACS as our main framework to guide our practices, interactions, and relationships. Over the years, the long-term educators have gained stronger understanding of the FSACS 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. As we gain new educators, we will revise the FSACS framework together as a team at our educator meetings. * Educators Appraisals/performance reviews are in place and set a forum for discussion of individual goals, needs and professional development.   Time is provided for educators to attend Professional Development training, and attendance at educator meetings is supported and paid for, ensuring professional commitment and respect. The Professional Development budget has increased over time to enable educators to continue to upgrade their skills, knowledge and recognition of their professional work.   * Employing teachers in training has been a positive two-way relationship; the sharing of skills and knowledge has been very advantageous. Students often are bringing in the latest theoretical/and up-to-date teaching theories and strategies to the program |
|  |  |

**Key improvements sought for Quality Area 4**

Improvement plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/ element** | **Identified Issue** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 4.1.1 | Spot check showed we need to be more aware of differentiated roles | To know who are those educators with degrees or diplomas working on which day | H | Contact ACECQA to check some educators qualifications, take steps to note arrangements of staffing each day | All staff aware of their roles | 2018, ongoing | 2018 : A compliance spot check showed that we were not fully aware of what each educator’s qualification meant and the importance of that in regards to educator:child ratios. Because we operate in a flexible manner and don’t have set room team leaders, or areas, it wasn’t obviously apparent. The gap was quickly remedied with checking up with ACECQA about various teaching qualifications, and educating ourselves. It was added to the daily timetable what all educators’ qualifications are. We are usually operating above the professional requirement for degree or diploma level educators each day.  2019: We go into this year with clarified roles – ‘dip’, ‘cert 3’ - but still expect that the responsibilities are undertaken by all – although we understand that qualified ratio’s are part of the Regs and understand our responsibilities and requirements. All our Staff are dip/teacher or Cert 3 trained – we try to have as many Diploma/teachers as possible. |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

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

## 

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

| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| --- | --- |
| 5.1.2, 5.2.2 | section 166 Offence to use inappropriate discipline |
| 5.1.1, 5.2.1, 5.2.2 | regulation 73 Educational program |
| 5.2.1, 5.2.2 | regulation 74 Documenting of child assessments or evaluations for delivery of educational program |
| 5.1.1, 5.1.2, 5.2.1, 5.2.2 | regulation 155 Interactions with children |
| 5.1.1, 5.1.2, 5.2.1. 5.2.2 | regulation 156 Relationships in groups |
| 5.1.1, 5.1.2, 5.2.1, 5.2.2 | regulation 168(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 Quality Area 5**

Summary of strengths for Quality Area 5

|  |  |  |
| --- | --- | --- |
| **Strengths** | * **Element 5.1.1 Positive educator to child interactions** * OSHC Educators understand the importance of developing respectful, equitable and positive relationships with children and therefore develop deep and meaningful relationships with each child. Children create strong bonds with educators. The OSHC team has a core of educators that have been at the service for 5-30 years this brings the relationships with the children to a whole other realm – most educators know the children well, they are with them from Grade Prep until they leave in Grade 6. This is a very valuable experience for all of us. We can indeed be an OSHC family. Four past students have returned as educators working at the service. * Open Communication is paramount. Talking and listening to/and with; children, families, educators, school staff, community members, finding out about each other, sharing ideas and knowledge, are all part of our daily normal practice. We have been investigating ways of open communication besides talking: via writing, data gathering, drawing/painting, dance and physical communication. Children are able to communicate with educators in the following ways; daily informal discussions, question time at daily meeting, suggestion box, questionnaires and surveys, interviews, children’s enrolment forms, drawings, etc. Children have the agency to open up topics of discussion at afternoon tea meetings, as well as respond to topics brought up by the educators. * Educators engagement with children is also vital. Talking and listening, being responsive and getting involved and actively participating, providing resources, knowledge, suggestions, support, direction, perception 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. Student engagement at our service is evident in watching the interactions between the educators and the children and the relationships they have with each other. * Stability and continuity of the OSHC educators has helped children to feel comfortable, secure and safe, to feel free to broach any subject, request equipment and resources, suggest experiences, to feel part of our OSHC extended family and have ownership of the program. * We have four university trained practising artists and three sports coaches amongst our educators, which means we can offer a high standard of quality to the activities we deliver. Our team has a range of age groups, genders and interests which promotes the delivery of a balanced and equitable program. * **Element 5.1.2 Dignity and rights of the child** * All children are treated as equals, with respect for tolerance and diversity promoted. Our community is a 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. 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. We are looking at new ways to welcome children from culturally diverse and indigenous backgrounds to our program e.g. posters of different ways to say Hello, including acknowledgement of country at meetings. In response to the government’s plebiscite on same sex marriage, we made a poster in support of our rainbow families, and discussed how we can ensure they feel safe to talk with us about any concerns. We often discuss issues concerning our children who identify as gender-diverse in educator meetings, and how we can best support their questioning of gender identity. * Our philosophy and pedagogy is to provide a child-centred program of activities and experiences which are 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. Children are the guiders, drivers, learners and facilitators of many parts of our programs, this OSHC remains the children’s program. * We run a highly flexible program of activities and experiences, with mainly child-directed experiences, and with structured play as well. There are many things on offer each night, so educators will have a group of up to fifteen children each at the start, and then may change to suit where the children go to, perhaps joining on another educator’s activity or supervising children’s free play outside. Children can choose at their own pace from a huge range of experiences each afternoon, or make up something new. * **Element 5.2.1 Collaborative Learning** * 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 play-based child directed learning approach (Reggio Emilio) 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. 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, collaboration is a way of life in this community. * Children are encouraged to be part of as much as possible at the OSHC service, and to take on ownership of their program. They create their own newsletter, organise child-directed activities, gather data for evaluation, etc. Children also have the opportunity to run their own activities at the OSHC program that they come up with, such as gymnastics in the hall, running races, running the cooking club and performing acts for the whole group. * Joining up together for afternoon tea encourages collaboration and lessens segregation into older and younger groups. Children can connect with their siblings, and friends from all grades. * **Element 5.2. Self-regulation** * 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. Children are expected to be responsible and safe. To allow others to be safe and have a right to learn and play. * We have introduced weekly awards to be given out for kindness and good deeds. The child’s name also is displayed on a small whiteboard near the sign-out area with the reason for the award, for everyone to see. We are attempting to draw less attention to negative behaviour in general, but particularly in the Hall during afternoon tea times. Good sportsmanship awards are also being introduced, and behaviour expectations are being updated particularly around sports and wheels activities. * Children are encouraged to run activities, guide others and mentor the younger children. |  |

**Key improvements sought for Quality Area 5**

Improvement plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/ element** | **Identified Issue** | **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 | Fine-tuning our Educational program and practice and cycle of Critical Reflection is always going to be an ongoing process. | To continue to fine-tune our Educational Program and practice and cycle of Critical Reflection | H | Evaluate our practices  Try new things  Seek knowledge  Gather resources and information from other services re;how they successfully achieve this | Effective practices  Happy educators and children and families  Engaged children and educators | ongoing | 2015; We have tried so many things and are getting better at how we create and develop our educational programs and cycle of critical reflection.  2017: Still trying new ways to fine-tune our practice and make our planning cycle more meaningful, it is an ongoing process. Lots of progress and positive changes have been made this year.  2019; we are doing pretty well – but need to keep up the drive towards god practice with all educators; observing>facilitating>scafolding>building>learning>sharing> - it is a continuum |
| 5.2.1 | We need a better, more regular system for evaluation | To obtain more accurate reflections on outcomes for our children | H | Discussion at weekly meetings of what worked/what didn’t in our practises or activities over the previous week | Showing our cycle of planning and reflection  Planning to respond to children’s interests and needs | ongoing | 2019 : We will introduce this process in Term |
|  | * + - Positive and supportive interactions between sExpectafrom educators in their interactions with children |  |  |  |  |  |  |

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

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

| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| --- | --- |
| 6.1.2 | section 168 Offence relating to required programs |
| 6.1.3 | section 172 Offence to fail to display prescribed information |
| 6.1.3, 6.2.1 | section 175 Offence relating to requirement to keep enrolment and other documents |
| 6.1.1, 6.1.3 | regulation 31 Condition on service approval – quality improvement plan |
| 6.1.1, 6.1.2, 6.2.2, 6.2.3 | regulation 73 Educational programs |
| 6.1.2 | regulation 74 Documenting of child assessments or evaluations for delivery of educational program |
| 6.1.3 | regulation 75 Information about the educational program to be kept available |
| 6.1.3, 6.2.2 | regulation 76 Information about educational program to be given to parents |
| 6.1.3 | regulation 80 Weekly menu |
| 6.1.1, 6.1.2, 6.1.3, 6.2.1 | regulation 111 Administrative space (centre-based services) |
| 6.1.2 | regulation 155(e) Interactions with children have regard to the family and cultural values, age, and physical and intellectual development and abilities of each child |
| 6.1.1 | regulation 157 Access for parents |
| 6.1.1, 6.1.2 | regulation 160 Child enrolment records to be kept by approved provider and family day care educator |
| 6.2.1 | regulation 168(2)(j) Education and care service must have policies and procedures in relation to interactions with children |
| 6.1.1 | regulation 168(2)(k) Policies and procedures are required in relation to enrolment and orientation |
| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| 6.1.3 | regulation 171 Policies and procedures to be kept available |
| 6.1.1, 6.1.3, 6.2.2 | regulation 172 Notification of change to policies or procedures |
| 6.1.3 | regulation 173 Prescribed information is to be displayed |
| 6.1.3 | regulation 177 Prescribed enrolment and other documents to be kept by approved provider |
| 6.1.3 | regulation 178 Prescribed enrolment and other documents to be kept by family day care educator |
| 6.1.3 | regulation 181 Confidentiality of records kept by approved provider |
| 6.1.3 | regulation 182 Confidentiality of records kept by family day care educator |
| 6.1.3 | regulation 183 Storage of records and other documents |
| 6.1.2 | regulation 274A Programs for children over preschool age  NSW |
| 6.1.2 | regulation 289A Programs for children over preschool age  NT |
| 6.1.2 | regulation 298A Programs for children over preschool age  Qld |

**Quality Improvement Plan for Quality Area 6**

Summary of strengths for Quality Area 6

|  |  |
| --- | --- |
| **Strengths** | * **Element 6.1.1 Engagement with the service** * 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.’* Educators experience positive and productive 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 core of educators 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. We currently have three educator members who are ex-students as part of our team. * Educators talk to family members who come in to pick up their child. Families know they can stop for a chat. * We have 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, or come and trial the program for a day. * We have updated our enrolment and booking systems to online systems, including waiting lists and re-enrolments – this makes things clearer, smoother and effective in managing our waiting list in an equitable and inclusive manner. We operate very full programs, and re-selling casual/temporary places has meant that more families are better able to utilise the service.Mostly our service is fully booked out each night, spots available for up to 106 places per night. * The new on-line systems reflects the Government compliance changes to the Child Care Subsidy System; Qikkids Kiosk; for authorised sign in/out, quick counts and messaging; Qikids & My Family Lounge Website and App; for enrolments, bookings and casual bookings and cancellations. * Families can communicate with and about the service via a number of avenues; in person, verbal conversations – formally and informally, by phone, email, in writing, information on the noticeboards, family handbook, via the website. * **Element 6.1.2 Parent views are respected** * 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. 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’. * We experience and nurture strong community participation and involvement in our service. The school families are made up of a very highly involved and community orientated group; 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; various charity projects.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. * **Element 6.1.3 Families are supported** * OSHC Information is disseminated and displayed for the parents in the following ways; OSHC newsletter (emailed and available on the website/ hardcopies available), family handbook, 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. The newsletter has been updated into a new format (Publisher) and includes colour photographs of children and their artworks/creations/activities each week. * The following documentation on children’s development is kept and made available to families; child observations, assessments and photos put together in ‘Children’s Portfolios’, Program planning documentation, delivery of education programs and medical/incident/trauma records, and policies and procedures. * 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 diverse and eclectic community - everyone is respected, supported and welcomed. We show active support for our rainbow families, and educators have received training to manage their specific needs. We have multi-lingual educators from a range of ethnic and cultural backgrounds. Open communication with all stakeholders is the norm. * Community service information is made available near sign in/out book and on family information noticeboards and email links are sent out as needed or attached to the weekly newsletter. Support to access information at a deeper level (help families to source information, find support agencies, etc.) is always provided. * Family orientation and beliefs are supported and visual cues are on show so that families feel welcomed into the service; we support everyone; Aboriginal and Torres Strait Islander/ Rainbow/blended/multicultural/ differently-abled families, * **Element 6.2.1 Transitions** * We have access to Learning and Transition statements as they come in, providing us with time and readiness for accessing support if needed. These are invaluable resources for becoming a little familiar with our new prep children and to be aware of their individual needs * New children, Preps and their families are orientated into the program’s procedures and practices until they are settled and feel comfortable. * We run a Prep specific program for term 1, to orientate the children into all the aspects of the OSHC programs. We buddy the Prep children up with older children (sometimes this can also be grade ones – we let the children choose to do this). There is improved supervision of new Preps during the first half of the year by all educators, and extra communication with parents about how their days went. Preps eat separately so they can be in a quieter space, and move into the hall in Term 2. We give them a tour each day initially of the boundaries, drinking taps, and alternate spaces. Welcome letters are written by our current Preps and sent to the children in local childcare centres who will be coming the following year. * We are also sensitive to the transitional movements of the children within the school; i.e; preps moving up to grade one, grade three’s moving up to 4/5/6’s, grade sixers leaving school – and are ready to support needs as they arise   .  **Element 6.2.2 Access and Participation**   * We have had Inclusion Support Programs and children with additional needs are supported to integrate successfully into the program, but currently do not receive funding. 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 educators work with all of the children, maintaining closer bonds with individuals and knowledge of individual needs. This also prevents isolation and issues of non-inclusion. Educators 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. Our philosophy that all our programs our inclusive and adaptable remains our commitment to providing inclusive programs and creating successful equality and inclusion. Supportive relationships with the school educators also support these principles. * At present we don’t have any children receiving funding for Inclusion Support, however we have a range of non-funded children who we offer day-to-day extra care and additional support to. * 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. We collaborate with other support agencies for advice, support, training and knowledge sharing. These support networks are crucial to our service. * We have identified a number of children who need additional support and who are at this stage non-assessed – we work closely with our families and support agencies to provide what support as best we can. * **Element 6.2.3 Community engagement** * 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. * A few years ago, 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 attendees 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. * In the past our educators, together with the children, have knitted jumpers for penguins and blankets for joeys. We have created wares for the Mother’s day and Father’s stalls each year, baked cupcakes for the Pink Ribbon breakfast at the school. Children have made soft toys for children from the Mirabel foundation, which supports families who are affected by illicit drug use. To celebrate NAIDOC week, in 2017 and 2018 we ran themed activities to promote and educate children about indigenous culture. We also have joined websites such as ‘Nuwagunna Wali’ to gain further awareness of Aboriginal issues. A banner was painted with all the children’s hands to promote Dementia awareness week and photographed for the association. Posters were also displayed to support our rainbow families and promote diversity around the time of the plebiscite vote for same-sex marriage equality. We are constantly looking for opportunities for involvement in the community. * 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. Our community is very involved and active, families are encouraged to come into the classrooms, and this feeds into the OSHC service. 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. Children at OSHC participate in twilight markets and Friday markets, educators attend the yearly parent trivia nights. |

**Key improvements sought for Quality Area 6**Improvement plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/ element** | **Identified Issue** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 6.1.3 | Medical/incident/  trauma form to be updated and include parent signature | 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. |  | 2017: all policies now updated  2019; To be reviewed and updated |
| 6.1.1 | Program has grown too large,  enrolment and booking could be better managed with an online system | Streamlined processes, less administration for Coordinator | H | Introduce new My Family Lounge online booking and enrolment system | All parents able to enrol their children and manage their booking online.  Coordinator has time freed up for other tasks.  Smoother system, less paper used. | 2018 | 2018: Introduced the *Qikkids Enrol* & *My Family Lounge* online Enrolment & booking system and parents were supported to learn how to input their information. Also introduced the *Qikkids Kiosk*; online sign in/out system to comply with compliance from Jan 2019. |
|  |  |  |  |  |  |  |  |

Quality Area 7: Governance and Leadership

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

Quality Area 7: Standards and elements

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

## 

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

| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| --- | --- |
| 7.1.2 | section 12 Applicant must be fit and proper person (provider approvals) |
| 7.1.2 | section 13 Matters to be taken into account in assessing whether a fit and proper person (provider approvals) |
| 7.1.2 | section 21 Reassessment of fitness and propriety (provider approvals) |
| 7.1.1 | section 31 Condition on service approval—quality improvement plan |
| 7.1.2 | section 56 Notice of addition of nominated supervisor |
| 7.1.2 | section 56A Notice of change of a nominated supervisor's name or contact details |
| 7.1.5 | section 109 Matters to be taken into account in assessing whether fit and proper person |
| 7.1.2 | section 161 Offence to operate education and care service without nominated supervisor |
| 7.1.2 | section 161A Offence for nominated supervisor not to meet prescribed minimum requirements |
| 7.1.2 | section 162 Offence to operate education and care service unless responsible person is present |
| 7.1.2 | section 162A Persons in day-to-day charge and nominated supervisors to have child protection training |
| 7.1.2, 7.1.3 | section 163 Offence relating to appointment or engagement of family day care co-ordinators |
| 7.1.2 | section 164 Offence relating to assistance to family day care educators |
| 7.1.2, 7.1.3 | section 164A Offence relating to the education and care of children by family day care service |
| 7.1.3 | section 165(2) Offence to inadequately supervise children |
| 7.1.3 | section 166 Offence to use inappropriate discipline |

| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| --- | --- |
| 7.1.3 | section 167(2) Offence relating to protection of children from harm and hazards |
| 7.1.3 | section 167(3) Offence relating to protection of children from harm and hazards |
| 7.2.2 | section 168 Offence relating to required programs |
| 7.1.3 | section 168(2) Offence relating to required programs |
| 7.1.2, 7.1.3 | section 169 Offence relating to educatorsing arrangements |
| 7.1.2 | section 170 Offence relating to unauthorised persons on education and care service premises |
| 7.1.3 | section 170(3) Offence relating to unauthorised persons on education and care service premises |
| 7.1.3 | section 170(4) Offence relating to unauthorised persons on education and care service premises |
| 7.1.2 | section 171 Offence relating to direction to exclude inappropriate persons from education and care service premises |
| 7.1.2 | section 172 Offence to fail to display prescribed information |
| 7.1.2 | section 173 Offence to fail to notify certain circumstances to Regulatory Authority |
| 7.1.2 | section 174 Offence to fail to notify certain information to Regulatory Authority |
| 7.1.2, 7.1.3 | section 174A Family day care educator to notify certain information to approved provider |
| 7.1.2 | section 175 Offence relating to requirement to keep enrolment and other document |
| 7.1.3 | section 175(3) Offence relating to requirement to keep enrolment and other documents |
| 7.1.2 | section 188 Offence to engage person to whom prohibition notice applies |
| 7.1.2 | regulation 16 Matters relating to criminal history |
| 7.2.1 | regulation 31 Condition on service approval-quality improvement plan |
| 7.1.1, 7.2.1 | regulation 55 Quality improvement plans |

| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| --- | --- |
| 7.1.1, 7.2.1 | regulation 56 Review and revision of quality improvement plans |
| 7.1.3 | regulation 72 Offences in relation to giving false or misleading statements about ratings |
| 7.2.2 | regulation 73 Educational program |
| 7.1.3 | regulation 77(2-3) Health, hygiene and safe food practices |
| 7.1.3 | regulation 78(2-3) Food and beverages |
| 7.1.3 | regulation 79(2-3) Service providing food and beverages |
| 7.1.3 | regulation 80(2-3) Weekly menu |
| 7.1.3 | regulation 81(2-3) Sleep and rest |
| 7.1.3 | regulation 82 Tobacco, drug and alcohol-free environment |
| 7.1.3 | regulation 83 Educators members and family day care educators not to be affected by alcohol or drugs |
| 7.1.2, 7.1.3 | regulation 84 Awareness of child protection law |
| 7.1.2, 7.1.3 | regulation 85 Incident, injury, trauma and illness policies and procedures |
| 7.1.2 | regulation 86 Notification to parents of incident, injury, trauma and illness |
| 7.1.2, 7.1.3 | regulation 87 Incident, injury, trauma and illness record |
| 7.1.2 | regulation 88 Infectious diseases |
| 7.1.2, 7.1.3 | regulation 89 First aid kits |
| 7.1.2, 7.1.3 | regulation 90 Medical conditions policy |
| 7.1.2, 7.1.3 | regulation 92 Medication record |
| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| 7.1.3 | regulation 93(3-4) Administration of medication |
| 7.1.3 | regulation 94(2) Exception to authorisation requirement—anaphylaxis or asthma emergency |
| 7.1.3 | regulation 95(c) Procedure for administration of medication |
| 7.1.2, 7.1.3 | regulation 97 Emergency and evacuation procedures |
| 7.1.3 | regulation 98 Telephone or other equipment |
| 7.1.2, 7.1.3 | regulation 99 Children leaving the education and care service premises |
| 7.1.3 | regulation 100 Risk assessment must be conducted before excursion |
| 7.1.2 | regulation 101 Conduct of risk assessment for excursion |
| 7.1.3 | regulation 102 Authorisation for excursions |
| 7.1.2, 7.1.3 | regulation 116 Assessments of family day care residences and approved family day care venues |
| 7.1.3, 7.2.2 | regulation 118 Educational leader |
| 7.1.3 | regulation 120A Placing a person in day-to-day charge |
| 7.1.2 | regulations 117A-117C Minimum requirements for persons in day-to-day charge, nominated supervisors and family day care educators |
| 7.1.3 | regulation 124  Number of children who can be educated and cared for—family day care educator |
| 7.1.3 | regulation 136 First aid qualifications |
| 7.1.3 | regulation 144 Family day care educator assistant |
| 7.1.2 | regulations 145-147 Educators and educator records – centre-based services |
| 7.1.2, 7.2.2 | regulation 148 Educators and educator records – centre based services - Educational Leader |
| 7.1.2 | regulations 149-152 Educators and educator records – centre-based services |
| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| 7.1.2 | regulations 153-154 Register of family day care educators, co-ordinators and assistants |
| 7.1.3 | regulation 155 Interactions with children |
| 7.1.3 | regulation 157 Access for parents |
| 7.1.2 | regulations 158-162 Attendance and enrolment records |
| 7.1.3 | regulation 159 Children’s attendance record to be kept by family day care educator |
| 7.1.3 | regulation 160 Child enrolment records to be kept by approved provider and family day care educator |
| 7.1.3 | regulation 161(2) Authorisations to be kept in enrolment record |
| 7.1.2 | regulation 163-166 Residents at family day care residence and family day care educator assistants |
| 7.1.3 | regulation 164 Requirement for notice of new persons at residence |
| 7.1.3 | regulation 165(2) Record of visitors |
| 7.1.3 | regulation 166(2)  Children not to be alone with visitors |
| 7.1.2 | regulation 167 Record of service’s compliance |
| 7.1.2, 7.1.3, 7.2.3 | regulation 168 Education and care service must have policies and procedures |
| 7.1.2, 7.1.3, 7.2.3 | regulation 169 Additional policies and procedures—family day care service |
| 7.1.2, 7.1.3 | regulation 170 Policies and procedures to be followed |
| 7.1.2, 7.1.3 | regulation 171  Policies and procedures to be kept available |
| 7.1.2 | regulation 172 Notification of change to policies or procedures |
| **Standard/element** | **National Law (section) and National Regulations (regulation)** |
| 7.1.2 | regulations 173-176A Display and reporting of prescribed information |
| 7.1.3 | regulation 178 Prescribed enrolment and other documents to be kept by family day care educator |
| 7.1.3 | regulation 179 Family day care educator to provide documents on leaving service |
| 7.1.2, 7.1.3 | regulation 180 Evidence of prescribed insurance |
| 7.1.2 | regulation 181 Confidentiality of records kept by approved provider |
| 7.1.3 | regulation 182 Confidentiality of records kept by family day care educator |
| 7.1.2 | regulations 183-184 Confidentiality and storage of records |
| 7.1.2, 7.1.3 | regulation 185 Law and regulations to be available |
| 7.1.2 | regulation 344 Safety screening clearance – educators members  Tasmania |
| 7.1.2 | regulation 358 Working with children check to be read  Victoria |
| 7.1.2 | regulation 359 Criminal history record check to be read and considered  Victoria |

**Quality Improvement Plan for Quality Area 7**

Summary of Strengths

|  |  |  |
| --- | --- | --- |
| **Strengths** | * **Element 7.1.1 Service philosophy and purpose** * OSHC has a service philosophy in place which guides all aspects of the service’s operations. It was recently updated, to be in line with new Child Safe Standards, policies will be updated regularly regarding the philosophy, child protection and educators recruitment. see the beginning of this document. * Relevant OSHC educators in management have the correct documentation in place including; provider approvals, have fit and proper procedures in place, police checks, WWCC’s, Supervisor Certificates. Janet Di Pilla (School Principal) has the role of OSHC Representative. * **Element 7.1.2 Management systems** * 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. Relationships with the school and community are supportive, positive and strong. * The OSHC service has effective administrative systems in place to ensure the successful operation of the service. 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 educators; 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. 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. The moving of the OSHC office into a separate space has meant privacy and confidentiality can be fully realised and the laws abided by. The school office works in close collaboration with OSHC, and support changes to our booking, enrolment and banking systems.      * The QKR app has been introduced for families – making OSHC payments clear and easy. * An educator works 5 hours per week doing office/ administration work to support the coordinator, performing such duties as improving filing systems for enrolment forms, compiling educators details and updating the QIP. The filing system has been streamlined last year, and less paper is to be kept in the future. The purchase of a new lap-top has meant that administration tasks are being shared with an educator, and paperwork requirements are being done a lot quicker. * Qikkids Kiosk has been recently introduced; a new online sign-in out system to comply with new CCSS management system. * 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. * The service has a full suite of policies and procedures in place, including staff handbook and family handbook. * **Element 7.1.3 Roles and Responsibilities** * We retain a strong educators core – providing stability and continuity, a long-term coordinator, before care coordinator, and twelve educators. Everyone is aware of their respective duties and responsibilities and support each other within their roles. * We have clear and effective leadership and management processes in place complying with current government law and regulations. We have an induction process in place for educators, including orientation, shadowing and mentorship, educators handbook, professional development and an appraisal process. Educators handbooks have been recently updated. New educators are mentored by longer serving and core educators, and guided in their roles as educators. * **Element 7.2.1** **Continuous Improvement** * The Quality Improvement Plan is completed and in place – with ongoing review as part of our regular educators meeting agenda. We are working on completing the key improvements as identified in the QIP. Recently we as a team have revised and refined our QIP using the new template, reflecting changes to the National Quality Standards. * Continuous improvement is an ongoing ever changing aim and we have been working deeply together to strengthen our practices towards high quality care, performance and best practice. * **Element 7.2.2 Educational Leadership** * The role of Educational Leader for the service is a shared role between the coordinator and an educator (who is teacher trained) – neccessay in such a large service, establishing goals and expectations for teaching and learning. This role has broadened over time in terms of how we can develop the expectations of this role. The Educational Leadership role is shared by the Coordinator, who links our pedagogy with theories on child development and play, and an educator, who focuses more on managing documentation and guiding the other educators with their observations and planning. * The OSHC Coordinator has remained consistent and committed for the last 22 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 educators. * The Educational Leadership role has become an important and necessary role at our service and has certainly developed over time. The Coordinator recently was part of a video on educational Leadership as resource tool for educators by ECA and (Early Childhood Australia) ACEQCA. * **Element 7.2.3 Development of professionals** * Educators are respected and supported in their working life at the OSHC Service, evident through the following; annual educators appraisals (3 a year), regular weekly educators meetings to discuss all OSHC issues and bring up any concerns, flexibility of hours when and where needed, higher level of educators: children ratio, provision for paid professional development and attendance hours. * Educators Performance development are in place; whereby performance of educators, coordinator, and educators members are evaluated and individual development plans are in place to support performance development and provide continued support. * Professional development is mandatory for all staff x 14 with a healthy budget allocated for time and cost of training annually. * Continue to challenge and educate ourselves through our critical enquiry; seek out new territories/information |  |

**Key improvements sought for Quality Area 7**

Improvement plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/ element** | **Identified Issue** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 7.1.2 | Fine tune regular process for updating of policies and procedures and to best document changes | - Smooth, regular easy to manage and achieve systems in place  - System to manage and capture ongoing changes  - | H | - Align policy updating with Committee meetings each year x 8’  - Have a log and make sure this is identified in the annual timetable planning | Continual evaluation & updating of policies  Have up to date policies at all times | ASAP 2019 | 2019; working on this - in process |
|  | Need Extra Administration support | Complete tasks to be done  Have a higher quality and achievement | H | Employ staff to complete administrative tasks | Completed admin tasks. Successful administration | 2019> ongoing | 2019; Have employed staff to do extra admin |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |