



Australian Children's
Education & Care
Quality Authority

Quality Improvement Plan template

National Quality Standard

Updated September 2020

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

Service name		Service approval number	
Coldstream Primary School OSHC & Early Years		SE-00005645	
Primary contacts at service			
Kumari Van der Meer			
Physical location of service		Physical location contact details	
Street	Kelso St	Telephone	9739 1680
Suburb	Coldstream	Mobile	0421 423 999
State/territory	VIC	Fax	
Postcode	3770	Email	oshc.coldstream.ps@education.vic.gov.au
Approved Provider		Nominated Supervisor	
Primary contact	Kumari Van der Meer	Name	Nikia Nankervis
Telephone	9739 1680	Telephone	9739 1680
Mobile	0421 423 999	Mobile	
Fax		Fax	
Email	kazz.vandermeer@education.vic.gov.au	Email	oshc.coldstream.ps@education.vic.gov.au
Educational leader			
Name	Kumari Van der Meer		
Telephone	0421 423 999		
Email	kazz.vandermeer@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. 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	06:00	06:00	06:00	06:00	06:00		
Closing time	08:45	08:45	08:45	08:45	08:45		
Opening time	13:45	13:45	13:45	13:45	13:45		
Closing time	18:00	18:00	18:00	18:00	18:00		

Additional information about your service

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

Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.
The Service is within the Primary School. There is plenty of parking. If you come from Kelso st, the street runs/turns into the car park.
We do not have any student free days booked in the time you will be attending.

How are the children grouped at your service?
Before School care 3-12years 6am-8.45am
After School care 3-12years 1.45pm-6pm
All in the same room

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor)
Kazz Van der Meer - PMC
Nikia Nankervis - Nominated Supervisor

Service statement of philosophy

Please insert your service's statement of philosophy here.

Philosophy

- We believe it takes a village to raise a child, a range of physical, mental, practical, advisory and encouraging support from a variety of mediums and people.
- We believe children need exposure to positive aspects of childhood where they can be children and not hold the weight of the world on their shoulders. Children should live between the world of reality and magic, dream the impossible, and have laughter and joy. Children's hearts and minds should be full of hope. They should see hope and feel hope at all times. Children should be free to be who they are and be supported to be the best version of themselves.
- Children should live in a world with healthy rules and high expectations that are shown/role modelled for them, have time and space to ask questions, make errors, reflect and try again.
- We believe healing and integration between people CAN happen, and oppression can be lifted no matter how small or how big.
- We believe in a group that strives to support each other to be the best versions of themselves. A community where all can co-exist with one another with peace and respect, and a world that will build each other up.
- We believe one and the many can make this difference and it starts now.

Mission Statement

- To provide the community with a service where children can be educated and cared for while families continue other aspects of their lives
- For children to have a place they can call their home away from home and feel safe and secure

- For children to have a network of other children and educators they can be a part of
- For children to be involved in something bigger than themselves that they can contribute to and make a change within
- To provide a space for learning and discovery that is tailor made to the child
- For children to have authentic, trusting, and respectful relationships with the educators

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 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

- * November 2021, we employed a service manager to run the OSHC and open an Early Years room. This has supported the OSHC to go from strength to strength.
- * The educators have a solid bond with all the children who come to the OSHC. Being a small service and a service that is built within a community (estate), everyone knows everyone. Educators have trusting relationships with the parents/families. Often, parents will sit down and eat with the children and have a chat with each other upon pick up. This is something hard to explain; however, it is powerful in action.
- * Educators are attentive to the children's needs/wants and follow through by supporting their journey even if it doesn't turn out how they planned.
- * Educators reflect with each other regularly and make changes when needed.
- * Our curriculum framework is MTOP and EYLF as we can have 3-12 year old's. Our educators have worked in LDC, OSHC/VAC, and as Teachers Aides in the school setting.
- * We work VERY well with the school and have strong, respectful relationships with the school principal and the broader community.

The way we support the curriculum:

- * Brainstorm each term on a broad theme. We then create plans to promote this theme and think deeply about supporting the children & our role.
- * All stakeholders during the term are encouraged to provide reflection and feedback. This will then filter into the next term's program. The theme itself may or may not change, and experiences and projects will continue until it naturally ends.
- * The active ongoing piece is called our "Learning Journey". The children and educators will add information/evidence/samples of our learning journey on the wall in our room. When the experience has naturally concluded, it goes into a display folder for children to look at when they like to.

We use many ways for capturing learning:

- * **Children's Voice Book:** Children are encouraged each day to write, draw and talk about things that matter to them. Educators may pose some questions that interlock with our term goals to gauge where children are at.
- * **Child Advocate:** Each day, we have a child advocate who is the designated advocate for the other children to come to if they need help or support. The advocate often supports the information that goes into the children's voice book.
- * **Feedback Box:** We have a feedback box for the children to leave the educators notes about anything.

* **Group and individual observations.** Educators, children, families and other stakeholders can contribute to observations in various forms. These will inform parts of our curriculum.

* **Projects:** Projects are ongoing. Educators, families, and stakeholders will continue to build scaffolds as new learning occurs or current understanding is still being explored.

While we use different 'capturing learning' methods, we also use our online system Xplor. We can send child observations to their parents via the app.

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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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 when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
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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 when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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
		All educators believe and confidently work within the curriculum	H	<ul style="list-style-type: none"> * Training day for all educators on the curriculum. However, it will be a collaborative training session as the educators need to help develop how they will do 'it' in action. This will include creating a reflective tool. Refer to goal 2.z * Mentoring session with educational leader weekly for all educators. Refer to goal 2. 	<ul style="list-style-type: none"> * Each educator truly believes in the way the service supports the curriculum. * Each educator confidently and passionately works within and builds the curriculum. * Each educator has authentic ownership of the curriculum and can promote all aspects of the curriculum to others. 	October 2022	- use training package 'unpacking the curriculum'
		All educators passionately use reflective practice to inform their personal and professional practice.	H	<ul style="list-style-type: none"> * Create reflective questions/processes that are meaningful and practicable with all educators. * Mentoring session * Staff meetings * Create a reflective piece as part of the learning journey wall. 	<ul style="list-style-type: none"> * We have a reflective process in place that is respected and valuable to our service. * In the mentoring session, educators and ed leaders reflect together and make changes/plans/goals to impact the individual and the service positively. * Same for staff meetings. 	October 2022	



					* Reflection occurs in action as the learning journey naturally unfolds.		
		To put together a short video on how our curriculum works in our service. This video will be put onto our website/or emailed out to new parents. This is to be presented by the primary school children and educators.	L	<ul style="list-style-type: none">* Work on this project with the children.* Teach children how to document the learning.* Show children the processes of the learning journey and encourage them to take part in it.* People who feel comfortable with retelling information will be filmed (parent permission)	There is a finished product, uploaded to website / given to parents.	December 2022	

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

- * Our third-party software Xplor has online injury, illness and accident recording forms, and when completed, it automatically sends it to the parent. We also have policies in this area.
- * Educators have first aid training as per the regulations.
- * Food:
 - Every day, a platter of fruit and vegetables is offered for the children.
 - Basic ingredients are added to the menu.
 - Water is always available.
 - We do also offer other snack foods after fruit and vegetables are eaten.
 - Children have access to fruit baskets whenever they like.
 - At ASC, we serve platters of fresh fruit and veggies. The children are encouraged to try these foods before moving on to the next food.
 - We believe in a balance of nutrition, and this has come from asking the children what they would like to eat, and we incorporate this into our menus.
- * Children participate in active group games and outside play often.
- * We participate in the sports grants held at the school. For example, the OSHC children join local sporting clubs' football and netball clinics.
- * We have an open and close checklist to ensure we are looking for risks each day. Educators include children in mitigating risk often through discussion.
- * Medical and health needs are supported and enforced, and educators hold relevant qualifications to support this. Relevant paperwork such as medical action plans, communication plans and risk minimization plans are developed and kept up to date.
- * We have space for children to rest and relax.
- * Emergency drills are practised and documented every three months, and we also practice with the school at different points in the year.
- * Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
- * All educators have completed online training by DET.
- * We have two-way radios so educators can stay in contact with each other.
- * We have created a child-safe action plan on what we currently do and the plans to strengthen it. This is displayed in the room.

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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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 when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
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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
		For children and the community to be proactive in keeping children safe from abuse. Child Safety Standards action plan	H	<ul style="list-style-type: none"> * Work with children on promoting how they can keep themselves and others safe. * Educators endure extra training on protecting children. * See if we can find free child protection focused training for parents. Parents can go into a raffle and win something if they provide the certificate. * Mandate all school counsellors to do Child Protection training and have a criminal history check. * All educators must have a criminal history check * Students and volunteers, we would prefer for them to have a criminal history check 	<ul style="list-style-type: none"> * Children have understood how to keep themselves safe. * All staff to have opportunities to learn more about protecting children. * Our families will complete training. * Put it forward next meeting * All educators to have a current criminal history check 	<ul style="list-style-type: none"> On going On going On going March 2022 April 2022 On going 	<ul style="list-style-type: none"> * Books on body safety * Child advocate and children's voice book being supported by educators on this topic



		SIDS training for all educators	H	Pay for online training package. All educators will complete before working with children.	All educators have completed training	End of March 2022	
		Bring in more sport type activities for ASC.		* Risky kids' program * Personal trainer	It's an ongoing part of our ASC program.	Mid-April 2022	Have meeting on the 3/3/22 with manager to create a program

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

- * We work within a school; the school and school council manage many areas.
- * We have a professional cleaner that cleans our OSHC room, and we clean throughout the day, every day.
- * We have access to the school playground – we only use sections at a time to keep up adequate supervision.
- * We have a huge undercover area which we use a lot. The children enjoy the games we run out there.
- * We use two-way radios to support supervision and communication.
- * The children use the school's gender-neutral, wheelchair-accessible toilets as these are the closest to the OSHC room.
- * Throughout our safety checks, we will remove, clean or fix any items that pose a threat.
- * We now have our own room. The children can feel like this is their space, and things don't need to be packed away each day.
- * The children will put food scraps in the compost, recycle the rubbish and collect water under each bubbler tap. This is then used to water the garden.

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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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 when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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
		To open a multi-aged education and care service	H	Cots/beds/tables/chairs/highchairs	That we have these recourses	Done	We have purchased them all
		Try and source second hand or free equipment for the service. We want to have items that remind the children of home.	M	Lots of asking, looking, and collecting.	That we have these recourses	April 2022	Toys, couch, service mobile phone
		Ensure the outdoor area is safe for the 0-5 age group	H	Gates on the top and bottom of stairs Staircase enclosed – no footholds Gates on the two brick openings Take bench seats off Place rubber/softening on the sharp edging of the bricks Rubber rock to be put down Move water pipe	All is completed and safe	April 2022	Gates are on. Rubber rock done. Bench seats are off, water pipe done. Shade sail grants are not open yet so we will use gazebos for now.



				Shade sails			
		NEW Early years room	H	Pool gate round sliding door, other door made obsolete. Add two child size toilets and wash basin. Laundry area pool fenced off Cot room area half wall or baby gate Finger guards on all doors New flooring to be laid throughout the entire room MDF to be placed around lower walls Paint entire room New kitchenette	All is completed and safe	Before April 2022	All building is on track as best as we can considering covid impacts and the trade/material shortage.

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	Staffing arrangements enhance children's learning and development	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of 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

- * All educators understand and abide by the regulated ratios for Kinder and school-aged children.
- * There is continuity of educators for the children with two primary educators and two other educators who work casually.
- * The educator team stands firmly on the philosophy of the service and work together to ensure the children's rights are being upheld.
- * The educator team work well together and freely and evenly contribute to the program.
- * Educators are comfortable challenging each other and reflecting on their own and team practice.
- * The educators look out for each other. They notice and identify signs of burnout or specific support needs and step in to support while the other steps out.
- * The educators understand their role under the Child Safe Standards – reportable conduct scheme, and will report a staff member or volunteer, parent, family member or community member if need be.
- * We have staff meetings once a month.

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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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 when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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
	To employ a highly skilled team.	Hire a service manager.	H	Approach the person I know is right for this service.	The right leader is in place.	ASAP 2021	Hired Nikia November 2021
	To employ a Highly skilled team.	Hire a strong team.	H	Approach the people I know are right for this service.	Have five full time educators employed.	March 2022	All staff are ready to give notice to their current workplaces. They are just waiting on our opening date - TBA.
		For continuity of care to be high	H	All full-time educators will do 10hr days, over 4 days with the 5th day off.	Roster in place	March 2022	
		For the new educator team to get to know each other before we open. We will be a strong team.	H	Dinners Facebook interactions Little Projects Welcome package Coffee catch ups Training day	The team have a solid foundation to build from. Relationships are authentic, positive, and strong. All team members feel they belong and who they are and what they bring is seen, appreciated and worthy.	Before April 2022	Dinner booked for the 16/3/22, all can attend

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

- * When the children enter the OSHC room, an educator is there to greet them. Using a sign on the door, the children can pick what type of greeting they want and what emotion they are feeling.
- * Relationships between educators - children and children - children are supported and strong. The OSHC sits within the school, within a community (estate), meaning that everyone knows each other.
- * Educators have a strong and trusting bond with the children, which is evident in how the children interact with the educators in and outside of the OSHC setting.
- * The older children naturally and openly are happy to support the younger children and are seen as leaders. We have a Child Advocate each day. This advocate wears a Lanyard, and the other children know that they can go to the advocate for support if needed.
- * The OSHC team pride itself on being honest and transparent. In return, we have outstanding relationships with the parents and families.
- * A couple of our primary students who use our OSHC seem to be struggling with feeling safe and secure at school. We have provided the school with one of our OSHC educators to work within the classroom and outside at recess to support the children. The children have a strong, trusting bond with our team – this is amazing!!!
- * Because we use the school grounds, children get used to the school and the school children. The prep teacher will meet the up-and-coming preps on the OSHC sessions, supporting the seamless school transition.
- * We attend Student Support Group meetings to support children who use our OSHC service and attend the school.

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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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 when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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]
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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
		Before we open our early years room, we would like to take part in a different type of orientation	H	<ul style="list-style-type: none"> * Book in a couple of nights after hours for dinner at the park (in Coldstream) for parents, children, and educators to kick back and spend time with each other. * For two educators to have a coffee catch up with parents and children at their home or a park * For the families to spend some time in the new room with educators before we open 	<ul style="list-style-type: none"> * Photos of all these events to be printed out and given to the families as a social story to show the children often. * Children will transition safely into our care 	May 2022	



				<p>* Primary aged children will be able to come into the early years' room during their breaks, and the early years' children will be out on the school grounds during school times.</p>			
		<p>All educators to use 'how does your engine run' concepts.</p>		<p>* Educators will support children to self-regulate using tools that work for the individual child.</p> <p>* Educator will learn more about the brain, the nervous system, vagus nerve etc. and the effects of trauma and intergenerational trauma.</p>	<p>* Educators will understand that ANY behaviour is a type of language, and it is our job to translate and support positive outcomes for the child.</p> <p>* Other people within our community take on board these concepts and use them to support the children.</p> <p>* Educators will continue to be part of Student Support Groups and have access to the Individual Learning Plan from the school.</p>	<p>ASAP</p>	<p>Training will commence May 2022</p>

Quality Area 6: Collaborative partnerships with families and communities

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

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

- * Being an OSHC that sits within a school, within an estate, the relationships are made quickly. We have very authentic relationships with families.
- * Many of our families are members of our local sporting teams and businesses, so we have a tight network.
- * Parents will often sit down for a chat and a bite to eat with us when they collect their children.
- * The OSHC and the School Principal have a respectful relationship and work in partnership to achieve great things.
- * We took over the OSHC in 2018 (the last provider gave up all of a sudden) because there was a single-parent family who needed it five days a week. No one else used the OSHC. We now have at least ten children in most nights, sometimes more, from building relationships with the community. Not bad for a community that didn't seem to need care before.
- * The OSHC is part of a larger networking group in Coldstream called the education precinct. This includes the Coldstream Primary School, the Coldstream Preschool, Lyrebird College and the Maternal Child Health Nurse. In this network, we also have a foodbank, playgroup, breakfast club, mentoring program from the local church, access to the school chaplain, occupational therapy, speech therapy, counselling and more.
- * Breakfast club is run by the local church within the school and works closely with the OSHC (Before School Care).
- * The OSHC helps run the food bank to serve the community. Children from the OSHC have taken part in delivering food to houses within the estate (We made the newspaper).
- * We attend the playgroup.
- * We support the local kinder by offering a wraparound service to the kinder families. They can attend BSC and ASC – where we drop off and collect the children to and from kinder. This means the preschool has grown in numbers, and parents can do what they need to do as the children have longer sessions.
- * We are flexible and supportive to the kinder, the school and families. For example, we supported with care when the prep children did half days or early finishes for the first two weeks of prep. We also picked up care when the kinder had shorter sessions for the first week.
- * We support Lyrebird College in our Vacation care program for the students and their support team to attend our programs.
- * OSHC staff sit on the school council and the township community group committee.
- * Local sporting clubs after school, provide football and netball clinics as part of the government funding at the school. OSHC take part in these activities.
- * Regular outings mean that the OSHC is out and about in our community.
- * We were the Winners of the Victorian Early Years Award for Improving Access and Participation in Early Learning 2021.

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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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 when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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

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

- * We all believe in our philosophy and reflect on it regularly to ensure it is still what we want, and we are still working within it.
- * Risk assessments are completed before any outing, and all families have access to these risk assessments. They are updated every 12 months or when needed.
- * Our website has a lot of important information, such as Child Safe Standards, our policies, risk assessments, handbooks, philosophy. Our QIP, RAP and Child Safety Action Plan will also be on the website when they are updated.
- * We have completed the self-assessment and reflection process.
- * QIP/RAP/Child Safety is on our staff meeting agenda for review/reflection; however, we can do this anytime.
- * The school council oversees the compliance/governance. Educators, families, community members, and school staff/principal sit on the school council. We meet once a month.

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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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 when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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
		<p>* Open an Early years' space to add to the OSHC service.</p> <p>* Coldstream has Kinder, Primary School and a school for students with autism spectrum disorder but nothing for the early years' children.</p> <p>* We are rapidly losing numbers at the school because early years' families go to the next suburb for education and care and then stream into the primary school local to that education and care service.</p> <p>* Coldstream needs an Early years' space.</p>	H	See other plans in this QIP	It will be successfully running	April 2022	



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