



Australian Children's
Education & Care
Quality Authority

Quality Improvement Plan

Ascot Park Primary School OSHC and Vacation Care

August 2020

National Quality Standard

The National Quality Standard and Quality Improvement

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

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

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

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

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

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

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

About the ACECQA Quality Improvement Plan template

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

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

Exceeding NQS themes guidance

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

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

Service details

Service name		Service approval number	
Ascot Park Primary School OSHC and Vacation Care		SE-40008310	
Primary contacts at service			
Joanne Devine, OSHC Director			
Mobile: 0413 917 590			
Email: ascotoshc@gmail.com			
Physical location of service		Physical location contact details	
Street	1-37 Pildappa Ave	Telephone	8276 3055
Suburb	Park Holme	Mobile	0413 917 590
State/territory	SA	Fax	8277 9007
Postcode	5038	Email	ascotoshc@gmail.com
Approved Provider		Nominated Supervisor	
Primary contact	Julie Hibell, Principal	Name	Joanne Devine, OSHC Director
Telephone	8276 3055	Telephone	8276 3055
Mobile	0429 532 948	Mobile	0413 917 590
Fax	8277 9007	Fax	8277 9007
Email		Email	Jo.devine616@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	
Educational leader			
Name	Joanne Devine, OSHC Director		
Telephone	0413 917 590		
Email	Jo.devine616@schools.sa.edu.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. For centre-based services, this does not include non-contact hours for staff.

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

Round times to the nearest quarter of an hour.

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
Opening time	BSC 7.00 ASC 15.10 VAC CARE 7.00	BSC 7.00 ASC 15.10 VAC CARE 7.00	BSC 7.00 ASC 15.10 VAC CARE 7.00	BSC 7.00 ASC 15.10 VAC CARE 7.00	BSC 7.00 ASC 15.10 VAC CARE 7.00	BSC 7.00 ASC 15.10 VAC CARE 7.00	-	-
Closing time	BSC 8.30 ASC 18.00 VAC CARE 18.00	BSC 8.30 ASC 18.00 VAC CARE 18.00	BSC 8.30 ASC 18.00 VAC CARE 18.00	BSC 8.30 ASC 18.00 VAC CARE 18.00	BSC 8.30 ASC 18.00 VAC CARE 18.00	BSC 8.30 ASC 18.00 VAC CARE 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.

Ascot Park Primary School is located in the metropolitan suburb of Park Holme, which is about 8km south-west of Adelaide CBD in the city of Marion. Ascot Park Primary School is the only primary Specialist Physical Education and sport school endorsed by the Department for Education. Ascot Park Primary School Out of School Hours Care (OSHC) offers before school, after school care, care for pupil free days and school closures and more recently, vacation care

Parking is available at the Pildappa Ave entrance of the school.

2020 school holidays:

- 13 April – 24 April
- 6 July – 17 July
- 28 September - 9 October
- 14 December – 22 January 2021

2020 pupil free days:

- Term 1: Monday 30 March
- Term 2: Friday 5 June
- Term 3: Friday 4 August and Monday 7 August (school closure)
- Term 4: Monday 2 November

How are the children grouped at your service?

Due to the small size of the service, students are free to group themselves based on age, gender, interest etc.

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

Nominated supervisor – Joanne Devine, OSHC Director

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

The program includes, before school care, after school care, vacation care and pupil free day care for primary school age students. The program aims to enrich the children's wellbeing and development as they engage in a range of planned play and leisure experiences. The variety of experiences will allow them to feel safe, secure and supported while they interact with friends, practise social skills, solve problems, engage in new activities and learn life skills.

The program is supported by the principles outlined in the approved learning framework, *My Time, Our Place*, which include:

- Working partnerships between the school, families and the local community
- High expectations and a commitment to equity
- Diversity is respected
- Ongoing learning and reflective practice for all learners.

The program provides:

- Quality care and supervision by trained staff
- A variety of planned play and leisure activities
- Indoor and outdoor play experiences with provision for quiet withdrawal area
- A healthy variety of snacks and foods including fruit and vegetables.

PHILOSOPHY AND AIMS

Ascot Park Primary School OSHC and vacation care is an important part of the community where children learn through play, have fun, and develop life skills and friendship in a safe and caring environment. Ascot Park Primary School OSHC and vacation care is an inclusive service catering for the developmental needs and interests, cultural diversity, beliefs, values, gender and for children with special needs. All children are respected and supported through equity and inclusion.

The educators play an important role in the operation of the service and in the children's lives. The development of each individual child is fostered recognising the importance of learning through play and leisure in a variety of structured and spontaneous recreational activities. Educators are dedicated to providing quality care and positively guide children's behaviour and support them to develop confidence and self-esteem. Educators are committed to an ongoing cycle of continuous learning, reflection and improvement.

Educators work in partnership with children and families, the school and the wider community to enrich children's wellbeing, development and learning.

Quality Area 1: Educational program and practice

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

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

Quality Area 1: Standards and elements

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

National Law and National Regulations underpinning Quality Area 1

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

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

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

- The OSHC program is developed in accordance with the My Time, Our Place (MTO) Framework. Relevant outcomes 1-5 are identified within each activity of the program **(1.1.1)**.
- Activities designed in accordance with MTO are not always predictable and fixed, students are encouraged to interpret and modify or investigate activities in their own meaningful ways **(1.1.1, 1.1.2, 1.1.6, 1.2.2)**.
- In the enrolment process families are asked to provide information on the student's culture, interests and skills **(1.1.2)**.
- Students have chosen timing of routines such as snack time and yard play, this is discussed with students so that can also gain insight into the value of their engagement and involvement in activities as well as outdoor time **(1.1.3, 1.1.6)**.
- The service displays a weekly program on the wall near the roll book for parents/carers/students to see, this allows conversation to take place about their child's learning during OSHC as well as conversations between students/educator about their progress and expectations **(1.1.4)**.
- Children's observations are placed in their folders for children and their families to read so that parents/carers can stay up to date on what their children are up to and see the progress they've made **(1.1.4)**.
- The weekly program is strongly influenced by students' ideas and response to previous play as it is designed to scaffold and extend each child's learning **(1.1.2, 1.1.5, 1.1.6, 1.2.2)**.
- The service is in partnership with Gowrie SA so that students can be further supported through an additional educator to improve the environment and support students requiring additional supervision/guidance with eating, behaviour and socialising. Parents have been contacted and advised of all details and all forms **(1.1.5)**.
- The OSHC service continues to support teachers and parents with the completion of student's homework each day **(1.1.5)**.
- Educators complete observations and record them on personalised observation sheets. Educators aim to have 4 observations per child that scaffold towards an outcome we are focussing on with that selected child. Each observation is linked and dated to inform the planning cycle. **(1.2.1, 1.2.3)**



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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.1 is available in the [Guide to the National Quality Framework](#).

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

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

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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.2 is available in the [Guide to the National Quality Framework](#).

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

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

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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.3 is available in the [Guide to the National Quality Framework](#).

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

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

Key improvements sought for Quality Area 1

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.4	Each child's program and progress available to parents in their observation folder. This information is also verbally communicated with children's parents. Educators also ask parents for extra information which is also recorded on the observation sheets so that parents can also be involved in the programming process. Photos are also included in observations but permission to do this is sort out first.	A profile folders will be created to document our program and progress.	H	Students and educators are responsible for maintaining and documenting throughout the folder. Photographs will also be taken when permitted by parents' permission.	Each child will have four observation sheets by the end of the year that are linked to an outcome.	December 2020	
1.2.3 1.2.1	Critical reflection is not consistently recorded each day and is at times focused on specific students with behaviour or social difficulties.	Director to complete a critical reflection entry each week.	M	A folder has been created for each child attending the service. Director and educators to work towards making sure they are kept up to date.	Keeping list up to date to ensure every child has an outcome to work towards.	December 2020	

Quality Area 2: Children's health and safety

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

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

Quality Area 2: Standards and elements

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

National Law and National Regulations underpinning Quality Area 2

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

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



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



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

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

- The service supports, monitors and promotes each child's health needs as children's health care. All educators have access to the booking system Spike where they can find electronically family information such as emergency phone numbers, health conditions and so forth. Children dietary needs are displayed in a locked cupboard in the kitchen for educators to check what dietary needs are for that day. We also keep paper based enrolments/medical information in our lockable filing cabinet. We store an Allergy Buddy in the office also, which has medical condition, name and photo attached for easy access to medications. Students are offered healthy snacks each day along with a plate of fruit or vegetables **[2.1.1]**.
- Comfortable furniture such as couches and small tent arrangements are available to children for rest, relaxation and sleep after school **[2.1.2]**.
- Students are required to wash their hands before consuming food in the designated school bathrooms. After eating, students are prompted to scrap out any leftover food into the composted bin then place their dishes on to the cupboard bench. Students are not permitted to play until everyone has completed these steps **[2.1.3, 2.1.4]**.
- If a student appears or becomes unwell they will be sent home or will be taken away from others to rest while their parent/carer is contacted to collect them from the service. Any injuries that occur prior to a student's time at the service will be carefully monitored; injuries occurring at the service will be recorded, first aid given and monitored. Student's parent/carer will be contacted where serious injuries occur **[2.1.4]**.
- Water is provided at the service as well as milk if the child requests it, soft drinks are not permitted. Nutritious foods provided by the service include various fruits and vegetables, wholemeal toast, flatbread and pasta and occasional meat products. Food and drinks provided are appropriate for each child and meet the needs of the individual's dietary requirements, e.g. lactose free, gluten free and vegetarian. Students are not allowed to consume chocolates and sweets brought from home at the service **[2.2.1, 2.1.1]**.
- Part of the daily routine involves outdoor time where students can play on the playground equipment or use the sporting equipment on the grass or asphalt. Group games may also be organised depending on the children's interest. **[2.2.2]**.
- Staffing arrangements adhere to the 1 to 15 staff to child ratios and students are required to have educator's permission to leave the designated OSHC room or play area. Students needing to use the bathroom must advise the educator and take a partner with them, Students who would like to play in another designated area will need to see if the educator can stand in a place where they can observe both areas (e.g. doorway can view OSHC room and paving area outside **[2.3.1]**
- Precautions are taken to protect students from injury or harm as educators are on alert to identify any potential risk or hazard in the OSHC room, kitchen and outside areas **[2.3.2, 2.3.3]**.
- There are policies and procedures in place that have been developed and reviewed with the Director, Principal and Governing Council which are regularly practised and implemented (e.g. all sharp knives/graters are locked in a cabinet, sandpit checked daily for sharp objects/potential hazards). Emergency procedures are reviewed and modified each school term where a practice drill for evacuation and evacuation take place **[2.3.3]**.
- All staff members at OSHC understand their roles and responsibilities outlined in their contracts which are reviewed when necessary. All staff are required to undertake mandatory Responding to Abuse and Neglect (RAN) training and are aware of reporting procedures eg CARL or online. The person making the report is to notify the Director and Principal in writing on the required form within 24 hours which is kept in the filing cabinet **[2.3.4]**.



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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 2.1 is available in the [Guide to the National Quality Framework](#).

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

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



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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 2.2 is available in the [Guide to the National Quality Framework](#).

Standard 2.2 – Safety: Each child is protected.

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



Key improvements sought for Quality Area 2

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1.	Educators need to reinforce hygiene habits such as washing hands.	Making sure children are using the correct hand washing procedure and improving their personal hygiene	M	Display washing hand techniques. Educators to role model hand washing. Provide a routine that promotes hand washing at the correct times.	Improve the children's risk to catching Covid-19 and reduce the number of children with cough and colds.	December 2020	
2.1.4, 2.3.3, 2.3.4 Regulation 87	New educators to be taught in greater detail on correct was to fill out the above forms.	Ensure all injuries or illnesses are recorded correctly.	H	Director to sit down with every educator to show importance of improving the way it has been filled out in the past.	Records to be clear and easy to follow with all correct information needed.	December 2020	
2.3	New educators to be involved in an emergency procedure induction.	Educators are informed and know what to do in an emergency.	H	Director to organise time for new educators to be a part of an evacuation with oshc.	All educators to be well informed in what to do in an emergency.	December 2020	

Quality Area 3: Physical environment

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

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

Quality Area 3: Standards and elements

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

National Law and National Regulations underpinning Quality Area 3

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

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

- To improve the overall aesthetics and safety of the service space, the OSHC room has recently undergone a change in furniture arrangement and selection. Many parents have commented on the positive change it has made to the presentation of the OSHC service. **[3.1.1, 3.1.2]**.
- The OSHC room and kitchen are professionally cleaned each week and maintained between visits by the OSHC staff as they clean after each activity, vacuum, wipe down tables etc. **[3.1.2]**.
- The OSHC service allows the exploration of different areas and environments as students can roam between the OSHC room, wet area and outdoor area (with permission); the playground, oval and courts are also a daily component of the program **[3.1.3]**.
- The OSHC room layout and furniture have been designed to engage each child in quality experiences as they are spread into separate areas for children to spread out and explore activities, crafts or games. Outdoor areas are designed to involve students in quality experiences as students can initiate play and develop social/sporting skills. Nature playspace/garden is programmed regularly for children to explore. **[3.2.1]**.
- Scrap paper is reused for crafts and cardboard boxes, cereal boxes and so on are utilised in sustainable crafts and activities **[3.3.1]**.
- Sustainable practices such as recycling of fruit boxes, cardboard, paper and scraps are embedded in the service. Each day at snack time children are responsible for putting their food scraps in the designated bin. These daily practices allow the children to develop understanding of environmental sustainability and become environmentally responsible. The school has introduced environmentally friendly bins (eg general waste, recycling, paper/cardboard, soft plastics and compost) within the school and OSHC area which has improved the student's awareness and responsibility **[3.3.2]**.



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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 3.1 is available in the [Guide to the National Quality Framework](#).

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

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



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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 3.2 is available in the [Guide to the National Quality Framework](#).

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

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



Key improvements sought for Quality Area 3

Improvement Plan

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
3.2.2	We are slowly building and restocking due to impact of Covid-19.	Resources, materials and equipment need to be restocked/organised in ways to extend and support each student's participation. Many of these items should have the ability to be continuously used in numerous ways.	H	Assess needs of service and student interest. Director to place orders in accordance with budget allocation. Order will involve items that can be reused in numerous ways (i.e. paper plates used to create masks, marble maze, clock etc).	Recorded notes in observations relating to student interest/activities and resources needed.	December 2020	
3.3.1	Children to remember to put food in compost bin and take charge of their environment.	Sustainable practices are embedded in service operations.	M	Director to enforce composting routine.	For our compost to be used on school garden.	December 2020	

Quality Area 4: Staffing arrangements

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

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

Quality Area 4: Standards and elements

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

National Law and National Regulations underpinning Quality Area 4

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

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



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



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

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

- Educator-to-child ratios of 1:15 are met at all times at the service. The service works to employ at least 2 staff when student attendance reaches 14 in case anyone requires last minute casual care so that nobody is turned away due to unavailable staff last minute **[4.1.1]**.
- When two educators are required, they will both be qualified staff members so that the service can be supported in more than one place. **[4.1.1]**
- As the OSHC works very closely with key staff from Ascot Park Primary, all behaviour programs such as 'Play is the Way' and 'The Way to A' are able to be effectively implemented in the language and behaviour management used by the OSHC educators. The school behaviour code is also used to ensure consistency as the children transition between staff and between school and OSHC. **[4.2.1]**.
- Regular meetings with the OSHC Advisory Committee and the school principal provide an effective communicative framework between the interests of parental body and the school community. We are now having staff meetings with the regular educators and minutes are emailed to every educator so they are able to stay informed and possibly add their ideas. **[4.2.2]**
- As we are growing and moving away from the single educator model, we are now doing formal staff meeting and performance review where discussion can be made, and ideas can be suggested to be implemented to improve staff training, skills or practice. **[4.2.2, 4.2.3]**.



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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 4.1 is available in the [Guide to the National Quality Framework](#).

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

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



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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 4.2 is available in the [Guide to the National Quality Framework](#).

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

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



Key improvements sought for Quality Area 4

Improvement Plan

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
4.1.1	Currently the service requires 1-2 staff each afternoon. It is an aim to have secondary relief staff who are 'qualified' so that the two members can be in two places at once with the children (i.e. at the oshc room with one group while another group is at the playground). We now have support from Gowrie which supports us with an additional educator to support children with additional challenges. The extra educator is not included in the staffing ratios.	When two educators are required, they will both be qualified staff members so that the service can be supported in more than one place.	H	On days that have increased numbers the Director will roster on two qualified educators.	The two staff will be available each shift as long as the attendance stays up.	Working towards currently and to maintain.	

Quality Area 5: Relationships with children

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

Additional information and resources about Quality Area 5 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 5: Standards and elements

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

National Law and National Regulations underpinning Quality Area 5

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

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

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths

- The overall behaviour and morale of the children in OSHC has improved significantly as we have developed a stable environment through consistent staffing, behaviour management and interactions to ensure that students can be reliant on consistency and expectations to build trusting relationships with peers and staff. **[5.1.1]**.
- Each child is consistently encouraged to share their voice with peers and staff and is supported to do so through meaningful interactions with peers and staff. Constructive feedback or prompting is offered throughout interactions to support students social and life skills **[5.1.2]**.
- The OSHC makes efforts to ensure that each child feels confident, secure and included. Some examples of this are as: children needing to go to the toilet must advise a staff member and go with a partner; behaviour management guidelines are followed to ensure safety from other students; children are included in day-to-day activities and routines such as hand washing, pack up time, set up time, lock up toilets; and an inclusive program that offers a range of activities and learning experiences **[5.1.3]**.
- The OSHC program makes every effort to create opportunities for students to collaborate with each other through fun activities that help foster learning for all age groups. Students are often seen working together on activities or tasks that foster deeper learning and social skills, e.g. during outside time when a student is alone the educator may go with this student to ask to play with another group where all students will be supported to teach and learn the ball game **[5.2.1]**.
- The school 'Inappropriate Behaviour' code, 'A & B choices', and the language used in the 'Play is the Way' program is utilised within the OSHC to enable children to have a familiar and fair foundation to which they can use as they make decisions about their behaviour and resolve conflicts with the support of an educator **[5.2.2]**.
- OSHC educators are professional and respectful of all children in care. Children at OSHC are always given the opportunity to voice their own opinions, make their own choices and have their own rights **[5.2.3]**.



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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 5.1 is available in the [Guide to the National Quality Framework](#).

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

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



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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 5.2 is available in the [Guide to the National Quality Framework](#).

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

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

Key improvements sought for Quality Area 5

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.3	Some children show signs of separation anxiety and distress at drop off and collection time.	Developing a sense of being, belonging and becoming.	M	Group discussions with children. Select activities that will comfort the children. Ask parents for more background information.	Children being comfortable at oshc. Feeling less worried about being away from parents.	December 2020	
5.2.2	At OSHC we try to resolve conflict and manage behaviour, however at times the children can be reluctant to take on the advice from educators. With support from educators and the additional support from Gowrie this may help support the children and provide them incentive to ask for more support.	For children to consider what choices they are making. Educators are to support them in making the correct choice.	M	Educators to role model good behaviour and use appropriate language. Have group discussions and rules on a poster to remind them. Ask the children to talk through how they are feeling.	Oshc will vibe/emotions will change dramatically in the oshc children.	December 2020	
5.2.1	Sometimes the children need reminders on how to work collaboratively with each other and tension can arise.	For children to work together without tension when taking part in an activity.	M	Educators to use positive reinforcement. Educator's role model behaviours. Set boundaries.	Children find activities more enjoyable when less tension is in the group.	December 2020	

Quality Area 6: Collaborative partnerships with families and communities

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

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

Quality Area 6: Standards and elements

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

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

- Prior to enrolment, the student and parent are invited to meet the director at the service where the student can familiarise themselves with the space. This gives the director the opportunity to discuss all relevant paperwork with the parent to ensure a smooth transition. Parents are required to fill out an enrolment form, and attach any appropriate documents such as custody orders and health care/immunisation records/forms. Families are given contact details for the director if they need to chat about anything or contact in an emergency (i.e. running late, last minute booking) **[6.1.1]**.
- There is an OSHC Advisory Committee, where parent volunteers, OSHC Director, Principal and a Governing Council member meet once per term to discuss and raise service issues and decisions. This committee gives voice to the parental body in relation to OSHC decisions and allows issues to be raised and rectified if needed **[6.1.2]**.
- Relevant NQF and CCS information is on display within the service and accessible to all parents. Details of the services Family Handbook, brochure and policies are accessible to parents and available in hardcopy and electronically. The program and MTOP standards are clearly displayed on a pin up board for students and parents to view **[6.1.3]**.
- Next to the sign-in/out book at the service is a diary book titled 'feedback and comments' which I believe was and will be useful when there are additional staff at the service and while the Director is not present. However, much of the families' feedback is given face-to-face with the staff and director, giving families peace of mind and a shared understanding of their child's learning and wellbeing. On a day-to-day basis at the service, the director can have conversations with families about their child relating to wellbeing and interests and how the service can support the child **[6.2.1]**.
- Near the sign-in/out book there is a community board where there are numerous resources provided such as pamphlets, brochures, magnets and wallet cards relating to local community programs (i.e. Marion swimming centre) and family wellbeing support (e.g. DfE, Beyond Blue and Relationships SA) **[6.2.2]**.
- We have a strong connection with the Department for Education as the services uses their guidelines as a foundation for many decisions made. The department OSHC unit is often looked to for advice and guidance. The service is a member of OSHC SA where they attend meetings, training sessions (e.g. Auskey Portal and transition to CCS) and visit partnering services. The service has close links with Department of Child Protection (DCP) as there is one child attending who is in care. The director is in contact with the children's carer and social worker who takes the child to/from 'access'. The service is also in close contact with Gowrie SA who offer inclusion support advice for several students struggling with social/emotional skills **[6.3.1]**.
- As the director is present during each morning and afternoon shift, continuity of learning and care is maintained to a strong extent. The director is in close contact with student's teachers and leadership of the school and advised when a student has had poor behaviour or where a personal matter has affected the student's wellbeing. Responsibilities between the staff are clear and information is shared between staff to ensure continuity of learning **[6.3.2]**.
- The service is in frequent contact with Gowrie SA and is aware of its ability to offer funding to access extra support for students with a disability. The service has been approved an extra educator for most days, including after school care, pupil free and Vacation care. Gowrie SA have frequent visits to liaise with the director, staff and students to offer support and advice where they can **[6.3.3]**.
- The OSHC has built very close relationship with Ascot Park Primary school teacher and staff. The OSHC is involved in the school's Breakfast Club held each Wednesday morning where the director supports the children cutting their food and signing them in. The OSHC service also has a close relationship with Dara School as some of their students attend the service and with SA School for Vison Impaired (SASVI) where we have previously had students but also share facilities (e.g. the oshc will often use the SASVI playground after school) **[6.3.4]**.



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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 6.1 is available in the [Guide to the National Quality Framework](#).

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

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



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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 6.2 is available in the [Guide to the National Quality Framework](#).

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

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



Key improvements sought for Quality Area 6

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.6.2 6.3	Risk of parents not being informed correctly.	We seek to have every incident report filled in correctly.	H	Have a staff meeting. Show new educators one on one.	Incident reports become clearer and all have the correct amount of detail.	December 2020	
6.6.3	We have a large amount of multicultural families which can be challenging to provide effective and clear communicate.	We seek clearer communication between multicultural families and educators.	M	We will need to investigate information being translated into other languages. Contact other community organisations for support in translating.	Parents and educators able to communicate more effectively.	December 2020	

Quality Area 7: Governance and Leadership

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

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

Quality Area 7: Standards and elements

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

National Law and National Regulations underpinning Quality Area 7

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

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



National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2



National Law and National Regulations		Associated element
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2



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

Quality Improvement Plan for Quality Area 7

Summary of strengths for Quality Area 7

Strengths

- The school governing council is responsible for the overall management of the service and meet twice per term. There is an OSHC Advisory Committee who also meet 1-2 times per term to discuss financial, staffing and other concerns and goals revolving around the OSHC. This committee consists of the director, 4 Governing council reps whose children attend the service, the school principal and the finance manager will join to report on profits/expenses and budget when required **[7.1.1]**.
- New staff are introduced to the service via induction with the director throughout their shifts until the director feels they are ready to work alone. During this induction the director will discuss student's individual behaviour, special requirements (e.g. lactose free, vegetarian) and medical needs. The new staff will also become familiar with the daily routine, food preparation and behaviour management **[7.1.2]**.
- Due to the small size of the service, continuity of staff is paramount, and efforts are made by the director to maintain this. There is a small number of casual staff who work within the service, we try our best to ensure consistency but uni commitments can make it challenging. We have two SSO staff, teaching and relief teaching staff who all work within the school and are closely familiar with the children attending the service **[7.1.3]**.
- The director of the service leads the effective development of the curriculum each day, ensuring the establishment of clear goals and high expectations as the director is actively participating in each before and after school care session. The director has completed her Diploma in school aged education and care (OSHC) and has all appropriate qualifications including first aid, asthma, anaphylaxis, RAN and WWCC **[7.1.4]**.
- All staff employed within the service have an up-to-date DCSI/WWCC and RAN to meet regulations **[7.1.5]**.
- A statement of philosophy has been developed and is deeply embedded within the day to day operations of the service **[7.2.1]**.
- As the service has expanded regular evaluations of their progress with the principal of the school where they are able to discuss professional development training **[7.2.2]**.
- Once per six months the director will meet with the individual staff member to evaluate performance and develop a performance improvement plan **[7.2.2]**.
- All members of the OSHC Advisory Committee contribute to the effectiveness of the quality improvement plan which has been reviewed each term during meetings. Quality improvement plans if not able to be implemented immediately are consistently reviewed by the director to ensure their consistent progress **[7.2.3]**.
- Records and confidential information are stored in a locked cabinet and are reviewed each year as parents are given an 'update details' form which is to be returned within 2 weeks to be updated on the system by the director and added to the student's record in the cabinet. Enrolment and detail forms are updated regularly by the director to keep in accordance with legislative requirements **[7.3.1]**.
- Administrative systems are used on a daily basis and any issues are immediately managed to ensure the smooth flow and operation of the service. These systems contribute to continuous improvement of the service as the director can immediately update absences, attendances and customer details as they are received. The director uses the systems to verify details with customers seamlessly over the phone and in person **[7.3.2]**.
- There is a strict system in place within the OSHC policy guidelines that adheres to the legislation when notifying serious incidents, complaints or change in service operations **[7.3.3]**.
- All grievances from parents are addressed with the director as they appear. Where the director is not able to immediately address the issue, the issue is recorded and investigated to be followed up immediately, to ensure they are resolved in a timely manner **[7.3.4]**.
- Service policies are reviewed regularly at the OSHC Advisory Committee meetings and are readily available for viewing near the sign-in/out folder and a hard copy for staff is available by the director's filing cabinet **[7.3.5]**.



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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 7.1 is available in the [Guide to the National Quality Framework](#).

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

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



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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 7.2 is available in the [Guide to the National Quality Framework](#).

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

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



Key improvements sought for Quality Area 7

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.2	Now that the service is expanding, a regular evaluation of educator's performance will need to be implemented in order to lead to development and performance improvement.	Every 6 months the director will meet with individual staff to evaluate performance and develop a performance improvement plan, using the school and department for education's PDP template	L	Term 4 – Director will organise to meet with staff member. Director will offer employee chance to self-assess their progress, where they feel they can improve/learn. Director will offer feedback on performance and together they will develop a plan for improvement/training.	Completed development improvement plan for each staff member. Training followed up and commenced.	December 2020	



Notes



Notes