

East Adelaide Out of School Care Quality Improvement Plan 2020

Updated May 2020



Australian Children's
Education & Care
Quality Authority

Service details

Service name		Service approval number	
East Adelaide Out of School Hours Care		0010301	
Primary contacts at service			
Benjamin Goudie			
Physical location of service		Physical location contact details	
Street	59 Third Avenue	Telephone	8362 6585
Suburb	St Peters	Mobile	
State/territory	South Australia	Fax	
Postcode	5069	Email	dl.1036.oshc@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Vicki Stravinski	Name	Vicki Stravinski and Benjamin Goudie
Telephone	8362 6585	Telephone	8362 6585
Mobile	0423 782 668	Mobile	
Fax		Fax	
Email	dl.1036.oshc@schools.sa.edu.au	Email	vicki.stravinski406@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	

East Adelaide Out of Hours School Care Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	7:15	7:15	7:15	7:15	7:15	Closed	Closed
Closing time	18:00	18:00	18:00	18:00	18:00	Closed	Closed

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Additional Information about Service.

The Out of School Hours Care Program operates from "The House" which is in the School grounds facing Third Avenue, St. Peters. It offers regular Before School Care, After School Care, Occasional Care and Vacation Care for the children of East Adelaide School and the local community.

After school activities are less structured than those offered during the vacation periods, to allow the children to 'wind down' after the school day.

The programme's activities are designed to meet the interests of children aged 5-12 years. Children are offered the opportunity to participate in leisure and recreation activities (e.g. art, craft, games, gardening, cooking, drama) in a 'homelike' atmosphere.

Excursions are made locally and further afield, during the vacation periods. Nutritious snacks (sandwiches, fruit, etc.) are provided daily.

For After School Care, the reception and year one children are collected from a central location at the School each day by an After School Care staff member and are taken or directed to "The House"

How are the children grouped at your service?

- Children at the service are grouped into Group 1 (8 and under) and Group 2 (9 and Over). The service strives to achieve this as best as possible when programming activities. For instance, we run split excursions in which these two groups attend separate excursions. We aim to run a mix of small group and independent activities for children to engage with throughout the program.

Person Responsible for Submitting Quality Improvement Plan

- Benjamin Goudie – Director East Adelaide Out of Hours School Care

Service statement of philosophy

Please insert your service's statement of philosophy here.

Our Vision

To offer a safe, friendly environment where children can develop their identity and well-being. We aim to nurture positive relationships and promote cooperative and collaborative behaviour

East Adelaide OSHC Philosophy

East Adelaide Out of School Hours Care (OSHC) is committed to providing high quality care in a safe, secure learning environment for school aged children. We believe it is important for children to feel comfortable so they can develop confidence in their interactions with educators and their peers. Educators collaborate with children and support their well-being, learning and development.

East Adelaide OSHC supports and incorporates the philosophy and values of the school Responsibility, Relationships, Resilience and Respect and we use this in our planning and day to day running of the program.

We value diversity and cultural backgrounds of all our families at this service. We embrace opportunities for incidental learning and enhanced living skills while having a fun and recreational program.

We strive to do this by:

Ensuring all children to meet the needs of the outcomes of the National Quality Framework

1. Children have a strong sense of Identity
2. Children are connected with and contribute to their world
3. Children have a strong sense of well-being
4. Children are involved learners
5. Children are effective communicators

We maintain children's sense of belonging at OSHC by encouraging their involvement in programming for a wide range of activities based around their interests and needs.

We welcome families from culturally and linguistically diverse backgrounds. We promote an understanding of diversity in an enriched inclusive and welcoming environment.

Adhere to and follow the schools vision and values: Responsibility, Relationships, Resilience and Respect.

To collaborate with East Adelaide OSHC Advisory Committee to attend to family's needs and requests wherever possible.



Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

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

Information for families	Element 1.3.3	Families are informed about the program and their child's progress.
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Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.3	section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)
1.1.1	section 168(1)(a)-(b)	Program designed for each child
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	section 168(1)(c)-(d)	Program designed for each child
1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	regulation 73	Educational program
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
1.3.1, 1.3.3	regulation 75	Information about the educational program to be kept available
1.3.3	regulation 76	Information about educational program to be given to parents
1.3.3	regulation 111	Administrative Space
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 155	Interactions with children
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 156	Relationships in groups

Standard/element	National Law (section) and National Regulations (regulation)	
1.3.1	regulation 177(1)(a)	Prescribed enrolment and other documents to be kept by approved provider – the documentation of child assessments or evaluations for delivery of the educational program
1.3.1	regulation 178(1)(a)	Prescribed enrolment and other documents to be kept by family day care educator – the documentation of child assessments or evaluations for delivery of the educational program
1.1.1	Regulation 254	Declared approved learning frameworks
1.3.1, 1.3.3	regulation 274A NSW	Programs for children over preschool age
1.3.1, 1.3.3	regulation 289A NT	Programs for children over preschool age
1.3.1, 1.3.3	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths


1.1.1 The service appoints a full-time Educational Leader at the service who leads a weekly programming meeting. This gives educators in the program the opportunity to contribute to the programming process. All educators contribute to the collection of ideas from children and this is done through conversations with children, electronic learning stories and reflection books. Service leaders have established an observation diary which educators can note observations of children in the service. This allows us to capture moments in which an activity can expand organically and spontaneously within the program. Our curriculum framework covers both gross and fine motor skills activities, a range of large and small group activities as well as individual activities for children. The service implements the My Time, Our Place – Framework for School Aged Care in Australia (MTOPI). Group activities are planned under the headings of indoor and outdoor play, creative, craft, construction and quiet activities.

1.1.2 The cultures of the children are considered within the program and is evident within our programming book – special occasions such as Chinese New Year, Diwali and Hannukah are examples of such occasions. The planned activities are based on knowledge of children and their interests and abilities through daily observations, parent suggestions, calendar events and extensions on the previous day/week's activities.

1.1.3 New ASC sign in routines have increased the opportunities for each child's learning. Group sizes have been decreased, allowing G1 and G2 students to begin OSHC separately and engage in age-appropriate activities with same-aged peers.

1.2.2 Each child's knowledge, ideas, cultures and abilities are the foundation of the program and this can be reflected through the use of individual portfolios for children on 'See Saw' as well as communication books for families and children to contribute ideas. We allow children to build on their ideas and interests by facilitating and guiding children's learning in the program. Educators are deliberate and purposeful in their planning together sharing knowledge of children's interests and opportunities to extend their learning. For example, during our program planning meeting educators discuss different activities they were planning in the program which were based on children's requests and the strengths of educators leading those activities. For instance, some of the children had previously made a video on the iPad and the director shared how they could build on this video and make it about the OSHC service.

1.3.2 Educators evaluate the weekly program for both Before and After School Care in our programming book. Evaluation of the daily activities can involve improvements for the future, what went well and what we would change. Children's interests and choice are promoted within the OSHC program and spontaneous choice and free play are promoted within the OSHC program.



1.2.3 Children who attend the program are encouraged to make independent choices regarding the program i.e. what activity they may like to engage in, what area of the school they may wish to spend time in. The program provides craft, sports and outside physical activity, cooking, screen time and construction (play-based learning) opportunities throughout the week. The service arranges a variety of incursions and excursions for children such as yoga, hockey, science day and geocaching.

1.2.3 We establish routines which allow our children to establish a sense of agency. For instance, we allow our children to serve afternoon tea, help set up other areas and activities and engage with the see-saw app used for children's profiles. Older children are guided to assist younger children with routines and activities within the program, allowing them a sense of leadership within the OSHC program.

1.3.1 Each child's learning and development is observed and documented by educators as a part of an ongoing cycle. This is achieved by educators being provided a weekly observation guide (developed by AD) that highlights which students' learning should be focused on. Educators observe and analyse student behaviours and development and document their findings in the observation book or on SeeSaw.

1.3.3 The weekly program is displayed on our family desk to be viewed easily, Families have the opportunity to connect to the 'See-Saw' app and monitor their child's progress in the program. The service has around 75% of current service users connected through see saw which has assisted with communication about children's engagement with the OSHC program.

Key improvements sought for Quality Area 1

Improvement Plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2.1	Intentional teaching and learning strategies are utilised less in outdoor space than indoor spaces.	An increase in intentional strategies being used within the program through a loose parts play framework.	M	Service Leaders to source materials in consultation with Advisory Committee to establish loose parts play in 2020. Educators to engage in training on facilitating loose parts play.	Children having access to loose parts play materials and developing an understanding of sharing, cooperation, collaboration and creativity through this play framework.	July 2020	<p>Loose Parts Play materials purchased at start of 2020 – children have begun engaging with these.</p> <p>May 2020: Loose Parts Play is providing opportunities for students of varying ages and abilities to collaboratively engage in problem-solving, challenge-based learning experiences. Educators are engaging as facilitators by monitoring the safety and appropriateness of Loose Parts Play. Educators would benefit from further training on facilitating loose parts play to maximise learning outcomes for students.</p>
1.3.2	Educators at the service require further understanding of the service strategic inclusion plan.	Common understanding of service strategic inclusion plan, including barriers to inclusion and strategies service is putting in place to counter these.	M	Strategic Inclusion Plan to be outlined to educators at staff meeting in Term 2 2020 educators invited to have input into this.	All service educators have common understanding of strategic inclusion plan including barriers to inclusion and strategies to put in place for these.	July 2020	Strategic Inclusion Plan updated at beginning of 2020.
1.1.3	Routines are not currently organised in ways which maximise learning opportunities for children.	Improved routines and program which enhances learning opportunities for children within the program – i.e. how do we manage children at the	M	Critical reflection on service routines across different care environments to occur. Implementation of new routines for 2020 and ongoing review.	Learning opportunities are provided to children through routines and different aspects of the program.	July 2020	After School Care and Vacation Care routines were critically reflected with regards to routines and group size upon following incidents in 2019.



		beginning of an After School Care session?					May 2020: Staff have begun reflecting on how the new routines can be adjusted to include: structured, calming activities for G1 students in PA room, more timely snack for G1 students, fluent communication between G1 and G2 educators regarding location of children.
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Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

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



Quality Area 2: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3	section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)
2.2.3	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
2.2.1	section 165	Offence to inadequately supervise children
2.1.1	section 166	Offence to use inappropriate discipline
2.2.1	section 167	Offence relating to protection of children from harm and hazards
2.2.1	section 169	Offence relating to staffing arrangements
2.2.1	section 170	Offence relating to unauthorised persons on education and care service premises
2.2.1	section 171	Offence relating to direction to exclude inappropriate persons from education and care premises
2.2.1	section 189	Emergency removal of children
2.1.2, 2.1.3, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.1.3, 2.2.1	regulation 78	Food and beverages
2.1.3, 2.2.1	regulation 79	Service providing food and beverages
2.1.3, 2.2.1	regulation 80	Weekly menu
2.1.1	regulation 81	Sleep and rest
2.2.1	regulation 82	Tobacco, drug and alcohol free environment

Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.2.3	regulation 84	Awareness of child protection law
2.1.2, 2.2.2, 2.2.3	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 87	Incident, injury, trauma and illness record
2.1.2	regulation 88	Infectious diseases
2.1.2	regulation 89	First aid kits
2.1.2, 2.2.1	regulation 90	Medical conditions policy
2.1.2, 2.2.1	regulation 91	Medical conditions policy to be provided to parents
2.1.2, 2.2.1	regulation 92	Medication record
2.1.2	regulation 93	Administration of medication
2.1.2	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.2	regulation 95	Procedure for administration of medication
2.1.2	regulation 96	Self-administration of medication
2.2.2	regulation 97	Emergency and evacuation procedures
2.2.2	regulation 98	Telephone or other communication equipment



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

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

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

2.1.1 The OSHC office has recently been refurbished and soft mats have been purchased to allow children to sleep and rest throughout the program. We have a range of spare clothing for children to access when they are required and educators are able to assist and give these children privacy. With a large outdoor space, children are able to find small quiet spaces to relax with peers. The service accesses multiple areas of the school and provides quiet activities for children to engage in to rest and relax. Children utilise the toilets as required. Older children access the outside toilets, whilst younger children access the OSHC toilets. When in another area or on an excursion, children inform educators when they require the toilet. Educators check toilets regularly to ensure an adequate supply of toilet paper and hand wash is available to children.

2.1.2 Children are guided to wash their hands prior to eating food whilst in the program. The service ensures toys are disinfected regularly to avoid the spread of germs. Educators use a cleaning chart to ensure areas are cleaned on a regular basis. East Adelaide OSHC has an Injury, Illness and Wellbeing policy which is updated on a regular basis – this policy is updated based on the latest information from health authorities. Wherever possible, our children are grouped by age when running activities to minimise the risk of injury i.e. on excursions, playing sport in the gym. Medication at the service is stored in an easy to access area and expiry dates are checked regularly. Risk Minimisation Plans have been completed at the end of 2019 and include communication plans which must be signed by both Director and a parent or guardian. First Aid kits at the service are kept up to date and taken on excursions and in other areas of the school. Individual health care plans are provided by parents and the service communicates with the school Front Office to ensure information is up to date. Children’s photos are attached to their medication bag for quick and easy reference. A list of children with health and medical needs is located in the OSHC medication cabinet and behind the pantry door.

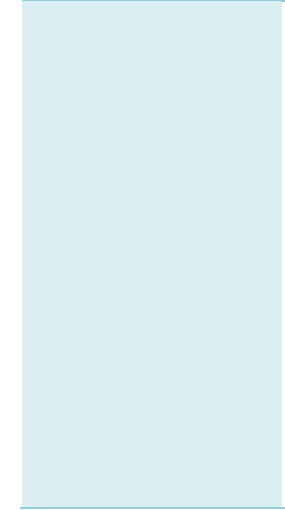
2.1.3 Educators are encouraged to sit with children during meal times to model and implement healthy eating and nutrition practices. We follow the ‘Get up and Grow’ and Australian Dietary Guidelines when providing food for children to ensure consistent practices. Children have ready access to water through both outside water fountains and filtered water inside. Children are regularly involved in choosing and preparing healthy meals for the program. Furniture and utensils are age appropriate for children to encourage children to be involved in mealtimes i.e. serving afternoon tea. Physical activity is programmed regularly in the program and

children are encouraged to participate. The service runs sporting clinics on throughout the afternoon through 'Stay Active' to allow children to be involved in a range of different activities. We have a large outdoor space which is designed to promote safe physical play for children.

2.2.1 Educators are assigned to a specific area whilst supervising both outside and inside and promote maximum supervision. All children in the program are within sight of an educator at all times. The separation of G1 and G2 students at the commencement of OSHC has increased supervision capabilities by decreasing the number of students in any given area. When preparing for an excursion, we consider all supervision risks and include these on our Risk Assessments which are communicated with all educators attending. Our Delivery and Collection of Children policy states that children may only be released to a nominated adult on the enrolment form – this is achieved through an electronic sign out system which ensures approved people are signing children out. Risk Assessments are carried out before leaving for excursions. Any Work, Health and Safety issues are reported to the Director immediately and we communicate with the school regarding these issues. We implement a 'Sun Protection' policy and ensure educators are guiding children to engaging in appropriate sun protections manners i.e. wearing a broad brimmed hat and applying sunscreen when the UV is 3 and above.

2.2.2 Emergency management procedures are practiced regularly. These procedures are discussed with new educators on induction. Reflection occurs after the procedures are practiced to ensure changes are made where required. Emergency numbers are located near the phone in the office. A list of children's contacts can be found in the filing cabinet and is also accessible on the computers. Evacuation procedures are located near the exits. Responsible Persons on site are trained in the running of emergency procedures to ensure they feel comfortable leading an emergency procedure.

2.2.3 All educators in the program must present a Working with Children Check and a Responding to Abuse and Neglect certificate to be employed at the program. Educators are prompted to renew DCSI clearance when due to expire. A list of community resources is located in the OSHC office which can be used for children at risk of abuse/neglect. Educators undergo a thorough induction process which emphasises the protective practices guidelines for educators at the service.



Key improvements sought for Quality Area 2

Improvement Plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1	Effective hygiene practices are not always promoted or implemented	Improved understanding and implementation of effective hygiene practices from children.	M	Displaying hygiene posters, reflection on meal time structure. Educators to focus on handwashing and use of plates and bowls rather than using hands during meal times.	Effective hygiene practice being implemented by all educators and children.	July 2020	Service reviewed the structure of meals times during After School Care in late 2019. May 2020: Hygiene posters are displayed, students are routinely reminded about effective handwashing, educators are monitoring handwashing at mealtimes. Most educators are enforcing the use of plates/bowls (remind and reinforce until all educators enforce use of plates/bowls at mealtimes)
2.1.1	With a large number of children, quiet spaces for rest and relaxation can be difficult to find for children at certain times within the care environment.	Improved access to quiet spaces for children and ability for children to access these at will.	M	Continue to reflect on how we access other spaces of the school, especially during busy periods and during inclement weather across the care environment.	Children at the service able to identify and access quiet spaces when required in an over stimulating environment.	July 2020	After School Care routines critically reviewed in 2019 to enable less children in one space at beginning of session.
2.1.2	We have older children playing amongst younger		M	Access Yard A more for younger children's outside		July 2020	



	children in Yard B during open in which issues can arise.	Children playing across an area in which there are similar aged peers.		play to promote more separation.	Less incidents/injuries as a result of incidents between different aged children.		Junior Primary students use Yard A to play at beginning of session.
2.1	With large number of children, afternoon sign-in procedures can take time to complete	Streamlined sign in procedures	M	Examine other large services procedures.	Improved processes	December 2020	After School Care routines changed in 2019 in attempt to improve process. May 2020: Main sign-in educators to reflect on time taken to complete the sign-in process to monitor streamlining progress.

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

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

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

Standard/element	National Law (section) and National Regulations (regulation)
3.2.3	section 168 Offence relating to required programs
3.2.3	regulation 73(2)(b) Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world
3.1.1, 3.1.2	regulation 103 Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104 Fencing and security
3.2.1, 3.2.2	regulation 105 Furniture, materials and equipment
3.1.1, 3.1.2	regulation 106 Laundry and hygiene facilities
3.1.1	regulation 107 Space requirements—indoor
3.1.1	regulation 108 Space requirements—outdoor space
3.1.1, 3.1.2, 3.2.1	regulation 109 Toilet and hygiene facilities
3.1.1	regulation 110 Ventilation and natural light
3.1.1	regulation 111 Administrative space
3.1.1, 3.1.2	regulation 112 Nappy change facilities
3.1.1, 3.2.1, 3.2.2	regulation 113 Outdoor space—natural environment
3.1.1	regulation 114 Outdoor space—shade
3.1.1	regulation 115 Premises designed to facilitate supervision

Standard/element	National Law (section) and National Regulations (regulation)
3.1.1, 3.1.2	regulation 116 Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117 Glass (additional requirement for family day care)
3.1.1, 3.1.2	regulation 274 Swimming pools NSW
3.1.1, 3.1.2	regulation 345 Swimming pool prohibition Tasmania

Quality Improvement Plan for Quality Area 3


Summary of strengths for Quality Area 3

Strengths

3.1.1 Through the use of multiple buildings within the school site, the service is able to allow children to engage in a range of both free play and structured activities within the program. Furniture within the rooms can be manipulated for a range of different purposes. For instance, during inclement weather, we have more children in the room – hence we remove some tables to create more open spaces for the increased children. Children have easy access between indoor/outdoor experiences and can freely transition between the two. Our outside play space contains numerous shade spaces for children’s protection from the sun. The service has a large kitchen area for food preparation and storage and is kept clean with the use of service cleaning charts. There is a large administrative area in which service leaders operate and this is used during care for children who require First Aid, children who may be ill and private conversations between educators and families. The program accesses different areas of the school to allow for children’s rest and relaxation, such as a library area in the kitchen as well as a couch and cushions in the OSHC room.

3.1.2 All educators are involved in cleaning and maintaining the premises and furniture. The service has weekly cleaning chart to ensure areas accessed by children are cleaned regularly. This includes disinfecting toys that children use on a regular basis. All educators have the opportunity to note any WHS issues in a book to be followed up – this helps monitor the maintenance of playground equipment and buildings. The service has a Work Health Safety representative (OSHC Director) and these issues are followed up with this person. When major work is occurring on site (generally done during Vacation Care) the service produces a management plan to protect the safety of all involved. The service has a large budget line for repairs and maintenance as well as furniture to ensure broken items/parts of building can be replaced when required.

3.2.1 We have a large outdoor area which children is designed for open-ended children’s play. This includes a sandpit for tactile and messy play, playground for developing gross motor skills, and play safe and basketball court for various sport and play. At the beginning of 2020, service leaders in conjunction with Advisory Committee established loose parts play within the service, with the aims of expanding this across the next few years. Children have easy access to resources both inside and outside which are both age-appropriate and sufficient for the amount of children within care. Nature play excursions and incursions are a regular part



of the OSHC vacation care program. This has included visits to 'Wild imagination' held at Bonython Park, visits to nature playgrounds and Cleland Wildlife Park. At the service recycled materials are used in craft activities and the recycling of rubbish is encouraged

3.2.2 Our play space contains easy to access resources for children to build on their interests whilst in OSHC. Furthermore, there are resources in the store room which educators can access to help build on children's ideas. We keep track of what we have in the storeroom and ensure that materials are replenished on a regular basis. Our educators are taught to build on children's needs and ideas and take on new challenges throughout the program. We incorporate technologies through the use of Lego Mindstorms for older children in the program. We regularly accept donations of resources through families for craft play, loose parts play etc. and ensure they are appropriate for use at the service.



Key improvements sought for Quality Area 3

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.3	We currently waste more food than necessary at the service during care times.	Reduction in amount of food the service is throwing away at the service.	M	Director to investigate ways of incorporating strategies with children to reduce food wastage.	Learning Stories and documented evidence of children engaging with food waste reduction (i.e. food composting, worm farm etc.)	December 2020	
3.1.1	Loose Parts Play resources can be tricky to move from storage to outside area.	Improved storage solutions for long term loose parts projects at service.	M	Provide feedback about the challenges faced during initial setting up of loose parts play at the service.	Easy to move loose parts play resources for children to access outside.	December 2020	<p>May 2020: Current storage location: Outside, beside sports shed.</p> <p>This storage location is proving to be effective as students can collaboratively move loose parts materials from storage location to play space while being supervised by Area 1 Educator. Shelter may need to be provided for this storage location in order for it to be feasible during winter.</p>

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children's learning and development.	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of 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.

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

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

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

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

Quality Improvement Plan for Quality Area 4


Summary of strengths for Quality Area 4

Strengths

4.1.1 The Governing Council is the approved provider of the service and has delegated that the nominated supervisor of the program is the school principal. The nominated supervisor ensures that a responsible person is present at all times. Educators employed at the service are on part-time contracts, which ensure consistency of educator-child relationships on certain days. National Guidelines are followed for child-educator ratio. We promote a balance between engagement and supervision for our staff to follow and educators are encouraged to build meaningful relationships. The service provides educators non-contact time during Before School Care shifts for educators to engage in programming. We have an educator photo board on our front door and this helps families become familiar with the educators employed at the service. When new educators begin their employment, they are given a thorough induction process and are introduced to fellow educators. New educators are teamed/paired up with experienced educators to ensure they are guided whilst beginning their employment.

4.1.2 The service has educators who have been at the service for an extended period of time. We aim to build continuity of educators to develop a positive workplace culture. We have a diverse range of educators in the program who offer different skills and abilities. All educators undertake performance reviews every six months with the Director and this process enables educators to set goals for their performance and then reflect on their achievements. Furthermore, we assign educators to activities and tasks based on experience and interests and aim to build on the skills of our educators when programming. When using Inclusion Support funding, we assign consistent educators with children who have additional needs and this helps the children build consistent relationships.

4.2.1 The service uses each educator's individual skills and interests when assigning them to tasks in the program. Program leaders encourage a culture of continuous improvement through reflection and allow all educators to be involved in the long-term planning for the service. When new educators begin at the program, they are paired up with experienced educators who help guide them. Daily tasks within the program are shared amongst educators to ensure all staff feel comfortable completing different tasks. The service allows opportunities for educators to highlight areas of development and provides opportunities for training when applicable. We run staff meetings twice a term for educators and during these we reflect on our program with reference to the National Quality Framework. These staff meetings are focused on reflective practices and allows us to continue to strive for ongoing improvement in the program.



4.2.2 All educators are involved in using the My Time, Our Plan learning framework to program and reflect on children’s learning. A weekly programming meeting is run with educators and the educational leader which guides the direction of the program. We communicate changes to educators through both a private Facebook group and email. All educators in the program are given a staff handbook which includes the statement of philosophy, position descriptions and professional standards and code of conduct.

Key improvements sought for Quality Area 4

Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.2	Not all educators have a thorough understanding of the different service policies due to limited time at service.	Improved understanding of policy and procedure for all service educators.	M	Service leaders to spend time at meeting going through policies once updated through Governing Council.	Educators at the service having improved understanding and confidence to implement service policies when required.	December 2020	Service leaders have spent increased time on policy at team meetings.

Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

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

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

Standard/element	National Law (section) and National Regulations (regulation)	
5.1.2, 5.2.2	section 166	Offence to use inappropriate discipline
5.1.1, 5.2.1, 5.2.2	regulation 73	Educational program
5.2.1, 5.2.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 155	Interactions with children
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 156	Relationships in groups
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 168(2)(j) 155 and 156	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths

5.1.1 Each child is supported by educators to feel secure, confident and included in the OSHC culture and environment. The service uses regular staff on different days to ensure the same educators are building relationships with similar children. We allow children to have choice in activities in the program and educators evolve organically on children's interests. During meal times, educators sit down with the children to eat and engage children in discussion about their interests. Educators extend these relationships with children, by relating with families and sharing information regarding their involvement within the program. Children who require additional support in the program are provided with such assistance through the Inclusion Support Program. During Before School Care, educators walk younger children over to their classroom and assist in preparing them for the day. Within After School Care, Reception children are collected from their classroom unit, whilst the Year 1 children sign in at a designated pick up point. This assists with transitions to the program as well as fostering secure relationships between educators and children, as well as between the children themselves.

5.1.2 Educators support children in the program to make independent choices and acknowledge children when they make positive choices. We have a diverse age range in the program and we allow older children independence and autonomy throughout the program. In the diverse program, there are opportunities to work independently, in groups and with open-ended as well as activities that require a step-by-step process to achieve an outcome. Educators are constantly monitoring children's play when supervising and ensuring that problems that may arise are pre-empted. We use a Restorative Practices approach to behaviour management when dealing with conflicts that arise and this allows children to acknowledge feelings and consider the impact on other people. Our service follows the East Adelaide School Behaviour Management policy and ensures that any issues of bullying that may arise are dealt with immediately. Furthermore, we communicate directly with school leadership to ensure that issues at school are considered within the OSHC context.

5.2.1 Our program provides space for children to engage in collaborative experiences. Children in the program form a range of friendships, and begin to extend their friendships built in the classroom environment. We engage children in ongoing collaborative projects such as Lego Mindstorms, where children are engaged in teamwork. Educators model appropriate relationships between staff and colleagues. The service takes action immediately against any bullying occurring in the program and we have policies and procedures in place to deal with these effectively. The service follows similar behaviour management practices as the school to ensure consistency and we communicate with the school to ensure the best outcomes for the child.

5.2.2 We encourage educators in the program to not force children to play with each other and we teach children that occasionally people need time away from each other. With a large number of children in the program, children are required to share with each other on occasion and this is something educators teach children about whilst in the program. Our Behaviour Education Policy was created in consultation with the East Adelaide School program to ensure consistent approaches. When required, we consult with families about their child/ren's behaviour in the program and consider the families views and ideas to work together to reach agreeable outcomes. Following consultation with families, a mutually agreed Behaviour Guidance plan is established for the child.

Key improvements sought for Quality Area 5

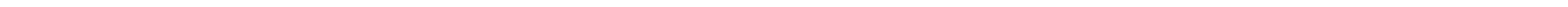
Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.2	Dealing with disruptive behaviour is currently not consistent amongst different staff members – with a large staff team	Implement consistent approaches to disruptive behaviour to ensure new educators are clear on the expectations within the program.	M	Place the East Adelaide Out of Hours School Care Behaviour Management Policy on the staff board for educators to view. Discuss educator's approaches to Behaviour Management at performance reviews.	Children have clear and consistent expectations from educators about what is appropriate in the program.	December 2020	Being discussed at regular staff meetings. Conducted training for understanding children's behaviour November 2018. Planned behaviour Training for staff meeting October 2019 (to be run by the student wellbeing coordinator from school).
5.1	It was identified during our last assessment that educators need use more open-ended questioning when engaging with children.	Educators using open-ended questioning to engage children.	M	Service leaders to continue to explore/implement educators capacity to respond effectively to children's behaviour.	Children being prompted to expand on ideas and thoughts through the use of open-ended questioning by educators.	December 2020	Staff have been trained in restorative questions. Use floor books as a way of documenting questioning and the organic flow of incidental learning.
5.2.2	We have children who find it difficult to self-regulate emotions	Improved self-regulation of children's emotions whilst in care.	M	Service Educators to undertake 'Trauma in Early Childhood' training in Term 1 2020.	Educators will have improved confidence and range of strategies for dealing with	December 2020.	May 2020: Educators have engaging in 'emotion coaching' training. The implementation of emotion



	whilst in care, resulting in escalation of behaviours			Service leaders to attend Berry St training in 2020 and bring back strategies to service.	children who have behaviours which can escalate.		coaching aims to help children process their emotions. Effective emotion coaching will reduce the likelihood of escalated behaviours as a result of strong emotions.
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Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

Standard 6.1		
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		
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

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

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

6.1.3	regulation 171	Policies and procedures to be kept available
6.1.1, 6.1.3, 6.2.2	regulation 172	Notification of change to policies or procedures
6.1.3	regulation 173	Prescribed information is to be displayed
6.1.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1.3	regulation 181	Confidentiality of records kept by approved provider
6.1.3	regulation 182	Confidentiality of records kept by family day care educator
6.1.3	regulation 183	Storage of records and other documents
6.1.2	regulation 274A NSW	Programs for children over preschool age
6.1.2	regulation 289A NT	Programs for children over preschool age
6.1.2	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

6.1.1 Families who use the service have the opportunity to be involved in decision-making through an Advisory Committee which is a sub-committee of the Governing Council who run the service. When families enrol in the service, they are given a comprehensive enrolment pack which includes a parent information book. Parents are always encouraged to express any questions. We encourage new families to visit the service with their child prior to enrolment to ensure the children become familiar with the program. We ensure communication occurs effectively with families and we do this through the use of a Konnective Alert, email and school/oshc newsletter. New children are guided to be paired with existing children on their first session to assist with learning new routines at the service. New families with additional needs or individual requirements are often involved in a meeting with both the school and OSHC Director to ensure common practices are being utilised.

6.1.2 Our service offers an app called 'See Saw' to families which they can connect with. Our educators can share learning stories and photos through this app which can be shared with children's families. This allows us to communicate information regarding children's interests in the program and how they are progressing within the program. Families also have the opportunity to respond to these posts from educators. Furthermore, our educators build connections with families and share information about their child on both arrival and departure.

6.1.3 Each term we produce a OSHC Newsletter, which is sent to families. Through this, we send out up to date information regarding the service and include any important updates for families. At the conclusion of each school year, we hold an 'end of year' celebration which all families are invited to attend. In this past, this has included attractions such as a Bouncy Castle, Face Painting, and a visit from Santa. Our service invites families to contribute to the program by donating used items for craft and being open to suggestions.

6.2.1 We promote sharing of information between families and the service and this is important when new children are beginning in the program. We aim to produce to smooth transition between the school environment and the OSHC program and this is done by building positive connections with staff at the school. Educators conduct safety talks with children prior to excursions in Vacation Care and information is constantly being given to children on excursions about departure times, expectations whilst on excursions. This helps with the ongoing transitions occurring whilst on excursions.

6.2.2 Our service works with an Inclusion Support Agency to help children with additional needs progress through the program. We constantly reflect on inclusive practices and receive funding for additional support with these children.

6.2.3 Our service engages with the local community through supporting local business such as the local grocery store, newsagency, pharmacy and supermarket in purchasing items for OSHC. The service supports opportunities for the children, and caters for extra-curricular activities run on

school premises, such as sport and music lesson. Local businesses are supported throughout Vacation Care programming and we are seeking ways on how to expand this further. Pamphlets of various community groups, such as Taekwondo lessons, are put on display for families.

Key improvements sought for Quality Area 6

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.3	Service can improve links to community services/business throughout Vacation Care program.	Developing a sense of community in the children with their local area.	M	Communication to take place between Director and Assistant Director and local business and how relationships can be formed to build a sense of community.	Include two local business in Vacation Care program.	December 2020	Service utilised a local families Dance Studio in January 2020 for Vacation Care Nursing Home visits have been taken place over recent Vacation Care programs. May 2020: Engagement with a local dance studio, which is owned and run by an OSHC family, has take place over recent vacation care programs.
6.2.3	Can be difficult engaging all families in	Developing a strong sense of community amongst families to		Hosting more events where families are invited in OSHC.	Families feeling comfortable within service and building	December 2020	Biggest Morning Tea event held in May 2019 to be repeated in 2020.



	community events.	build on from what occurs at the school.		Developing an OSHC recipe book with family input.	meaningful relationships with educators. Recipe Book to be sold at school fair 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.

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.

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

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

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

7.1.1, 7.2.1	regulation 55	Quality improvement plans
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Standard/element	National Law (section) and National Regulations (regulation)	
7.1.1, 7.2.1	regulation 56	Review and revision of quality improvement plans
7.1.3	regulation 72	Offences in relation to giving false or misleading statements about ratings
7.2.2	regulation 73	Educational program
7.1.3	regulation 77(2-3)	Health, hygiene and safe food practices
7.1.3	regulation 78(2-3)	Food and beverages
7.1.3	regulation 79(2-3)	Service providing food and beverages
7.1.3	regulation 80(2-3)	Weekly menu
7.1.3	regulation 81(2-3)	Sleep and rest
7.1.3	regulation 82	Tobacco, drug and alcohol-free environment
7.1.3	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
7.1.2, 7.1.3	regulation 84	Awareness of child protection law
7.1.2, 7.1.3	regulation 85	Incident, injury, trauma and illness policies and procedures
7.1.2	regulation 86	Notification to parents of incident, injury, trauma and illness
7.1.2, 7.1.3	regulation 87	Incident, injury, trauma and illness record
7.1.2	regulation 88	Infectious diseases
7.1.2, 7.1.3	regulation 89	First aid kits
7.1.2, 7.1.3	regulation 90	Medical conditions policy
7.1.2, 7.1.3	regulation 92	Medication record

Standard/element	National Law (section) and National Regulations (regulation)
7.1.3	regulation 93(3-4) Administration of medication
7.1.3	regulation 94(2) Exception to authorisation requirement—anaphylaxis or asthma emergency
7.1.3	regulation 95(c) Procedure for administration of medication
7.1.2, 7.1.3	regulation 97 Emergency and evacuation procedures
7.1.3	regulation 98 Telephone or other equipment
7.1.2, 7.1.3	regulation 99 Children leaving the education and care service premises
7.1.3	regulation 100 Risk assessment must be conducted before excursion
7.1.2	regulation 101 Conduct of risk assessment for excursion
7.1.3	regulation 102 Authorisation for excursions
7.1.2, 7.1.3	regulation 116 Assessments of family day care residences and approved family day care venues
7.1.3, 7.2.2	regulation 118 Educational leader
7.1.3	regulation 120A Placing a person in day-to-day charge
7.1.2	regulations 117A-117C Minimum requirements for persons in day-to-day charge, nominated supervisors and family day care educators
7.1.3	regulation 124 Number of children who can be educated and cared for—family day care educator
7.1.3	regulation 136 First aid qualifications
7.1.3	regulation 144 Family day care educator assistant
7.1.2	regulations 145-147 Staff and educator records – centre-based services
7.1.2, 7.2.2	regulation 148 Staff and educator records – centre based services - Educational Leader

7.1.2	regulations 149-152	Staff and educator records – centre-based services
Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	regulations 153-154	Register of family day care educators, co-ordinators and assistants
7.1.3	regulation 155	Interactions with children
7.1.3	regulation 157	Access for parents
7.1.2	regulations 158-162	Attendance and enrolment records
7.1.3	regulation 159	Children’s attendance record to be kept by family day care educator
7.1.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
7.1.3	regulation 161(2)	Authorisations to be kept in enrolment record
7.1.2	regulation 163-166	Residents at family day care residence and family day care educator assistants
7.1.3	regulation 164	Requirement for notice of new persons at residence
7.1.3	regulation 165(2)	Record of visitors
7.1.3	regulation 166(2)	Children not to be alone with visitors
7.1.2	regulation 167	Record of service’s compliance
7.1.2, 7.1.3, 7.2.3	regulation 168	Education and care service must have policies and procedures
7.1.2, 7.1.3, 7.2.3	regulation 169	Additional policies and procedures—family day care service
7.1.2, 7.1.3	regulation 170	Policies and procedures to be followed
7.1.2, 7.1.3	regulation 171	Policies and procedures to be kept available

7.1.2	regulation 172	Notification of change to policies or procedures
Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	regulations 173-176A	Display and reporting of prescribed information
7.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
7.1.3	regulation 179	Family day care educator to provide documents on leaving service
7.1.2, 7.1.3	regulation 180	Evidence of prescribed insurance
7.1.2	regulation 181	Confidentiality of records kept by approved provider
7.1.3	regulation 182	Confidentiality of records kept by family day care educator
7.1.2	regulations 183-184	Confidentiality and storage of records
7.1.2, 7.1.3	regulation 185	Law and regulations to be available
7.1.2	regulation 344 Tasmania	Safety screening clearance – 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

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

- 7.1.1 – The service’s statement of philosophy was reviewed and discussed in consultation with the Advisory Committee and staff members in late 2018 and is due for renewal in 2021. The philosophy statement can be found in service documents such as staff handbook and family handbook.
- 7.1.2 – The service has a policy book located in the office which is accessible to both families and educators to guide our practices. These policies are regularly updated to ensure they remain current and up-to-date with any changes in service operations. These policies are reviewed with consultation with educators and the advisory committee. These policies are also uploaded to the school website for access for both existing and new families.
- 7.1.2 – The service reports any serious incidents to the regulatory authority within the required timeframe and reflects on serious incidents that occur. Furthermore, we apply through the regulatory authority for any changes in service operations i.e. an increase in capacity. The service has a Delivery and Collection of Children policy which guides transitions between school and the service. For instance, Reception children are walked to and from their classrooms at the beginning and end of the day. Furthermore, this policy outlines the process for when a child not booked in to the service turns up unexpectedly. There is a strong connection with the school management. The service works closely with the school finance officer on budgeting and payment matters as well as financial processing. The Director/Assistant Director are heavily involved in the financial management of OSHC including payments, CCS administrative tasks and determining future budgeting requirements. The Director/Assistant Director meet regularly with the school principal, prior to the Advisory Meeting to discuss various matters regarding the service. The service also works closely with office staff to ensure effective communication between the school and the service.
- 7.1.3 – All educators are provided with a copy of their expected roles and responsibilities with the Children’s Services Award when beginning employment. Furthermore, daily roles and responsibilities are listed on the staff board to ensure educators understand the expectations required of them for the afternoon.
- 7.2.3 – Educators in the service undergo regular performance appraisals every six months. Throughout this meeting, educators set achievable goals which are then reflected up at the next meeting. This process ensures educators are aware of areas of development and have the opportunity to ask for clarification. The service places an emphasis on Training and Development of educators at the service and provides opportunities for training through the Performance Development process. Services educators are guided by the Early Childhood Australia’s Code of Ethics as well as the service code of conduct.

- 7.2.2 – The service appoints an Educational Leader on a full-time basis. This person guides the development and implementation of the program using My Time, Our Place as a framework. A programming meeting is run weekly to allow educators the opportunity to engage in the learning cycle. All educators are involved in the continuous reflection of the program. Strong relationships are built between staff so each member feels part of an effective larger team. Staff undertake continuous training for Professional Development and WHS, such as Gowrie SA training and correct food handling/hygiene training.
- 7.2.1 – The Quality Improvement Plan is continuously updated with inputs from the advisory committee. Each staff/advisory meeting is focused on a different area of the plan. Educators are engaged in this process to enable continuous reflection and evaluation about the progress of the program. This process allows continuous self-reflection and improvement of the program. The service receives inclusive funding through Gowrie SA and through this, we reflect regularly on inclusive practices through the development of a strategic inclusion plan which identified barriers to inclusion and outlines strategies to enhance inclusive practices.

Key improvements sought for Quality Area 7

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.3	QIP being prepared with limited staff input.	QIP process to be improved and input gained from all staff and parents	M	Service Leaders to engage staff at meetings discussing each element and gaining feedback in regard to improvement process. Feedback from parents to be sought through P&C meetings, Facebook posts and surveys	QIP will be reviewed regularly and will be relevant to current service operations. Service will be operating effectively and showing improvement in areas deemed to be lacking or needing expansion.	Ongoing	
7.1.2	There is a finite amount of space on site for records to be kept.	Previous records to be moved off site in secured facility and able to be accessed if required.	M	Service has assigned time for record management during Vacation Care periods to enable these records to be organised and moved off site.	Records from previous years to be moved off site and accessible if required.	December 2020.	