



Australian Children's  
Education & Care  
Quality Authority

# Quality Improvement Plan

National Quality Standard

Updated: October 2024

**Brunswick East Primary School-  
Out of School Hours Care**

## The National Quality Standard and Quality Improvement

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

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

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

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

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

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

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

## About the ACECQA Quality Improvement Plan template

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

This template provides quick links to helpful resources for each quality area in the [Guide to the National Framework](#) and the [ACECQA website](#).

## Exceeding NQS themes guidance

The [Exceeding NQS](#) sections provided for each standard should be completed when there is evidence of one or more Exceeding NQS themes demonstrated in the practice at the service.

When the QIP is submitted to the regulatory authority for assessment and rating, an authorised officer will consider the evidence documented and gathered at the assessment visit to determine if the Exceeding NQS themes are being met.

For further information on the three Exceeding themes, including what authorised officers consider when reviewing whether evidence demonstrates a theme, see ACECQA's [Exceeding the NQS](#) webpage.

## Service details

<b>Service name</b>		<b>Service approval number</b>	
Brunswick East Primary School (BEPS) Out of School Hours Care (OSHC) Service		SE - 00005559	
<b>Primary contacts at service</b>			
Ranita Swamy			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	195A Stewart Street	Telephone	03 93872631
Suburb	Brunswick East	Mobile	0409380202
State/territory	VIC	Fax	
Postcode	3057	Email	Ranita.Swamy@education.vic.gov.au
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact	Janet Di Pilla	Name	Ranita Swamy
Telephone	03 93873361	Telephone	03 93872631
Mobile	0427548137	Mobile	0409380202
Fax		Fax	
Email	Janet.DiPilla@education.vic.gov.au	Email	Ranita.Swamy@education.vic.gov.au
<b>Postal address (if different to physical location of service)</b>			
Street	195a Stewart Street	State/territory	VIC
Suburb	East Brunswick Primary School	Postcode	3057
<b>Educational leader</b>			
Name	Ranita Swamy		
Telephone	0409380202		
Email	Ranita.Swamy@education.vic.gov.au		

## Operating hours

*For each day of the week this service is open, indicate the times of the day when education and care is provided. Describe the scheduled opening and closing times using a 24 hour clock (e.g., 07:30 to 18:00) rather than 'AM' and 'PM'. If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.*

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	BSC: 07:30 ASC: 15:30	BSC: 07:30 ASC: 15:30	BSC: 07:30 ASC: 15:30	BSC: 07:30 ASC: 15:30	BSC: 07:30 ASC: 15:30		
Closing time	BSC: 08:45 ASC: 18:00	BSC: 08:45 ASC: 18:00	BSC: 08:45 ASC: 18:00	BSC: 08:45 ASC: 18:00	BSC: 08:45 ASC: 18:00		

## Additional information about your service

The following information will assist the regulatory authority to plan the assessment visit.

### ***Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.***

- ☐ Brunswick East Primary School OSHC Service runs before-school care and after-school care programs during the Victorian school terms;
  - Term 1: 29th January – 28th March 2024
  - Term 2: 15th April - 28 June 2024
  - Term 3: 15th July - 20th September 2024
  - Term 4: 7th October - 20th December 2024
  
- ☐ The service operates full day programs on select curriculum and pupil free days: 8:00AM - 6:00PM
- ☐ BEPS OSHC ran a full-day curriculum days on the following dates;
  - Term 1: 11th March 2024
  - Term 2: 15th April, 11th June 2024
  - Term 3: 15th July 2024
  - Term 4:
- ☐ BEPS OSHC does not run a school holiday program service.
  
- ☐ Parking is available on adjacent streets along the school; Stewart Street, Cunnington Avenue, and surrounding local streets

### ***How are the children and young people grouped at your service?***

- ☐ Brunswick East Primary School (BEPS) is a multi-age, open learning team teaching based school. The school uses 'Learning Communities' in which the children are broken up into Prep children, Grade 1/2/3 children and 4/5/6 children. We run our OSHC service in a similar format, to align with the values, routines and culture of the school.
- ☐ During afternoon tea (3:30 - 3:45 PM), the grade groups are separated on busy days and are grouped into the following;
  - Grade Preps (The preps are separate usually for term 1 and 2 and we slowly transition them to the younger year-level group)
  - Grade 1/2/3's
  - Grade 4/5/6's
- ☐ During activities and experiences, the activities generally have no age groups, and thus children and young people choose whatever activity or area they are interested in engaging with.
  - Sometimes, activities and experiences are sometimes specific for age groups, however we also try to be flexible within activities and can adjust the activity for individual children and young people's needs

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

Ranita Swamy, Service Coordinator

No. of educators:

## Service statement of philosophy

### BEPS OSHC Acknowledgement of Country

'BEPS OSHC respectfully acknowledges the Wurundjeri people of the Kulin Nation as Traditional Custodians of the land, on which our service stands. We pay respect to Elders past and present and to their continuation of cultural, spiritual and educational practices.'

### BEPS OSHC Statement of Philosophy

'To provide quality care programs to primary-school-aged childcare at the Brunswick East Primary School Out of School Hours Care Service (BEPS OSHC) where we aim to provide a safe, stimulating and fun environment in which children and young people can play and relax. 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 and young people.'

### BEPS OSHC Philosophy Principles;

- ☐ We are a proudly community owned service which values close relationships with our families and the children and young people in our care. 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 wellbeing, encouraging the development of positive self-identity and self-esteem, taking responsibility for one's own actions and guiding skill development through interpersonal relationships. Children and young people are supported to become successful, competent and capable learners and citizens, by encouraging them to have a voice and agency.
- ☐ We understand the importance of middle childhood and young people, and value the benefits of meaningful play and leisure; we provide collaborative, flexible child-centred educational programs where children and young people have choice. They are active participants in open-ended, structured activities and experiences within a supportive warm and welcoming environment.
- ☐ We respect 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 cultural safety for Aboriginal and Torres Strait Islander children and young people from culturally and/or linguistically diverse backgrounds. We promote the safety of children and young people with a disability. Every child is special, every child is welcome. We value the rights, needs and interests of all our children and young people.
- ☐ We commit to child safety, and wellbeing and working within the best interests of the child and their families. We support them to be confident citizens and have their voices heard to become competent child safe champions.
- ☐ Collaboration is our guiding principle. We welcome, value and respect the opinions of all our stakeholders: children and young people, families, educators and community. We encourage open communication and participation from all our community.
- ☐ Our Educators are guided by the framework, *My Time, Our Place V.20: Framework for School Age Care*, in developing our unique pedagogy, to provide engaging learning experiences and activities for all children and young people to promote their intellectual, social, and emotional development in an environment of reflective practice and continuous improvement.

This philosophy statement links to the Brunswick East Primary School Vision and School Expectations. It provides the foundation for all BEPS OSHC activities, policies and procedures.

**Statement of Commitment to Child Safety and Wellbeing - BEPS OSHC**

BEPS OSHC is committed to the safety and wellbeing of all children and young people. We want children to be safe, happy and empowered in our service. We support and respect all children, as well as educators, our staff and our volunteers. We are committed to the safety, participation and empowerment of all children and young people.

We have a zero tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments. Legal and moral obligations to contact authorities when we are concerned about a child's safety are followed rigorously.

We are committed to the cultural safety of Aboriginal and Torres Strait children, the cultural safety of children of diverse backgrounds, and to providing a safe environment for children with a disability. We are also committed to promoting safety towards international students, those unable to live at home, children and young people who identify as LGBTQIA+ and gender-diverse, and other students experiencing risk or vulnerability.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child-safe policies, strategies and practices are inclusive of the needs of all children, students and families. We have a zero tolerance for racism or any kind of discriminatory behaviours.

We promote positive and responsive relationships between students and adults and between students and their peers. These relationships are built on trust and respect.

Training and education is important to ensure that everyone at Brunswick East Primary School OSHC understands that child safety is a shared responsibility. Our organisational culture aims for all educators, staff, volunteers, families, children and young people to feel confident and comfortable in discussing any allegations of child abuse or child safety and wellbeing concerns. Staff and volunteers have ongoing supervision and professional learning to develop their skills to protect children from abuse and promote the safety and wellbeing of children in our service.

We are committed to regularly reviewing our child-safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.



## 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 and young people’s learning and development. In school age care services, the program nurtures the development of life skills and complements children and young people’s experiences, opportunities and relationships at school, at home and in the community.

Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](#) and the [ACECQA website](#).

### Quality Area 1: Standards and elements

<b>Standard 1.1</b>		<b>The educational program enhances each child and young person’s learning and development.</b>
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child and young person’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 and young person’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 and young person’s learning.
<b>Standard 1.2</b>		<b>Educators facilitate and extend each child and young person’s learning and development.</b>
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 and young people’s ideas and play and extend children and young people’s learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child and young person’s agency is promoted, enabling them to make choices and decisions that influence events and their world.
<b>Standard 1.3</b>		<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child and young person.</b>
Assessment and planning cycle	Element 1.3.1	Each child and young person’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 and young people’s learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child’s progress.

## National Law and National Regulations underpinning Quality Area 1

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

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

# Quality Improvement Plan for Quality Area 1

## Summary of strengths for Quality Area 1

### Strengths

#### **Standard 1.1- Program**

##### ☐ **Element 1.1.1- Approved Learning Frameworks**

- ☐ The Framework for School Aged Care (My Time, Our Place V2.0) is the approved learning framework for Brunswick East Primary School OSHC and guides our professional purpose and practice. Educators are provided a copy on employment, and the document is regularly referred to during educators meetings, program planning, guidance in the cycle of critical reflection, when writing observations, and essentially guides the service practices.
- ☐ BEPS OSHC has an Educational Program that is designed to engage children and young people in learning through play and leisure. The program contains activities & experiences for the children and young people in the service and is developed in consultation and collaboration with all staff, which include two Educational Leaders facilitating ongoing discussions and the Educator team. This program is designed to cater for the individual & group needs of the children and young people attending our service.
  - The Educational Program is based on a number of factors, including; critical reflection, child observations, gathered feedback from the children and young people participating in the service, families and staff, school culture, community values, etc.
  - This program is made available to the families each week via a weekly bulletin and displayed around the service.
  - We regularly fine tune the delivery and content of the Educational Program to make it more engaging for the children, young people and staff, to accommodate changing needs and requirements, and constantly improve on our program.

##### ☐ **Element 1.1.2- Child-Centred**

- ☐ BEPS OSHC is a child-centred service; our service culture promotes and upholds choice and agency for children and young people, for as many avenues as safely possible. All of our environments, resources, activities and interactions are centered around the promotion of child voice, wellbeing and development.
  - Our program of activities and experiences is flexible, dynamic and organic to suit last minute changes and ideas from all stakeholders, such as children's participation, staffing and ratios, resources, as well as influences out of our control, such as weather, COVID and sickness.
- ☐ We encourage children and young people to voice opinions and requests to make their time and experience in OSHC enjoyable and engaging. For example, this may include gathering feedback on the following; what makes them happy at OSHC, what are their favourite activities, what they have learnt at OSHC, and if they have any suggestions on how we can improve the service for them. In response, we ensure that children and young peoples' voices are being upheld and respected and thus continuously programming their requests, making changes or accommodations and introducing new suggestions.
  - Weekly program planning encourages educators to plan for activities that children have requested or voice their enjoyment of in the past.
- ☐ Children and young people are heavily involved in service operations; for example, children help run the afternoon meeting by reading the Acknowledgement of Country, reading activity options, help with safety checks, help with kitchen and food duties, and are thus active in how the program runs.

##### ☐ **Element 1.1.3- Program Learning Opportunities**

- ☐ BEPS OSHC ensures that our routines are as consistent as possible in order for OSHC spaces to feel predictable and comfortable for the children and young people attending. We believe that this creates security in the program's function and flow and then allows us to provide structured and unstructured program learning opportunities.
  - When needed, we make accommodations for individual routines or structures.

- Each week, staff work collaboratively and brainstorm activities that fit into the following categories; Arts (visual, dramatic art), STEM, Sports and Movement, Environment and Sustainability, Wellbeing and First Nations Perspectives. This is to ensure that the children and young people attending the services are provided with rich learning opportunities in a range of different mediums to broadly enhance children’s learning and development.
  - Within these categories we also have numerous ‘Clubs’ that are offered regularly, including; Science Club, STEM Club, Cooking Club, Art Club, Gardening Club and Sewing Club.

**Standard 1.2- Practise**

□ **Element 1.2.1- Intentional Learning**

- The program planning in the service is very intentional to promote children and young people’s wellbeing, learning and development. Educators work with one another to develop activities and experiences that extend on children’s pre-existing skills and knowledge, whilst also incorporating and encouraging new experiences and skill development.
- When staff plan for the Educational Program, staff consider and document; the origin of idea (e.g., child-requested, educator choice, ongoing), wellbeing perspectives (from Rod Soper- self-regulation, relational security, reciprocal play, persistence, gratitude, empathy, challenges, agility and agency). This is to ensure that educators are consistently and intentionally embedding wellbeing and development into the activities that they run in the program.
- BEPS OSHC is specifically intentional with planning activities, experiences and interactions with children who have additional needs (i.e., Autism, ADHD, Anxiety complex behaviour, etc.)
  - Some children in our service have NDIS goals, behaviour goals or education goals (identified through individual Inclusion and Behaviour Support Plans, and ongoing conversations with families and teachers) and can create experiences that help them work towards achieving those goals. For example, promoting the use of social dialogue between peers, working on fine-motor skills, encouraging a child to use specific self-regulation techniques.
  - We consider special interests and offer activities that we know will keep specific children engaged and regulated whilst in the OSHC space.
- BEPS OSHC is intentional in creating activities and experiences that adhere to and engage the various age-groups across primary school.
  - For example, running more challenging physical activities for older students, running drawing classes for older children who wish to develop artistic skills, running sensory play activities for younger children, encouraging older children to run or help run activities with younger students to support autonomy and self-confidence.

□ **Element 1.2.2- Responsive Teaching and Scaffolding**

- Educators are responsive to children and young people’s needs and requests in long-term activity and service planning as well as daily accommodation. Educators engage in regular conversations with the children to gather their thoughts and feedback and are perceptive in order to be able to continue to program for their needs.
  - Documented feedback is also gathered within the service via student-run surveys among children and externally via communication with families. This also includes feedback that staff may have noted in observations or reflection to augment dynamism.
- When creating the Educational Program, educators critically reflect on past activities and experiences to scaffold further and ongoing learning opportunities. Furthermore, educators also reflect on children’s interests, likes and passions and work collaboratively to create activities to include them in weekly programs.
- Educators also work collaboratively with teachers and other school staff to ensure that consistent teaching opportunities occurs between school and OSHC environments
  - For example, Garden Club at OSHC works in collaboration with the Garden Teacher (Annalise) at the school. We have worked together so that children at OSHC are able to still use the school gardens and access the chicken coop, without changing or compromising her existing garden lessons and plans with children in the school.

- o This also occurs for individual children and young people, using advice filtered to educators from teaching staff, support staff or even allied health professionals. For example, encouraging certain children to play games that promote social emotional learning and development, such as taking turns, sharing, practising sportsmanship, etc.

☒ **Element 1.2.3- Child-Directed Learning**

- ☒ BEPS OSHC is a proud, child-directed service enabling and promoting the children and young people’s agency, choice and ownership. This operates within the confines of providing safe and functional care.
- ☒ Children and young people’s feedback are always taken into consideration, for example, activity requests and suggestions when programming activities for each week.
  - o This is done with ‘Suggestions Book’ that is left in the OSHC room for children and young people to add to (anonymously if they wish), as well as end-of-term questionnaires in regards to favourite activities that ran during the term time and verbal feedback provided to educators.
- ☒ Children and young people are free to make decisions within activities that shape the outcomes of that activity; we want to ensure that activities are not planned to be so rigorous that children can not express agency.
  - o For example, children deciding and trialling rules in games.

**Standard 1.3- Assessment and Planning**

☒ **Element 1.3.1- Assessment and Planning Cycle**

- ☒ BEPS OSHC observations are the main form of assessment used to capture learning of children across their time in our service. These observations allow educators to reflect on the individual development and growth of the child, as well as groups or grade levels of children, or the cohort collectively. This documentation process also encourages educators to consider ways in which future activities can extend into future learning.
  - o The process for formulating the planning cycle has been documented to demonstrate our service’s execution of observation, learning analysis, documentation, planning, implementation and reflection
    - See corresponding document- ‘The Planning Cycle- Text Explanation’ & ‘The Planning Cycle- Picture Evidence’
- ☒ Photos are also another main tool that educators use to capture learning, most of which are used to write observations. Photo evidence allows us to capture physical learning, such as a craft project, but also allows us to capture the extent to which children are engaging with an activity, who they are engaging with (staff and peers)and this assists us in assessing and gathering information on their wellbeing.
  - o This allows children and young people to keep the things that they make and parents are able to witness their own child’s development.

☒ **Element 1.3.2- Critical Reflection**

- ☒ In our weekly Educator and program planning meetings, we dedicate regular time for professional conversations, group collaboration and critical reflection, aiming to optimize and extend children’s learning and development opportunities at the service. This strengthens our service’s ability to deliver our program, as well as, draw attention to children and young people who may need extra support.
- ☒ Educators are constantly critically reflecting on children and young people’s experiences of the program’s activities through the writing of observations.
  - o This enables staff to reflect on engagement and enjoyment, plan future extensions and embed learning outcomes from My Time, Our Place v2.0.
  - o Our observations are collated into relevant categories, which are readily available to parents in our OSHC room, making it easier to observe extensions in child learning and development.
- ☒ Educators reflect on their own practise and the service generally in end-of-term self-evaluations. These self-evaluations are used in biyearly Performance Development Reviews (PDRs).



② **Element 1.3.3- Information for Families**

- ② Families are kept informed about their children’s learning via; monthly newsletters, weekly educational program plans, written daily reflections, observation snapshots, as well as regular conversations with educators. We also ensure that this information is accessible in multiple formats, including in emails, linked on the website, via Kiosk messaging and in physical versions that are displayed in the service.
- ② We are in the process of updating our delivery of information to families in a more engaging manner; this includes Playground online observations of their child, in which families can view and interact with posts of their child’s learning, play and leisure at the service
  - Each monthly newsletter, our educational leader puts in additional, relevant information for the parents to inform them of children’s learning.

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>In the last two years, we have committed a large amount of time into furthering the development of our educational program. We now have two educational leaders who work collaboratively to ensure that the program is consistently improving and evolving to meet the needs of the children and young people in our care, as well as embed new knowledge to promote a wider range of learning and development opportunities. The two educational leaders are always having constructive conversations on how to function at best practice and what small and large scale changes can be made to adapt and evolve as a service.</p> <p>The educators dedicate time each week in our weekly meetings to work collaboratively in the creation of intentional activities and experiences that enhance children’s learning and development for the children in the service; our team believes that weekly meetings create ongoing and frequent conversations and thus ensure that our program is constantly evolving and changing for the better. Professional conversations also always refer back to principles, practises and outcomes of My Time, Our Place V2.0.</p>
2. Practice is informed by critical reflection	<p>When planning activities for our educational program, staff critically reflect on how each activity encompasses certain My Time, Our Place V.20 Learning Outcomes, as well as Wellbeing Perspectives- this is done for every activity that educators plan for. Wellbeing Perspectives are a concept that our Educational Leaders learnt whilst attending an Educational Leadership Conference in 2023; created by Rod Soper, the wellbeing perspectives are 7 key perspectives to consider when creating educational programs in order to maximise and promote healthy child wellbeing. His perspectives assist us in creating activities that promote a thriving environment for children's holistic growth.</p> <p>Once an activity has been completed, staff will critically reflect on the experience and learning opportunities when writing observations and during weekly staff meetings. In our service, there is an emphasis on collaborative critical reflection, as educators can learn from, and work with one another to solve problems, to create a consistent, nurturing and effective service. We find that teamwork and group collaboration make it easier and more efficient to critically reflect on what may or may not be working well within our educational program.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>When program planning, educators take into consideration significant community dates, in which activities can be inspired by and therefore enhance children and young person’s learning, and to be connected and contribute to the world around them. For example, every year we will run two weeks of Special Person’s crafts, which are run before Mother’s Day and Father’s Day, so that children can create homemade gifts for the important adults in their life. Brunswick East Primary School uses the term ‘Special Person’s Day’, as it is a more inclusive term for children and young people in the community who may not have one Mum and one Dad.</p> <p>Furthermore, BEPS OSHC is largely involved in BEPS’s Reconciliation Action Plan (RAP), which has been endorsed and due to launch in Term 1 of 2025. We are committed to incorporating Reconciliation elements into as many areas of the service as possible, including the education program. We regularly use resources from Aboriginal and Torres Strait agencies, such as Koori Education, Narragunnawali and Deadly Story, to shape our First Nation’s activities.</p>

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

Exceeding themes	
1. Practice is embedded in service operations	<p>Educators are consistent and intentional in creating learning and development opportunities when interacting with children and young people, extending beyond just our educational program. This could manifest as teaching a child a new skill such as sewing, supporting children’s social dialogue when interacting with peers, to teaching and practicing self-regulation techniques to encourage them to step out of their comfort zone; this is demonstrated through everyday interactions between educators and children.</p> <p>Furthermore, planning for activities in our educational program is very intentional. Two or more educators are responsible for planning singular and ongoing activities for the following categories; Arts (visual, dramatic art), STEM, Sports and Movement, Environment and Sustainability, Wellbeing and First Nations Perspectives. This is done to ensure that the children and young people are provided with rich learning opportunities in a range of different mediums to broadly enhance children’s learning and development. Every educator understands the role they play in executing this.</p> <p>We ensure that each day the service is open there are always areas that are planned to be ‘Children’s Choice’ spaces in which children are encouraged and free to guide their own play and leisure experiences. These spaces will rotate across the week to ensure that children have the opportunity to direct their own play in a variety of environments.</p>
2. Practice is informed by critical reflection	<p>Planning for the activities that go into the educational program is conducted each week as part of the weekly staff meeting and observations are categorised into focus areas in order to effectively track learning and development of the children and young people within the service. Working in groups of two or three, encourages educators to critically reflect on activities and subsequent learning and development together. Across the term, staff are able to build and reflect upon previous activities together, and then construct future education program activities accordingly. Furthermore, by using the same educators to run activities in specialising areas, it enables them to observe and monitor the growth in children through ongoing engagement in those specific environments.</p> <p>At the start of the year, many of our neurodiverse students were struggling with the sensory overload of our main inside spaces (i.e., the hall during afternoon tea, and the OSHC room during activity time). We tabled this issue at a staff meeting to resolve the problem and decided that on days with higher enrollments, we would ensure to program a secondary inside space, dedicated to being a quiet space. This was a huge success as it reduced the amount of noise and we noticed more and more children signing up for the secondary quiet space. Building again on from that, once every week in that quiet space, we run a sensory-play or calm activity to promote psychological wellbeing for the children and providing an environment in which they feel physically comfortable.</p>



<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>Brunswick East Primary School's school values are Empathy, Friendship, Creativity, Resilience, Wonder, and thus BEPS OSHC ensures that educators' interactions and learning experiences with children align with these values. These may be fostered during intentional activities, however they are also applicable to the way in which children and young people interact with one another and ensuring that their behaviour aligns with these values.</p> <p>In the school's learning communities, BEPS uses 'teacher-initiated experiences' and 'student-initiated experiences', which OSHC emulates with our 'educator-planned experiences' and 'child-directed experiences', to ensure that children's agency is consistent across the school and OSHC environment.</p> <p>Much of our practice is shaped by feedback from families and school staff in respect to how we can support children in their learning and development. We share resources with the school and have regular conversations with teaching staff about how they are supporting certain children with additional needs and communicate with us in regards to how we can compliment this support. For example, teaching staff shared with us that they were advised by a child's occupational therapist to use lots of physical activity in order for him to 'fill his sensory cup' and thus help to keep him regulated and engaged through-out the day. In response, we ensure that physical activities are offered everyday, we have visual aids to assist in physical exercise suggestions for when he does start to heighten, we created additional leadership activities that promote physical exercise and we are staying in regular communication with the school and his support team.</p>
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Standard 1.3 – Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child and young person.

<p><b>Exceeding themes</b></p>	
<p>1. Practice is embedded in service operations</p>	<p>Weekly staff meetings, between the coordinator, educational leaders and educators, allow for regular and deliberate planning and reflection. All staff reflect and discuss the activities, events and incidents of the prior week and plan for the upcoming week. Thus group collaboration allows people to voice and share their opinions and to be able to come to conclusions and take action as a collective team, and thus be consistent with our solutions and amendments.</p> <p>Educational leaders play a part in embedding this into the service, as most of their daily responsibilities involve planning and reflection, and assisting educators to do this too. This may entail the weekly responsibilities of helping staff brainstorm for activities, assisting staff to embed My Time, Our Place V2.0 principles, creating or finding resources for activities and/or staff, rostering activities and staff in a weekly plan, assisting educators with writing observations and more.</p> <p>The planning cycle is used consistently and parallel to the educational program. Educational leaders guide staff to navigate through the cycle and assist them in every step.</p>

<p>2. Practice is informed by critical reflection</p>	<p>During our weekly meetings is where most of our collaborative critical reflection occurs. Educators reflect with one another about: how their activities went, if they did or did not occur and why, did the children enjoy the activity, what additional conversations or directions did the activity follow, what kind of activities can be built upon to provide further learning opportunities, etc. Additionally, with educators being responsible for planning certain types of activities (i.e., art and craft, nature play and sustainability, sports, etc.), it allows them to develop a greater understanding of specific children’s learning, capabilities and development in that focused area, and can thus critically reflect in a more targeted manner.</p> <p>Educators also use the ‘Children’s Choice’ activities to reflect on whether there is information that can be extracted from any observations, conversation and play that occurred during the child-directed play time. For example, educators may notice that every time the children and young people have complete choice of activity in the OSHC room, children are taking out the sewing resources, then perhaps ‘sewing’ should become an intentional and planned teaching activity in the future, which allows children to build upon existing skills in an area of interest.</p> <p>Educators writing regular observations is also a great way to critically reflect on children and young people’s learning and development. Observations can highlight both individual learning, and group cohort learning. It allows staff to reflect on the efficaciousness of an activity, the My Time, Our Place V2.0 learning outcomes that it complimented, what kind of skills were being practised and any future plans.</p> <p>Educational leaders offer support to educators with critical reflection for the program. Regular conversations occur each day between educators and educational leaders; they might include a summary of how the activity went and if it was successful, it might be a staff member asking for help or guidance for a future activity or advice on how we can improve an activity should it repeat in the future, asking for help writing observations, etc.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>At the end of each term, educational leaders and educators will look for any upcoming significant community dates for the following term, which guide the design of activities in the educational program. This ensures that educators are being intentional in the integration of community values into the program. For example, sports events such as the Australian Open or AFL Grand Final, cultural events such as National Sorry Day or Harmony Day, wellbeing events such as Children’s Week or RU OK? Day, which forms the basis of educational opportunities.</p> <p>Each monthly newsletter, our educational leaders put in extra, relevant information for the parents to inform them of children’s learning, and the planning behind the educational program. For example, when it is in World Mental Health Day or National Reconciliation Week, additional information is put into the newsletter to inform families of what these are, how we are embedding these into our service, why we are embedding them into our service program plan, as well as any extra information or resources (i.e., links, infographics, etc).</p> <p>Observations of children and young people are displayed in numerous folders in the OSHC room for families to look through at their leisure.</p>

## Key improvements sought for Quality Area 1

### Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1 Approved Learning Framework  1.1.3 Program Learning Opportunities	Plan more activities and experiences that promote; respect for diversity and cultural responsiveness	Continued emphasis on cultural inclusion in experiences and activities  Continued emphasis on First Nation's activities and experiences	M	Collaborative discussions about intentional teaching in regards to cultural inclusion and celebration  Group of educators dedicated to creating activities, finding resources and running experiences that promote and teach children about the importance of cultural inclusion  Use significant cultural dates to inspire child-appropriate activities  Professional development training  Using RAP resources and actions to guide experiences	Educators feel more comfortable running activities that are about cultures that may not be their own in respectful ways  Children have a greater understanding of diversity  Children are able to apply their knowledge about cultural diversity into similar contexts  Completing actions in Reconciliation Action Plan	Ongoing process	Educators at the end of each term to create broad plans for First Nations and cultural inclusion activities  More time is being dedicated in educational program meetings to ensure that intentional planning in these areas is occurring
1.1.1 Approved Learning Framework  1.1.3 Program Learning Opportunities	Plan more activities and experiences that promote sustainability	More of an emphasis on hands-on experiences for children that promote environmental engagement and sustainability	M	Collaborative discussions about intentional teaching in regards to environment and sustainability  Discussion with school garden teacher to see if we can collaborate and share resources  Educators at the end of each term to create broad plans for sustainability activities	Children have a greater understanding of gardening and sustainability  Connection of environment and sustainability to Aboriginal and Torres Strait Islander history, culture and rich sustainable practices in learning experiences	Ongoing process	There have been lots of craft-related sustainability activities, however we would like to be able to offer gardening and more hands-on environmental experiences for children  More time is being dedicated in educational program meetings to ensure that intentional planning in these areas is occurring

<p>Element 1.3.3 Information for families</p>	<p>Increase family engagement and find a way for observation and captured learning moments to be more accessible to families</p>	<p>Families to have better and more direct access to observation of their children</p>	<p>M</p>	<p>Purchase Playground software Set up cloud photo syncing across iPads. Teach educators how to use new observation software and allow time for them to practise this. Roll out 'Home' for families in the new year.</p>	<p>Families feel more connected to their child's learning and play experiences at OSHC  Families can give more feedback to service if they are seeing their child's learning and development  Families feel more connected to OSHC staff who are facilitating these experiences</p>	<p>Start of 2025</p>	<p>September 2024; All educators can successfully write observations using Playground. We are planning to launch 'Home' and therefore publish to families in 2025.</p>
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## Quality Area 2: Children and young people’s health and safety

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

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 2: Standards and elements

<b>Standard 2.1</b>	<b>Each child and young person’s health and physical activity is supported and promoted.</b>	
Wellbeing and comfort	Element 2.1.1	Each child and young person’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child and young person’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 and young person.
<b>Standard 2.2</b>	<b>Each child and young person is protected.</b>	
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children and young people 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.

## National Law and National Regulations underpinning Quality Area 2

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

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

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

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



## Quality Improvement Plan for Quality Area 2

### Summary of strengths for Quality Area 2

#### Strengths

#### **Standard 2.1- Health**

##### **Element 2.1.1- Wellbeing and Comfort**

- ☑ BEPS OSHC has a supportive and flexible approach to wellbeing and comfort for individual children and young people's needs, whereby we accommodate differing requirements as they arise. We have several different spaces that can be utilised for various needs; quiet spaces, open spaces, smaller spaces, inside & outside spaces.
  - Every week on our busiest days, we offer a (secondary) quiet classroom space, in which children and young people can do mindful activities (such as drawing, colouring-in, reading, listening to an audiobook or soft music). This accommodates some of our neurodiverse children and young people who have expressed that they often feel overstimulated in our regular activities, especially on busier days.
  - Children have access to noise cancelling headphones and we have also created a readily available sensory box to assist in wellbeing and comfort (see 5.2.2)
- ☑ BEPS OSHC has developed a Child Safety and Wellbeing Program (developed from the Education Department's 'Resilience, Rights and Respectful Relationships' learning materials), to promote child wellbeing within the program, with the intent to also be extended into everyday life.
  - This program and its activities were created to be accessible for all students and appropriate for their varying ages and needs. These activities are programmed fortnightly to ensure intentional teaching of wellbeing is occurring. The activities can also be re-used each year and adapted and extended as needed.
  - Certain activity topics include definitions of 'safety' and 'wellbeing', emotional intelligence and regulation, safety networks, celebrating strengths and learning about different types of health (i.e., physical, emotional, sexual/body safety, social and mental).
- ☑ Educators develop respectful relationships with the children and young people in the service, to ensure that they feel safe, secure, and cared for in the service.
- ☑ Open communication occurs daily between OSHC and BEPS to ensure that the service is equipped to deal with specific incidents that may affect children's wellbeing, such as, support strategies, language, etc. to provide consistent support and comfort.
- ☑ Consideration of wellbeing is intentionally embedded into educational program experiences, to ensure that all activities promote some types of wellbeing, whether that be emotional, social or physical.
- ☑ A Rest, Sleep and Relaxation policy and risk assessment have been created.

##### **Element 2.1.2- Health Practises and Procedures**

- ☑ Daily hygiene practices are consistently followed and promoted; washing hands, using hand sanitiser, observing and adhering to post- COVID parameters; using tongs for food and no sharing of food between children.
  - Relevant educators who make afternoon tea or work with food have also completed food handling and food supervisor courses in order to ensure their hygiene and food preparation knowledge and skills are up-to-standard.
  - One of the food supervisors has also completed training on Allergens for Children's Education and Care.
- ☑ The service keeps records regarding the documentation of illness, injury and hygiene. It records all medical incidents requiring intervention; and displays and informs staff about allergies/medications/asthma. Our service has all required mandatory health-related policies.

- o Our administration team has set up a reminder system for children’s medication, risk minimisation and action plan expiry dates. This was done to ensure that we could communicate with families if a date was becoming close and thus ensuring that all necessary medication and documentation is always up to date and thus compliant.
- o Furthermore, all children and young people with medical conditions who attend our service have current ‘Risk Minimisation and Communication Plans’ created in partnership with families.
- ☒ Almost all Educators are First Aid (Education and Care specific- HLTAID0012) & CPR qualified and undertake regular annual mandatory refreshers to remain qualified.
- ☒ Families are alerted to information regarding health and injury incidents via Kiosk software; staff put a message on their account notifying them as they log in to sign their child out. This directs them to converse with educators in regards to the incident and sign off on relevant documentation.
- ☒ The service communicates with families regarding policy requirements as well as any relevant updates on their child’s medical conditions and dietary needs.
- ☒ **Element 2.1.3- Healthy Lifestyle**
- ☒ Children and young people are provided with balanced and nutritional meals and snacks at both before and aftercare. The rotating menu encourages a mixed, healthy diet to fuel activity and engagement, as well as their physical and mental health. An emphasis is placed on encouraging a positive relationship with eating and physical exercise.
  - o Individual dietary requirements are accommodated for as needed- e.g., gluten free, vegetarian, pescetarian, other food intolerances and preferences
- ☒ A program of physical activities is promoted and offered daily, occurring in a variety of appropriate spaces. These spaces include our basketball court, handball court, oval, adventure playground, bush OSHC and school hall. This means physical activity can occur regardless of weather conditions.
  - o We also ensure to offer and run many differing physical activities, in order to encourage children of all ages and genders to participate.

## **Standard 2.2- Safety**

- ☒ **Element 2.2.1- Supervision**
- ☒ BEPS OSHC operates at a higher ratio of educators to children (1:10) to ensure more attentive and active supervision; and enables us to accommodate specific groupings, areas and individual needs.
  - o BEPS OSHC uses area lists to track children and young people as they move between activities, manage child-to-educator ratios and to inform families of their locations.
  - o Whats App daily communication between educators, especially during shifts to manage children's movements as well as any arising incidents.
  - o OSHC has exclusive use of the school grounds from 4.00pm each day - this is to avoid conflict of supervision with non-OSHC children and families when activities commence.
- ☒ We have created a ‘How to find your child at aftercare’ board for parents and carers as they come to pick up their child; which includes a map of the school with our area locations that we use during the program, as well as a list for each location used with all the children and young people’s names on it. Therefore, parents can easily locate their child at pick-up time.
  - o Staff have a second version of this sheet, in which they use to keep track of children as they move between areas and thus can easily locate a child when a parent or carer comes to collect them.
  - o Staff use a ‘WhatsApp’ group chat in which they communicate with one another about the movements of children between areas, child-to-educator ratios and support for incidents or hazards.
  - o We have created a Sign-In/Sign-Out book for after school music lessons that occur concurrently with aftercare, to keep track of children moving between aftercare and their music lesson. This is to ensure that all children are accounted for and to ensure communication between OSHC and the music teachers is consistent and recorded.

- ☐ We have created a 'Safe Arrival of Children' and a 'Supervision' policy and risk assessment, which was done with the assistance of families, school leadership and staff to ensure their values and voices were being upheld in providing the utmost care for the children.

- ☐ **Element 2.2.2- Incident and Emergency Management**

- ☐ An Emergency Management Plan (EMP) is in place and is updated annually.
- ☐ Emergency evacuation drills are practiced each term which include; fire, lock-in, lock out, offsite- all with incident documentation
- ☐ Almost all Educators are First Aid (Education and Care specific- HLTAID0012) & CPR qualified and undertake regular annual mandatory refreshers to remain qualified.
- ☐ Daily safety checklists are completed by staff before OSHC opens (i.e., before-school-care and after-school-care), in order to minimise and manage risks to avoid incidents.
- ☐ When incidents with children occur, they are discussed in weekly meetings to help educators in future management of incidents.

- ☐ **Element 2.2.3- Child Protection**

- ☐ Mandatory Child Protection training completed by Educators annually on LearnED (i.e., 'Protecting Children – Reporting and Other Legal Obligations'), as well as an additional child protection training organised by OSHC in which staff complete together (i.e., 'In Safe Hands')
- ☐ During weekly staff meetings, educators have regular professional conversations on if there are any children in our service that we are concerned about; being a risk of abuse, neglect, etc.
- ☐ BEPS OSHC have all necessary child protection policies (including recruitment, mandatory reporting);
- ☐ Educational leaders (including service coordinator) completed training on The Family Violence Multi-Agency Risk Assessment and Management (MARAM) Framework, the Child Information Sharing Scheme (CISS), and the Family Violence Information Sharing Scheme (FVISS)
- ☐ BEPS OSHC has developed a *Child Safety and Wellbeing Program* (developed from the Education Department's 'Resilience, Rights and Respectful Relationships' learning materials), in order to promote child wellbeing and educate children and young people in the program about their safety and rights. In terms of child protection, some of the activities include creating safety networks and discussions around what they are and when we might use them, body safety, as well as the definitions of safety and what this looks like.
- ☐ BEPS OSHC have an OSHC-specific 'Commitment to Child Safety and Wellbeing' in accordance with the Child Safe Standards to affirm our service's commitment to child safety and wellbeing. This commitment was sent out to all parents and families, is published on the BEPS OSHC website and is displayed around the service.

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

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

<b>Exceeding themes</b>	
<b>1. Practice is embedded in service operations</b>	<p>Educators take consideration in promoting children and young people’s health in a holistic manner; supporting emotional health, social health, psychological health as well as physical health.</p> <p>Outdoor areas (and thus physical activities) are offered and encouraged at the service every day, in before-school-care and after-school-care for children to participate in should they wish. Furthermore, most afternoons, multiple outdoor and movement-related activities will be offered to children and young people, including educator-run activities and child-directed activities (for example, Wheels on the Basketball Court and Children’s Choice on the Colourful Playground).</p> <p>Every morning and every afternoon, children are offered rotating nutritious food choices to promote healthy eating. We encourage the children to eat a range of provided food to ‘fuel their bodies’ as well as encourage children to practise checking their hunger cues and listening to their bodies. During before-school-care, children have the choice to help prepare their food if they wish, and during after-school-care, children and young people are able to serve themselves the provided food, to promote autonomy. Children are also encouraged to try new and different foods on the rotating menu.</p> <p>Medical information, communication plans, action plans and medication are checked regularly to ensure that information is up-to-date and compliant in the event of an emergency. Incident documentation forms and first aid kits are taken to outside activities to ensure that if an incident does occur, the child can be attended to quickly and the situation can be documented efficiently.</p> <p>Educators are certified in Education and Care specific First Aid, to ensure that their knowledge and skill set are appropriate to the environment, children and families, and in order to provide best possible care.</p>
<b>2. Practice is informed by critical reflection</b>	<p>We are constantly asking children for feedback in regards to all things related to the service and making improvements based on their input. For example, one of the educators predominantly in charge of food (i.e., breakfast menu and afternoon tea menu), noticed the regular attendees of OSHC were eating less than normal and when asked, the children explained they’d grown bored of the food offered at aftercare. In response, we conducted a survey with the children and asked them what kinds of snacks they would like us to provide, and we have now adapted our menu to include a much more diverse and balanced range of snacks and options for the children. At the end of each term, we put surveys out to the children asking what kinds of afternoon tea snacks and breakfast options they would like for the following term and we try to include as many as possible.</p> <p>Educators partaking in training sessions (run by external services and agencies) encourage critical reflection on the service’s current practices and procedures. Training, including safe food handling, food supervision, First Aid, CPR, asthma and anaphylaxis, etc. ensure</p>

	<p>that staff are regularly reflecting on their own abilities and building on existing skills and knowledge. Furthermore, it encourages educators to reflect on whether the service is functioning at best practise and if there are any adjustments that can be made, from any newly learnt knowledge.</p> <p>Development and regular updates of necessary risk assessments (including Rest, Sleep and Relaxation) and policies allow for critical reflection to occur. The risk assessment is in depth, discussing many identified hazards and mitigation strategies in order to manage these effectively; educators contributed to this document and thus assist in the yearly review of it too, to ensure it is reflective of all current hazards and practices of the service.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>Families and the BEPS OSHC Subcommittee are involved in the updating of service policies relating to child health, safety and wellbeing; this ensures that families' perspective and voice is embedded in the policies and thus service function.</p> <p>The service uses Food Smart, a standard food safety program registered by the Department of Health, to ensure that food handling processes remain safe and compliant. Food Smart also has free safe food handling training, in which all necessary educators complete yearly to ensure food safety knowledge remains up to date.</p> <p>Children's medical and dietary needs are regularly discussed with families to ensure action plans and medication remain in date and relevant and thus compliant, to discuss any changes in needs, ensuring that current documentation meets regulations and guidelines. This is crucial to ensure all children and young people's needs are met appropriately.</p> <p>In monthly newsletters, additional information in regards to children's health is included to educate and support families. For example, for National Nutrition Week, we will include information in regards to nutrition and healthy eating habits, links and websites for families to engage with should they wish, attached posters and infographics, information regarding how we are planning to incorporate the day into the OSHC educational program, etc. Families are also notified for Sun Smart terms.</p> <p>Families are made aware of a number of Government and Community support services available to support them in accessing assistance where they choose; for example, changes in Community Child Care Subsidy, VACCA, Orange Door, etc.</p> <p>When necessary, the service will use the FVISS and MARAM to engage and communicate with other services, professionals, etc. in order to promote a child or young person's wellbeing and safety.</p>

Standard 2.2 – Safety: Each child and young person is protected.

<b>Exceeding themes</b>	
<p>1. Practice is embedded in service operations</p>	<p>Emergency Management Plan is in place and reviewed and updated as required. Educators are aware of necessary procedures and drills, as they are discussed each term in preparation for emergency evacuation drills. These drills include; Fire Drill, Lock-In, Lock-Out, Walkaround (external) and conducted every term for before-school and after-school-care. The emergency drills are documented and educators are encouraged to write observations on how the children and young people participated, in alignment with the My Time, Our Place V2.0 learning outcomes and principles.</p> <p>Daily Safety Checklists are completed by educators every morning and afternoon before children arrive at the service, to ensure that everyday hazards have been checked and managed if needed. We also created a child-friendly daily safety checklists, after children asked staff to do the formal one. Due to compliance and safety, educators complete the checklists prior to children arriving, however now children willingly participate as an activity when they do arrive. Risk Assessments exist for all areas that OSHC use to run activities (i.e., Basketball Court, Oval, OSHC Room, Hall, Music Room, Tinker Lab, Colourfuls), as well as specialist activities (i.e., Cooking and Science) in order to protect children from potential harm.</p> <p>Staff communicate regularly with one another during shifts to track children as they move between areas, manage head counts and child-to-educator ratios, and thus effectively supervise. The ‘How to find your child’ board in the OSHC room was created for families to locate their child/children within the service and was strategically placed so that families will see the board before they see or use the sign-out Kiosk iPad.</p>
<p>2. Practice is informed by critical reflection</p>	<p>During staff weekly meetings, supervision is often discussed to ensure staff are conducting themselves consistently across the team to ensure utmost safety for children and young people attending the service. ACECQA guidelines and resources are often used in these conversations to refer to and to ensure that service and educators are operating with recommended ACECQA strategies.</p> <p>Development and regular updates of necessary risk assessments (including Supervision, Safe Arrival of Children, activity areas, Walkaround Emergency Evacuation Drill) and policies allow for critical reflection to occur. The risk assessments are in depth, discussing many identified hazards and mitigation strategies in order to manage these effectively; educators contributed to this document and thus assist in the yearly review of it too, to ensure it is reflective of all current hazards and practices of the service.</p> <p>Educators complete biyearly Child Protection training (one from In Safe Hands and one from the Education Department on EduLearn). This ensures that educators are regularly reflecting on their individual practice, refresh memory, build upon existing skills, become up to date with any legislation changes and assist in safeguarding the service, etc. Furthermore, it encourages educators to reflect on the service practice and look into whether any improvements or adjustments can be made to function more effectively, function at a higher quality of care, make changes to policy, etc.</p>

3. Practice is shaped by meaningful engagement with families, and/or community

The service regularly communicates with the school in regards to the School Wide Positive Behaviour Support Plan, which promotes safety and security for children, young people, staff and everyone involved within the school environment. This plan ensures that behaviour expectations are created around creating a psychologically and physically safe culture.

Educators have participated in Reconciliation in Education training, in which staff learnt about creating inclusive and safe spaces for Aboriginal and Torres Strait islander children and families. This training gave incredible suggestions in regards to appropriate language use, strategies to connect with First Nations communities and services and activity ideas to embed in educational programs. The staff team found this training to be incredibly useful from a professional perspective, as well as a personal one and thus, we included some of the information to a newsletter to share with the OSHC family community. We understand that most families wouldn't have the time to watch a three-part webinar series, so instead we condensed the information into a shortened version, in the hopes that families would read it and that from their new knowledge, would be able to contribute to reconciliation and create safe spaces for First Nations people or communities that they might know.

When necessary, the service will log Incidents or Hazards on EduSafe.

When necessary, the service will use the FVISS and MARAM to engage and communicate with other services, professionals, etc. in order to promote and protect a child or young person's current or future wellbeing and safety. Both educational leaders participated in FVISS and MARAM training.

## Key improvements sought for Quality Area 2

### Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.2.1 Supervision  2.2.2 Incident and Emergency Management	Create and use parental permission forms for Walkaround Evacuation drill	For service operations to align with new Excursion policies  To gain signed permission from families before commencing emergency evacuation drills each term	H	Childcare Centre Desktop has a template that we will use  Amend the template to be relevant to the service, including any relevant additional information	Parents and carers sign off with permission for their child to attend the excursion	Term 2024	October 2024; the permission slip has been made and it will be used for the next emergency evacuation drill for Term 4
2.2.3 Child Protection & Wellbeing	Contribute and collaborate with BEPS with their School Wide Positive Behaviour Support matrix	To assist in creating a positive, predictable, equitable and safe learning environment where everyone thrives.  To improve school culture	H	Working with the school leadership team, teachers, education support staff, wellbeing team, etc.  Identifying behavioural issues of concerns  For OSHC to be included in and to adopt the School Wide Positive Behaviour Support Matrix  To display and adhere to school-wide values, expectations, safety guidelines, etc.	Children and staff feel safe and supported in school environments	End of 2024	July 2024; OSHC contributed to the editing of the draft of this document.  September 2024; Wellbeing coordinator has confirmed SWPBS is being finalised and will be sent to OSHC when completed



## 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 and young people’s learning and development.

Additional information and resources about Quality Area 3 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 3: Standards and elements

<b>Standard 3.1</b>		<b>The design of the facilities is appropriate for the operation of a service.</b>
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.
<b>Standard 3.2</b>		<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children and young people to become environmentally responsible.

## National Law and National Regulations underpinning Quality Area 3

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

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

Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

# Quality Improvement Plan for Quality Area 3

## Summary of strengths for Quality Area 3

### Strengths

#### **Standard 3.1- Design**

##### **Element 3.1.1- Fit for Purpose**

- ☑ BEPS OSHC is situated in a primary school and therefore provides age-appropriate, child-centred facilities, fixtures, and fittings; e.g., furniture and toilets.
- ☑ BEPS OSHC has access to suitable & varied indoor and outdoor spaces which promote a wide range of experiences to foster learning, development, leisure and play. These areas include; Bush OSHC, oval, basketball courts, handball court, school hall, kitchens, music room, Tinker Lab, Colourful's adventure playground, as well as our dedicated OSHC space, the OSHC room. When needed, we move furniture in the OSHC room around to create a better flowing space for the children and young people.
  - The last time we did this was about two years ago; it allowed for more activities to take place in the room without the area feeling overwhelming and chaotic. As part of this rearrangement we now have a quiet reading and quiet corner with pillows and beanbags, a couch/television pit area, larger art and craft shelves on both sides of the room, and as extra floor space for lego construction, dress ups, and board games.
    - This was done after we received back from some of our children and young people in the service that reported feeling overstimulated in the OSHC room, and often had issues with the volume of the noise. Going into winter and colder weather we wanted to address this as soon as possible since we have limited inside spaces to use and want them to be as enjoyable and accommodating as possible.
- ☑ The BEPS OSHC indoor spaces are well lit, have good ventilation, and have their open floor spaces maximised which children can utilize for creative and inventive play. Post COVID we continue to have air purifiers in every inside space that we use in the service. We have very large open spaces that allow for large games or team games to occur. There are lots of trees and shaded areas for children during summer, and Colourful's playground is entirely covered by a shade cloth top to protect children from the sun.
- ☑ BEPS OSHC has a separate Administration Office which houses all the administration records.

##### **Element 3.1.2- Upkeep**

- ☑ Educators diligently complete Daily Safety Checklists in before-school care and after-school-care to ensure the necessary physical environments and equipment are safe to use. This includes, but is not limited to, checking that softfall levels in the playgrounds are adequate, that there is no broken equipment, that pathways are clear of tripping hazards, and that accommodations for adverse weather have been considered. If there is upkeep required educators will note it on the checklist, inform the service coordinator and, if required, inform necessary school leadership and log the hazard on EduSafe.
- ☑ BEPS and the Department of Education is responsible for maintaining the general upkeep of the buildings and grounds. This regularly includes the maintenance of: appropriate electrical tagging; soft-fall under equipment; air-conditioning & heaters; cleaning & Hygiene (COVID); OH&S; pest control; general maintenance. The program reports any issues relevant to the premises via Edusafe to the school, and informally to school leadership.

#### **Standard 3.2- Use**

##### **Element 3.2.1- Inclusive Environment**

- ☑ Environments are inclusive and accessible for both inside built and outside natural environments.
  - BEPS OSHC ensures that we have inclusive and appropriate spaces for every child in our service, taking into account their differing needs, and ensuring reasonable accommodations are made for neurodiverse children and young people within the program. We action the feedback of children and young people in our service; we now offer more inside spaces during our service to ensure that the demand for quiet activities is met, and to assist children who may become overstimulated in intense indoor environments.

- o The school has gender neutral toilets, and an accessible toilet.

📄 **Element 3.2.2-Resources Support Play-based Learning**

📄 BEPS OSHC is a well-resourced service – budget allocation makes sure that the program has a rich variety of resources to support the children and young people and their play-based learning. Educators, children and young people all contribute their thoughts about what resources and equipment they would like at the program. We ask for children and young people’s feedback on this regularly.

- o We have access to two televisions in separate spaces; one is in the main OSHC space (the OSHC room) and the other is in the school ‘Tinker Lab’. This has been incredibly useful on wet and rainy days, as it allows us to more adequately manage children ratios in these inside spaces. On wet weather days we typically utilise one of these spaces to operate movement activities, such as Just Dance, yoga, child-friendly workouts. We also regularly use the TVs to play music for musical movements, as well as watching movies, educational videos, or events of appropriate cultural significance such as the 2024 Olympics.

📄 **Element 3.2.3- Environmentally Responsible**

📄 BEPS OSHC practices environmental responsibility. This is exhibited by composting food scraps for cooking activities and afternoon tea, paper recycling, using recycled or second-hand materials in craft activities, and program planning for sustainability-based activities.

📄 BEPS OSHC receives second-hand donations of resources from families at the school that we then use in our program, for example, many of our pens, markers, paint brushes, colouring in materials, sewing equipment, and decor are second-hand. Most of our furniture is also second-hand and has been used in the program for years, this includes tables, couches, chairs, and bookshelves. When we are looking for additional furniture or goods for our service, we will look at second-hand options first (such as Facebook marketplace), before performing the necessary cleaning and maintenance to ensure that these goods are entirely safe and appropriate for use in our program. This models the behaviors of upcycling, recycling and communal sharing to the children and young people.

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

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

Exceeding themes	
<p>1. Practice is embedded in service operations</p>	<p>Daily Safety Checklists are completed by educators every morning and afternoon before children arrive at the service. This ensures that everyday hazards have been recognised and managed if needed. The daily safety checklists are split into an ‘Outdoor’ section and an ‘Indoor’ section, encouraging educators to acknowledge the distinct hazards that different environments present, and follow the correct chain-of-command to guarantee that all environments are safe and functional before the program begins. Following the requests of children, we have also created a child-friendly daily safety checklist which mirrors the formal checklist but uses relevant language for the age of our children and young people. Due to compliance and safety, educators complete the checklists prior to children arriving, however many children still willingly participate in daily safety activities upon their arrival.</p> <p>We are fortunate that we have numerous indoor and outdoor spaces which children and young people can use, and which allow us to conduct different kinds of play, leisure and learning experiences. For example, we have spaces dedicated to sensory-friendly play, nature play, loose parts and exploration investigation, visual discovery, sports and movement activities, dramatic art performances, and cooking facilities. In all of our current spaces we can, and do, run activities and experiences affiliated with the My Time, Our Place V2.0 learning outcomes and principles.</p> <p>All of the outdoor spaces have access to shaded areas, which helps to keep children safe and protected in SunSmart terms. Students are required to wear hats in terms 1 and 4 when outside, and educators are conscientious in modelling this SunSmart behaviour by also wearing broad-brimmed hats. Many of our outdoor spaces are connected from one to the other, which allows for natural flow within the school ground and encourages dynamic and flexible play, with consistent supervision.</p>
<p>2. Practice is informed by critical reflection</p>	<p>Risk Assessment documentation exists for all areas that OSHC use to run regular activities (i.e., Basketball Court, Oval, OSHC Room, Hall, Music Room, Tinker Lab, Colourfuls), as well as specialist activities (i.e., Cooking and Science) such that children are protected from potential harm, and Educators are able to quickly recognise and adequately respond to any potentially dangerous conditions. The development of these Risk Assessments was a collaborative effort between all educators, extending from reflections upon their experiences of activities within a given area, and the typical modes of play that children conduct in those areas, which allowed for the rigorous identification of pertinent hazards and their likelihood of causing harm. Educators were asked to contribute to all of the areas, which allowed for a well-rounded and diverse set of insights as some staff are more familiar with particular environments; this meant staff provided unique perspectives on the use of each space, regardless of their breadth or depth of experience within that space.</p> <p>As part of this process, educators also asked children to assist and conduct risk assessments for areas, guiding them toward the identification of design or environmental hazards, and leading brainstorming about high-quality management of these hazards. For example, prior to a game of dodgeball in the hall, children and young people collectively identified that the trestle tables needed to be folded up,</p>

	<p>that cones needed to be placed around heaters to prevent children running into them, that leftover plates needed to be picked up off the floor, that yelling needs to be kept to a minimum, and that they shouldn't run while looking in a different direction. Educators are continuing to guide these group risk assessment, and encouraging children to individually reflect upon safety at the start of any activity, demonstrating a prudent approach to the design of functional and safe learning opportunities</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>As a school council run OSHC service, we use the school's facilities and spaces to run our program. As the service enrollments have grown, we have been able to utilise more of the school's spaces in order to better facilitate activities and learning experiences. Collaboration with the school occurs to establish areas available for OSHC use, and to determine how spaces are to be shared. On occasion, variations to the program are made to accommodate school events such as the rehearsals for the school musical, fortnightly staff gatherings, Friday Market set ups and the yearly Twilight Market (school fete). These arrangements are made in collaboration with the families, the school, and OSHC staff.</p> <p>The school also has daily cleaners who clean the spaces following the OSHC After-School-Care program. The service is in ongoing dialogue with the school's leadership and administration team about upkeep of the spaces and areas that OSHC shares with the school. If necessary, the service will log Hazards onto EduSafe.</p> <p>The service actively seeks feedback and suggestions from children and young people, families, and educators, as part of our commitment to ensuring that our program design meets diverse needs, and adheres to community preferences. Whilst the structural design of physical buildings is fixed, the service is constantly reviewing the physical environment to allow for a purposeful and logical flow within the spaces. For example, by re-arranging classroom set-up, optimising storage and organisation, or displaying infographics which directly relate to a given area, the service can encourage children to pursue their interests in a manner which is aligned with play-based learning and discovery.</p>

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

<p><b>Exceeding themes</b></p>	
<p>1. Practice is embedded in service operations</p>	<p>In order to align with school and community values, and to create an inclusive environment for LGBTQIA+ and gender-curious children, young people, families and staff, all the toilets and bathrooms within the school are gender-neutral. Furthermore, we display child-friendly infographics that promote inclusion with the aim of creating a safe, accepting and celebratory culture of diversity.</p> <p>Our education program plan includes at least one 'Children's Choice' activity during each before-care and after-care service to encourage children and young people to engage in play-based and child-directed learning. We are a well-resourced service, with a broad range of materials, equipment and loose parts which foster exploration, play, learning and leisure. We ensure that all of our resources are age-appropriate and suitable for all children and young people across the whole range of ages.</p>

	<p>Our OSHC room space is designed with round tables to encourage children to communicate naturally with one another, and work and play together. The room is set up so that there are resources along either wall and tables in the middle, allowing children to have easy access to all the resources, thus fostering creative and child-centred play and learning experiences. Additionally, there is plenty of open floor space, allowing for imagination play, board/card games, and many more activities.</p>
<p>2. Practice is informed by critical reflection</p>	<p>The service conducts child surveys at the end of each term; examples of questions include ‘what was your favourite activity at OSHC this term?’ and ‘are there any changes that we could make at OSHC to make next term enjoyable?’. These insights direct educators toward changes in practice, environmental accommodations, provision of resources, or design features of program planning, which could be implemented to support child-led, play-based learning. Furthermore, children are involved in ordering resources for the program, including weekly food shops, art and craft resources and sports equipment, as we are frequently asking for input and feedback to ensure that the children and young people of our service feel that they have a say in OSHC and that their voices are heard, respected and accommodated for.</p> <p>We used to run afternoon tea in the school hall with all the children, every aftercare service. We noticed that some of our younger children and neurodiverse young people were becoming easily and regularly overwhelmed and overstimulated during this time due to the large amount of kids in one space, and thus not eating and becoming dysregulated. In response, we now split up children into age groups on busier (i.e., higher enrollment) days in order to manage this; the Grade Prep - Grade 3 students eat their afternoon tea in the hall, whilst the Grade 4, 5 and 6 students eat their afternoon tea outside in the Agora square. On these afternoons, two sets of afternoon tea are prepared so that children can stay separated whilst they are signed into the service, are served food and eat afternoon tea, and then join all together in the hall for the daily meeting, prior to activities commencing. In term 1 when the new preps arrive, they eat afternoon tea in the OSHC room. This is because we found that putting the preps in the hall with the older students can be an intimidating experience, so eating afternoon tea separately is an important step as these children transition into the routine of being part of our OSHC program. This also allows preps to become familiar and comfortable with educators, and helps educators to teach the preps about OSHC expectations and routines.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>We receive regular donations of resources and equipment from families, which are recycled and used in the service for activities, for example, unused textbooks, pencils, markers, sticker books, crayons, patterned paper, beads, loom bands, soft toys and cushions. Often these are all old play-based resources from homes and present as great play-based experiences in OSHC. We also have conversations with the children and young people of the service when donations are made, discussing the rationale of upcycling, and making use of this learning opportunity in sustainability.</p> <p>Furthermore, when our equipment needs replacing, our first point of reference is Facebook Marketplace and other second-hand opportunity shops. This demonstrates our services' meaningful commitment to sustainable practices, and models these practices to the children and young people in our service.</p> <p>The service actively seeks feedback and suggestions from all stakeholders in the service when planning and purchasing additional resource orders. For example, within the last twelve months, the school has hired a Wellbeing Coordinator, whose incredible sensory-play space has been of assistance in regulating and transitioning children. Families, staff and students have all reported how useful and</p>



amazing this space was; understandably, OSHC does not have access to this room and the resources, but due to all the positive feedback and input of the children and young people in the service, as well as families, we purchased a whole range of sensory-play resources including various fidget toys, kinetic sand, playdough and timers. The resources have been a huge success and are used for play and self-regulation purposes every day.

## Key improvements sought for Quality Area 3

### Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.2 Upkeep	Colourful Playground in need of update	We completed and signed a Capital Grant application in partnership with BEPS in order to receive funding to receive a new/updated playground	M	<p>Logged safety issues in Colourful with school leadership and school council</p> <p>Complete daily safety checklists to ensure playground is up to a safe and usable standard</p> <p>Send letter along side with and in support of the grant application in regards to OSHC usage of playground equipment</p>	Education Department funds the new and updated playground	2025/2026	September 2024; Fund application is in process, letter has been sent in support for grant application
3.1.2 Upkeep	<p>Roof leaks water in the hall during heavy rainfall</p> <p>Puddles and wet floors can create slipping hazards</p>	To be able to safely and effectively use the hall, for afternoon tea, afternoon meeting and sports games, especially during the rain	M	<p>Logged safety issues in the hall (when they arise) with school leadership and school council</p> <p>When necessary, set up buckets to collect dripping water, staff to mop up water and put up yellow slippery signs</p> <p>Log safety hazards on EduSafe, as they arise</p>	School council submits for funding to fix the roof of the hall	2025/2026	July 2024; Numerous safety issues have been flagged with school leadership in order to fix this issue
3.2.3 Environmentally responsible	<p>Plan more activities and experiences that promote sustainability</p> <p>Get children more involved with hands on sustainability practices that affects the service and its operations</p>	<p>More of an emphasis on hands-on experiences for children that promote environmental engagement and sustainability</p> <p>More sustainable and environmentally friendly service practise</p>	M	<p>Collaborative discussions about intentional teaching in environment and sustainability</p> <p>Discussion with school garden teacher to see if we can collaborate and share resources</p>	<p>Children have a greater understanding of gardening and sustainability</p> <p>Connection of environment and sustainability to Aboriginal and Torres Strait Islander history,</p>	Ongoing process	<p>September 2024; More time is being dedicated in educational program meetings to ensure that intentional planning in these areas is occurring</p> <p>School gardening teacher has approved our request and OSHC is now collaborating</p>

				<p>Educators at the end of each term to create broad plans for sustainability activities</p> <p>Educators and children to use OSHC food scraps in compost for school garden</p> <p>Educators and children contributing to school garden and using resources that we grow</p>	<p>culture and rich sustainable practices in learning experiences</p>		<p>with the school to use garden facilities</p>
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## 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 and young people, create safe and predictable environments and encourage children and young people's active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to Staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 4: Standards and elements

Standard 4.1		Staffing arrangements enhance children and young people's learning and development
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children and young people's learning and development.
Continuity of Educators	Element 4.1.2	Every effort is made for children and young people to experience continuity of educators at the service.
Standard 4.2		Management, educators and staff are collaborative, respectful and ethical.
Professional collaboration	Element 4.2.1	Management, educators and 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.

## National Law and National Regulations underpinning Quality Area 4

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

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children and young people by family day care service	4.1.1
Section 169	Offence relating to Staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1

<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children and young people who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children and young people	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children and young people	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children and young people	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children and young people	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1

<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Educators record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Educators members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children and young people	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of Educators other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

## Quality Improvement Plan for Quality Area 4

### Summary of strengths for Quality Area 4

#### Strengths

#### **Standard 4.1- Staffing Arrangements**

##### **Element 4.1.1 - Organisation of Educators**

- ☑ BEPS OSHC currently employs 15 staff (including service coordinator, educational leaders and educators) who work as a team to support the children and young people's learning and development.
  - Staff have a range of ACECQA recognized qualifications either completed or working towards. Current educators have qualifications in; out of school hours care, primary teaching, secondary teacher, childcare, psychology, environmental science, nursing and education support.
  - These educators also bring with them combined personal expertise/experience in art, music, performance, sport, coaching and multicultural backgrounds.
- ☑ BEPS OSHC Educators operate at a higher educator-to-child ratio of 1:10 rather than 1:15. We do this so that there are more educators on shift, and as a result, we can offer a larger range of activities, work in smaller groups and when needed and focus on individual children and young people who need extra support.
  - Our Inclusion Support Funding Application was granted and we now have funding for an extra staff member in before-school-care and an extra staff member for after-school-care.
- ☑ The BEPS OSHC Educators are of mixed genders, ages, backgrounds, work experience, qualifications, hobbies and areas of personal interest; bringing a wide cultural mix to BEPS OSHC, creating a rich learning environment for the children and young people in our service.
- ☑ BEPS OSHC has dedicated more time to educational leadership the last two years and the role is shared between two people. This has allowed for more in-depth work and critical reflection in many areas of the service, such as program planning, staff education, child safety and wellbeing programs, professional development and online observation tools.

##### **Element 4.1.2- Continuity of Staff**

- ☑ The BEPS OSHC Educators are employed on a casual ongoing basis under the Education Support agreement, and the service coordinator is on a full-time contract. The Coordinator has been at the service for 28 years providing stability and structural continuity.
- ☑ Majority of staff have been at the service for a considerable amount of time; from 15 years to 4 years. There are currently only two staff members who have been employed for less than 12 months.
  - This allows for stronger development of relationships between children and young people and educators as they transition through primary school. It allows staff to get to know children's likes, dislikes, behaviour and demeanour. This is really important in providing enjoyable experiences for the children and young people, but also helps staff identify any behaviour support that might be needed, assist staff in mandatory reporting when needed, and build trusting relationships with children.
  - This continuity also allows for relationships with families and the school too. Ongoing and persistent trusting relationships with teachers, education support staff and school leadership is always important to ensure consistent communication, sharing of information and ensuring consistent support is occurring within the school environment.



## **Standard 4.2- Professionalism**

### **Element 4.2.1- Professional Collaboration**

- ☐ Educators are expected to be collaborative, ethical, respectful and work together as a team – there is a very strong emphasis on teamwork and working in a collaborative manner – with educators expected to share most tasks equally. Opportunities for mentoring and observational practice are always available and provided to new staff as part of their orientation
  - During weekly staff meetings, educators are always working together, problem-solving, challenging and extending each other's perspectives and collaborating with one another.
- ☐ There is incentive for the BEPS OSHC Educators to continue employment at the service and the opportunity to do extra BEPS OSHC related roles and responsibilities including: administration, program planning, resource planning and input into purchasing orders (i.e., weekly food shopping, craft resources, sports equipment resources).
  - There are also employment links for the educators to work at BEPS as an education support worker or a teacher.
  - Teacher trainees and allied health students are welcomed as Educators at the service as they are often have valuable knowledgeable in working with children and young people and OSHC works as a stepping stone in their professional journey – this is a two way professional arrangement
  - Educators skills, strengths and interests are utilized within the program which gives them increased ownership and agency.
- ☐ The emphasis on educational leadership at the service has allowed us to have additional and in-depth collaboration between the two educational leaders.
  - The educational leaders have attended many professional development sessions over the past few years. These facilitate professional collaboration on a wider community level, such as with; Merri-bek Council, other local OSHC services and their leadership teams, National Outside School Hours Services Alliance (NOSHSA), Minus 18, CERES Environmental Park, Indigenous Aboriginal Elders, Community Child Care Association, In Safe Hands, Qikkids (Playground) , Child Information Sharing Scheme (CISS), OSHC VICS Sub-Committee of Management and other OSHC services.
- ☐ BEPS OSHC strives for consistent service-wide collaboration - this includes children and young people in the service, educators, educational leaders, BEPS OSHC Committee members, BEPS OSHC Reconciliation Action Plan Committee (RAP) members, BEPS School Council, BEPS leadership team and BEPS Teaching, wellbeing and support team.
- ☐ Professional collaborations and conversations occur at staff meetings (held for 1.5 hours weekly).
  - Discussions often include; updates in regards to children, behaviour guidance and support, ongoing review and discussion of relevant updates of legislation (i.e., Child Safe Standards, My Time, Our Place V2.0, National Quality Standards, UN Rights of the Child,), activity and/or area risk assessments, professional development training, children's medical conditions, Aboriginal & Torres Strait Islander Embedding Practice, service philosophy and pedagogy, observations and documentation and more.

### **Element 4.2.2- Professional Standards**

- ☐ BEPS OSHC Educators follow professional standards and adhere to the Professional Code of Conduct, Professional Standards in education and Legal & Regulatory frameworks and standards.
- ☐ PDR reviews are undertaken bi-annually with the service coordinator to support Educators to work professionally and critically reflect on their practice and identify areas needing support.

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

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

<b>Exceeding themes</b>	
1. Practice is embedded in service operations	<p>The service goes above and beyond the minimum ratio requirements for rostering, in order to provide high quality care to all children and young people’s learning and development opportunities. By operating at a 1:10 or 1:8 ratio, educators are able to consistently and intentionally engage more effectively with children and young people. This helps to promote a sense of security and trust with educators, as children are more easily able to connect with educators and thus form strong and responsive relationships, which is crucial for a child or young person’s socio-emotional wellbeing.</p> <p>Furthermore, our team is diverse in age, gender, cultural background, as well as staff interests and strengths, contributing to a creative and innovative organisation of staffing. This enhances children and young people’s learning and development opportunities, as they are exposed to a broad range of play, learning and leisure experiences.</p> <p>As mentioned before in Quality Area 1, educators work in groups of two or three to run activities within a particular focus area. Assigning educators consistently to specific focus areas (i.e., STEM, cooking, physical activity), allows for familiarity and continuity with children and young people. This enables staff to be able to monitor children’s ongoing engagement, learning and development, as well as develop a further understanding of children’s individual needs.</p> <p>Staff organisation helps to ensure that OSHC transitions, routines and expectations are consistent, predictable and reasonable for children and young people in the service. This helps to reduce stress in children and young people, promote engagement and helps to build reliable and secure relationships with educators (and adults).</p>
2. Practice is informed by critical reflection	<p>Weekly staff meetings assist in enhancing educators' knowledge of the service requirements and increase the continuity of care that children receive. These meetings also allow the service coordinator to keep educators up to date with current frameworks, regulations, and best practice suggestions, or notify educators of any changes or updates, to ensure educators align consistently with industry standards. They also allow for brainstorming and critical reflection to explore innovative ideas that may enhance the service’s effectiveness, quality and organisation.</p> <p>Regular staff collaboration enables staff to voice their own and engage with individual peers’ strengths and passions and may have suggestions on how they can be utilised in the service, in order to maximise the impact of educators. For example, educators may be</p>

	<p>interested in leading activities in particular focus areas, taking on additional responsibilities based on strengths and interests, such as kitchen and food preparation duties, assisting with administration, leading professional development or team meetings, etc. Furthermore, regular staff reflection surveys and professional development reviews create space for conversations in regards to educator professional development goals, and what kinds of opportunities can be provided to align with their growth goals, and thus enhance contributions to the quality and organisation of the service.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>The service coordinator being at the service for 28 years is another great example of her commitment to the program, her incredible leadership skills and her in depth knowledge and passion for OSHC. Her consistency has created the development of secure and ongoing relationships with the school's (various) leadership teams, the school's teaching and support team, families who attend OSHC - even with past OSHC families, as previous students have come back to join as educators. Furthermore, under her leadership, there has been a relatively low staff turnover, which reflects the workplace culture and environment. This supports children and families, as the service is thus able to provide consistent relationships, a secure learning and play environment, and is able to foster support and a sense of belonging.</p> <p>The service and individual educators communicate regularly and consistently with families, in various formats, to ensure that families feel supported enough to share feedback, suggestions, concerns in regards to organisation of the service and its educators.</p>

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

<p><b>Exceeding themes</b></p>	
<p>1. Practice is embedded in service operations</p>	<p>Routine weekly staff meetings ensure that all staff are all able to collaborate with one another, regardless of service rosters. Meeting weekly allows staff to build trusting, respectful and professional relationships with one another and this is the foundation of a functional and quality team and thus service. Often during service, educators are busy and engaged in activities with children and young people, and thus it is important that management are facilitating opportunities for staff to regularly meet and collaborate with one another. Educators are able to collaborate and share ideas for a whole range of topics, such as educational programming, dealing with health and safety concerns, risk management, quality improvement, child support and wellbeing and more.</p> <p>All educators are provided with the Code of Conduct upon employment which highlights all expected and appropriate behaviour, and thus requires educators to act professionally, respectfully and ethically towards the children and young people, families staffing team and any</p>



	<p>other community stakeholders. Our Code of Conduct was recently updated to be more comprehensive to ensure that educators are being held to a quality standard of behaviour and professionalism.</p>
<b>2. Practice is informed by critical reflection</b>	<p>Service educators come from a range of backgrounds and have or are working towards a range of different ACECQA recognised qualifications, including Out of School Hours Care, Primary Education, Secondary Education, Psychology, Nursing, Education Support, as well as any previous study qualifications such as Environmental Science, Sports Leadership, Arts, Visual Art and early Childhood. Educators are encouraged to utilise their skills learnt through their previous or current study to enhance and enrich our program; for example, educators who have studied psychology regularly run sensory-play and wellbeing promoting activities with the children and young people in the service.</p> <p>Educators acknowledge and celebrate one another's strengths and feel comfortable asking peers for assistance and guidance. For example, for two years in a row, educational leaders host a staff-bonding activity for National Out of School Hours Educator Day, in which staff members anonymously write short notes about one another with reference to a trait about them that they admire or value, or that makes them a great team member at the service. The task is very helpful in getting educators to pause and take a minute out of their busy day to recognise and highlight all the amazing work and qualities that each individual educator possesses. Educators reported positive feedback about this activity, saying that it was great for staff morale, self-confidence and self-efficacy, very thoughtful and thus it has become a bit of a yearly tradition now.</p> <p>Educators participate in regular professional development training in order to strengthen professionalism, collaboration and staff learning experiences, which then feedback into the service and enhance quality. Often, due to costing and convenience, educational leaders will participate and attend training sessions and then organise staff training sessions in which the information can be passed on to the whole team. This allows educational leaders to focus on particular areas or concepts that they believe their staffing team would benefit most from, and allows educators to learn from one another.</p>
<b>3. Practice is shaped by meaningful engagement with families, and/or community</b>	<p>The service has developed strong relationships with Brunswick East Primary School's leadership, teaching and support teams and educational leaders regularly engage with them to discuss needs of children, young people and families that attend both the school and out of school care hours service. Educational leaders regularly and readily engage with school staff to ensure that the children and families' needs are being respected and upheld and that OSHC is complimenting and supporting the school's approach, and vice versa.</p> <p>Some of our educators also work as Education Support Workers at the school and thus have a greater insight into the school environment and teaching staff, which promotes consistent communication and collaboration between the school and OSHC. Often education support workers are working in strong collaboration with a particular children's teaching and support teams (which often include allied health professionals or case workers) and thus through information sharing, OSHC is able to maintain consistency, mutual respect and a level of professionalism when supporting children and young people and their families.</p> <p>Regular chronicle updates on Compass of child behavioural incidents further enhance collaboration between the school and the service.</p>

## Key improvements sought for Quality Area 4

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1 Professional Collaboration	Staff benefiting from Educator Wellbeing training	<p>Positive, proactive and respectful team</p> <p>Everyone feeling confident and capable in their position and feelings of self-efficacy</p> <p>Staff feel supported and empowered in looking after their wellbeing</p>	M	<p>Look through Beyond Blue (Be You) Educator Wellbeing resources</p> <p>Run wellbeing training during weekly staff meetings</p>	<p>Staff feel supported in managing their wellbeing inside and outside of work environments</p> <p>Staff feel supported in managing their work-life rhythm</p> <p>Staff have strategies to take care of their mind and bodies</p> <p>Staff have an understanding of burnout and compassion fatigue and have strategies in place to protect themselves from this</p>	End of 2024/2025	September 2024; Educational leader has started looking into Be You resources and webinar videos
4.2.2 Professional Standards	Updating BEPS service policies	All services policies are best practise and in depth	H	Purchase packages from Child Care Centre Desktop in order to help us write and update service policies	<p>All compliant policies have been updated</p> <p>Additional best practise policies have also been updated</p>	End of 2024	<p>September 2024; Child Care Centre Desktop package with policies has been purchased.</p> <p>We are currently in the process of working through and updating them all to suit our service.</p>

## Quality Area 5: Relationships with children and young people

This quality area of the *National Quality Standard* focuses on relationships with children and young people being responsive, respectful and promoting children and young people's sense of security and belonging. Relationships of this kind free children and young people to explore the environment and engage in play and learning. Additional information and resources about Quality Area 5 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 5: Standards and elements

<b>Standard 5.1</b>		<b>Respectful and equitable relationships are maintained with each child and young person.</b>
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child and young person 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.
<b>Standard 5.2</b>		<b>Each child and young person is supported to build and maintain sensitive and responsive relationships.</b>
Collaborative learning	Element 5.2.1	Children and young people are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child and young person is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

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## National Law and National Regulations underpinning Quality Area 5

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

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

## Quality Improvement Plan for Quality Area 5

### Summary of strengths for Quality Area 5

#### Strengths

#### **Standard 5.1- Relationships Between Educators and Children**

##### **☐ Element 5.1.1- Positive Educator-to-Child Interactions**

- ☐ The Framework for School-Aged Care forms the basis for best practice within our service. Educators understand and reiterate the importance of building responsive and meaningful relationships with the children and young people so that they may feel secure, confident and included.
  - Professional conversations, guidance, role modelling, mentorship and supporting resources are provided to support educators to achieve this.
- ☐ The regularity of educator shifts allows for the development of secure and meaningful relationships with the children to occur, particularly for the longer-term educators.
  - Educators have the option to work consistently with certain groups of children and young people for set periods so that they can develop positive and secure relationships with them;
    - Certain educators run the following programs and clubs; Prep program, sports program, science program, BUSH OSHC, cooking club, art and craft activities - these clubs tend to get a dedicated following of children.
    - Access to Inclusion Support funding has helped us to develop meaningful and consistent relationships with children who have behaviour disorders or issues by rostering additional staff on. By working with regular educators, it allows the children to build a sense of trust, respect and familiarity with the staff, as well as staff being able to use consistent language, routines and strategies to support the child. Additionally, that educator can remain aware of the changes or improvements in the child's behaviour, and can relay this to all other staff at staff meetings so the whole team is aware of any changes.
    - Behaviour and Inclusion Support Plans for all necessary children are complete and educators use them in order to provide consistent support and behaviour guidance. These were completed in partnership with information from families, teachers from BEPS, health professionals and through educator observations and discussions.
- ☐ Comfort, security and stability for children and young people within the program are consistently provided in the OSHC spaces and culture; through educators, environments, food, spaces, and activities.
  - This is practised by ensuring rotating staff are greeting children and young people at sign-in to learn faces and names, conversing during afternoon tea, engaging in activities with them, and conversing with parents during pick-up and drop-off.
  - We have created a gratitude and affirmation wall in our main OSHC space (i.e., our OSHC Room), in order to promote comfort and self-esteem for the children in our program. The affirmations on the wall were created with and by the children, who wrote positive messages to uplift peers, when they walked past. The wall also includes mirrors, so when children look at themselves in the mirror, they are surrounded by optimistic affirmations. This is an ongoing program, so children and staff continually add affirmations to the wall.

##### **☐ Element 5.1.2- Dignity and the Rights of the Child**

- ☐ OSHC Policies on inclusion, diversity, respectful relationships with children and young people are discussed as professional conversations at the staff meetings, alongside expectations of BEPS OSHC that uphold the UN Rights of the Child.



- ☐ Infographics on inclusion and equality are openly displayed in OSHC spaces in both adult and child-friendly forms. This includes posters of the UN Rights of the Child displayed in our main OSHC spaces at eye-level for children to interact with.
- ☐ Children and young people are always listened to and are encouraged to speak up; Educators are responsive and accommodating both at an individual and group level, within the confines of operating an inclusive and functioning program
  - The rights of children and young people are promoted, maintained and respected; everyone has a right to feel safe and respected
- ☐ There is an emphasis on article 12 which is 'Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account'- which is strongly linked into our child-centered approach, pedagogy and culture of the service; we always want children involved in decision-making that affects them and their experience of the service as much as possible.

### **Standard 5.2- Relationships between Children**

#### **☐ Element 5.2.1- Collaborative Learning**

- ☐ BEPS and OSHC collaborate by example and the activities offered at the service reflect this, encouraging peer to peer learning and teamwork.
- ☐ Children and young people are encouraged to have a voice, an opinion, to take ownership, have agency and be active participants in our service.
  - One example is that we have a children and young people's suggestions book that we use for programming activities. Children and young people are encouraged to write suggestions of what kinds of activities they would like in the program. These suggestions can be either named or anonymous and are then displayed in a large book.
  - Another example is our child-run surveys and questionnaires. Children volunteer to go around the service to collect data from and document their OSHC peers' responses, from which staff incorporate into the planning cycle of our educational program.
  - Older children can choose to run or lead activities with other, younger children, letting them practice leadership and fostering collaborative learning from older-to-younger peers.

#### **☐ Element 5.2.2- Self-Regulation**

- ☐ BEPS OSHC works in collaboration with families, children and the school teaching community, to provide consistent and meaningful support to children exhibiting challenging behaviour issues. vv 5
- ☐ BEPS OSHC supports children and young people with their self-regulation skills through warm and responsive relationships with educators. This may look like 1:1 support with a child, or conflict resolution with a group of children, or facilitating activities and experiences that teach self-regulation.
  - For example, programming for children who have challenging behaviours; redirecting 'violent' or 'sensory-seeking' behaviours into a safer, more controlled manner- e.g., gymnastics, parkour, jumping on a trampoline, obstacle course, etc. - this is often done in collaboration at our regular staff meetings we discuss recent challenges or events and brainstorm how we can address the issues better towards positive resolution and/or with teaching and support staff from BEPS
  - Behaviour guidance strategies are formulated in Behaviour and Inclusion Support Plans, in order to best support each child moving forward, minimise potential future issues, as well as encourage self-regulation.
  - During conflict management between children, OSHC staff strive to make all involved parties feel heard, respected and to create a mutual feeling of fairness and resolution.
- ☐ BEPS OSHC has a number of identified children and young people in the service who are neurodiverse, have trauma or have behavioural support needs. We have sought professional development and training to better equip us with the skills in order to best support them in our service.

- o Educational leaders participated in a NOSHSA-run professional development session, about embedding inclusive practices into OSHC services; including complex behaviour support, providing trauma-informed care and neurodiversity affirming practice.
  - Educational leaders re-delivered this information to all educators for the course of weekly meetings (over 8 weeks). The training consisted of watching webinars, watching videos, collaborative discussions, reflections and activities, professional conversations, etc.
  - We have embedded the concept of wellbeing perspectives into the way we program plan as well, to ensure wellbeing is being intentionally planned and considered in every experience or activity that is offered in our service.
  - Educators' knowledge of these issues helps to ensure that children and young people of all needs are being accommodated for and that the service is best equipped to adapt when needed, assist with understanding and empathy and assist children in their self-regulation.
- ☐ We have devised a sensory box filled with resources that support self-regulation and self-soothing activities. These include a variety of fidget toys, stress balls, fidget spinners, cubes, snakes, tangles, etc. This box is located in the OSHC Office and thus easily available to children to help themselves too at free-will. Use of these toys can also be prompted by staff, when they are helping a child to regulate.
- ☐ We have developed a visual resource folder for children who may benefit from the use of visual aids. This folder lives in the OSHC office and is available to all staff should they like to use when working with children who are working on their self-regulation, working with children who have Behaviour and Inclusion Support Plans, etc. It contains time management resources, physical activity cards, activity choice cards, zones of regulation cards and other emotional regulation support.

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

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

<b>Exceeding themes</b>	
1. Practice is embedded in service operations	Educators are always being intentional with keeping interactions with children respectful, equitable and empowering. We try to give the children and young people in our service as much choice as safely and physically possible, in as many areas as possible. Educators collectively want children to feel safe, supported and to find happiness and enjoyment in the service. In any given OSHC shift, educators are greeting children and families, conversing with the child (e.g., asking how their school day was, how their weekend was, following up on an event that may have shared with that educator, talking about their new toy), explaining food options, describing the upcoming activities and areas for the day, providing physical and emotional comfort, assisting in conflict resolution, modelling positive and respectful behaviour to children and other educators, and acknowledging strengths and achievements.
2. Practice is informed by critical reflection	Educational leaders attended a three-part professional development training about 'Embedding Inclusive Practises in Out of School Care'. Upon reflection we believed that the training was so in depth and meaningful, and so we resolved to adapt many elements of our program to be congruous with this 'paradigm shift' on positive and inclusive interactions with children. We re-delivered the training to staff over the course of 8 weeks, and these training sessions have assisted in expanding the breadth and depth of staff knowledge regarding initiating and perpetuating positive child interactions. These strategies involve using constructive rather than corrective instructions with children when problem behaviour arises, saying 'yes' to as many things as safely possible, promoting and empowering child agency, complimenting model behaviour rather than calling out children (e.g., "I love how _ is sitting with her legs crossed and eyes on me demonstrating she is ready to start the activity", rather than "You're not listening to my instructions and everyone is waiting."), making intentional decisions to make experiences in OSHC more positive for the children attending (e.g., afternoon tea menu changes). Post training, the educators gave great feedback and said they found the training to be very constructive and since then, we have noticed educator-child relationships and interactions flourish.
3. Practice is shaped by meaningful engagement with families, and/or community	Many stakeholders - including families, BEPS teachers and support staff, BEPS leadership, allied health professionals - all play a part in shaping our interactions with children, particularly those with behavioural needs or additional needs. Many of these stakeholders have pre-existing strategies or specific language that they use with children, which OSHC can adopt to create a consistent and supportive environment. For example, there is a set of siblings in the service who have separation anxiety and drop-offs can often be a challenge. Through conversations with the parents and educators, we were able to come up with some strategies to create positive, personal interactions and activities for the children, to promote safety and comfort at the service for these children.

Educators are always having regular conversations with families in regards to their children; whether it's about the craft the child created, which children they were playing with, or a positive highlight. This kind of regular feedback helps to build rapport with families. If an incident occurred, or if staff noticed a child not enjoying OSHC or demonstrating behaviour atypical for their character, educators will communicate this with families to create a space for responsive conversations which address support for the particular child..

Standard 5.2 – Relationships between children and young people: each child and young person is supported to build and maintain sensitive and responsive relationships.

<b>Exceeding themes</b>	
1. Practice is embedded in service operations	In daily interactions with children and young people, educators are always supporting children to build respectful, sensitive and responsive relationships with their peers. For example, when conflicts arise with children it's the educator's responsibility to act as mediator and help to guide the children in listening to one another, practising empathy, apologising, and, after de-escalating the situation, brainstorming together on how the children could act differently in the future should this situation arise again. Educators help to support children's social communication skills and dialogue, encourage children to play with peers or join in a game, support children in labelling emotions and self-regulation, and model respectful and responsive behaviour for children to follow - these interactions are happening in our service all of the time.
2. Practice is informed by critical reflection	<p>Educators are constantly reflecting on how to best support children and young people in their relationships with peers; this occurs regularly in weekly staff meetings, where educators will discuss any recent events, any updates in regards to children and reflect on the previous week. In these meetings, any new friendships between children are discussed, as well as how to best support the children in making these friendships positive and constructive. Additionally, during meetings staff nominate children for a 'Kindness Award'; these awards do not have strict criteria, and are more about celebrating and highlighting children's kind, positive and thoughtful interactions with peers from the previous week. These awards are then printed out with the child's name and reason for the award and given out in front of the OSHC cohort during afternoon meeting time. This is a great opportunity for children and young people to celebrate their friends' achievements, promoting peer support and modelling responsive and respectful behaviour.</p> <p>Furthermore, if there are negative or complex interactions with children throughout the week, educators will often reflect and debrief with the coordinator on the day to talk through the situation and reflect on what has occurred and if there are changes that may need to be made in the future. These incidents are also discussed at weekly staff meetings to ensure educators can provide support and feedback to one another, and to create a consistent structure of support for children in our service.</p>

### 3. Practice is shaped by meaningful engagement with families, and/or community

Engagement with families, school staff, and support staff helps us to shape the support of each child and young person in our service, in particular, children who have a Behaviour and Inclusion Support plan. These plans are created with information and sources from families, parents, teachers, and allied health professionals, in order to provide these children with widespread and dynamic levels of support. These can include known strategies from family members or parents, new strategy suggestions from professionals, additional insight into children's behaviour that may not necessarily be visible in an OSHC setting - i.e., not identifiable during play and leisure. Many children who have Behaviour and Inclusion Support Plans at OSHC, also have an Education Support Plan with the school, and we use this information to further support the child.

For example, during school some children are using visual timetables, zones of regulation cards, or 'now' and 'then' posters in order to support their regulation and wellbeing, and promote their engagement in the school environment. These resources were passed on to OSHC after ongoing conversations with teaching and support staff, and are now used by staff with certain children who are familiar with the language. Furthermore, this collaboration helps with staff's understanding of the child and their particular needs. As another example, there are a few children who attend the service who have experienced various types of trauma; after conversing with an outreach support worker, educators learnt the importance of creating as many safe and succeeding experiences for these children as possible. Encouraging and supporting educators to build trusting and nurturing relationships with these children has been a significant development in the pedagogy of our service. Now, whenever these children come into our service, educators make an extra effort to create as many positive experiences as possible for them, which may include designing activities for children to succeed, helping them win games, as well as providing positive feedback for any type of engagement.

## Key improvements sought for Quality Area 5

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard 6 Relationships with Children	Contribute and collaborate with BEPS with their School Wide Positive Behaviour Support matrix	<p>To promote children's sense of security and belonging.</p> <p>For children to feel free to explore the environment and engage in play and learning.</p> <p>For children and staff to have respectful and safe relationships with one another.</p>	H	<p>Working with the school leadership team, teachers, education support staff, wellbeing team, etc.</p> <p>Identifying behavioural issues of concerns</p> <p>For OSHC to be included in and to adopt the School Wide Positive Behaviour Support Matrix</p> <p>To display and adhere to school-wide values, expectations, safety guidelines, etc.</p>	<p>Children and staff feel safe and supported in school environments</p> <p>Children are able to self-regulate to the best of their ability and age restrictions</p> <p>Children have positive and safe interactions with staff members</p>	End of 2024	<p>July 2024; OSHC contributed to the editing of the draft of this document.</p> <p>September 2024; Wellbeing coordinator has confirmed SWPBS is being finalised and will be sent to OSHC when completed</p>

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

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

Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 6: Standards and elements

<b>Standard 6.1</b>		<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>
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.
<b>Standard 6.2</b>		<b>Collaborative partnerships enhance children and young people's inclusion, learning and wellbeing.</b>
Transitions	Element 6.2.1	Continuity of learning and transitions for each child and young person are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children and young people's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

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## National Law and National Regulations underpinning Quality Area 6

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

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



## Quality Improvement Plan for Quality Area 6

### Summary of strengths for Quality Area 6

#### Strengths

#### **Standard 6.1- Supportive Relationships with Families**

##### ☐ **Element 6.1.1- Engagement with the Service**

- ☐ BEPS OSHC supports families throughout their duration of OSHC experience; which includes; through orientation (if in prep or new to the school),the enrolment process, transitions between school, and with any other concerns, queries or assistance families may require.
- ☐ The service coordinator runs Prep transition information sessions, in partnership with BEPS, at the end of each year for future families.
  - o This is also available individually for new families entering the school from other year levels.
- ☐ BEPS OSHC has developed new family and prep Information packs that are given to families, and are easily accessible on our website.
  - When families enrol in the service, they are sent a welcome email, information on how to access policies and important information, such as Family handbook, online enrolment procedures.
  - The service coordinator will also follow up with a face-to-face (which is preferred) meeting or a phone call prior to commencement of OSHC bookings. This ensures families are able to meet and greet the service coordinator, be given a tour of main spaces, be introduced to educators, see what OSHC looks like and what kind of activities and experiences are on offer, answer questions, etc.
- ☐ BEPS OSHC has a committee of management that is involved in contributing to all service decisions and the day to day management of the service. The committee is reportable to the school council. The Committee of management is made up of parent reps, principal, school council reps and the OSHC Coordinator.
- ☐ Families receive weekly OSHC bulletins and OSHC monthly newsletters.
  - o Weekly bulletins include a brief summary of any important information for families (e.g., curriculum days), photos of activities and experiences that occurred throughout the week and an educational program plan for the following week
  - o In the monthly newsletters, there is extra information for families, including; relevant information for the parents to inform them of children's learning, at-home activity ideas, recipes, relevant parenting resources or articles, as well as upcoming significant community dates that will be embedded into the program. For example, when it is World Mental Health Day or National Nutrition Week, an extra page of information dedicated to that is put into the newsletter, to inform families of what it is, how we are embedding this into our service, why we are embedding it into our service program plan and extra information/resources (i.e., links, infographics, etc).

##### ☐ **Element 6.1.2- Parents Views are Respected**

- ☐ BEPS OSHC values families as integral to the holistic & ongoing care of their child
  - o Information on the child is gathered via the children's enrolment form as filled out by parents. This allows us to utilize information for our service to provide any accommodations and additional support for the child (i.e., medical conditions, food allergies, behavioural needs, disabilities, gender identity, family belief systems, etc.)
  - o Regular conversations between families and educators occur daily, which allows educators to highlight their child's achievements, learning and development, as well as provide opportunities for feedback.

- ☐ Parents' feedback and queries are highly valued and important to our service. Queries are responded to as soon as possible and are taken into consideration; with changes made to program practices when and where we can to accommodate constructive feedback.
  - We have phone numbers and contact details displayed on our OSHC notice board in the event of complaints or grievances.
  - There is a permanent QR Code that is attached in every newsletter that gives parents access to give feedback and suggestions surveys, in which they can respond to throughout the school year. There is also a link that is in each newsletter and a link sent in each weekly bulletin email to families. It enables parents to give anonymous or named feedback on the service.
- ☐ BEPS OSHC is a strongly inclusive and diverse service and advocates for different types of families as well as varied cultural backgrounds.
  - Our service strongly reflects and celebrates the School and greater communities values. BEPS OSHC partakes in regular events highlighting diversity such as rainbow day, IDAHOBIT, Wear it Purple Day, NAIDOC week and all other cultural celebrations.
- ☐ Visual aids (including posters, infographics, etc.) are displayed showing respect for others; Acknowledgement of Country and other activities that are related to Aboriginal culture and learning; blended & diverse families; LGBTIQA+ families; representing diverse cultural backgrounds
- ☐ Regular conversations are had with families, especially families of children who have Behaviour and Inclusion Support plans or have disclosed family issues, to ensure that families have a say in the support they would like us to provide for their child. We always want to work collaboratively, respectfully and coherently with families when supporting their child, especially if they have complex behaviour, a diagnosis of any kind, have been subjected to trauma or family violence, etc.
- ☐ **Element 6.1.3- Families are Supported**
- ☐ Current and relevant information is made available to families via emailed weekly bulletins and weekly newsletters.
  - This includes updates from the Australian Government, Health Department, Department of Education or BEPS.
- ☐ We recently updated our weekly bulletins and monthly newsletters that are sent to parents and families to be more simplistic, concise and modern. Since doing this, we have received positive feedback from families in response to this change.
  - We have also started including extra information pages in the newsletter each month to inform families about OSHC more - sometimes this is information about significant First Nations dates that we are running activities for, or information in regards to what staff have been working on in team meetings. We hope this will provide some further insight with families, create conversations and provide a learning and engagement opportunity with the service.
  - The school has implemented a newsletter in which OSHC contributes to fortnightly. This allows us to connect with the wider school community who are not involved in the OSHC program and may not receive our weekly OSHC newsletters.
- ☐ BEPS OSHC supports families with their parenting and wellbeing;
  - Mental Health support resources are sent out in each weekly bulletin so that families can access them easily and frequently.
  - The service coordinator will research individual family support as required and ensure families are aware and informed of what support options are available to them.
  - Verbal conversations occur regularly between families and both service coordinators and educational leaders; we make a conscious effort to make time for conversations and meetings with families.
    - This may include checking in on how they're doing, checking in on a situation or event that has occurred, checking in on a child-related incident, etc.

- o There is always accessible and visual information about mental health support and general information on the family notice boards in the OSHC room, near the sign-out station.
- o We work in collaboration with BEPS teachers, wellbeing, support staff, school leadership and external professionals to ensure OSHC is providing consistent and holistic care and support for families and their children.

### **Standard 6.2- Collaborative Partnerships**

#### **Element 6.2.1- Transitions**


- ☐ BEPS OSHC works with the school to ensure that core values, expectations and routines remain consistent throughout the school environment, in order to support children as they transition into and out of the school setting each day.
- ☐ Preps' transitions into the OSHC program are supported.
  - o During the first two terms of the year, preps have afternoon tea separate from the other children, in a more quiet environment. They initially start with prep-only activities and eventually we start easing them into activities with the rest of the service - this only occurs once they feel more comfortable and familiar with the service, usually towards the end of term 1.
  - o This is done to assist in their schooling transition and adjustment to their new environment. It also promotes social engagement with the peers in their learning community (i.e., prep) and for them to feel comfortable and supported in a small group. Educators will rotate who works with the preps to ensure the children become familiar with the faces of the OSHC team and vice versa.
  - o Often siblings of preps and other older children will help run the prep activities, which doubles as a buddy-support system.
- ☐ For new children starting OSHC, we develop a buddy/mentor system, in which a child is 'buddied-up' with another child from their learning community, or another child that educators believe will be nurturing and welcoming. Educators also check in with children that are new to the service and make sure they understand how the program runs, expectations, guidelines, routines, choices, etc.
- ☐ At the end of the year, we are aware that grade changes (moving up through and leaving primary school) can be anxiety-inducing for children and families, so additional support for children and families is extended.
  - o Educators have conversations with the children and young people about the upcoming changes and what to expect (as staff are familiar with the school's process of transition), offering support for feelings of uncertainty and anxiety and creating space for conversation for reflection and all the positive experiences they've had throughout the year.
  - o This also includes the Year 6's transitions to High school; having conversations about the upcoming changes ahead of time in regards to high school transition, talking about the child starting high school and how they feel, if they have any friends moving with them, preparing farewell certificates for those students who are leaving.
  - o Encouraging children to reflect and celebrate their time at both the school and the OSHC program, through activities and through child-led surveys about enjoyment and learning in OSHC.
  - o When families leave the service and/or school, BEPS OSHC supports by having farewells and send offs as well as supporting feelings (e.g., excitement or anxiety that the child may be feeling and connecting with parents/guardians).
  - o When children or families disclose personal transitions, such as parent separation, family dynamics, moving houses, receiving external support, etc. educators offer support based on the child's and family's needs and requests .

### ☐ **Element 6.2.2- Access and participation**

- ☐ BEPS OSHC is committed to making sure all children and young people have equitable access to OSHC environments and resources.
  - Open communication is maintained with families as a first means for open dialogue and inclusion.
  - Partnerships with external professionals are sought as required; Merri-bek Council; Psychologists; teachers; wellbeing specialists.
  - Training is actively updated where and when necessary - e.g., inclusion (LGBTQIA+) training, neurodiversity affirming practise (ASD and ADHD in particular), complex behaviour management, trauma-informed practices and care - with the aim to support and educate staff in these areas, to then be able to support access, inclusion and participation in the program.
- ☐ We remain in consistent communication with the school's leadership, wellbeing and teaching teams to support children in OSHC spaces. For example, some students may use specific language or visual aids with everyday routines in education settings, and OSHC can reinforce these strategies to support students in the same way. These conversations also occur in regards to incidents, updates from families, changes in medication, doctors notes, etc. that may all influence a child's learning and wellbeing.
- ☐ Strategic Inclusion Plans (SIPs) are in place for before-school care and after-school-care. It includes strategies for improving and embedding inclusive practice, in line with the National Quality Standards (NQS) and it outlines the strategies and actions educators will implement to increase this capacity to provide inclusive, safe spaces for all children.

### ☐ **Element 6.2.3- Community Engagement**

- ☐ BEPS OSHC regularly hosts and attends the following; BEPS School Committee Meetings, BEPS OSHC Sub-Committee Meetings, Reconciliation Action Plan Committee Meetings. These are all school-wide engagement opportunities.
- ☐ BEPS OSHC is included in BEP's Reconciliation Action Plan (RAP) and has been endorsed by Narragunnawali, as of August 2024. We will continue to maintain, practise and extend this into the future, by completing set actions, regularly reviewing the plan, expanding the RAP Committee and connecting more with First Nations community members.
  - In partnership with the school in May 2024, we hosted a RAP Market Fundraiser to raise money to support our RAP (see exceeding themes for more information)
- ☐ BEPS OSHC regularly seeks to include significant community dates in program planning and service operations. This includes:
  - In collaboration with BEPS yearly Twilight Markets (fete), Reconciliation Action Plan fundraisers, school-wide events, such as the bi-yearly school production.
  - Celebrating multicultural festivities and important Aboriginal and Torres Strait islander dates.
  - Special Persons day activities twice a year (for Mother's and Father's Day).
  - Endangered animal colouring competition.
  - Breast Cancer Awareness week activities.
  - Community days that promote child well being, such as; Children's Week activities, UNICEF's World Children's Day, National Aboriginal & Torres Strait Islander Children's Day, World Mental Health Day, RU OK? Day, International Women's Day, Neurodiversity Celebration Week, and more.
  - Community days that are fun to draw inspiration from, such as; AFL season and grand final, Australian Open, Olympics Games, Earth Day, and more.
- ☐ The educational leaders have attended many professional development sessions over the past few years; all of which help to facilitate professional collaboration on a wider community-level. Some of these include:
  - Merri-bek City Council

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- o Local OSHC services and their leadership teams,
  - o National Outside School Hours Services Alliance (NOSHSA),
  - o Minus 18; 'Creating Inclusive Classrooms'
  - o CERES Environmental Park
  - o Indigenous Aboriginal Elders Community Association,
  - o Community Child Care Association
  - o In Safe Hands
  - o Qikkids (Playground)
  - o The Australian Centre/Melbourne University,
  - o OSHC VICS Sub-Committee of Management (meetings x 4)

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

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

<b>Exceeding themes</b>	
<b>1. Practice is embedded in service operations</b>	<p>Families are a crucial part of our service and educators are strengthening relationships with families and parents constantly through daily interactions. This includes educators greeting families as they enter the service and creating space for conversation to get to know them and their child and, after a while, updates in their lives and how they are doing day to day. We want to ensure that families feel safe, supported and genuinely cared for at this service. A great example of this is that most longer-term staff have meaningful and ongoing relationships with families due to our continuity of staff.</p> <p>We communicate very regularly with families; a weekly bulletin is sent out each week with urgent notices and information and a copy of the educational program plan for the next week. Monthly newsletters are also sent out, which are more information-heavy, including relevant information for the parents to inform them of children’s learning, at-home activity ideas, recipes, relevant parenting resources or articles, wellbeing resources, as well as upcoming significant community dates that will be embedded into the program. Due to the nature of OSHC and parents' lives being often very busy as they rush to and from work and home, our online communication with families allows them to access newsletters and engage with them in their own time.</p> <p>On our OSHC notice board and in the weekly bulletin, there is a page dedicated to wellbeing and safety support services and contacts for easy accessibility. These services contacts are always displayed to ensure support is always readily available for families should they need it.</p>
<b>2. Practice is informed by critical reflection</b>	<p>We truly value family feedback on the service and thus have a permanently open, anonymous feedback survey sent out to families to access each week, in order to provide insight to families’ satisfaction with the service. The survey is accessible in multiple ways; in the weekly bulletin which is sent through email, as well as a link sent out along with the weekly bulletin, via QR code in the monthly newsletter, and via QR code in the OSHC room.</p> <p>The survey contains the following questions; ‘Do you have any suggestions of how we can improve the service for your child?’, ‘Do you have any suggestions of how we can improve our service for you (i.e., the families), ‘Do you have any positive feedback about the service from yourself or your child?’, ‘Do you have any other notes or feedback?’. We have received some great positive and constructive feedback from families in regards to resources, staff interactions and the educational program, which is all fed back to our educators and thus changes are implemented where possible.</p>



	<p>Through ongoing observations and interactions with families, educators critically reflect on changes and adjustments that can be made to best support families and their children. For example, during weekly staff meetings educators will often discuss and share conversations they have with families to ensure educators are informed and on the same page. If an educator notices that a parent is always coming in looking exhausted and disclosing pieces of personal information, and it sounds like they may be struggling, the service can and will provide support to families. Service coordinators may check on them and create safe space for conversations in which the service would like to provide support and assist a parent in connecting with external support. In order to provide consistent and mutual support, communication and sharing of relevant sensitive information with the school is crucial.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>Through additional information in the bulletins and newsletters, families are informed of upcoming significant community dates. For example, for National Reconciliation Week, educational leaders put in extra information about the significance of the day, what it is, how we are embedding this into our service, why we are embedding it into our service program plan and extra resources or links to resources, for if families wish to find out more information. Not only is this to keep families informed about the educational program and their child's learning, but also aims to provide new information for families to learn about themselves. Furthermore, another example of this was when staff finished a training series about 'Reconciliation in Education' and in the following newsletter, we included a page of information in regards to appropriate and respectful language when referring to First Nations people of Australia, which aligns with the broader community values and with the school's Reconciliation Action Plan.</p> <p>In the OSHC room near the sign-out Kiosk, we always have lots of pamphlets and information on external support services, mental health wellbeing, Child Care Subsidy Information, booking information, and much more for families to easily access should they need.</p> <p>Educators participate in professional training sessions and engage with resources that enhance their ability to support families in their parenting role. For example, educators have learnt about fostering positive and safe relationships and interactions with children who are neurodiverse, who have trauma and who exhibit complex behaviour. Furthermore, educators encourage and model prosocial and respectful behaviour when engaging with children, and thus assist children in behaving the same.</p> <p>Educators access and use ACECQA resources for Quality Area 6 when feeling unsure on how to support families, to ensure that support is within professional boundaries and that support is context specific to OSHC settings.</p>

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

<b>Exceeding themes</b>	
<b>1. Practice is embedded in service operations</b>	<p>The service regularly liaises with our Inclusion Support Officer, who supports us in all things inclusion, including funding for certain children, resources, Strategic Improvement Plans, etc. to provide a quality, inclusive service for children and young people attending. Educational leaders regularly use and refer to resources from the Victorian Inclusion Agency (VIA)</p> <p>There is also constant partnership with BEPS Teachers, leadership and support staff and families in order to enhance children and young people’s learning and wellbeing. Educational leaders and educators have regular face-to-face conversations with teachers and support staff during transitions and handovers of children, as well as regular updates when inclusion and support changes within the school environment occur for certain students. The service also regularly checks Compass chronicles to stay up to date with incidents and events that may affect a child or young person’s wellbeing, learning or engagement within the service.</p> <p>The service also engages with numerous agencies and services that provide professional development and training to educators. For example, Community Child Care Association run monthly webinars where they bring in professionals in to speak on a variety of topics (e.g., Inclusion Support, cyber security, etc.), all designed to educate educators and thus enhance an educator’s ability to enhance children and young people’s wellbeing. Educational leaders attend these webinars every month to stay up to date with relevant industry information, and will often relay this information to educators during weekly meetings.</p>
<b>2. Practice is informed by critical reflection</b>	<p>The creation and regular editing of the service’s Strategic Improvement Plan and individual children’s Behaviour and Inclusion Support Plans ensures that critical reflection is occurring in order to best support children in the service. For example, as educators work with children and find new strategies that work with a child, they are added into the plans, allowing all staff to be made aware of these strategies. Likewise, if a child is consistently responding negatively to a strategy, this can be amended in the plan to reflect that.</p> <p>The BEPS School Council and the BEPS OSHC Subcommittee play a crucial role in critically reflecting on the service and their ability to promote inclusion, learning and development. These collaborative forums of school community members raise and discuss important issues (e.g., budgeting to allow for additional support to promote inclusion, or for resources that promote inclusion, amendment of policies to be more inclusive).</p> <p>Educational leaders attend Community Child Care Association’s OSHC Conference which are run yearly across two days, and often include a community social night. After listening to two full days of industry professionals talk about their areas of expertises, a lot of critical</p>





	<p>reflection in respect to the service occurs. Educational leaders often have a debrief with one another; where they share new ideas, brainstorm if and how we can implement strategies or concepts into our service and how or if it's helping us achieve best quality practice. Furthermore, the hosted social events are a fantastic opportunity to compare service operations with coordinators and educators from other services, share stories and resources,</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>The service works very closely with the school to enhance children's learning and development. For example, becoming a part of BEPS's School Wide Positive Behaviour Support Plan (SWPBS) is all about the promotion of wellbeing, safety and security across the school environment and is a great opportunity to be involved in. OSHC was invited along with the rest of the school's teachers and students, to contribute and edit the draft of the SWPBS to ensure that values, expectations and relevant transitions were included.</p> <p>Furthermore, we have a strong partnership with Brunswick East Primary School aids in which we openly communicate, share relevant information and align with educational practices and values. It ensures a seamless transition from the school environment into the service and vice versa. As mentioned prior, some of our staff are also employed as Education Support Workers at the school and this helps in developing strong and consistent communication and information sharing.</p> <p>The educational leaders of the service were involved in participating in a trial of a professional development training run by the National Out of School Hours Service Alliance (NOSHSA), which has since been rolled out across Australia. We attended three sessions, two of which were feedback and collaborative discussions in regards to the re-delivery of the program back to our educator teams; this was a great opportunity to collaborate with other OSHC industry professionals and work alongside like-minded people. The opportunity was rich in learning and we have re-delivered the training to staff. It was one of the most in-depth and rewarding training sessions we have run with staff, and to this day, educators are sharing with educational leaders about how helpful it was and how they have been able to use new skills and strategies with the children, and how they have been successful.</p> <p>The Reconciliation Action Plan market was a fantastic experience, in which OSHC was able to meaningfully collaborate with the school and engage with OSHC families, non-OSHC school families and the wider community. In the lead up to this market, OSHC educators facilitate a range of activities across a whole month at both before school care and after school care, in which children could create pieces to sell and raise money at the fundraiser. Children and young people made crafts, such as bracelets, keychains, badges, necklaces, earrings, and during the last week, made a range of baked goods to sell. On the day, OSHC also resourced and ran an art stall in which children could do First Nations inspired painting and scratch art designs. It was one of the largest fundraisers that the school has had in a long time (that was not a school fete) and over \$1000 was raised. This money has been reallocated back into the RAP fund, to go towards cultural education for staff, First Nations artwork and literacy for classrooms, plaques and murals for around the school, paying First Nations community members for their service in ceremonies, including a Welcome to Country.</p>

## Key improvements sought for Quality Area 6

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Element 6.1.1 Engagement with the service	Increase family engagement and find a way for observation and captured learning moments to be more accessible to families	Families to have better and more direct access to observation of their children	M	<p>Purchase Playground software.</p> <p>Set up cloud photo syncing across iPads.</p> <p>Teach educators how to use new observation software and allow time for them to practise this.</p> <p>Roll out 'Home' for families in the new year.</p>	<p>Families feel more connected to their child's learning and play experiences at OSHC</p> <p>Families can give more feedback to service if they are seeing their child's learning and development</p> <p>Families feel more connected to OSHC staff who are facilitating these experiences</p>	Start of 2025	September 2024; All educators can successfully write observations using Playground. We are planning to launch 'Home' and therefore publish to families in 2025.

## 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 and young people's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

Additional information and resources about Quality Area 7 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 7: Standards and elements

<b>Standard 7.1</b>	<b>Governance supports the operation of a quality service.</b>	
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.
<b>Standard 7.2</b>	<b>Effective leadership build and promotes a positive organisational culture and professional learning community.</b>	
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.

## National Law and National Regulations underpinning Quality Area 7

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

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children and young people by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children and young people	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2



<b>National Law and National Regulations</b>		<b>Associated element</b>
Section 167	Offence relating to protection of children and young people from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to Staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	children and young people's attendance record to be kept by approved provider	7.1.2

Regulation 159	children and young people's attendance record to be kept by family day care educator	7.1.2
<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	children and young people not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2

Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – Educators members	7.1.2
Regulation 358 Victoria	Working with children and young people check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

## Quality Improvement Plan for Quality Area 7

### Summary of strengths for Quality Area 7

#### Strengths

##### **Standard 7.1 Governance**

###### **Element 7.1.1- Service Philosophy and Purpose**

- ☑ BEPS OSHC has a Statement of Philosophy which was collaboratively reviewed in 2023 by staff, children and young people & families. It takes into account important policy and industry updates (i.e., Child Safe Standards, My Time, Our Place V2.0, National Quality Standards, UN Conventions on the Rights of the Child ) as well as the cultural changes of the service. This philosophy guides all aspects of our operations in creating a safe and supportive environment for children to flourish in their learning, wellbeing and development. .
- ☑ We have completed a Commitment to Child Safety and Wellbeing which now sits alongside our Philosophy.

###### **Element 7.1.2- Management Systems**

- ☑ BEPS OSHC has effective administration and management systems in place;
  - Required Policies and procedures
  - We have a stable staff team with ACECQA-recognized qualifications, meeting all necessary requirements and having relevant, complementary skill sets. (See Quality Area 4)
  - Staff arrangements are in place and compliant including nominated supervisors, Responsible persons and Educational Leaders (2).
  - Staff operate at a higher ratio; 1 staff to 10 children.
  - Educational Program in place and is developed weekly with two Educational Leaders and ALL staff involved in program plan development
  - Information is provided to families via: noticeboards, emails, weekly newsletter, website/webpage, verbal communication, Kiosk system for signing in/out and messaging.
    - Our weekly bulletin and monthly newsletters have been updated to be more modern, concise and engaging for parents and families
  - QIP is in place and updated regularly; last update October 2024
  - Regular 1.5 hour staff meetings are held each week. Minutes are recorded during these meetings and sent out to staff each week for reference via email.
  - Regular weekly Educational Leadership planning meetings running for 2 hrs (and additional hours as needed)
  - Administration systems including; enrolment & attendance records, child care subsidies, medical incident reports, behavioural incidents, wellbeing concerns, information sharing for MARAM, CISS and FVISS. These records are kept for various periods as required by policy.
- ☑ Risk Assessments are in place to assist the service and all educators to manage and assess risk and thus operate quality and safe service. These risk assessments were completed in collaboration with all staff, as well as input from children and young people attending OSHC. There are risk assessments for the following;
  - All areas that OSHC use in the program, including risks from any regular activities that occur in those area; OSHC Room, Basketball Court, Oval, Science, Cooking, Colourfuls, Bush OSHC, Hall, Music Room, Tinker Lab,



- o Daily Safety checklists which occur before OSHC opens, for before-school-care and after-school-care. These daily checklists involve checking indoor and outdoor spaces that are used during service operation.
  - We have now developed a child-friendly version of this checklist, for children to do should they wish - children requested this:.
- o Safe Arrival of Children
- o Sleep, Rest and Relaxation
- o Excursion (Walk-around Emergency Evacuation Drill)
- o Supervision
- o Digital Technology and Cyber Safety

☒ **Element 7.1.3- Roles and responsibilities**

☒ BEPS OSHC is structured with one service coordinator, two educational leaders and at least twelve additional educators.

☒ Collective and individual roles and responsibilities are clear and understood by all staff.

- o All staff attend weekly staff meetings, contribute to the educational program plan, write observations, actively supervise and participate activities, work with children and young people attending the program, support daily routines, comply with service and National policy and procedures.
- o Educational leaders have additional responsibilities as outlined by ACECQA.
- o Some educators have additional responsibilities, such as assisting with administration, prepping breakfast or afternoon tea for children, performing first aid, cleaning duties, buying resources for the program (i.e., art and craft resources, food shopping, sports equipment, etc).

**Standard 7.2- Leadership**

☒ **Element 7.2.1- Continuous Improvement**

☒ BEPS OSHC is committed to continuous improvement; this is evident via weekly staff meetings which discuss things that are working well, and those that are not, and what kind of action can be taken to improve or remedy the situation.

☒ Robust staff input during meetings is used to constantly assess and improve both practice and policy.

☒ Our staff operate as a team; we listen and learn from one another; champion our strengths and work towards best practice.

☒ Staff participate in termly self-reflections and bi-annual Professional Development Reviews, in which they reflect on their own learning, development and contribution to the service.

☒ Educational leaders drive the service's continuous improvement; regular professional conversations between the two leaders allow for in depth reflection on what kinds of changes we can be making to be consistently working towards best practices. These changes may include how we can support children more effectively, including more children's voice into choices made within the service, what areas staff could benefit from professional development training, changes in our critical reflection cycle, etc.

☒ **Element 7.2.2- Educational leadership**

☒ Educational Leadership has been a strong point of focus for 2023 and 2024, and continuing into 2025. Increased educational leadership hours across the last few years have allowed the service to keep on top of updates to frameworks and Child Safe Standards, regularly update the service's Quality Improvement Plan, support educators, etc.

- o There has been a strong drive for educator professional development across the past two years, to promote continuous improvement and empower staff skill sets, as well as to promote a positive organisational culture and professional learning community within the service.
- o There has also been a focus on the development of the services' own educational program and planning cycle; there is much more intentionality behind the educational program now and the way that it is planned and run by both educators and children and young people. Educational leaders have also made sure to change the service accordingly to adjust for the updated Framework for School-Aged Care (i.e., My Time, Our Place V2.0)
- ☒ We have two staff members sharing this role (one of which being the service coordinator). Sharing this position across two staff members has helped to ensure that educational leaders are always supported in responsibilities. It also means that educational leaders are always accessible to other educators, as at least one will always be in when the service is operating; should staff need support or advice or have queries.
- ☒ **Element 7.2.3- Development of Professionals**
- ☒ BEPS OSHC Staff are provided with Professional Development for all mandatory training requirements, (all costs are covered by the service) including;
  - o HLTAID012- Providing First Aid in an education and care setting, HLTAID009- Provide cardiopulmonary resuscitation, HLTAID010- Provide emergency life support, HLTAID011- Provide First Aid
  - o Child protection training, including mandatory reporting
  - o MARAM Training (for service coordinator)
  - o Safe Food Handling and Food Supervisor Training (for necessary staff)
- ☒ BEPS OSHC staff have also participated in numerous additional professional development opportunities, such as;
  - o Embedding Inclusive Practises in Out of School Hours Care, with NOSHSA; which involved complex behaviour support, neurodiversity affirming practise, trauma-informed care
  - o Nature and loose parts play
  - o Creating Inclusive Classrooms, with Minus 18 (sexuality, sex, gender, etc)
  - o Community Child Care Association yearly OSHC conferences and monthly seminars
  - o Aboriginal and Torres St Islander embedding practice knowledge - Narragunnawali Education Webinars
  - o Anti-Racism Empowerment Training
  - o Regulatory Updates
  - o ACECQA e-Learning Modules on the National Quality Framework
  - o Yearly Community Child Care Association 'OSHC Conferences' (attended by educational leaders), including all guest and professional speakers across the two days of the conference
  - o Monthly Community Child Care Association webinars
- ☒ Professional Conversations are held every week at our staff meetings and cover a number of important areas of focus throughout the year, which include;
  - o PDR (Professional Development Reviews) to support their learning and are provided with opportunities to show leadership; these occur twice a year for each educator, with the coordinator of the service
  - o Daily practices, responsibilities and general expectations of OSHC
  - o Code of Professional Conduct; OSHC specific
  - o Child Safe Standards

- o The Family Violence Multi-Agency Risk Assessment and Management (MARAM) Framework, the Child Information Sharing Scheme (CISS), and the Family Violence Information Sharing Scheme (FVISS)
- o Respectful relationships and child wellbeing
- o Medical Records and management; ensuring staff can identify children and young people with plans in place
- o Behaviour and Inclusion Support Plans for individual children
- o Documentation for necessary incidents, conversations, etc.
- o Emergency Management Plan and termly emergency evacuation drill protocols
- o Updates or changes to Quality Improvement Plan and the National Standards
- o Updates or changes to BEPS OSHC policies and what this means for educators
- o Supervision
- o Inclusion & Diversity
- o Reconciliation Action Plan and embedding Aboriginal and Torres St Islander cultures and perspectives into our service
- o Collaborating with families and community
- o Risk and hazards assessments for regular areas of use in the service
  - These are written and documented collaboratively across numerous staff meetings and are now implemented daily by staff
  - These assessments are reviewed and updated regularly
- o Educational program planning (long-term plans occur at the end of each term and additional activities are planned each week)

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

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

Exceeding themes	
<p>1. Practice is embedded in service operations</p>	<p>Upon employment, staff are provided with a copy of the Code of Conduct, the service Philosophy, service policies and procedures as well as ACECQA resources roles and responsibilities of an educator, to ensure educators have a very clear understanding of their workplace expectations. The coordinator and educational leaders provide support to new staff by walking them through service operations, practices, requirements and elements from the NQF, to foster and maintain a high-quality level of practice. New staff also will work alongside existing educators, to observe and learn off them, prior to facilitating activities independently.</p> <p>The coordinator manages staffing with intention, to ensure a wide range of skills, cultures and knowledge are represented across the staffing team. The service has a strong and large pool of educators and in combination with operating above ratio, thus, temp agencies do not need to be used. Apart from the leadership team, educators' responsibilities and contribution to the service are all relatively balanced, and this nurtures a cohesive and synergic workplace environment.</p> <p>Weekly staff meetings are led by the service coordinator or the educational leaders, who facilitate and guide professional conversations about the program, practice and service philosophy, and how they reinforce decision-making and service operation. The service coordinator and educational leader work hard in promoting and modelling positive workplace culture, to ensure educators feel safe and empowered to share new ideas, question operations and procedures, ask questions or ask for guidance, as well as, challenge and listen to one another.</p>
<p>2. Practice is informed by critical reflection</p>	<p>The service has transitioned our policies to new, in-depth ones, and supporting resources through Childcare Centre Desktop. Educators and OSHC families were involved in reviewing our old policies and thought it to be best to move across to more comprehensive ones and more accurately depict the services' operation, care, system and routines. The new policies are currently in review, as we gather feedback and input from educators, staff, OSHC families, and OSHC Subcommittee members.</p> <p>In 2022, educators collaboratively edited the service philosophy over the course of two weeks during staff meetings, to ensure that the philosophy included all aspects of our service operation. Staff participated in rich conversations about the educational program, service practice and culture and reflected upon the meaning of quality service and what kinds of elements we should be including so that the philosophy embodies our beliefs and values.</p>



	<p>We value family feedback on the service and thus have a permanently open, anonymous feedback survey sent out to families to access each week, in order to provide insight to families’ satisfaction with the service. The survey is accessible in multiple ways; in the weekly bulletin which is sent through email, as well as a link sent out along with the weekly bulletin, via QR code in the monthly newsletter, and via QR code in the OSHC room. Family feedback and suggestions help the service coordinator and educational leader to make adjustments and accommodations for families, to exhibit that the service truly does value their opinion and that we want to run a quality, efficient service for families to use, and for their children to enjoy and flourish in.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>Governance and our strong partnership with Brunswick East Primary School has been the main reason that our Reconciliation Action Plan was completed and endorsed in 2024. The school and OSHC deeply value and honour First Nations culture and histories by actively seeking input from First Nations families, community members, and local services to ensure perspectives are respected and celebrated in the school, service and wider community.</p> <p>The Service policies and procedures are routinely reviewed and updated by stakeholders (i.e. educators, OSHC Sub-committee, OSHC School Council and OSHC families) to check that they are in alignment with national regulations and legislations, the My Time, Our Place V2.0 framework, as well as school and community values. Regular evaluation also checks for possible improvements and whether service operation and practice actually aligns with policy. Community input is highly valued to reflect community values, incorporate community expertise and insight and to enhance the quality of care provided for children and young people.</p> <p>The service provides a variety of mediums for communication and connection with families, including emails, surveys, face-to-face meetings, phone calls and physical copies of information in the OSHC room for easy accessibility. The service is transparent with sharing service philosophy, policies and procedures to ensure families have a clear understanding of the service approach, values and operations.</p> <p>Due to the longevity of the service coordinators commitment to the service (i.e. 28 years), they have many, many connections to industry professionals, committees and local OSHC services. They are a part of multiple social media groups which encourage collaboration between services, coordinators and educators across the country. This allows the service to gain feedback on strategies and ideas, draw inspiration from other services and practices and how they may work in context on BEPS OSHC, ask for advice or guidance and share information on industry changes and updates.</p>

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

<p><b>Exceeding themes</b></p>



## 1. Practice is embedded in service operations

Educators and their diligent commitment to the service and children and young people within our care is truly valued. Educational leadership is intentional in fostering a supportive and inclusive work environment where team members feel respected and empowered to share ideas, thoughts, feedback and work and learn professionally and collaboratively with one another. Educational leaders encourage and model behaviour that upholds a culture of open-mindedness, communication, shared decision making and active listening.

The service is committed to continuous improvement in educator training, to assist in providing quality care for children, young people and families. Educational leaders encourage and facilitate ongoing professional development opportunities for educators, both internal and external to the service. These may include professional conversations, presentations, webinars and workshops, to enhance knowledge and skills of our team members. The service covers the cost of professional development and pays staff an hourly rate to attend, as an incentive for educators. Furthermore, educators who are students and still studying are supported in their studies; adjusting rostering to fit their classes, timetables and exams, inviting educators to share knowledge with other educators in staff meetings, keeping educators updated with staff meeting minutes, educational programs and important topics to ensure they are kept in the loop. This contributes to staff retention throughout the duration of a staff member's tertiary study.

Educators acknowledge and celebrate one another's strengths and contributions to the service and each other's professional learning and growth. We encourage this to create a sense of pride, motivation and self-efficacy within educators and to ongoing professional and personal growth. Educational leaders strive to foster a culture of knowledge sharing, growth and life-long learning within the educator team. Moreover, weekly staff meetings and termly staff social nights, promote harmonious and trusting relationships between staff, which helps to foster a positive organisational culture and staff mentality and wellbeing.

Regular education self-reflections, observations, participation in staff meetings, participation in educational programming ideas and engagement with children, young people and families, are used to reflect educator performance during performance development reviews (PDRs).

## 2. Practice is informed by critical reflection

Educational leaders regularly reflect on the service's quality improvement processes and make changes by regularly communicating with staff one-on-one, as well as feeding back information to be discussed at weekly staff meetings. During any weekly meeting, the majority of the meeting is dedicated to reviewing and assessing current practices due to situations that have occurred within the service. For example, at the start of this year there were multiple children who would become very upset and run off once they become emotionally heightened. This became an ongoing problem as our current service procedures were not assisting educators or giving insight as to how best to resolve this problem. To resolve this problem, during weekly meetings educators went over incident documentation, brainstormed strategies, provided feedback, used professional development resources about complex behaviour support and communicated with the school leadership team. We then used these conversations to review and update our Supervision Risk Assessment to include the newly identified hazard and mitigation techniques of how staff can safely manage this situation. We also amended our Behaviour and Inclusion Support Plans for children that become heightened and run off to have strategies in place for staff to use when circumstances arise.



	<p>Educational leaders are responsible for regular updates and maintenance of the Quality Improvement Plan, as service changes occur. Every six to twelve months, the QIP is collaboratively edited and contributed to by all educators during staff meetings. Often, the team will go through one or two quality areas at a time to ensure that attention and time is given to critically reflect on service strengths, exceeding areas and areas of improvement. It is crucial to the management team that all educators provide feedback, to ensure that all voices are heard and include a range of opinions depending on education roles, responsibilities and strengths. This process also allows staff to reflect on all the hard work and wonderful things our team has accomplished within the last six to twelve months, what changes have been made and what our future goals are as a service to keep growing, improving and learning together, and to always be striving to function with the utmost quality and care for children and young people.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>Clear communication with all stakeholders is highly valued in a positive organisational culture. For educators; educational leaders will send weekly meeting minutes, bulletins, newsletters, professional training information and other work related information to staff's education accounts. Educators also communicate with each other on What's App during service operations, for supervision purposes; managing educator-to-child ratio, head counts in each area and tracking children moving between areas, as well as for emergencies, incidents, hazards and medical events. The service has a work mobile and a landline phone number, which can both be used to contact the service coordinator during work hours. Communication with families and community is multi-modal, including emails, face-to-face conversations, phone calls, texts, physical paper copies of fliers, newsletters, bulletins and information available made to the public via the BEPS OSHC website.</p> <p>Consistent collaboration with school leadership and teachers has built strong relationships resulting in positive organisational culture across the school environment. For example, highly effective communication of sensitive information for the benefit of children at the school to promote holistic and consistent wellbeing, and thus learning and development. The professional conduct of educators also facilitates direct sharing of information with teachers to support the transition of children between the service and school. Furthermore, OSHC being included in the School Wide Positive Behaviour Support Plan (SWPBS) is another strong example of our positive organisational culture. The plan has been led by the school's wellbeing coordinator and the framework is designed to bring together school communities to develop safe, positive and supportive learning cultures for teaching professionals, children and young people.</p> <p>The service coordinator was recently (September 2024) asked to write an article for Roundtable Magazine, produced by Community Child Care Association, topical of her experience running a community-owned OSHC service for 28 years. CCC is the Victorian peak body for community-owned and not-for-profit education and care organisations, and thus this was a great opportunity to share our service practice and philosophy with like-minded industry professionals. The article centres around Standard 7.2 and the importance of community and partnerships within out of school care hours care services.</p>

## Key improvements sought for Quality Area 7

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Element 7.1.2 Management Systems	Update of policies; Annual & Cyclical	<p>Policies that are reflective of current regulations &amp; law, current OSHC practice</p> <p>Policies are in-depth and specific to OSHC and promote best service practise</p>	H	<p>Update and review with all our stakeholders where applicable</p> <p>Use policy templates to assist in the updates</p>	<p>All compliant policies are updated and published to staff and families</p> <p>To also work through additional policies that support best practices, and for them to be published to staff and families</p>	ASAP	<p>July 2024; Update &amp; condensing of the entire suite of OSHC policies being undertaken by OSHC Committee members; 2024 completion T3-4</p> <p>August 2024; Annual membership with Childcare Centre desktop policy website; polices used and most are in place - some still working on them</p>
Element 7.1.2 Management Systems	Format of newsletters, bulletins, fliers, etc. that are sent through as a communication source for families has been updated and modernised. Updating the website is the next natural step.	To modernise the BEPS OSHC website	M	<p>All new policies to be completed and uploaded to website</p> <p>Summarising and reviewing existing website information and format</p>	<p>Website information is completely up to date and is consistent across other communication sources</p> <p>Website (as much as possible) aesthetically matches our current communication sources</p>	2025	<p>September 2024; New policies will be uploaded to the website as they're finished.</p> <p>Website update TBC T4</p>
Element 7.1.2 Management Systems	<p>Contribute and collaborate with BEPS with their School Wide Positive Behaviour Support matrix</p> <p>Manage school wide risks of behaviour, wellbeing and safety</p>	<p>To assist in creating a positive, predictable, equitable and safe learning environment where everyone thrives.</p> <p>To develop a positive, safe, supportive and consistent learning and behavioural culture at the school</p>	H	<p>Working with the school leadership team, teachers, education support staff, wellbeing team, etc.</p> <p>Identifying behavioural issues of concerns</p> <p>For OSHC to be included in and to adopt the SWPBS</p>	<p>Increased respectful and positive behaviour, increased time focused on instruction, improved social-emotional wellbeing, positive and respectful relationships among students and staff, increased adoption of evidence-based instructional practices, a predictable learning environment with improved perceptions of safety increased attendance</p>	End of 2024	<p>July 2024; OSHC contributed to the editing of the draft of this document.</p> <p>September 2024; Wellbeing coordinator has confirmed SWPBS is being finalised and will be sent to OSHC when completed</p>





				To display and adhere to school-wide values, expectations, safety guidelines, etc.	Less emotional harm, less physical safety risks, expectations become consistent and clear, staff feel supported across school		
7.2.3 Development of Professionals	All staff to receive Aboriginal and Torres Strait Islander cultural awareness training	To work towards tasks on the RAP To educate staff in the program to be culturally aware	H	Book into a session Continue to review practise and implementation into the program with regular review	Staff further their understanding on reconciliation, diversity and respect Staff further their understanding on what the Reconciliation Action Plan entails Staff feel confident and comfortable embedding First Nations perspectives in the service (whether that be activities, ongoing projects, Acknowledgement of Country, etc)	2024	August 2024; All educators completed the three-part webinar series on Narragunnawali on Reconciliation in Education.  Continue on with additional cultural training