



Quality Improvement Plan template

National Quality Standard

Updated January 2026

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.

Penalties may apply.

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	
East Adelaide School Out of school hours care		0010301	
Primary contacts at service			
Michael Koutsoukos		Lauren Maio	
Physical location of service		Physical location contact details	
Street	59 Third Avenue	Telephone	8365 6585
Suburb	St Peters	Mobile	
State/territory	SA	Fax	
Postcode	5069	Email	dl.1036.oshc@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Michael Koutsoukos	Name	Lauren Maio
Telephone	8362 1622 Ext 27	Telephone	83626585
Mobile	N/A	OSHC Mobile	0423782688
Fax	N/A	Fax	N/A
Email	Michael.koutsoukos151@schools.sa.edu.au	Email	Lauren.maio624@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street	As above	State/territory	
Suburb		Postcode	
Educational leader			
Name	Lauren Maio		
Telephone	83656585		
Email	Lauren.maio624@schools.sa.edu.au		

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

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

Round times to the nearest quarter of an hour.

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	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.

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

The Out of School Hours Care (OSHC) Program operates from the designated OSHC room, conveniently located within the East Adelaide School grounds and facing Third Avenue, St. Peters. This service provides regular Before School Care, After School Care, Pupil free day, Early dismissal and Vacation Care for children attending East Adelaide School as well as those from the surrounding community.

After School Care sessions focus on a relaxed and flexible routine, allowing students to unwind following the school day. In contrast, vacation care periods feature a greater variety of structured activities. The program is thoughtfully designed to cater to the interests and developmental needs of children aged 4.5 years to 12 years.

Participants are given opportunities to engage in a diverse range of leisure and recreational activities such as art, craft, games, gardening, cooking, sport, and drama, all within a welcoming, home-like environment. Local and extended excursions are organised during vacation care periods to enrich children's experiences. Nutritious snacks—including sandwiches and fruit—are provided daily.

For Before and After School Care, reception, year one and year 2 students are taken to their room and collected each afternoon from a central location within the school by OSHC staff. They are then handed an orange vest and escorted the OSHC room, where they participate in a second head count check.

How are the children grouped at your service?

Children attending the service are organised into two groups: Group 1 (Foundation to Year 2) and Group 2 (Years 3 to 6). Wherever possible, the service endeavours to reflect this grouping when planning and delivering activities. For example, a variety of both small group and independent activities are offered throughout the program, allowing children to participate in ways that best suit their developmental needs and interests.

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

Lauren Maio- Director of East Adelaide School Out Of School Hours Care

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

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

No. of educators: 21

Service statement of philosophy

Please insert your service's statement of philosophy here.

At our OSHC, we believe that every child is a capable, curious, and unique individual who deserves a safe, welcoming, and nurturing environment where they feel a true sense of belonging.

We recognise that children learn best through play, exploration, and meaningful relationships. Our program is guided by the voices of children, families, educators, and the community, and is shaped by respect for diversity, inclusion, and cultural identity.

We aim to provide a balance of structured and unstructured experiences that allow children to grow socially, emotionally, physically, and cognitively. Through play-based learning, creative expression, and opportunities for independence, we empower children to build confidence, resilience, and a strong sense of self.

We value families as partners in our service and work collaboratively to create consistency, trust, and shared responsibility in supporting each child's wellbeing and development.

Our educators are dedicated to creating a fun, engaging, and supportive environment where children can relax, make choices, try new things, and develop lifelong skills. We embrace diversity, promote respect, and encourage children to value themselves, others, and the world around them.

At OSHC, our vision is to provide a safe space that feels like a "home away from home," where children can play, connect, and thrive before and after school and during the holidays.

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
Regulation 325B SA	Programs for children over preschool age	1.3.1
Regulation 345A Tas	Programs for children over preschool age	1.3.1
Regulation 359A	Programs for children over preschool age	1.3.1

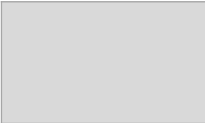


National Law and National Regulations		Associated element
Vic		
*Regulation 373A WA Please check the legislation for the commencemen t date in WA.	Programs for children over preschool age	1.3.1

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	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 • Curriculum decisions are guided by a holistic understanding of each child, considering their unique interests, cultural background, strengths, and learning needs. • Programs and activities are intentionally planned to support children in developing a strong sense of identity, including recognition and celebration of their individuality and cultural heritage. • Educators create a safe and supportive environment that prioritises each child's emotional and physical wellbeing, encouraging them to explore, take risks, and express themselves freely. • Families and the local community are valued as partners, contributing insights and resources that connect children's experiences at school with their lives beyond the classroom Element 1.1.2 - Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. • Programs are developed based on individual children's interests, strengths, and abilities, ensuring relevance and engagement. • Educators respect and incorporate each child's cultural background and identity, creating an inclusive learning environment. • Learning experiences build on what children already know and can do, progressively extending their skills and understanding • Educators adapt and differentiate learning opportunities to cater for children with diverse needs and talents. • Children are encouraged to share their ideas, make choices and contribute to the direction of the program. • Reflection and ongoing assessment are used to ensure the program remains responsive to every child's unique profile. • Children are regularly invited to engage in open-ended play experiences, allowing them to explore their interests and express their strengths and ideas. • Educators actively listen to children's suggestions and encourage them to share their thoughts, which are then incorporated into learning activities and planning. • Children contribute to the program by suggesting new activities, choosing resources, and creating projects based on their current interests or cultural backgrounds. • By encouraging children to take ownership and lead aspects of the program, their sense of agency, belonging, and engagement is strengthened. • The learning environment is flexible, allowing for spontaneous experiences that arise from children's play and curiosity. Element 1.3.3 - Families are informed about the program and their child's progress • Families receive updates on their child's progress, achievements, and areas for further development via playground. • The process ensures transparency and builds trust, enabling families to be actively involved in their child's learning journey and to extend learning at home if they wish. • Reflections on the day's activities, including photos and samples of children's work, are regularly shared, allowing families to see their child's participation and progress in real time. • Families are invited to ask questions or provide input regarding both daily and weekly plans, fostering two-way communication and collaboration. • The connection between the daily and weekly programs is clearly explained, helping families understand how day-to-day learning builds towards broader
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weekly goals and themes.

- Educators respond to families' queries and suggestions promptly, ensuring their perspectives are valued and included.
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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 / Outcomes
1.1	encourage all educators to evaluate the program	Improved, more effective and efficient processes	M	We will utilise staff meetings to brainstorm our procedures.	Achieve a 'Meeting' or above rating at next assessment	Next Assessment	January 2025: Updating our family SeeSaw app to begin another year of reflection
1.1.3	reflect on the routines and use of approved spaces, to strengthen learning opportunities for children.	Enriched learning opportunities for children	M	Discuss at staff meetings how to utilise school spaces in OSHC	Achieve a 'Meeting' or above rating at next assessment	Next Assessment	February 2025: Currently researching our approved spaces through the ESB to better manage high numbers

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 safety and protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need 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, nominated supervisors and family day care co-ordinators 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

National Law and National Regulations		Associated element
Regulation 82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol	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 84A	Sleep and rest	2.1.1
Regulation 84B	Sleep and rest policies and procedures	2.1.1
Regulation 84C	Risk assessment for purposes of sleep and rest policies and procedures	2.1.1
Regulation 84D	Prohibition of bassinets	2.1.1
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
Regulation 102AAB	Safe arrival of children policies and procedures	2.2.1
Regulation 102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures	2.2.1
Regulation 102B	Transport risk assessment must be conducted before service transports child	2.2.1
Regulation 102C	Conduct of risk assessment for transporting of children by the education and care service	2.2.1
Regulation 102D	Authorisation for service to transport children	2.2.1
Regulation 102E	Children embarking a means of transport—centre-based service	2.2.1
Regulation 102F	Children disembarking a means of transport—centre-based service	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths	Health practices and procedures - Element - 2.1.2 - Effective illness and injury management and hygiene practices are promoted and implemented. • We have individual medical management, risk minimisation, and communication plans in place for each child with a diagnosed medical condition; all educators are kept up to date through regular meetings and immediate communication of any changes to ensure children's health needs are consistently met. • The service maintains a spreadsheet to track all medications and monitor expiry dates, ensuring that all medication remains current and safe for use. • Educators wear gloves when cleaning up vomit or blood, administering first aid, handling food or toxic products, and managing rubbish. They always wash their hands immediately after removing gloves. • Families are informed of all illnesses and infectious diseases reported to the nominated supervisor through notices displayed on the parent communication board. In cases of serious infectious diseases, families are also notified via Playground. • Appropriate cleaning and disinfecting are conducted daily, with additional measures taken as needed to prevent the spread of infectious diseases. • A designated first aid officer is responsible for maintaining first aid kits. First aid kits at the service are regularly maintained to ensure they are up to date and are taken on excursions as well as to other areas of the school. • We have two EpiPens available for emergencies, such as if a child's personal EpiPen fails to inject properly or if an additional dose is required due to a delayed ambulance response. Use of the centre EpiPens is always under the guidance of an ambulance officer or 000 operator. • Only qualified staff are permitted to administer medication to children. This ensures that all medication is given safely, accurately, and in accordance with medical management procedures and parental or medical instructions. Two staff members are required to witness the administration of medication, and all details are documented for each instance. Staff follow strict protocols to safeguard each child's health and wellbeing. • Children are required to wash their hands thoroughly with soap and water before each mealtime. This practice helps promote good hygiene, reduces the risk of spreading germs, and forms part of our ongoing commitment to supporting children's health and wellbeing within the. Educators supervise and encourage proper handwashing techniques to ensure effectiveness. • East Adelaide OSHC has an Incident, Injury, Trauma, and Illness Policy that is reviewed and updated regularly. Updates are made in line with the latest guidance and recommendations from relevant health authorities to ensure best practice. • Educators are required to hold current first aid qualifications and complete annual CPR refresher training. This ensures they are prepared to respond effectively to medical emergencies and provide the highest standard of care for all children in their supervision. Compliance with these requirements is regularly monitored and documented as part of the service's commitment to safety and wellbeing. • The City of Norwood Payneham & St Peters – Adelaide conducts annual checks within the service to ensure all kitchen requirements and food safety standards are being met. These inspections help maintain our high standards of cleanliness, hygiene, and compliance with relevant regulations.
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Healthy lifestyle - Element - 2.1.3 - Healthy eating and physical activity is promoted and is appropriate for each child.

- The service has a Nutrition and Food Safety Policy, which is reviewed annually to ensure it reflects current best practice. Families can access and view this policy at any time by scanning our QR code.
- All children are provided with opportunities for physical activity during sessions, both indoors and outdoors, supporting their health, development, and wellbeing.
- Educators actively promote physical activity by encouraging participation and role-modelling positive behaviours that support an active and healthy lifestyle. They engage with children in a variety of physical activities, both structured and unstructured, and consistently demonstrate the importance of movement and wellbeing, fostering a supportive environment where all children are inspired to be active and develop healthy habits.
- Staff complete annual food safety training using the I'm Alert program to ensure they are knowledgeable about safe food handling, preparation, and storage practices. This ongoing training ensures compliance with current regulations and supports the provision of safe and healthy meals and snacks for all children. Training completion is documented and monitored as part of the service's commitment to food safety and quality care.
- The Nominated Supervisor also serves as the Food Safety Supervisor.
- Children have access to drinking taps at all times, allowing them to stay hydrated throughout the day by drinking directly from the taps or refilling their water bottles as needed. Educators encourage regular water breaks, especially during physical activity and warmer weather, to support each child's health and wellbeing.
- Each afternoon, a selection of fresh fruit is offered during tea time, giving children the opportunity to independently choose their preferred options. This approach encourages healthy eating habits, fosters independence, and ensures that all children have access to a nutritious afternoon snack in a supportive environment.

Supervision - Element 2.2.1 - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

- We use a day plan that outlines the locations where staff members will be supervising, both indoors and outdoors, each day.
- The service has participated in supervision training in collaboration with Lady Gowrie. A staff member from Lady Gowrie facilitated three separate two-hour sessions with the team, focusing on enhancing effective supervision practices and strategies. These sessions provided valuable insights and practical approaches to ensure the safety and wellbeing of all children in our care. Staff engagement in this training supports our commitment to maintaining high standards for supervision throughout the service.
- Safety and evacuation procedures are clearly displayed in the room
- We consistently staff one person above the required ratio to ensure additional support and supervision. When the service is offsite, we maintain a staff-to-child ratio of 1:8, and for water activities, we reduce the ratio to 1:5 to prioritise safety.
- A risk assessment is conducted as part of the planning process for every excursion or incursion to identify potential hazards and implement appropriate safety measures.
- We have a risk assessment in place for each area of the service we use, ensuring that potential hazards are identified and managed to maintain a safe environment for all children and staff.

- All educators maintain current certifications in CPR, First Aid, Asthma management, Anaphylaxis management, and mandatory reporting. Staff records are regularly updated, and educators are notified via email and text message when their CPR, First Aid, or Mandatory Reporting certificates are due for renewal.
- We conduct head counts every 30 minutes each day to ensure all children are accounted for and to maintain high standards of supervision and safety within the service.
- Written authorisation is obtained from parents or guardians prior to any excursion, ensuring informed consent and the safety of all children participating.
- All maintenance issues are reported directly to the Nominated Supervisor to ensure they are addressed and resolved as promptly as possible, maintaining a safe environment for children and staff.
- Each day, prior to collecting children from their classrooms, our team holds a brief meeting to discuss the afternoon's activities and arrangements. During this time, we review our planned program, confirm which areas of the school will be utilised, and allocate staff members to specific locations to ensure effective supervision and smooth operations. This daily routine is designed to align with our day plan, fostering clear communication and a coordinated approach to supporting the students throughout the afternoon.
- Reception to Year 2 children are collected directly from their classrooms, signed in using the iPad, and provided with an orange vest for easy identification. They are then escorted to the OSHC area, where a second head count is conducted to ensure all children are present and accounted for.
- Throughout their time at the OSHC service, children are required to wear a vest to support enhanced supervision. Reception to Year 2 students wear orange vests, while Year 3 to Year 6 students wear blue vests. This system helps staff easily identify and monitor children within different age groups.
- Each morning before heading off to school, children are offered the opportunity to participate in an organised group game outside. This activity encourages physical movement, cooperation, and social interaction, helping to energise children and set a positive tone for the day ahead. Educators facilitate games that cater to a variety of interests and abilities, ensuring all children feel included and engaged.

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.

- The OSHC service conducts random fire drills, lockdown drills, and other emergency procedures throughout the year to ensure the safety and preparedness of both children and staff.
- These safety procedures are reviewed in consultation with relevant authorities and are regularly practised and implemented within the service.
- Responsible Persons on site undergo comprehensive training in all aspects of emergency procedures, including fire drills, lockdowns, and evacuation protocols. This training covers the practical steps required during an emergency, effective communication with staff and children, and the coordination of appropriate responses. The purpose of this training is to ensure Responsible Persons feel fully prepared and confident to lead the service safely and efficiently during any emergency situation, minimising risks and ensuring the wellbeing of all children and staff. Regular refresher sessions are also provided to maintain readiness and reinforce best practice.
- Emergency contact numbers are prominently displayed near the telephone in the staff office to ensure they are readily accessible in the event of an urgent situation. This includes contacts for local emergency services, nearby medical facilities, and relevant school leadership or management personnel. The list is reviewed regularly for accuracy, providing staff with reliable information for immediate response

- during emergencies, and supporting the safety and wellbeing of all children and staff on site.
- Emergency contact numbers are clearly displayed near the telephone in the staff office for quick and easy access in urgent situations.

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.

- All educators at the Service are required to hold a current Working with Children Check and a Responding to Abuse and Neglect (RRhAN-EC) certificate as mandatory conditions of employment. Regular reminders are sent to staff to ensure timely renewal of DSH clearances prior to expiry.
- A comprehensive list of community support resources is maintained in the OSHC office to assist children who may be at risk of abuse or neglect. This resource list ensures staff have access to relevant contacts and services when needed.
- All educators are expected to complete a variety of mandatory training courses including First Aid and CPR, Diabetes management, Recognising and Responding to Sexual Behaviour training, and Supporting Gender Diversity training. This ensures educators are equipped to respond comprehensively to the diverse needs of children.
- Educators are trained to listen closely and respectfully to any disclosures made by children, without probing or influencing responses. Open-ended questioning is encouraged, as is building strong, professional relationships with students. This approach enables educators to observe and respond to subtle changes in a child's behaviour or wellbeing that may indicate something is amiss.
- The service collaborates with Gowrie SA, who delivered professional development sessions for staff focused on Duty of Care and effective supervision. These ongoing learning opportunities help to maintain high standards of care and continue the professional growth of the entire team.

Key improvements sought for Quality Area 2

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.2	There have been instances where staff have not completed incident forms following a child sustaining an injury.	Staff are required to understand that any time a child sustains an injury, it must be documented on an incident form. The incident must be reported to parents or guardians within 24 hours, and families are required to sign the completed incident form.	H	- Ongoing Staff Meeting Agenda Item: The correct process for reporting and documenting injuries will remain a standing topic at staff meetings until this practice becomes embedded and the goal is achieved. - Staff will receive clear, written guidelines on the process for reporting injuries, including the requirement to notify the RP or NS and to complete the		May 2026	April 2026: Staff members have gotten a lot better with incident reports. Forms are now submitted and goes right to the parents phone.

				incident documentation. • Clear Communication : Staff will receive clear, written guidelines on the process for reporting injuries, including the requirement to notify the RP or NS and to complete the incident documentation. • Clear Communication : Staff will receive clear, written guidelines on the process for reporting injuries, including the requirement to notify the RP or NS and to complete the incident documentation.			
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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 84D	Prohibition of bassinets	3.1.2
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 116A	Inspection of swimming pools, water features and other potential water hazards at family day care residences and approved family day care venues	3.1.1
Regulation 116B	Inspection report (additional requirement for family day care)	3.1.1
Regulation 116C	Compliance with fencing requirements for swimming pools at 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	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. • Within our OSHC service, we have established a dedicated quiet corner indoors to support children who may need some downtime or a peaceful space throughout the day. This area is equipped with a comfortable lounge, soft pillows, and a selection of age-appropriate books to encourage relaxation and independent reading. The quiet corner is designed to create a calm and welcoming environment, allowing children to unwind, reflect, or simply enjoy some solitude. Educators ensure that this space remains inviting and accessible, so that all children can benefit from a restful experience when needed. • Our OSHC service provides a dedicated arts and craft area that is always accessible to children throughout the day. This space is well-stocked with a variety of materials, including pencils, glue, paper, and an organised cupboard of additional resources. Children are encouraged to freely engage in creative activities, explore their ideas, and express themselves using the materials provided. The arts and craft area supports open-ended learning experiences, allowing children to make choices, experiment, and develop their creativity and fine motor skills in a supportive environment. Educators ensure that the area is welcoming and that supplies are regularly replenished to meet the interests and needs of the children. • Our outdoor program is thoughtfully planned based on the interests of the children, ensuring that their voices and choices are central to daily activities. Children are also given the opportunity to select from a range of activities spontaneously throughout the day, fostering independence and engagement. Educators observe and respond to children's interests, adapting the outdoor environment to offer varied and meaningful experiences that promote exploration, physical activity, and social interaction. • Across the school, we are fortunate to have access to several distinct areas that we can offer to children for a variety of experiences. These include the gym, the Dawson building wet areas, performing arts, and a range of outdoor spaces. Each area provides unique opportunities for children to engage in physical activities, creative arts, and outdoor exploration, supporting their interests and development in a diverse and stimulating environment. • Children have easy access to a wide range of resources both indoors and outdoors, ensuring that materials are age-appropriate and sufficient to meet the needs of all children in our care. This supports meaningful engagement and allows children to freely participate in a variety of activities throughout the day. Element 3.2.3 - The service cares for the environment and supports children to become environmentally responsible. • We have a vibrant veggie patch where a variety of seasonal fruits, vegetables, and herbs are grown. Children are actively involved in caring for these plants, developing responsibility and an understanding of how food is produced. When the produce is ready to be harvested, children participate in picking it and are encouraged to make decisions about its use—whether to create something together using the harvest, or to offer the fresh produce for families to take home. This process supports learning, collaboration, and community engagement. • All children's taps, including those for drinking and hand washing, are fitted with timers that automatically turn off after 5 seconds. This helps to promote water conservation and ensures taps are not left running unnecessarily. • After meals, children know to place any leftover food in the organic waste bin, helping to reduce waste. Used paper is placed in the recycling bin. Educators remind and guide children as needed to ensure things are put in the right bins. These everyday routines help children learn about caring
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for the environment.

- Children have access to a cardboard, scrap paper and a variety of other recycled materials. These resources are available for creative activities, allowing children to use their imagination and develop new skills using items that support sustainability.
- We regularly accept donations of resources from families for craft play, loose parts play, and other activities, as long as the items are safe to be used at the service. Educator's support planned structured activities that can be transformed organically by children, embracing their imagination and creativity.

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 / Outcomes
3.1	Obtain Loose Parts Play resources	Improved collaboration with school community	H	Ask OSHC / school community for old / excess items e.g metal pots, pans, tyres etc.	More items for children to use Easy to move loose parts play resources for children to access outside.	July 2024	May 2026: We will email our families with an example of the items we are after in hopes to gain interest and generate new resources

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 126A	Illness or absence of a qualified educator who is required to meet the relevant educator to child ratio	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	Illness or absence of early childhood teacher or suitably qualified person	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 152A	Record of replacement of educator	4.1.1
Regulation 152B	Record of replacement of early childhood teacher or suitably qualified person	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	Element 4.1.1 - The organisation of educators across the service supports children's learning and development. • Our team consists of 21 educators, including both part-time and casual staff members. Among these, 8 are fully qualified educators. Additionally, several staff are currently working towards their teaching degrees, while the remaining members support the program in various capacities. • At the parent entry, we prominently display a daily plan outlining which educators are working each afternoon. Alongside this, we provide a brief staff profile and a photograph of each educator, ensuring families have clear and up-to-date information about our team. This practice fosters transparency, strengthens communication with families, and helps build trusting relationships between educators and the school community. • When collecting children from school to bring to the OSHC building, we make a concerted effort to maintain consistency by having the same staff members carry out this role each day. This familiar and predictable routine helps children feel secure and comfortable, as they are greeted and accompanied by educators they know and trust. This approach also supports the development of positive relationships, eases transitions, and fosters a sense of belonging within our OSHC environment. 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. • Educators demonstrate a strong sense of teamwork by collaboratively sharing responsibilities and consistently offering support to one another. Open and effective communication is a key focus, not only among educators but also between educators and the nominated supervisor. This high level of collaboration and information sharing ensures a cohesive and positive work environment, promotes best practice, and enables us to provide high-quality care and support for all children attending our service. • All educators consistently demonstrate kindness, approachability, and a welcoming attitude towards each other, the children, and families. Every new team member participates in a comprehensive orientation process, during which they are introduced to their colleagues and thoroughly inducted into the centre's practices and values. This approach ensures a supportive and inclusive environment, promoting positive relationships and smooth transitions for both staff and the wider OSHC community. • Educators actively engage in regular professional development training to continuously extend their knowledge, skills, and professional practice. Recent training topics have included the effective use of visual supports, understanding and responding to sensory difficulties, strategies for managing challenging conversations, Autism Spectrum Disorder (ASD) awareness and inclusion, program planning and implementation, and best practices in supervision. By participating in such a diverse range of professional development opportunities, our educators remain up-to-date with current research and methods, ensuring the highest quality of care and support for all children in our service. This commitment to ongoing learning also fosters a culture of growth, innovation, and excellence across our team. • We hold a whole team meeting once a month, with all educators including casual and relief staff invited and encouraged to participate. At these open meetings, every team member is given the opportunity to contribute their ideas and perspectives on all topics discussed. This inclusive approach ensures that casual and relief educators are valued as integral members of our team, promoting a strong sense of belonging and collaboration. By fostering open dialogue and collective decision-making, we strengthen our team culture, enhance communication, and ensure that all voices are heard in shaping the ongoing
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development of our OSHC service.

- We conduct formal performance reviews with each staff member every six months to support their professional growth and recognise achievements. In addition to these regular reviews, we hold interim touch-base meetings to maintain ongoing communication, provide feedback, and address any questions or concerns. This approach ensures that all staff receive consistent support and guidance, promotes continuous development, and helps create an open and collaborative work environment.

Element 4.2.2 - Professional standards guide practice, interactions and relationships

- Educators consistently demonstrate care, empathy, and respect towards children, colleagues, and families in all daily interactions. Their professional conduct is guided by the Code of Ethics, which informs not only their relationships but also their approach to communication and decision-making. This commitment fosters a positive, inclusive, and ethical environment, ensuring that the needs and wellbeing of every member of our OSHC community are valued and respected.

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 / Outcomes
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.	February 2026	July 2026 At least one policy is examined during each staff meeting. Staff confirmation sign-off sheet implemented to specific policies, thus holding educators accountable for reading up on the service.

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	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. • Educators create opportunities for children to work and interact in small groups, helping each child feel secure, confident, and included. • Educators reflect on centre policies and philosophy, and seek reliable information when facing challenges in guiding children's behaviour. • We support children to self-regulate their behaviour in various ways, including role modelling appropriate actions, using visual aids such as visual cards and Red and Green choices boards, offering sensory and calming supports, and providing quiet, calming spaces that children can access when needed. • We have created quiet spaces indoors and outdoors and arranged experiences and rooms to minimise stress and frustration for all children but in particular for children who may experience sensory sensitivities and require times with less sensory input. • The service has worked closely with Lady Gowrie to obtain support for children, collaborating to share strategies, access specialist advice, and implement tailored approaches that address the individual needs of each child. This partnership helps ensure that educators are well-equipped to provide a supportive and inclusive environment for all children. • Staff have participated in behaviour training to enhance their skills and understanding in supporting children's social and emotional development. This training equips staff with effective strategies and approaches to positively guide behaviour, ensuring a consistent and supportive environment for all children. • We also work closely with our Inclusion Professional from the Inclusion Agency, who supports us in developing our Strategic Inclusion Plan and refining our interactions and approaches. This collaboration ensures we are able to deliver high-quality education and care that is inclusive and responsive to the diverse needs of all children. Element 5.1.2 - The dignity and the rights of every child are maintained. • Educators remain patient, gentle, and calm, consistently using positive language, gestures, facial expressions, and tone of voice, even when children express strong emotions such as distress, frustration, or anger. • Educators provide all children with opportunities to make choices throughout the day. All age groups participate in indoor and outdoor play, allowing children to decide where they would like to play and which experiences they wish to engage in. • We encourage and support all children to express their emotions and feelings in a safe and respectful manner. Educators guide children in recognising and understanding their own emotions, as well as responding appropriately to the emotions and behaviours of others. We empower children to constructively challenge inappropriate behaviour and support them in developing effective communication skills to resolve conflicts, fostering a positive and inclusive environment for everyone. • Educators recognise and celebrate children's efforts by providing frequent verbal encouragement and sharing positive updates with families. • Educators provide comfort and reassurance to all children who cry or display signs of distress or anxiety, responding with empathy and care to help them feel safe and supported. We also encourage families to send familiar comfort items from home, such as a favourite toy or blanket, to further support their child's emotional wellbeing and assist in creating a sense of belonging and security within our environment. This collaborative approach helps each child settle more confidently and feel at ease during their time with us. • Educators help children feel secure, confident, and included by demonstrating genuine interest in each child and their family, building strong, trusting relationships and fostering a sense of belonging within the service.
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- Children's privacy is respected during personal issues, and information about children is handled confidentially.
- Educators recognise and support the individual needs, backgrounds, and abilities of each child, ensuring inclusive practices are implemented for all.
- The physical and emotional safety of every child is prioritised, with measures in place to protect children from harm and uphold their rights.
- Educators honour and celebrate the unique cultural identities and backgrounds of all children and their families, fostering respect and belonging.
- All children are treated equitably and fairly, with clear procedures to address any form of discrimination or unfair treatment.
- Children and families have opportunities to provide feedback or raise concerns. Processes are in place to ensure these are responded to respectfully and confidentially.

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 / Outcomes
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	- Create a policy folder - Place Behaviour Management steps on OSHC office door - Discuss preferred approaches regarding specific children during staff meetings	Children have clear and consistent expectations from educators about what is appropriate in the program.	July 2024	May 2021 The OSHC House Cup was first implemented August 2021 OSHC Behaviour Steps placed on the Office door February 2024 OSHC Policy Folder created for all staff to read and sign May 2024 Staff meetings consist around discussions regarding desired practices and approaches August 2024 Supporting new educators with desired practices when supporting children May 2026 Revisiting this due to new staff within the service and unsure related to some children behaviour.

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	Element 6.2.1 - Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. • Educators contact families after an unsettled drop off to let them know when their child has settled and is happily participating in activities. • We invite families to visit the service with their child, providing an opportunity for the child to become familiar with the environment and routines. • Collaborative planning between educators, families, and relevant professionals ensures a coordinated approach to transitions. • Information about children's strengths, preferences, and learning styles is shared amongst educators to ensure consistency and responsiveness. Element 6.2.2 - Effective partnerships support children's access, inclusion and participation in the program. • We offer families the opportunity to meet with us when necessary, such as to discuss sensitive matters, gather information about children with additional needs, or whenever a meeting is requested by the family. • We approach all family requests and concerns with an open mind and without judgement. We value all feedback and input, and strive to understand and respond from the family's perspective. • We have an Inclusion Support Officer who strengthens our team's knowledge and skills in supporting children with high support needs. The Inclusion Support Officer delivers on-the-job training and ensures that each room has a Strategic Inclusion Plan, and that all strategies within the plan are being implemented effectively. Additionally, the Inclusion Support Officer attends care meetings for children with high support needs or those under Child Protection, contributing to the development and execution of a holistic care plan. • Staff have access to information regarding any court orders in place for children, and are promptly notified of any updates or changes. This information is securely stored in the staff office and is accessible only to authorised personnel. Additionally, staff can view relevant court orders through families' accounts, ensuring they remain informed and able to act in accordance with legal requirements. Element 6.1.1 - Families are supported from enrolment to be involved in the service and contribute to service decisions. • Families are invited to join service committees, • Communication channels—such as emails, newsletters, Playground app updates, and noticeboards—enable families to stay informed and involved. • All family feedback and suggestions are welcomed, acknowledged, and considered in service planning and ongoing improvements. • Families are invited to share important information about their child and their expectations during the enrolment process. • Translators and interpreters are available to support families from non-English speaking backgrounds. Element 6.2.3 - The service builds relationships and engages with its community. • We celebrate Indigenous events such as NAIDOC Week each year, inviting local Indigenous community members to share their culture and traditions with our children, families, and staff through activities like storytelling, dancing, music, and crafts. While these celebrations are highlights, we also embed Indigenous culture in our programs and environments throughout the year.. • We actively invite families to share their unique traditions and cultural practices with our centre, enriching our learning environment and fostering a sense of belonging for all children. Families are encouraged to participate in celebrations, bring in special items, and share stories, music, or customs that are important to them. This collaboration helps us celebrate diversity and ensures that our curriculum reflects the backgrounds and experiences of our community.
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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 / Outcomes
6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	To create a community that is informed and supported	M	Service leaders to collate useful links and websites to support families and list them within the OSHC section of the school website	When new links and resources are found, service leaders will post to families via email to let everyone know. Families seeking support will be redirected to the OSHC page within the school website by staff	ASAP	June 2026

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 that is child safe.
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 that is child safe.
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, nominated supervisors and family day care co-ordinators 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, co-ordinators 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 in relation to 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—education and care service other than a family day care service	7.1.2
Regulation 173A	Prescribed information to be displayed—family day care service	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	Element - 7.1.1 - A statement of philosophy is developed and guides all aspects of the service's operations • Our Centre Philosophy guides our educators' practice and is regularly reviewed by the team to ensure it accurately reflects our service values. As a dynamic and evolving document, we continuously reflect on and update it adding new insights and, when necessary, removing sections that may no longer be relevant. Our philosophy grows and develops alongside our team as we learn and progress together. • We implement a thorough screening and interview process for all prospective employees. This includes a careful review of resumes to assess relevant qualifications and experience, followed by an interview to explore in greater detail each candidate's industry background and understanding of applicable regulations, frameworks, and standards. • Our services Verifies each educators working with children check and maintains up to date records to ensure compliance • A Responsible Person is always on duty, with their name clearly displayed in the foyer to ensure all team members and families are aware of who is fulfilling this role. Element 7.1.2 - Systems are in place to manage risk and enable the effective management and operation of a quality service. • The Nominated Supervisor is responsible for maintaining the staff details folder and ensuring that all Working with Children Checks, teaching registrations, first aid qualifications, and asthma and anaphylaxis training are current. These records are reviewed and updated as part of a weekly checklist completed by the Nominated Supervisor. • We have four Responsible Persons on site and aim to roster two on duty at all times throughout the day. • Our office is secured each evening as it contains sensitive information. Additionally, we have separate locked filing cabinets for staff records and family enrolment details to ensure confidentiality and security. • Our childcare management software is protected by security measures, including password access restricted to authorised management personnel only. Access permissions are regularly reviewed to ensure only appropriate staff members can view or modify sensitive information, maintaining the confidentiality and integrity of all data stored within the system. • We use Xplor software, which allows parents to sign their children in and out using a secure PIN or QR code. This process can only be completed when families are physically on site, ensuring accurate and secure attendance records. • Our policies and procedures are reviewed annually, as well as whenever we deem it necessary. This process involves staff input and considers feedback from families and staff members. All revised policies and procedures are then submitted to our Governing Council for review and approval, or further amendments if required. • We have seven qualified educators on site. Each roster is structured to ensure that 3 to 4 educators are present at any given time, depending on enrolment numbers. • Complaints are addressed promptly and handled with care. Each complaint is listened to, documented, and thoroughly investigated. The Director gathers
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any additional information required, including input from relevant educators. Once all necessary information has been collected, the outcome is communicated to the family via their preferred method—email, phone call, or in person. All complaints are also reported to the Department.

- All policies and risk assessments are available on the school website. Additionally, a QR code is provided for easy access, allowing families and staff to view these documents directly online.

Element 7.1.3 - Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

- Each staff member has been provided with a document that details their roles and responsibilities
- Educators' shifts are scheduled across various sessions. Morning shifts typically begin between 7:00 am and 9:00 am, while other shifts run from 2:30 pm to 5:30 pm, with the final shift commencing at 3:00 pm.
- During vacation care and pupil-free days, our shift arrangements differ. Shifts typically run from 7:30 am to 12:30 pm and then from 12:30 pm to 6:00 pm. These times may vary depending on staff availability and to ensure ratios are maintained.
- We have clearly defined the roles of Centre Director and Assistant Director to support effective time management and establish a clear operational structure within our team. Both roles are also flexible, allowing us to step in and perform each other's duties when necessary.
- Each day, a daily plan is developed, and educators are assigned to specific areas. They are then informed of the planned activities for their designated area, aligning with our weekly program.

Element 7.2.1 - There is an effective self-assessment and quality improvement process in place.

- We are committed to continuous improvement and regularly update our Quality Improvement Plan (QIP). Leadership meetings, team meetings, management meetings, and parent feedback all serve as valuable opportunities to inform and enhance our QIP.
- We follow a formal appraisal process where educators begin with a self-appraisal. Supervisors then complete their portion of the appraisal, followed by a meeting to discuss the outcomes. During this meeting, goals are collaboratively set by both the educator and the supervisor to support ongoing professional growth.
- We have a clear grievance policy that outlines the grievance procedure for our families, ensuring transparency and accessibility throughout the process.

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.

- The Service Director conducts regular mentor days, during which dedicated time is spent working alongside educators on the floor. This mentoring time is not included in educator-to-child ratios, ensuring that the Director can focus fully on supporting, coaching, and guiding staff in their professional growth and day-to-day practice. These mentor days offer hands-on opportunities for real-time feedback, skill development, and the strengthening of team relationships.
- We promote the sharing of collective knowledge within our team by inviting educators to present at staff meetings and training sessions. Educators share insights gained from professional development opportunities, previous experiences in other services, as well as relevant research and feedback they have gathered.
- We assign specific tasks and responsibilities to educators, including rotating them through various areas, to help build their self-esteem and develop their leadership skills.
- We hold monthly staff meetings that provide opportunities for professional discussions and collaboration among educators.
- We offer a range of training opportunities within the service, including First Aid, Gowrie training, and RHAAN (Responding to Harm, Abuse, and Neglect).
- The Directors meet weekly with the Approved Provider to discuss current matters, reflect on current practices, and share ideas for upcoming staff meetings and training sessions.

Key improvements sought for Quality Area 7

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2, 7.1.3	We have noticed that some policies are not accessible to families and staff members, as these policies have not yet been compiled within the service.	To ensure compliance, it is important that our service maintains all required policies.	H	In collaboration with Jack from the Department, we have identified a list of policies currently missing from our service. The Director will begin compiling these policies and will seek feedback from the advisory team. Once approved by the advisory team, the policies will be submitted to the School Governing Council for final approval. Following this, they will be distributed to families.	We are also utilising childcare networks to support the development and compilation of our policies.	with the aim to have all required policies in place by July 2026.	December 2025 Have made a QR code for families to use to be able to access policies.

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