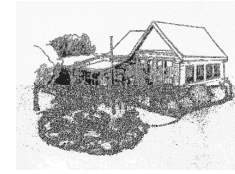


Willaura Primary School OSHC Quality Improvement Plan



2018 National Quality Standard

Updated June 2018



Australian Children's
Education & Care
Quality Authority

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.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) 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.

Service details

Service name		Service approval number	
Willaura Primary School		PR-40011343	
Primary contacts at service			
Tammie Meehan (Principal)			
Janie Evans (Centre Coordinator)			
Physical location of service		Physical location contact details	
Street	14 Warranooke St	Telephone	03 53541401
Suburb	Willaura	Mobile	0433654747
State/territory	VIC	Fax	
Postcode	3377	Email	Meehan.tammie.e@edumail.vic.gov.au
Approved Provider		Nominated Supervisor	
Primary contact	Tammie Meehan	Name	Janie Evans
Telephone	03 53541401	Telephone	03 53541401
Mobile	0433654747	Mobile	0499034526
Fax		Fax	
Email	Meehan.tammie.e@edumail.vic.gov.au	Email	Evans.janie.m@edumail.vic.gov.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	

Operating hours

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

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

Round times to the nearest quarter of an hour.

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	15.20pm	15.20pm	15.20pm	15.20pm	15.20pm		
Closing time	18.00pm	18.00pm	18.00pm	18.00pm	18.00pm		

Additional information about your service

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

Willaura Primary School has onsite parking available.

The program does not operate during school holidays.

Victorian School Terms:

2018 VICTORIA SCHOOL HOLIDAYS AND TERM DATES

Period	Start	Finish	Length
Term 1	Monday, January 29 2018	Thursday, 29 March 2018	9 weeks
School Holidays	Friday, 30 March 2018	Sunday, 15 April 2018	
Term 2	Monday, 16 April 2018	Friday, 29 June 2018	11 weeks
School Holidays	Saturday, 30 June 2018	Sunday, 15 July 2018	
Term 3	Monday, 16 July 2018	Friday, 21 September 2018	10 weeks
School Holidays	Saturday, 22 September 2018	Sunday, 7 October 2018	
Term 4*	Monday, 8 October 2018	Friday, 21 December 2018	11 weeks
2018/2019 Summer School Holidays	Saturday, 22 December 2018	Tuesday, 29 January 2019	

How are the children grouped at your service?

Preschool children can access the program from 2.00pm-3.20pm (Tuesday, Thursday, Friday)

They are joined by school-aged children from 3.20pm-6.00pm (Monday – Friday)

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

Tammie Meehan, 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: 2

Janie Evans- Qualified Centre Co-ordinator

590 Willaura-Wickliffe Rd,
Willaura, VIC 3379

Pauline Edwards- Assistant

120 Main St,
Willaura, VIC 3379

Service statement of philosophy

Please insert your service's statement of philosophy here.

Willaura Primary School aims to provide a fun, friendly, supportive, interesting and inspiring program of supervised care for your child before and after the normal school day. Children are provided with afternoon tea during the sessions and are also given the opportunity to be involved in a variety of both structured activities and free play. Children's individual needs are attended to whenever possible and we are always looking for ideas and feedback from both children and their families on ways we can continue to improve the program.

Willaura Primary School OSHC philosophy and goals are to provide:

- A safe, secure, happy and friendly and supportive environment where all children, families and caregivers feel self-worth and are comfortable and welcome. Children are knowledgeable beings and our service aspires to encourage their individuality and enhance their skills and experiences.

We aim to provide a place where all children:

- Participate with fairness, inclusion, empathy and respect
- Organise their own play, have fun, make friends and help to decide day to day activities
- Celebrate theirs and other children's achievements as well as sharing their experiences and knowledge, building a sense of belonging and strengthening their social and emotional development
- Explore, accept challenges, work collaboratively in a group and create using different mediums and equipment
- Are encouraged to be responsible for their own actions, environment, personal hygiene and physical well being

We aim to provide a place where families and caregivers are encouraged to share their interests, culture and skills.

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

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

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

Key improvements sought for Quality Area 1

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.4	As a new staff team we have agreed upon a range of accessible documentation strategies (floor books and observations), however we have not yet had the opportunity to trial, reflect upon the effectiveness of our strategies or to gain feedback from families.	Documentation about each child's program and progress is available to families in a variety of meaningful formats and opportunities are provided for discussion with families.	M	Use a floor book to document aspects of individual and group learning. Invite families to add feedback, suggestions and comments. Set up an 'observation' book for each child containing a range of evidence about their learning and development and share this information with families.	Floor book is available to families Individual books contain a range of evidence and are shared with families		
1.2.1	As a new staff team we need to develop an effective cycle for planning, documenting and evaluating for each child.	Develop an effective planning cycle and review to ensure it is effective for planning, documenting and evaluating for each	H	Develop our planning, documentation and evaluation cycle. Gain family input into developing individual goals and reflections on	Planning cycle developed and implemented. Discussions and communication with families to gain input provided to	By end Term 3 Ongoing	

		child.		<p>progress.</p> <p>Primary care givers to be responsible for maintaining documentation about engagement and learning for the children in their group (all educators also to contribute for each child)</p> <p>Set up a system to ensure all children are planned for specifically via focus students observations at least once each term.</p> <p>Review the cycle to ensure effectiveness and modify accordingly.</p>	<p>individual goals and progress reflection.</p> <p>Documentation evident and information contributed to when program planning</p> <p>Observation templates set up. All children included in program observations at least termly.</p> <p>Planning cycle is reviewed for effectiveness and modifications made where needed</p>	<p>Ongoing</p> <p>Term 3 Week 5</p> <p>End of each term</p>	
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Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1		
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		
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

Key improvements sought for Quality Area 2

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	<p>Some children demonstrate limited awareness about healthy foods and about where foods come from.</p> <p>Several children have a very restricted range of foods they will eat.</p>	<p>Children have an increased understanding of where foods come from</p> <p>Children have an increased understanding of which foods promote good health</p>	M	<p>Provide a wide range of opportunities to learn about healthy foods eg. through discussions, books, cooking experiences, dramatic play</p> <p>Review Healthy eating and nutrition policy to ensure consistent with best practice</p>	<p>Children taste a range of healthy unprocessed fruits and vegetables</p> <p>Children engage in a range of learning experiences about food</p> <p>Policy revised with consultation with families and endorsed by Governing Council</p>	Ongoing	
2.1.3	<p>Some children often choose to use digital technology instead of choosing physical activity.</p> <p>Some children demonstrate limited knowledge of physical health.</p>	<p>Planning of additional physical activities both indoors and outdoors to promote further enthusiasm for physical experiences.</p>	M	<p>Access to Sporting Schools program currently offered in the school</p> <p>Regular outdoor/indoor physical activity sessions planned</p> <p>Provide a wide range of opportunities to learn about physical health.</p>	<p>Children engage in physical activities promoted in Sporting Schools program</p> <p>Children engage in a variety of outdoor/indoor activity sessions</p> <p>Children engage in a range of learning experiences about physical health</p>	Ongoing	

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

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

Key improvements sought for Quality Area 3

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	Educator reflection has determined the need to increase available opportunities for children to learn about and demonstrate environmental responsibility and respect.	Children develop an increased understanding and respect for the environment	H	Introduce a range of practices including: <ul style="list-style-type: none">• discussions about minimising resources• introduction of recycle bin in OSHC room• engaging children in taking scraps to the chooks• providing opportunities to learn about sustainability	Children demonstrate interest and increased understanding of a range of environmental topics including: recycling and reducing waste Separate bins and containers are used in the OSHC	ongoing	

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.**

Quality Area 4: Standards and elements

Standard 4.1		
Standard 4.1	Staffing arrangements enhance children's learning and development.	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2		
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
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1

National Law and National Regulations		Associated element
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

Key improvements sought for Quality Area 4

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	<p>There is a completely new staff team so educators are still getting to know each other.</p> <p>We are learning about each other's skills and experience and developing effective ways of collaborating and working together as a team.</p>	<p>Educators work collaboratively to develop consistent approaches to working with children and families and to develop and work towards agreed improvement goals.</p>	H	<p>Meet regularly to discuss and reflect on operational guidelines, pedagogy, share professional learnings and reflect on progress towards agreed tasks and goals</p> <p>Review induction procedures and ensure all educators are aware of expectations</p>	<p>New site philosophy is developed and is evident in educator practice</p> <p>QIP is agreed upon and progress is being made towards outcomes</p> <p>Regular meetings are being held</p> <p>Induction folder has been reviewed and updated</p>	<p>End Term 3</p> <p>Ongoing</p> <p>Ongoing</p> <p>End Term 3</p>	

Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

Standard 5.1		
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		
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

Key improvements sought for Quality Area 5

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	Educator reflections have noticed that children will have increased engagement levels if their interests are taken into account when planning.	Support children individually in the interests and strengths they possess.	M	<p>Scaffold children to develop confidence for own ideas and interests</p> <p>Educators will program activities related to the area of interest of individual children</p> <p>Continue to communicate with parents regularly about their children's learning at home and at OSHC</p> <p>Provide opportunities for children to share their learning to other children in their OSHC group</p> <p>Identifying those children we spend more time with, are at risk or who fly under the radar may help with this</p> <p>Support children's language skills to successfully engage in sustained conversation with an adult</p>	<p>Evidence of children's interests in planning and documentation</p> <p>Floor book evidence of planning for individual interests</p> <p>Observation folders evidence of planning for individual interests</p>	ongoing	

5.2.2	Some children are very familiar with the educator, through past babysitting experiences in the educator's home. The children are having difficulties understanding that behaviours in the OSHC program have different expectations to those at home.	<p>Children understand the clear expectations of behaviour in the OSHC program</p> <p>Children are engaged in setting expectations with the educator</p> <p>Expectations of behaviour are clearly communicated to the children and families</p>	H	<p>Educators are using consistent behaviour strategies</p> <p>Behaviour strategies are positively reinforced (eg. Rewards, star chart, stickers, etc)</p> <p>Behaviour expectations are displayed in the OSHC room</p> <p>Parent Handbook contains information about behaviour expectations</p>	<p>Behaviour expectations displayed in OSHC room</p> <p>Planning for positive reinforcement (eg. Movie day at end of term)</p> <p>Children can verbalise the expectations</p> <p>Parent handbook</p>	<p>Beginning Term 3</p> <p>Ongoing</p> <p>Ongoing</p> <p>Current</p>	
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Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

Standard 6.1	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

Key improvements sought for Quality Area 6

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	As we are a new staff team we are yet to finalise a process for meeting with the Willaura PS School Council OSHC Sub-Committee to enable authentic parent involvement in OSHC decision making.	Regular Willaura PS School Council OSHC Sub-committee each term Families have opportunities to be involved in the service and to contribute to decisions	H	Form an effective School Council OSHC Sub-committee Negotiate flexible meeting times to suit families Meet at least once per term	School Council agenda to include OSHC for each meeting SC OSHC sub-committee to meet at least once per term. Evidence of minutes available. Minutes indicate parent involvement in decisions.	By end of Term 2 Begin in Term 3	
6.2.3	As a new OSHC program in our area, the program is still not widely known to all relevant members of the Willaura and surrounding communities.	Increase enrolments of pre-school and school-aged children		Increase promotion on Willaura PS Facebook page Display OSHC notices at kindergarten and local displays Include OSHC information booklets in Prep Enrolment packages Include OSHC information at Prep Information Nights Display photos of OSHC fun in the school and	Willaura PS Facebook posts Displayed notices Prep Enrolment Packages		



			<p>include on Facebook posts and newsletter</p> <p>Encourage School Council members to promote OSHC in the community</p>			
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Quality Area 7: Governance and Leadership

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

Quality Area 7: Standards and elements

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

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

National Law and National Regulations		Associated element
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
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

National Law and National Regulations		Associated element
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
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

National Law and National Regulations		Associated element
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

Key improvements sought for Quality Area 7

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2	As a new OSHC service we are currently developing quality policies as guided by National Regulations.	<p>All recommended policies as stated in the National Regulations are complete and available on school website and in OSHC room</p> <p>The Willaura PS School Council OSHC Sub-Committee regularly review and approve policies</p>	H	<p>Prioritise time for completion of policies</p> <p>Ensure regular meetings with WPS School Council OSHC sub-committee</p> <p>Create folder containing policies for OSHC room and induction folder for new staff</p>	<p>All required policies will be available on WPS website (OSHC page)</p> <p>Minutes of WPS School Council OSHC sub-committee inform of policies reviewed and approved</p> <p>Policies folder available in OSHC room</p> <p>Staff Induction folder contain policies</p>	<p>By beginning of Term 3</p> <p>Ongoing</p> <p>By beginning of Term 3</p> <p>By beginning of Term 3</p>	