Quality Improvement Plan

National Quality Standard

Updated August 2019 Ironside OSHC

The National Quality Standard and Quality Improvement

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

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

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

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

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

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

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

About the ACECQA Quality Improvement Plan template

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

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

Exceeding NQS themes guidance

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

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

Service details

Service name		Service approval number	
Ironside OSHC		SE-000000879	
Primary contacts at service			
Vanessa Sultana			
Physical location of service		**Physical location contact details**	
Street	**2 Hawken Drive**	Telephone	**38709849**
Suburb	**St Lucia**	Mobile	**0406739756**
State/territory	**QLD**	Fax	
Postcode	**4067**	Email	**admin@ironsideoshc.org.au**
Approved Provider		**Nominated Supervisor**	
Primary contact	**Sarah Henry**	Name	**Vanessa Sultana**
Telephone	**0402 905 563**	Telephone	**38709849**
Mobile		Mobile	**0431400380**
Fax		Fax	
Email	**shenr78@eq.edu.au**	Email	**coordinator@ironsideoshc.org.au**
Postal address (if different to physical location of service)			
Street	**2 Hawken Drive**	State/territory	**QLD**
Suburb	**St Lucia**	Postcode	**4030**
Educational leader			
Name	**Vanessa Sultana**		
Telephone	**38709849**		
Email	**coordinator@ironsideoshc.org.au**		

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Before School Care Opening time	07:00	07:00	07:00	07:00	07:00	-	-
Before School Care Closing time	9:00	9:00	9:00	9:00	9:00	-	-
After School Care Opening time	15:00	15:00	15:00	15:00	15:00	-	-
After School Care Closing time	18:00	18:00	18:00	18:00	18:00	-	-
Vacation Care/Student Free Day Opening time	07:00	07:00	07:00	07:00	07:00	-	-
Vacation Care/Student Free Day Closing time	18:00	18:00	18:00	18:00	18:00	-	-

Additional information about your service

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

Provide additional information about your service—parking, school holiday dates, pupil-free days, etc. Access via up steps or ramp (steep) from Central Avenue. We are on the ground level of L-Block. There is limited parking, and much of the parking is between 1/4P – 2P. School holiday dates are in line with Queensland state schools. Pupil Free dates for 2019 are: 21st October.
How are the children grouped at your service? There is an under 8's (Prep – yr2) grouping and older grouping. We provide opportunity for siblings to stay and play together, by allowing multiple sign out times in the mornings, and having the Under 8's playground open to all ages. Excursion grouping and some organised activity grouping eg cooking is based loosely on age and friendship. All other grouping is friendship based.
Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor) Vanessa Sultana - Nominated Supervisor
For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses. No. of educators:_____

Service statement of philosophy

Please insert your service's statement of philosophy here.

IRONSIDE OSHC's statement of philosophy provides the foundation for all activities, policies and procedures of IRONSIDE OSHC. Wherever there is uncertainty about policy or procedures, IRONSIDE OSHC will reflect on the principles captured in their philosophy statement to help resolve the issue. The written policies and procedures of IRONSIDE OSHC have been developed, and will be monitored and reviewed with these values and principles in mind.

IRONSIDE OSHC *believes that each child has the right to be an active member of the community in which they live, to express their opinions and to have their views considered in decisions that affect them.*

We believe the best interests of the children and their right to play, learn and develop in a safe and nurturing environment, is the primary consideration in all decision making at IRONSIDE OSHC and is visible in the actions, interactions and daily work with the children.

We believe that children are active learners from birth and through rich, engaging environments and meaningful interactions, we can build a foundation for successful lifelong learning.

We acknowledge that parents and families are the child's primary educators and that respectful, collaborative relationships strengthen the capacity and efforts of families and OSHC services to support and promote each child's health and wellbeing.

We acknowledge the important role that schools' play in children's education, learning and development and seek to develop complementary and supportive relationships based on collaborative partnerships.

We acknowledge through all aspects of service delivery, the intrinsic worth and strengths of all children and their families, and their right to equitable access and participation in the community.

IRONSIDE OSHC believes that children have the right to have their individual and cultural identity recognised and respected. We value Australia's Aboriginal and Torres Strait Islander cultures as a core part of the nation's history, present and future. We seek to embed Aboriginal and Torres Strait Islander perspectives in our day to day practice with children and families through our commitment to reconciliation.

We value ongoing learning and reflective practice as a way to inform and enrich the decisions made that continuously promote positive wellbeing, learning and developmental outcomes for children.

Quality Area 1: Educational program and practice

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

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

Quality Area 1: Standards and elements

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

National Law and National Regulations underpinning Quality Area 1

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

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

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	Ironside OSHC runs a program that it based on the My Time, Our Place learning framework. Our centre is divided into play spaces that support a range of both structured and unstructured play each session. Over the period of a week we consistently provide for construction play, symbolic play, nature play, exploratory play, socio dramatic play, social play, creative play active play, locomotor play and imaginative play. Ironsides OSHC also has a space available for children to complete homework. There are also spaces designed for rest and relaxation. Under the direction of the Assistant Coordinator Programming and Practice, the Educator team work individually and collaboratively to plan activities/play prompts for each session. The activities and play prompts are informed by the observed development of the children who regularly play in a particular play space and the academic learning shared in the Ironside State school newsletter. Information about child requested or educator suggested future activities is shared in the #programmingplanning channel in our staff communication tool SLACK. Educators are assigned their play spaces a month in advance but submit their plans weekly so that they can plan for the emerging developmental themes in each play space. Educators actively plan to build on play trends in an area. For example, in the small construction play space children started making spinning tops out of lego. As the trend grew staff presented children with physical materials, videos and short building or spinning tutorials that provided opportunities for extended play. This play for some children extended over a period of months as they were able to save their spinning tops from session to session, allowing long term development. Educators record daily observations that are not only shared with families via our Xplor childcare management software but also form a knowledge base of what is happening with play and development in the service at any given time. Educators target outcomes from the My Time, Our place framework and children during their planning. The pre shift team meeting allows our Educator team the opportunity for critical reflection as a group. Our meeting minutes are published in the #meetingminutes channel on SLACK which each staff member reads before coming on to shift. Routines and transitions that allow us to facilitate children into play in a safe and non-intrusive way are a regular part of these meetings. For example, at team meetings we are currently reflecting on the best way to serve afternoon tea to a large number of children whilst minimising the noisy and busy environment generated by 190 children in a school hall. Educators also regularly critically reflect on their own personal practice at shift end. These reflections form the needs assessment for training delivered in future pre shift meetings. Pre shift meetings also allow the staff to be educated on the individual needs of the children at Ironside OSHC. Training sessions on techniques that will be implemented as part of behaviour intervention plans allow educators to modify their planning for the inclusion of children within our service who have specialised needs. The meetings also allow Inclusion Support specialists to deliver training to the Educator team. This year so far we have been focussed on, play cues, play types, educational theory underpinning play and behaviour of children, ways of measuring the level of engagement of children, the P.A.C.E model of communication and the anger thermometer tool. The team have identified that cooking is an important aspect of the very diverse cultures reflected in the attending families. We have incorporated into the programme cooking skills and cultural cooking activities that allow the children to make the connection between home and OSHC, as well as providing an opportunity to share the cooking techniques, styles and flavours that are unique to their culture. We have enjoyed sharing recipes with the service families. The love of cooking activities within the service has lead to the establishment of a gardening program within the OSHC. We have built garden beds both raised and ground level that are utilised at part of the nature play programme and the children will harvest the food grown and use it in their own cooking activities at the service. A parent who has permaculture skills consulted with staff on the establishment of the beds.

Our team have identified that the period of joining the OSHC and the last year of being with the OSHC can be difficult transitions for our Prep and Grade 6 children so we run a focussed program for each of these age groups. The prep children benefit from a program centred around their under 8's designed play space as they gradually transition into the free flowing program enjoyed by the rest of the children. Following reflection with the 2018 year 6 cohort, this year we have developed a program where the year 6 children have run a series of projects that have contributed in some way to their community. Projects completed so far have lead to the development of a youth fiction reading library for older children attending the service, the successful application for grant to establish an Indigenous garden bed in partnership with the local girl guides, the development of a partnership with the local bush care group, the creation and establishment of "worm tubes" for the OSHC herb and vegetable gardens. The current Year 6 project is a fundraiser in conjunction with "talk like a pirate day" in September. Many of the projects involve an excursion off the school site for which the children take responsibility in organising, including risk assessment, budgeting, permission forms, logistics and administration. This programme not only alleviates the tedious nature of having attended the service for multiple years but also prepares them for a more independent developmental stage in high school.

Following the 2019 QCAN Educator conference which 4 of the key staff attended, we extended our large construction play area to more reflect loose parts play. In its current formation it resembles a pop – up adventure playground and is utilised daily in all levels of the service. Loose parts play provides a play frame that encourages extended and completely child led play. Loose parts play is currently perceived as an important play frame for children to develop a range of skills including, independence, cooperation, negotiation, creativity,

Vacation Care planning is valued as a time within the programme to teach new or develop advanced skills in popular play areas. For example block builders have been brought into the service to explicitly teach lego building skills in vacation care to extend the lego play that had become somewhat stilted within the service.

Due to the limited natural space at Ironside State school we take the opportunity in vacation care to go offsite to nature rich locations such as Karawatha Forest, so that the children can enjoy play in natural spaces. We also use the longer session times in vacation care to have animal incursions, laser tag, nerf tag, rock climbing, go karting, boucy castles, and water slides come into the service so that children can experience deep play, facing their fear of the unknown and building resilience.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	Children are asked during each session of play what types of things they would like to do/have to make the activity better and/or are observed by educators to see if there are activities /themes that can inform the future planning cycle. The Assistant Coordinator programming and practice reads these suggestions as recorded in observations or reflections and passes the information on via the SLACK communication tool or during team meetings.
2. Practice is informed by critical reflection	Educators regularly reflect on their practice both individually in a documented post session reflection and at pre shift meetings. This reflection allows the team to develop play environments that are more conducive to child centred and directed development through play.
3. Practice is shaped by meaningful engagement with families, and/or community	Our Year 6 driven programme has allowed us to develop new community partnerships that were driven out of existing connections thes children had within their families/communities away from OSHC. The development of our loose parts play programme in particular and our programme in general is informed by a parent advisory group who we meet with bi monthly. The parent advisory group have assisted us in understanding their perceived risks around loose parts play and have also helped us educated the wider parent community through informal discussion about what we are trying to achieve with loose parts play. Our parents are able to comment of the observations of play that we share with them daily via our Xplor app.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	By implementing the P.A.C.E communication model educators have a playful, accepting, empathetic and curious professional disposition with the children. The playful and curious dispositions in this model lend educators a framework and set of skills resulting in natural interactions with children that encourage playful extension of play types. Curiosity questions allow educators to assist children find their own pathway of extension and development without imposing and adulterated perspective on the play.
2. Practice is informed by critical reflection	By taking their planning/play prompts from either educator observed play or direct child discussion educatior plans building on the existing knowledge and play practice of the children in the service. Staff training on educational pedagogy and developmental/behavioural psychology allows educators to think critically about how their interactions with children are encouraging skill development, socially, emotionally and physically.
3. Practice is shaped by meaningful engagement with families, and/or community	By leveraging existing community/child relationships with the Ironside Girl guides we have been able to extend the learning and development of children both in indigenous education and nature play. By establishing a relationship with the Ironside Bushcare Group and Brisbane City Council we have been able to have a family tree planting day in a local space that we use for nature play. Continued bushcare has become a meaningful way for the children at the service to extend their nature play. Verbal consultation was conducted individually with the parents of the older children in the service to understand how restricted they would like the youth fiction library.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	Plans are submitted by the Educators weekly. Plans are reviewed by the Assistant Coordinator weekly and the overall programme is reviewed by the coordinator weekly. Child directed and lead planning information is shared in the #planningprogramming channel in SLACK for educator guidance. Discussion around the emerging educational themes is continues and applied to Coordinator decisions around resourcing. Emerging themes are used to plan for vacation care quarterly. An online discussion is established each quarter for educator to contribute ideas to future planning.
2. Practice is informed by critical reflection	Individual reflections on practice are undertake by educators on a daily basis. Critical group reflection is regularly undertaken during pre-shift meetings.
3. Practice is shaped by meaningful engagement with families, and/or community	The P & C executive, The Parent Advisory Group, the School principal all inform planning through ad hoc and planned meetings. The relationships we have established with the Ironside Bushcare Group and the Ironside Girl Guides groups have helped to shape the planning of more nature play and Indiginous education. Our connection with QCAN through their training, conferences and action research project program have informed our planning and practice.

Key improvements sought for Quality Area 1

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	We have a number of new staff who have had limited training in the framework beyond induction.	Create a Kahoot for each of the 5 outcomes inspired by the ACECQA cards that can be used as a staff development tool.	M	Find a staff member who has time to create the Kahoot. Have them develop the Kahoot. And	Kahoot will be created and the kahoot game will be played as part of the preshift meeting across the last quarter of the year and across 2020 providing continuous revision	October 31st	
1.1.2	It is difficult for educators to access information on the existing skill level and interests of the children within the service.	We would like to create a badge/stamp system whereby children can collect a badge/stamp for the skills they develop at the service over time.	M	Assistant Coordinator will research a tool (online) that could be used for this purpose. The team in pre shift meetings will identify the skills that would be best developed for each area. The children will be consulted on what skills they would like to see included. The tool will be created and a trial conducted in Summer Vacation Care.	An OSHC play passport will be launched and each of the children attending the service will be signed up.	Jan 2020	
1.1.3	Families aren't using the Xplor care comment feature on the observations that educators are posting of their children.	To educate the families on this feature better and start getting back and forth interactions between educators and the families on the observations	H	Send a series of emails and do a website blog post with information on how to use the comments tool	Parents will be commenting on the observations/plans that their children are tagged in on Xplor.	December 2019	Jan/Feb 2019 introduced Xplor at the parent induction June 2019 sought feedback from the PAG.
1.1.3	Wait times and transitions are the times where children's behaviour is most challenging.	Reducing wait times whenever possible and ensuring transitions are managed in a positive way by staff	M	Serve afternoon tea over 1.5hrs allowing the children to choose when to have afternoon tea. Provides for children who wish to play	Children aren't eating afternoon tea all at once	Jan 2020	Ongoing critical reflection in pre-shift meetings reflecting on managing transitions safely

Quality Area 2: Children's health and safety

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

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

Quality Area 2: Standards and elements

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

National Law and National Regulations underpinning Quality Area 2

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

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

National Law and National Regulations	Associated element

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

National Law and National Regulations	Associated element

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

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths	At Ironside OSHC we believe that comfort and wellbeing of the children who attend the service is important. We ensure that there is a range of spare clothes both school uniform and non - school uniform available should children require them. Whilst set up, pack down nature of our service has provided challenges in providing comfortable and private spaces for our children, through the creative use of fort building materials, large cushions, mats and tee pees we provide a variety of ways that children can create their own "chill out " spaces as required. In addition to this we have a lounge area that is utilised by the children for reading and relaxation. Should a child require sleep we have fold up bedding that can be set up as required. We provide both structured and unstructured active play for children every session. Active play sessions are usually staffed by HPE student teachers or staff who have a special sports interests such as orienteering. We offer a large loose parts play area where children who are not interested in sports are still able to play actively should they choose to. We utilise the messaging within the Xplor childcare system to notify parents of any incidents, injuries or near misses that occur. For more serious injuries or incidents we follow up with a phone call and/or a face to face conversation with parents to ensure that we understand all the factors that may be contributing to the occurrence. This also allows parents the opportunity to speak to the supervisor or manager on duty at the time of the incident/injury to seek any further information they may require. Children are supervised between play spaces via walkie talkies and an out of ratio staff member is dedicated to undertaking continuous headcounts across the afternoon. We also have two staff who are dedicated to escorting children to and from extra curricular activities. A shift supervisor ensures safe ratios and distribution of staff as the needs of the children change over the session. Both staff and children are reminded daily to wash their hands to reduce the spread of disease and illness within the service. Should an outbreak occur families are notified by email alert in addition to a health notice at the sign out desk. The service is professionally cleaned 3 times per week and the staff complete daily cleaning checklists. A commercial dishwasher is utilised within the service to ensure adequate levels of sanitising for both the kitchen equipment and toys. When a child who has serious allergies enters the service a medical risk management plan is agreed between the service and the family so that roles and responsibilities for the management of the allergy are clear. Allergy buddies for each child containing their action plan and medication are kept in the office. Ironside OSHC has been fortunate enough to have a staff member studying post graduate level dietetics who, following training with Nutrition Australia has worked with the children at the service to ensure a nutritious menu plan at the service. Cooking activities are an integral part of the service and are always complimented with nutritional educational material. Our play kitchen food items are sorted into categories that support healthy eating guidelines which are also displayed on the play kitchen equipment. In addition to learning safe knife skills, the children have the opportunity to learn about food handling safety as part of serving afternoon

tea to their peers.

As part of their induction training all educators are provided with online Child Protection and Safe Food Handling training. This training is renewed every two years. All educators are required to have a current first aid certification.

Emergency evacuation procedures are developed in consultation with Ironside State School and are reviewed and rehearsed at least once per term.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	Cooking activities including a component of nutritional education are planned, delivered and reflected upon at least once per week. Active play sessions are planned for as a part of the programming and planning routine within the service.
2. Practice is informed by critical reflection	An incident and injury register is kept by the Assistant Coordinator and is reviewed with the Coordinator once a month to identify areas of practice that need to be improved to reduce harm. Staff training is then provided at the pre shift meeting to ensure all educators are aware of the emerging issues. Individual reflections are undertaken by staff who deliver cooking activities but group reflections are also undertaken at pre shift meetings. The current food manager, Alison seeks constant feedback from the children about the types of cooking activities they would like to do as well as items they would like to see on the menu. This can be a child developed survey monkey or by informal conversations with the children.
3. Practice is shaped by meaningful engagement with families, and/or community	The parent advisory group provides feedback on the menus during our meetings. Training (Food Safety Supervisor and Meeting Nutrition in OSHC) provided by Nutrition Australia Queensland has informed our practice for food provision at the service.

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

Notes:

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

Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
1. Practice is embedded in service operations	In service online training and preshift meetings ensure all staff are adequately trained and refreshed in the requirements to meet child protection and supervision safety. Daily, Weekly and term cleaning checklists are utilised to ensure that cleaning is consistent. Hand washing is included in the staff incentive matrix to ensure high compliance with beginning and end of shift handwashing routines. Risk management checklists are completed each session and maintenance issues are reported on SLACK
2. Practice is informed by critical reflection	Scenario training at preshift meetings provides opportunities for group critical reflection on first aid, emergency and supervision practice within the service.
3. Practice is shaped by meaningful engagement with families, and/or community	Constant engagement with the Ironside State School business manager and groundskeeper ensure maintenance issues are addressed as required. Face to face contact with parents at pick up or drop off when incidents or injuries have occurred provide the opportunity to understand the individual needs of families and factors that may be contributing to risks to the safety of children. We work with families at risk by referring them to Family Connect and if required assisting them in gaining third party family support by proving letters to psychologists, GP's. etc. We are working with Inclusion Support to support our children with intellectual or behavioural challenges.

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
2.1.3	Tea towels used within the service were not being washed frequently enough and had to be taken off site to be washed. Children's hats purchased for use during excursions and sessions need to be washed after use.	To have the tea towels washed commercially or on site.	M	Obtain quotes for commercial washing and talk to school about installing a washing machine in the OSHC room.	Tea towels will be washed and dried within the service.	April 2019	December 2018 commercial quotes obtained and the cost prohibitive January 2019 approached school about installing a washing machine July 2019 washing machine installed in the Tuckshop that can be utilised by OSHC.
2.1.3	Staff Whistles not managed to best practice	Ability to have clean whistles available to staff without purchasing new ones	L	trial washing and sanitising the whistles in the dishwasher	Clearly labelled clean whistles available to staff for each session	June 2019	Established July 2019
2.1.2	A written procedure for food storage hasn't been developed.	A standardised procedure for food storage is established and displayed in the kitchen	L	Review and republish the food safety plan	Published food safety plan and staff training conducted on the plan.	November 2019	Commenced August 2019
2.1.3	Children are not always hungry at 3pm or find the hall noisy	Provide afternoon tea buffet style over afternoon session	M	Work with the P & C to move the afternoon session food prep and service to tuck shop	Children will be able to eat when they are hungry and from a selection of hot and cold foods	February 2020	June 2019 additional cook hired in tuckshop to increase tuckshop capacity

Quality Area 3: Physical environment

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

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

Quality Area 3: Standards and elements

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

National Law and National Regulations underpinning Quality Area 3

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

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

National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths	At Ironside OSHC we have the challenge of a small dedicated OSHC space and multiple flexible spaces. This means that the majority of our spaces are set up each day and packed up each day. We believe that this challenge has actually created one of our greatest strengths as it has forced us to be strategic in our planning but also allows us to be flexible in how we utilise our spaces day to day to meet the activities requested by the children. The dedicated OSHC room was purpose built with OSHC in mind. It has a separate office area and a kitchen that is only used by the OSHC. Large cupboards allow us to store a vast range of resources that are swapped in and out of trolleys that are distributed around the play spaces as required. We utilise a storage cage under a staircase in the school for our large loose parts play programme and we have a rolling cabinet that stores our small construction resources. A wide variety of sports equipment is stored in a cupboard that can be readily accessed by educators during the session. In the afternoon session and vacation care we utilise the sandpit and junior climbing frame to support open ended sensory and active play particularly for our children under 8. We follow a daily, weekly and quarterly cleaning schedule that ensures the resources are clean and regularly checked for maintenance and safety. Our physical environment is divided into virtual play spaces to support the participation of every child. At each session we have spaces that provide for arts and crafts, dance and music, small construction play, large loose parts play, STEM investigative play, "homecorner", homework, gardening and active play. Pop up dens and tee pees provide private and quieter spaces for children who need them. Mats and large cushions provide spaces for children to rest and relax across the service. Due to the lack of "natural space" on the school site excursions are organised to a local bush park where children can engage in forest play. The school does not have adequate additional space to support an onsite composting program so the OSHC engaged a commercial recycling service that would dispose of our standard recycling as well as food waste. The children collect their food waste separately each session and it is recycled in an offsite composting programme run by SUEZ. Due to some construction work undertaken earlier in the 2019 some of the school garden beds were destroyed. We took the opportunity to work with the school to establish garden beds adjacent to our space that can be used for a gardening programme supplying herbs and vegetables for children's cooking activities and service food provision. It was identified at the end of 2018 through a student survey that the older children in the service wanted to spend some of their afternoons in a location other than the school grounds. We have implemented project based term-time excursions for this age group.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	The weekly planning cycle ensures that opportunities are provided for the children to participate in a wide variety of activities across multiple play spaces. This combined with multiple ages within place spaces means that children are supported in developing friendships and social skills that help them feels that they are part of a community working together. "Save boxes" further allow children to build on their own competence over a number of sessions or collaboratively with a group of children on an ongoing project. This provides children with a sense of ownership and belonging.
2. Practice is informed by critical reflection	Pre – shift meetings allow time for critical reflection on how the play spaces are being used and how they can be used to further support play based learning opportunities for the children. For example it was identified that the children in the morning session liked to be in the one space close to L-Block so when the weather is conducive we run the small construction play space in L- Block rather than an indoor space that is slightly separate from the rest of the play.
3. Practice is shaped by meaningful engagement with families, and/or community	Consultation with the Parent Advisory group has provided feedback on how best to involve the parent body with decisions about how we use the physical space and which types of play they would like prioritised. They have identified that open ended loose parts and nature play were valuable to them. Educators attending the QCAN educator conference provided useful insights as to how other childcare services were best utilising their spaces to support opportunities for play based learning. Articles from Nature Play Queensland have provided the foundation knowledge that we have applied to thinking about how to give the children in our service greater access to natural environments for play.

Key improvements sought for Quality Area 3

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.3	Children are not aware of the effect composting has.	Educate children on the benefits of composting and worm farming	M	Create worm tubes that can be planted in the garden beds. By feeding the worms selected food scraps.	Worm tubes are installed in beds and children are actively selecting food scraps and regularly feeding the worms	October 2019	July 2019 worm tubes researched and made by year 6 children. August 2019 worm tubes partially installed in garden
3.2.2	Children do not have access to "risky play"	Have resources within the service that will support risky/balance play	M	Investigate Ubercycles/balance boards/wooden planks/crates	Loose parts and another active play space have risky play option	December 2019	
3.1.1	Children do not have regular access to natural environments to play in	Regular session excursions to Ironside Bush Park	M	Make regular hall bookings with St Lucia Girl Guides or St Lucia Community Hall to lease a hall with bathroom and to provide emergency shelter	Children have opportunity to have free forest play 2 x per week	January 2019	

Quality Area 4: Staffing arrangements

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

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

Quality Area 4: Standards and elements

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

National Law and National Regulations underpinning Quality Area 4

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

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

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

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

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths	Ironside OSHC is fortunate enough to have a number of high achieving university students that make up their staff. Many of the staff are education students or are studying in a field such as nursing, social work, dietetics and nutrition where there academic knowledge can be shared and add value to the service at both an organisational level and an educator level. Educators are matched and rostered to the play space that best matches their interests and/or skills. For example our HPE students are rostered in spaces that will require knowledge of sports and organised group games as well the ability to build gross motor skill within the under 8's age group. Effort is made to maintain consistency across the play spaces so that children are able to establish relationships with educators relating to the play in their shared space. This relationship fosters a sense of shared responsibility for the resources and development within a play space. With such a big service casual agency staff are sometimes required so we have a relationship with Randstad Education as our preferred supplier of agency staff who endeavour to provide the same staff regularly. Casual agency staff are also invited to the pre shift meeting as part of their time at the service so they can understand any additional/special needs on their shift and be provided with a brief staff induction. In order to support the programming and planning needs of the service staff are provided documentation time on each shift so that they can complete observations and reflections to support our reflective practice and regular feedback to parents. Although planning and programming is collaborative there is opportunity for the best performing staff to gain team leadership skills and experience by being promoted to a shift supervisor position. This is a role that is paid as a higher duty and bears the main responsibility of maintain safe and sensible ratios across the service by redistributing staff to follow the pattern of play established by the children. We utilise an online rostering system (Zenshifts) where staff provide their availability and rosters are published generally 3 weeks in advance so that they have plenty of time to plan and manage their work responsibilities with other responsibilities. All staff use both pre shift meetings and the SLACK communication tool to work collaboratively and collegiately to continuously improve the quality of the service and support each other when challenges arise. Information that is important to be passed on from shift to shift can be communicated in the various slack channels. Succession planning has resulted in the training (QCAN Responsible Person in Charge/ Nominated Supervisor) of supervisors to "act up" in an Assistant Coordinator role if required. An administration Assistant/Receptionist who works split shifts provides continuity for parents who require assistance with their accounts or their bookings. An

Assistant Coordinator is also available on every shift to assist parents with policy, procedure or child related issues.

Professional standards training was delivered to staff in December 2018 and performance reviews related to the standards will commence in December 2019.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	Staff are consistently and carefully rostered to play spaces where they have an interest or knowledge. Staff may also be rostered to a play space to support a relationship with a child who is struggling or to foster physical or social skill development within a child educator pair. For example Vanessa has been rostered on the morning shifts to establish implement a behaviour intervention plan that has been put in place to ensure her ongoing inclusion in the service.
2. Practice is informed by critical reflection	When staff enter the service they are interviewed about what their strengths and interested are and are matched up to a play space. If an educator shows an interest in a particular type of play we will roster them on to that play space allow them to collaborate with children to develop the play in that space. For example, after attending the QCAN educator conference Jamie expressed and interest in extending our Loose Parts Play programme. We therefore rostered him in the Loose Parts large construction play where he has been able to not only develop his personal practice but build that entire play space, assessing risk and thoughtfully adding reverse garbage resources and tools to the space.
3. Practice is shaped by meaningful engagement with families, and/or community	Our engagement with the Education and Behavioural Science faculties of the University of Queensland and QUT have allowed us to target students in their first and second years of study. This allows us to establish a professional and working relationship with staff for the duration of their undergraduate and in some cases post graduate study. Our engagement with Indooroopilly State High School's Certificate III programme allows us to provide work experience for young educators and potentially establishing a long term working relationship for those high school students as well as providing a connection to community as many of those students attending Ironside State School as children.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	Our pre-shift meetings and SLACK communication tool combined with a truly collaborative planning and programming cycle result in a truly collegiate environment at Ironside OSHC. Educators offer and share insights and bounce ideas off each other on a daily basis. The entire team take our ethical responsibility to uphold the rights of the child in all of our interactions seriously. Our induction process involves a series of shadow shifts where existing team members teach new team members about the play spaces they are working in. This results in a supportive and cooperative environment for new employees entering the service.
2. Practice is informed by critical reflection	We value the varied experience and knowledge that each of our staff members brings to their extended education practice and have implemented formal means of sharing that information through face to face and video presentations. Jamie has attended a playwork professional development camp in his own time and shared his learning with the team In September Vanessa will attend a professional development with Playground:NYC whilst on holiday and share the international practices of the playworkers there.
3. Practice is shaped by meaningful engagement with families, and/or community	Our engagement with QCAN training and conference and action research projects informs the professional and staffing practices at Ironside OSHC.

Key improvements sought for Quality Area 4

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1	Staff are responsive to playful learning as well as the children but don't often get to be playful in their professional development.	A matrix of practices that educators will aim to "achieve" over the period of a month in order to reinforce best practice or embed new practice introduced to the service	H	1. Negotiate additional budget approval from the committee for rewards. 2. Educational Leader and AC, Coordinators select target behaviours 3. Publish matrix 4. Give rewards to those who consistently complete the tasks.	Matrix is embedded as a way of driving practice change amongst the educator group	June 2019	July 2019: Budget approved August 2019: first matrix released and rewarded September 2019: Second matrix released
4.1.1	Casual staff who come to Ironside OSHC are treated as a regular member of the team and require a very rapid induction to the service	A way of communicating the key information that casual educators will need to know when they are working at Ironside OSHC	L	Create a webpage that can be linked to a shift booking when Randstad staff are booked to attend the service. Provide the permalink to Randstad booking agent	Randstad staff read the preshift information on our website before attending the service	December 2019	June 2019: Confirmed with Randstad booking agent that they are able to link a webpage to their bookings
4.1.2	Improve the way we capture information when a staff member leaves the servcie	We currently don't have a formal exit interview process where the feedback of an exiting staff member can be captured	L	Create an exit survey that can be emailed to leaving staff members. When a staff member leaves the organisation have them complete the survey and offer a face to face interview to further understand survey findings	Every exiting staff member completes and exit survey	February 2020	

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.2	Currently staff are given professional development reviews on an ad hoc basis either as they are targeted for a leadership position or as part of a follow up to on the floor coaching by the Educational Leader/ Coordinator	We would like to improve development planning by a formalising annual review process whereby educators are assessed against the professional standards and an individualised development plan is created for each employee	M	1.Allow additional staffing budget in January for interviews 2.Dedicate time in the January Vacation period to conduct reviews and write development plans	Every staff member will have had a review by the end of January 2020	February 2020	

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	In April 2019 Ironside OSHC implemented the P.A.C.E communication model created by Dan Hughes. It is a communication framework that was designed for working with trauma informed children but it works so perfectly with Quality Area 5 that we have implemented as a model for everyday communication with the children at Ironside OSHC. Grounded in attachment theory , the four qualities that underpin the model are: Play, Acceptance, Curosity and Empathy. At the very centre of the model is the idea that children have the right to be treated every day with unconditional positive regard and that in order to manage behaviour, promote social and emotional development, and create a high quality play based learning environment we must accept children for who they are and what they feel while connecting with a child and assist them in developing strategies to cope with whatever situation they are in. These four qualities can now be observed in everyday interacts with the children at the service. For children who struggle with their emotional regulation we use Positive Behaviour Intervention Plans that are a strengths based approach with the aim of upskilling a child through direct instruction to assist them in developing emotional self regulation. For example, one of the children attending the service would experience frequent explosive outbursts of anger when he became frustrated. Since implementing the behaviour management plan using an "anger thermometer" tool we have reduced the frequency of explosive outbursts to rare and have provided the child with a strategy that he has taken into the classroom. This strategy not only developed self regulation skills for the child but also improved the relationship between the service management and his family as we had a positive framework to have behavioural discussions in. In keeping with the principles of P.A.C.E and reflective practice, when children are not able to keep within the rules and routines of the service they complete either a verbal or written behavioural which assists both child and educator to reflect on the things they could do differently should the situation occur again. Individual needs are catered for when children enter the service with communication challenges. For example, one of our preps this year came to us selectively mute. We used picture/word cards to allow him to communicate eliminating pushing behaviours that he had developed as a means of coping with frustration. Ironside OSHC play spaces are all multi-age spaces and it is common to observe the older children teaching the younger how to do the latest play trend. This year we have observed this through the development of increasingly complex slimes, paper airplanes, spinning tops, lego houses, dance routines and large "cubby houses". Many of our children come from a culturally and linguistically diverse background, which is captured on enrolment. It is common to observe a number of children communicating in Mandarin. We have a few Manadarin speaking Educators who are able to engage in casual conversation with these children. Children of other linguistic backgrounds are encouraged to "teach" the staff some of their languages. Our term time and vacation care programmes are carefully planned to reflect the cultural backgrounds of as many of our attending children as possible. For example, we regularly celebrate Chinese New Year and Diwali as well NAIDOC week. Our cooking activities and menu planning seek to include the cultural influences of our children.

In growing recognition of our older children's autonomy we have implemented a program this year that encouraged the children to plan projects that would contribute to their community in some way.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	P.A.C.E Communication model implemented and used across the service by all educators.
2. Practice is informed by critical reflection	P.A.C.E training was delivered and then we had a serries of critically reflective discussions on how the P.A.C.E model might be used with individual children or in particular situations. Minutes of these discussions were shared on SLACK for staff who were not at the meetings.
3. Practice is shaped by meaningful engagement with families, and/or community	Our engagement with our Inclusion Support Officer has supported us in making the transition to a communication model that would support all of our child/staff interactions not just the interactions with within developmentally normal range and neuro - typical children. Our inclusion support officer also came and observed us twice providing feedback on helpful strategies that we might implement.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	We use the High 5 model for children to be supported to independently resolve their interpersonal conflicts where they are able. Where the child is struggling to implement the High 5 a more supportive Behaviour Intervention Plan is implemented. This involves a meeting with parents to negotiate the strategy and rewards that should be used, in addition to the obligations and responsibilities of the parents and the service.
2. Practice is informed by critical reflection	The High 5 was implemented, as children were a bit confused about when they should seek assistance from an Educator when they were in a conflict. The high 5 has provided both the staff and children a clear model on what steps to take when trying to resolve interpersonal conflict.
3. Practice is shaped by meaningful engagement with families, and/or community	Our practices are informed by research based interventions. Our families meetings and daily feedback are an integral part of Behaviour Intervention Plans.

Key improvements sought for Quality Area 5

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.1	Children lack supportive structures to share their cultural and linguistic backgrounds between themselves	We would like to establish a means whereby children (families) are encouraged to share their cultural knowledge	M	1. Link in challenges in the play passport that include gaining a language/cooking badge for something that isn't from your culture. 2. Create a badge for sharing a cultural activity (dance, game) with a group of friends	Children with have cultural experience badges in their play passports at the end of 2020	June 2020	
5.2.2	Access inclusion support innovative funding stream to have a trauma informed behaviour specialist provide further professional development on the P.A.C.E model	Increased skill level of educators when children become defiant or run to out of bounds areas when they are heightened.	H	1.Work with the Inclusion Support Officer to complete the business plan for Innovative funding. 2. Get a quote from a provider (Compass Seminars?) who can train in the P.A.C.E model 3. Secure funding 4. Arrnage training	Educators will have been provided a higher level of inservice training on the P.A.C.E model	December 2019	July 2019; First meeting with Inclusion Support Agency

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	In 2019 Iornside OSHC conducted a serries of induction meetings to help families adjust to the service as well as allow them to provide feedback and get to know the service management better. This also provided an opportunity for the new families within the service to meet the existing families and begin to create support networks, as many of our families have a parent who travels and no family support. When children enter the service we take the same approach as we do with new staff ensuring that the new child has a buddy that they can shadow through their early days in the service to "learn the ropes". Educators are informed of children attending for the first time at pre shift meetings and on SLACK. Parents are encouraged to use Rochelle the administration assistant receptionist and the Coordinator/Assistant Coordinator on duty as their primary contact at the service. Rochelle can is able to assist them with all their day to day needs and the Coordinator/Assistant Coordinator on duty is always available to talk about child or family needs that are requiring support. The Ironside OSHC website www.ironsideoshc.org.au is the service information hub and programmes, menus, fees, permission forms, community and family support resources etc can be found and completed there. The Xplor Childcare management system houses the enrolment and child information including planning and observations. Parents can access booking information and programme documentation that is pertinent to their child through the Xplor Care App. Parents are able to view and make comment on the observations that are posted for their child. Parents are encouraged to join or talk to the Parent Advisory Group (PAG) who are the touch stone for feedback within the service. The PAG meet with the Coordinator/Assistant Coordinators every 2 months via video meeting. Ironside OSHC endeavours to bring local community groups together and in 2019 have established projects that have brought together our local government representative Michael Berkman, The St Lucia Girl Guides, and the Ironside Bush Care Group. In May this year 80 members of our community signed up to plant trees as part of a restoration and stabilisation project. This project has formed the foundation of our nature play programme which we will extend in the second half of 2019 and early 2020. The OSHC is also running a stall at the Ironside State School Fair.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	Parents are able to access a service Coordinator/Assistant Coordinator at any time. Support information both in print and at the service and on our resources page on the website is used to help and guide parents who are seeking support services beyond the remit of the OSHC.
2. Practice is informed by critical reflection	It was identified that in order to assist our parents in transitioning from ICASAG to Ironside OSHC we needed to provide induction meetings and an upgraded website with all of the service based information.
3. Practice is shaped by meaningful engagement with families, and/or community	Our efforts to overhall and continually improve the website as a hub for service information that parents might need was in response to the Parent Advisory Group.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	As a result of the project to better engage the older children in the service we are now assisting our Year 6 children in particular to seek out collaborative community projects that they are interested in contributing to or already have a connection with.
2. Practice is informed by critical reflection	Our programme to increase engagement with our Year 6 students was driven by an Action Research project which was started in response to a presentation given on the place of older children in OSHC services at the 2018 QCAN conference and a child developed survey from late 2018 in which the year 6 children identified that they would like to leave the service as part of their extended education.
3. Practice is shaped by meaningful engagement with families, and/or community	Our partnership wit the St Lucia Girl Guides and the Ironside Bushcare group is now ongoing and their input will continue to influence our nature play and age enrichment programmes into 2020.

Key improvements sought for Quality Area 6

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1	Many parents are unure of what the 2020 enrolment process will be	Wish to provide certainty for parents looking for a place at Ironside OSHC on 2020	H	Provide a meeting including a Zoom in so that parents can understand the enrolment process for 2020	Meetings will be presented and clear step by step information presented to the families	October 2019	July 2019: a survey was distributed to the families connected to the service.
6.1.2	It was identified that we only had print information in the service for family support	Have family support information on the OSHC website	L	1.Reserach useful family support information 2.Resources tab will be added to the website that list family support information	New webpage completed and published	September 2019	Completed June 2019
6.1.3	It was identified that parents are not commenting frequently on the observations and plans we are tagging their children in	More comments from parents giving feedback about the activities that their children have been tagged in	M	1. send out traiing information on emails and txt messages to ensure parents are aware of the comment function 2. Perhaps runa a pester factor competition that will provide a prize for the family with the most comments?(Perhaps on of our incursion partners)	Parents providing regular comments on observations and planning their children are tagged in	December 2019	
6.2.1	It was identified from consultation with the PAG that many parents don't really see that play sessions when they are in full swing	More parental awareness of what happens in a typical session	L	Invite the Families to a come and play day so that parents and children can play together and the parents can gain a better understanding of play types their children participate in.	Come and Play day completed	June 2019	May 2019; Due to the Election June 2019: Postponed in order to accommodate the Tree Planting day Proposed to perhaps align with enrolment information community meeting.

Quality Area 7: Governance and Leadership

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

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

Quality Area 7: Standards and elements

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

National Law and National Regulations underpinning Quality Area 7

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

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

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

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

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

Quality Improvement Plan for Quality Area 7

Summary of strengths for Quality Area 7

Strengths	The Coordinator/Educational Leader overseas the governance of the service in conjunction with the approved provider. The approved provider and the Coordinator meet once a month and a coordinator report is tabled prior to the meeting. The management of the service is divided between between the Assistant Coordinators one of whom is responsible for Safety and Compliance (QA 2, QA 3) and the other for Programming and Planning (QA1 and QA5). The Coordinator, with the assistance of a food manager, administration assistant and a staffing manager. overseas the general governance and management of the service (QA 7), staffing arrangements for the service (QA 4) and strategic partnerships and innovation (QA 6). Ironside OSHC uses the cycle of planning and practice to drive the identification of risks that require assessment and management during term time and vacation care. During each shift a Shift Supervisor and Assistant Coordinator work together to ensure compliance and safety across the shift. It is the duty of the Coordinator to report any incidents, Injuries or complaints to both the approved provider and the regulator. Ironside OSHC has implemented the Xplor Childcare Management system in an attempt to consolidate record keeping in both the short and long term to one application. Records are currently kept on site in a room adjacent to the office. A register of staff compliance is updated monthly. A risk register is updated weekly and analysed monthly with risk mitigation strategies updated at staff meetings and on SLACK as required. Recruitment is conducted via a two person interview and reference checks. Recruitment is targeted to recruit staff who are either qualified or actively studying a course that meets ACECQA guidelines New staff are inducted into the service with a 4 hours induction session and several shadow shifts to ensure that they understand their role and responsibilities. Similarly when a staff member is promoted to a Supervisor or Assistant Coordinator position they are provided with responsible person in charge training and shadow shifts to ensure they understand their responsibilities.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

Key improvements sought for Quality Area 7

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.1	The service philosophy was developed in conjunction with the P&C Executive and the operations manager.	Involve the families in a review of the service philosophy	H	1. Include a mind mapping art activity in the come and play day to capture the words and notions that are important to parents in the care of their children 2. Mind mapping activity completed and a word cloud analysis done to identify the most important concepts for parents	A reflection of parent priorities will be included in the development of the new service philosophy	October 2019	
7.1.2	The Ironside OSHC policies and procedures were developed at the end of 2018 for the transfer of the service with limited parental imput	Involve the families in a review of the policies and procedures over 10 months to allow them to truly contribute to the policies and procedures	M	1. Set up a page within the website that can host the policy and allow for comments. That way parents can review the policy at a time that suits them and provide comments over the period of 3 weeks. 2. One policy can be reviewed per month.	All 10 policy groups will have been reviewed by relevant stake holders and amendments passed by October 2020	October 2020	
7.2.3	Reviews were previously conducted on an adhoc basis.	Reviews should be completed in January each year to facilitate PD planning	H	Allocate additional shifts in January vacation care to do staffing performance reviews	All staff will have bee reviewed be reviewed before the end of Summer Vacation Care	January 2020	

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