



National Quality Standard

WEST PYMBLE OUT OF SCHOOL CARE

QUALITY IMPROVEMENT PLAN

Version 3 2020

The National Quality Standard and Quality Improvement

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

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

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

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

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

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

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

About the ACECQA Quality Improvement Plan template

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

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

Exceeding NQS themes guidance

The Exceeding NQS sections provided for each Standard should 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	
WEST PYMBLE OUT OF SCHOOL CARE		SE-00011421	
Primary contacts at service			
Sonja de Jong – Director		Jacqui Bonser – Educational Leader	
Physical location of service		Physical location contact details	
Street	Apollo Avenue	Telephone	02 9418 1918
Suburb	West Pymble	Mobile	0412 972 778
State/territory	NSW	Fax	-
Postcode	2073	Email	coordinator@wpoosc.com.au edleader@wpoosc.com.au
Approved Provider		Nominated Supervisor	
Primary contact	Jacqui Clark	Name	Sonja de Jong
Telephone	02 8901 3248	Telephone	02 9418 1600
Mobile	0416 178 495	Mobile	0406 736 808
Fax	-	Fax	-
Email	president@wpoosc.com.au	Email	sonja@wpoosc.com.au
Postal address (if different to physical location of service)			
Street	As above	State/territory	NSW
Suburb	West Pymble	Postcode	2073
Educational leader			
Name	Jacqui Bonser		
Telephone	0430 102 378		
Email	edleader@wpoosc.com.au		

Operating hours

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

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

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
Before School Opening time	07:30	07:30	07:30	07:30	07:30		
Closing time	09:00	09:00	09:00	09:00	09:00		
After School Opening time	15:00	15:00	15:00	15:00	15:00		
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.

Parking available at all times in Wallalong Crescent, parking in Apollo Avenue as per restrictions posted, parking behind the school in Tristania Place at all times. Pedestrian access via school driveway to teachers parking. Parking can be requested in teachers parking area.

T3 20 JULY to 28 SEPTEMBER.

Pupil free days – MONDAY 20 JULY plus TUESDAY 21 JULY (reduced attendance as teachers have additional training)

How are the children grouped at your service?

Children are grouped by educational stages for roll call

All play activities are free play with no separation by age or stages. We believe this supports the children in a more natural social grouping, akin to family dynamics.

Kindies remain at the centre until teachers approach the classrooms and are supervised as they walk to the class. When the kindies began school, they were accompanied to and from their classes. As they have settled into the routine, we have transitioned them to supervised arrival and departure.

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

Sonja de Jong, 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.

OUR PHILOSOPHY

We aim to provide a safe, healthy, caring and welcoming environment for school age care children

To accept and value every child, regardless of race, cultural background, religion, gender or ability

We encourage individual interests and foster independence in a stimulating environment

We maintain positive communication and relationships between staff, children, families, school and community

Programming will support the natural and structured play that children initiate and in which they engage

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



National Law and National Regulations		Associated element
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	<p>Our service enhances each child's learning and development through routines, our environment, children's involvement, documentation, planning and implementation of the educational program.</p> <p>When a family enrolls and joins our community, we communicate through face to face conversations and build important relationships with them. Through these relationships and other communication tools, such as children's enrolment forms, we are able to collect information about their interests, strengths and needs. This information is added to the children's individual logs, allowing us to show how we incorporate them into the program, helping families and their children to feel valued and supported. This practice gives families and children a voice and guides educators to provide a program that supports every child's individual needs, knowledge, ideas, culture, abilities and interests. We value how this process help us build respectful and reciprocal relationships. We are able to implement a holistic approach to supporting children's wellbeing and learning.</p> <p>We have arranged our program and routines to be flexible, providing an opportunity for the children to engage in self-directed learning, developing autonomy and a stronger sense of independence. Creating the option for children to make decisions, such as choosing between the indoor and outdoor environments allows them to engage in their interests to promoting learning, while recognising and meeting their own needs. Supervising and making observation of the children doing this allow the educators to identify the children's patterns of interests, environments they like to engage in and then plan experiences to scaffold them in their choices. Educators use evaluations and learning stories to collect this information to develop follow up experiences which are added to the program and to the children's individual logs. This process ensures that the program enhances each child's learning and development and demonstrates patterns and an ongoing cycle of planning as it shows children revisiting interests and being extended on them.</p> <p>The children are encouraged to contribute to the program in multiple ways. Educators respond to the children's conversations and interactions by adding this information to evaluation forms and documenting it into the program. When the children ask educators for equipment or when spontaneous experiences evolve, we value being able to provide them with the resources straight away when appropriate, or invite them to place it on the program for when it is the best time. The children know they are welcome and can freely go to the program at any time and write their interests and ideas directly on it. Educators document the spontaneous experiences in the daybook to share with the families, adding it to the evaluation form in more detail encourages them to consider what the children valued</p>
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in the experiences to then create and provide excellent follow up experiences. All this information is put together into the program by the Educational Leader with consideration of the day the interest was engaged in and children's attendances. The program is displayed at the beginning of the week allowing the children to see the planned activities coming, recognising that their input and interest are being supported.

Critical reflection has allowed us to consider children's interest regarding the planned and spontaneous experiences, as educators engage in evaluations after each session. We use MTOP and developmental theorist when reflecting on children's interest and how we can deliver programs and routines that support the children further. This information is then written onto the children's individual log and added to the program. Sonja, service Director and Jacqui, Educational Leader, move around the different supervision areas, supporting the educators. They provide advice and guide them to reflection on their strategies, answers any questions so they can feel confident and effective in facilitating and extending on the children's learning through play. Staff meetings are conducted after our morning session and before our afternoon session. During this time, we reflect on our procedures, the children's interests, needs, strategies, communication with parents and any updates. These meeting have allowed us to develop further understanding and perspectives of the children and families and plan activities to support a continual cycle of planning.

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	Our program is available from when the children arrive at WPOOSC. It is displayed on our program board at the children's height. The top part of the white board paints a picture of our projects developed from the children's interests and what activities we have engaged in to support and strengthen their interest. Our flexible routine allows the children to look at the program, know what is happening in each area and are able to go straight to the <i>craft room, kitchen, cola, KE classroom</i> and <i>turf</i> . The planned activities are set up, inviting children to engage. As educators greet children in those environments, they

support, guide, adjust, observe and consider what we can do to follow up and extend on this experience. Senior Educators rotate between these environments, supporting the educators and children. At the end of the session educators document their experiences which is then elaborated in their evaluations or learning stories at the end of the shift and then added to the program when appropriate.

An example of this is our 1000 paper crane project in term 1 2019, This experience developed when Susie was making origami spontaneously with the children. She was talking to them about a girl in Japan who folded 1000 paper cranes, the children were interested and curious and added it to programme for a future date. A few days later the children were excited to see that educators, Jonathan and Susie, had the paper crane experience set up in the craft room ready to go. This allowed the children to extend their learning and development. This example demonstrates the value of our program being displayed for the children, how we use it to support them, knowing where and when they will be able to continue their project. Susie created a learning story and evaluated following the discussion. This allowed us to set time aside and plan another opportunity to extend on the excitement of the children. The next week we researched and held further discussion, we set ourselves a challenge to create 1000 paper cranes by the end of the following term. Jonathan, who has a passion for origami, was able to support the children, encouraging them to create different sizes and challenging them further. Through Jonathan's encouragement and the children's eagerness to achieve our goal the project continued through to term 3. Once we reached our goal the children were so proud, we created a hanging display against the window at the front of the centre so the whole school can enjoy the colours and shapes as they walk past.

2. Practice is informed by critical reflection

Critical reflections have been a driving point for change in our educational program. Each day our educators engage in critical reflection to develop a program that supports the children based on their previous experiences and interests. We have developed a children's QIP where the children write, illustrate or are supported to document areas they would like improved. Educators talk with the children about their thoughts and ideas, encouraging the children to document and brainstorm some ideas to meet their needs. Educators bring the conversations they have had and document to the Daily Report at our morning meetings.

An example of how our critical reflection process has informed our practice is with the development of our stage 3 program. This change in our practice developed when Sonja and Jacqui engaged in conversations with the children. They recognised the children would benefit from having their own program. The children and educators initiated a Student Committee, the Yr. 5-6 committee planned activities in our student committee book with support from educators. Since then we have

	implemented several of their ideas such as culture cafes run by the children. Educators amended our program template, created a space where the Stage 3 children can see their projects and interests being undertaken and supported. This has enhanced their learning and development through age appropriate activities, they have been able to take ownership on the program.
3. Practice is shaped by meaningful engagement with families, and/or community	Families shape our program from their first involvement in the service. We use the information they provide us on the children's 'About my Child' & 'Family Interests' pages in their enrolment forms to gain an understanding of their child's interest, culture and family and support them by involving them in the program. An example of this was a group time Jacqui conducted with the new Kindy children on the 10th- 14th February. After reading the children's 'About my Child' pages, Jacqui sat with them and asked the children about their interests. Jacqui mentioned to Connor about his interest in drawing and craft, he explained that he loves colour experiments. The following week, 26 th February 2020, we set up a colour mixing experiment with milk on the Cola area. To further extend on Connor's interest in colours we created crystals and made a range of colours, On the 18th March 2020 we examined the crystals we had made. Through the practice of communicating with families and the use of information provided by parents through the 'About my Child' page we were able to engage in conversation with Connor about his interest and build relationships as we incorporated his interests into the program in his first week at WPOOSC

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

	<p>Our educators facilitate and extend on the children's learning and development through their knowledge of the children's interest and their relationships with them. Our practice of logging the children's involvement in the program provides us with a tool that gives the educators knowledge about the children's interests, this then enables us to build relationships that allows us to facilitate learning and development. We are able to use this information to engage in conversation with the children, giving a sense of belonging and respect.</p> <p>Through the implementation of the educational program starting on the 12th June 2018 the children were able to engage in learning and development when Susie ran a series of art classes. This was prompted children's individual logs in the craft room, they demonstrated a popularity and excitement for investigation further into art techniques. The class gave the children to tools, knowledge and understanding of colour and art techniques. We were able to support their interest and skills through the expertise of our educator Susie who has studied art, the children loved to explore the different techniques Susie was providing. Our practices of logging the children's interests, completing evaluation forms and learning stories with consideration of the MTOP outcomes to guide follow up experiences allowed the educators to recognise the children's interest and as a result Susie was able to facilitate and extend their learning and development, enhancing the children's knowledge of art and new creative skills.</p>
2. Practice is informed by critical reflection	<p>During our morning meetings we explore the principles, practices and outcomes of the MTOP learning framework and the NQS. Gaining further understanding of them and considering them against our practices. This information is shared on the communication sheets and shown to the educators coming in the afternoon. We are then able to use and engage the MTOP outcomes to the children's experiences and plan follow up activities based on this information. This provokes meaningful discussions and critical reflections with educators. Alongside the evaluation forms educators are asked questions to encourage them to think about how they implemented the experiences and to reflect which MTOP principles they used to support the children in their learning through play. We consider the strategies we use in planning processes, how we present the environments, the running of activities and our interactions and responses to the children and families. Our reflections from these allow us to strengthen our practices.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Our educators use the expertise of the community when facilitating and extending the children's learning and development. An example of this is through our Café program, we host a range of cultural themed cafés, seeking the parents and family's involvement to share their culture with the children. Through the unique expertise of the children and families we have been able to create an ongoing project where we explore the cultures of our community. This has been and will continue to be an element supported by our families to extend the learning and development of each child.</p>

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	Our program is implemented with the consideration of days children attend and the group interests each child was participating in on their previous days, ensuring that the children with this interest are able to revisit and extend upon their knowledge. This allows interests to turn into projects with the opportunity to grow and support learning and investigation through play. When we plan follow up experiences and activities that have a large number of children interested, educators provide multiple opportunities for the children to engage. These procedures and program practices develops the children's learning and development, for example, a group of children engaged in explorations with Marbles in July 2019. Vihaan, Nicolas and their friend were continually setting up a Marble track each day. The children were struggling as there were not enough pieces, observing the possibilities we decided to purchase another set to facilitate learning, then upon planning further follow up experiences with the children we decided to build our own using recycled materials. Reflecting with the educators Jacqui decided to plan this activity in the Cola as it is a large environment so size doesn't restrict the experiences and using the coloured mats allowed the children to group, spread out the materials. The follow week, considering days when this group of children would be in attendance, we collected all of our cardboard tubes and recycled materials and began working on building our own Marble track. The following day we continued to build our marble track adding and extending and engaging more children.
2. Practice is informed by critical reflection	Jacqui, our Educational Leader, attends termly meetings with other Educational Leaders with from centres in the Hornsby / Kuring gai region. During these meetings we discuss QA1 while reflecting on our practices, ask questions, give advice and talk about how we can support and train the educators in the planning and implementation of the program. Jacqui then brings

	<p>this information and reflections to our service where she is able to keep the team up to date with changes to the industry and to encourage the educators in their role.</p> <p>One afternoon Jacqui returned from an Educational Leaders Meeting where we had discussed the RAP (Reconciliation Action Plan), the RAP tool and how other centres have engaged in it. After reflecting with the Senior staff, we decided it was important for us to support the children, educators and families and any indigenous people that may attend our services in the future through developing a RAP. Jacqui sent an email to the educators and an invite in the family's newsletter asking if anyone would like to join a RAP committee. Lauren (a parent) and Susie an educator responded with eagerness. Through our RAP committee conversations and taking a reflective approach together we developed a plan to support the children. Since then the children have benefited immensely, one example being an acknowledgment of country we created ourselves that is hosted every morning.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Information about our services program is available to parents via the daybook, program wall, emails, website, QIP wall display and newsletter. Parents are invited to add suggestions, feedback and input to the program through regular emails and newsletters. When parents contribute to the program, we write it on that's weeks program in the suggestion section. We value face-to-face discussion and emails which are documented in our daily report and shared with Senior Educators when it is appropriate.</p>

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
1.2.1, 1.2.2	New educators understanding where we get our activities on the program from and their involvement in documenting and contributing to the process.	All educators to understand and contribute to a full cycle of planning in accordance's to the ACECQA National Quality Agenda review – Documenting	H	<p>Educational Leader will:</p> <ol style="list-style-type: none"> 1. Work with educators to understand a clear planning cycle. 2. Provide them with tools to support a planning cycle for the children by 	All Educators are able to record documentation on children's learning and development. Staff are able to identify outcomes within the MTOP learning framework to assist with program planning.	Ongoing when new Educators join the team.	07/08/2017 Staff meeting conducted; Jacqui spoke to team about their opportunity to document the activities they engage with the children. Set up observation clipboard with learning story templet and

		programmes for school age care 2017.		<p>engaging in learning stories, evaluation forms and combining this information into their individual logs</p> <p>5. Encouraging the educators' confidence and their vast variety of interests and skills to develop follow up experiences to go into the program.</p> <p>6. Set focused time for educators to complete observation and planning.</p>		<p>learning words. Use of Evaluation sheets to record and document. Showed team learning word document to support them in writing observations. Introduced frames were educators can write up a learning story about their activities that day and display.</p> <p>February 2019 Educators recorded the children All About me pages into their individual logs.</p> <p>March 2019 Educators assisting the Educational Leader in logging on the children's 'Individual Logs' as they engage and familiarise themselves to the children's patterns of interest. Educators to witness and implement the full cycle of planning.</p> <p>01/04/2019 Jacqui conducted a review meeting for Annette, James, Jackson where we explored the NQS QA1 and how we implement a full cycle of planning and ensure all children are considered when planning the program. We</p>
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							discussed our current documentation strategies. August 2019 Reviewed QA1 with team. Sent email with information to read and the following week met during our morning meeting to discuss.
1.3.3	Parents finding the time to read and engage in the program	To share children's documentation through multiple avenues for easy access to all families.	H	Continue documenting days activities through completing day book with children. Continue extending and maintaining our curriculum wall and displays. Develop a regular program overview email for families	More families will have access to the program. The services will have more family involvement and will work in partnership with families.	Ongoing	20/08/2017 Committee meeting, discussed concept of regular emails to parents. They suggested this will also be a good way in inviting more families to be involved in the committee. Term 2 Received positive feedback from Lauren Bannerman and Jacqui Clark regarding the 'Ed Leader Update' that was emailed to families. Term 3 2019 We received positive feedback from families regarding the 'Ed Leader Update' sent via email. Term 3 2019 Sent out a family survey where they were informed of location of documentation and questions regarding their knowledge of the

						<p>documentation we provide.</p> <p>18.11.2019 Developed a program wall next to the front door. Listing the interests and activities that the children have engaged in based on these projects. The wall displays the program for the week and provided space for the children to write their favourite things to do and what they would like to do.</p> <p>February 2020 When conducting family tours for new enrolments families are shown the display for the day book, program wall and learning stories. Informed them they can also access this information from home each term.</p>
1.3	To consider the value of the daybook for the services against the NQS	To streamline our documentation and reduce repeated work	M	<p>Educational Leader will work with Susie and senior team to review the NQS and ensure we are meeting all the areas,</p> <p>To see if the daybook is meeting any of these areas and is adding value to the program.</p>	The program flows, learning stories are more detailed and educators are motivated, engage in the documentation.	<p>End of 2020</p> <p>11.06.2020 Jacqui approached Susie (educator who is studying the NQS at university) and Andrew educator about their thought on the program and concerns about the repeating of documentation.</p> <p>18.06.2020 Jacqui reflected during the week and asked Susie to</p>



				To consider if families, / children engage/ use the daybook			join her to go over the NQS and allocated what part of our program meets each NQS standard, Jacqui explained her thoughts on engaging further with Learning Stories rather than a daybook. Encouraging the educators to contribute more detail and sharing the LS in the newsletter and display in the services. Having the daily photos on a slide show inside the service. Jacqui presented concept to Sonja and Shona, it is still under discussion, perhaps leading to children taking more ownership
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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.

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 are 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 PREPARE EVIDENCE	<p>At West Pymble Before and After School care we have implemented a ranged of policies and procedures to ensure our practices provide a safe and healthy environment for the children. During each session we have permanent Senior Educators who have HLTAID4 First Aid and CPR certificates as well as an approved course in Child Protection. Some of our Casual Educators have also completed the approved course in Child Protection and all educators have a Working with Children Check. Educators and co-ordinators are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect, which is outlined in our policy.</p>
Medical consult process	<p>When a child is enrolled in the service, we review their enrolment form and if they have any notable medical conditions or additional needs, we follow up with the families. Should a child have additional needs, we conduct a family meeting where we are able to talk to them about their child's individual needs. For all medical conditions a consultation is held and the required information gathered. We collect the required actions plan prepared by the doctor. These are added to the Allergies & Asthma Folder, displayed in the office, hallway, in the kitchen and the canteen. A reduced-size copy is added to the medication storage Buddy panel. As a service we create a strategy plan on how we will protect the child, taking into consideration ingredients of food we serve, cross contamination or allergens or triggers being introduced to the environment. We then discuss food options, preparation and serving practices with the educators and communicate with parents if we have any concerns about the child's eating habits. Parents have access to pamphlets that promote healthy eating at our service.</p>
New behaviour form	<p>Our service has a great relationship with the children and families and we endeavour to make ourselves available to them, allowing them to feel comfortable to approach us and be heard and we are then able to approach them in return. We have a strong sense of community and it is a great tool ensuring the children's health and safety.</p>
Allergy displays Pamphlets on healthy eating Handwashing posters	<p>To ensure we are fully aware of children who are in our care we use a written backup to our ESI. There have been incidents of parents not fully completing a sign-in or issues with internet service. We feel more confident having both in operation as attendance tools. The educators use the paper rolls divided into their year groups to sign the children out in the mornings and in during the afternoon. This information is then taken to the office where it is cross- checked against the electronic roll, emails and notified absences. If there are children who are not signed in or out, we are able to identify them quickly, check if they forgot to</p>

sign in, talk with the siblings to see if they were at school today, speak to the school teachers and call families to ensure they will not be attending WPOOSC that session. If we expect them to be at WPOOSC and they are not, we will then implement our 'Absences and Missing Child' Policy

Families enrol their child to do extra-curricular activities outside of school care meaning that children come and go from the services. To manage this, we use the same paper roll. Senior Educators oversee the activities, writing the time their activity starts and finishes and what activity they are attending onto the roll in allocated column. Having all this information in the one location allows us to have a full picture of the children's attendance in the service and where they are on school grounds. Once the families sign a permission form for the activity this information is put into a weekly timetable. This is used as an effective tool in logging the children's activities quickly and identify groups of children that attend together.

Once roll call is completed the educators move to their supervision areas assigned to them. Duty areas are applied the previous week when the roster is prepared. Through the development of our supervision map the educators observe from the best vantage points nominated or move around based on the environment they are in. We encourage the educators to scan the environments around them while engaging with the children, allowing them to understand and supervise what the children are doing with the support of the Senior educators who rotate between these environments, this enables us to adequately observe high risk areas. All areas overlap, assistance is immediately available if needed.

We provide the children with morning snack and afternoon tea. The educators monitor that they then go to the bathroom to wash before returning to serve their own food from the canteen. We have negotiated the use of the school canteen, this means we are able to prepare and serve the food in a purpose built, spacious and hygienic environment. Wendy oversees the menu and canteen, ensuring it meets the Australian Guide of Healthy Eating guidelines for a morning snack and afternoon tea menu. Back in the WPOOSC kitchen, we support the children in their love for cooking, using this opportunity to practice healthy cooking techniques, allowing the children to explore and discuss food, nutrition and cooking methods. We display posters prompting correct hand washing next to hand washing areas to remind children to wash hands thoroughly, the Australian Guide for Healthy Eating is also displayed for the children.

We have large outdoor area and hall environment where the children can engage in physical movement in any weather. Inside we have 3 indoor play spaces where the children can engage in creative art, read, relax, cook and play games. The Children have access

to a range of games and activities they can select from the shelf at any time. Varied planned and unplanned physical activity is implemented inside and outside areas. Educators ensure that activities are appropriate to each child's developmental needs and programs are evaluated. We have completed a range of Risk Assessments to reduce or eliminate any potential risk involved in these physical environments.

We conduct morning meetings where we evaluate and reflect on observations, concerns or new information and our policies and procedures. Any changes we decide to make are taken to the committee where they are reviewed and then we amend them in our Health and Safety policies and relevant risk assessments are conducted. Our service reviews these annually and more regularly when there are changes within our community to the law, regulations and regulatory bodies. These changes are then communicated to all educators via email, daily meetings.

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 PREPARE EVIDANCE Menu example Programme 3/3/20	<p>Each child’s health and physical movement is supported and promoted through our routines, experiences and planned actives. At our service we have multiple outdoor environments allowing us to program a range of physical activities. Catering for a range of children’s interests and age groups, ensuring all children have access to physical movement. With the new addition of the hall being approved for our service in 2020 we have space accessible to engage in physical movement in all weather systems. The children understand and feel confident to approach educators, asking to get their desired equipment out. The children often request to play a range of sporting experiences including survivor tag, soccer, cricket and bulrush which they can get out spontaneously or have them placed on the program for the same time next week. We are able to rotate between 3 different kinds of play equipment’s allowing the children to be using different parts of their body, developing a range of physical movement skills and exciting the children with the new challenges.</p> <p>03.03.2020 is an example of our program that shows each morning we provide the same set of activities that will always be available, providing the children with consistency and expectation that they can always engage in physical movement. Further activities are also programmed based on the children’s follow up and suggestions. This week’s program also demonstrates the range of physical activities on the Turf, Cola, Hall and access to the equipment demonstrating that physical movement is supported and promoted at our service.</p> <p>We Recognise that the children who attend our service are not with us during the main meals of the day but are with us for multiple hours in-between. Ensuring the children are healthy and not hungry we provide them with a menu that is light, contains protein and captures the children’s favourite flavours. We serve toast as a light snack in the morning and drinks of</p>

	<p>milk and water. We enjoy cooking with the children, making French toast and Pancakes occasionally. In the afternoon we provide them with cups of milk and water, cut fruit, a variety of salad vegs and a range of sandwiches including cheese, tuna, jam, vegemite, butter and honey. We often cook with the children and enjoy running our cultural cafes designed by the children. If the children are hungry, we provide them with fruit which is always available.</p>
2. Practice is informed by critical reflection	<p>Through critical reflection we discovered that the children were asking for the same equipment each day and when those activities were available children were moving into the outdoor environments more. Following this we made a decision that each session we have the same physical activities available to the children, these popular activities, including skipping with large ropes, totem tennis, tennis, badminton, throw and catch games, hula hoops and balls give the children consistency and reassurance of what to expect each day.</p>
3. Practice is shaped by meaningful engagement with families, and/or community PREPARE EVIDANCE Isabelle's consultation Monique's emails	<p>Family's involvement influences our practices to support and promote their child's health through the expectations they give us. When a child enrolls at the service an enrolment form is filled in, the families inform us of the health needs of their child a meeting is arranged, we ensure it is not rushed or interrupted. This meeting is arranged to develop our practices for the service to ensure we are able to meet the health needs of the child. In addition to Medical Plan documentation, all children with medical conditions have clear information with their picture and name placed on charts in prominent areas to inform staff. Authority forms from families are signed. We have sought the expertise of our community. We use resources such as ASCIA, Asthma Australia, NSW Food Authority and STAYING HEALTHY IN CHILDHOOD for policy development. An example of this process is noticed with Isabelle, when she enrolled at the service Shona and Sonja arranged a meeting to discuss her allergies and her doctors action plan. Through this meeting we were able to develop our practices, Shona asked her family to prepare a more detailed report and a list of food items that were safe. Isabella only eats food her family has exposed to her at home, when there is a new food item being challenge tested, her mother informs us. Her food is prepared first to ensure no cross contamination and is set aside with her name on it, on a separate plate covered ensuring it is distinctly different to the other children's food. When we host cooking activities or special events, we set aside food for Isabelle which has been approved by her mother. If the special event is food that she is not allergic to we will call her mother to see if she wants us to serve it to her or not. Isabelle is aware of this and communicates with the educators regarding her own food.</p> <p>We value the expertise of the larger community and have experienced many benefits from the community's involvement with us at the service. An example of this is when Lachlan's OT Monique attended the services every second Wednesday for a term in 2019 to develop cohesive strategies and plans that support him, we maintained this relationship using emails and</p>

communication through the family. This has allowed us to continue to talk to her about techniques and strategies she is using and guidance's to ensure Lachlan is safe and happy 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 PREPARE EVIDENCE New maps!!!!	At our services we have embedded practices and procedures that protect each child during their play, eating and emergency situations. We start the morning and afternoon session by doing a safety check list. We have completed risk assessments to identify any potential hazards that we may encounter at the services. We have developed a supervision map of our service, to do this we sought advice through 'The Active Art of Supervision' training. With constant reflection we have developed operational boundaries, completed risk assessments, highlighted areas which have low supervision and identified supervision areas for educators to move around in. Our map is located at the front door of the service, indoor play environments and the office. When a new educator starts work with us this map is shown to them during their orientation. The regulated ratio of 1:15 does not suit our duty area staff distribution, we generally work to a higher ratio. Educator are allocated to each supervision area and Senior Educators move between these environments. During each session educators ensure that when they are involved in individual or small group activities, that they are also scanning the environment to supervise all other children. Senior Educators carry out a 5pm roll call in addition to the arrival roll to ensure that all children

	are accounted for. Information discussed at morning staff meetings is relayed to the team throughout the week to ensure consistent strategies and practices for each child's safety
2. Practice is informed by critical reflection	<p>Educators continually reflect on our supervision map, the children's interests, their behaviour and how this can affect our supervision areas. After the morning session we have time to discuss and reflect, talk about our concerns, ideas and observations. This is a wonderful opportunity to collaborate on strategies as a team. The afternoon session does not afford the time for a post – session staff meeting but provision is always made to discuss anything vital that comes up.</p> <p>We continually reflect on our activities and when new play areas are approved or experiences are programmed educators conduct risk assessments. This practice is evident when we developed access to the school hall at the beginning of 2020. We assessed the large horizontal bifold doors, the door that leads to the back of the hall, the access to storage room and bathrooms inside the hall, the visibility behind the stage and the types of activities we will run in that environment. As a result of the risk assessment we decided to talk to the children about expectations in the hall, identifying the back of the stage and the door as out of bounds to the children by stating the boundary line as the stage stairs. We will have both double doors open with an educator just outside on the cola and two educators in the hall when the space is at full capacity.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Through our relationship with the school we have been able to develop holistic understanding, support and strategies for the children. Sonja and our Committee President attend termly meetings with the school Principal. Jacqui and Sonja also attend any necessary meetings with parents, class teachers, Principal and support-needs teacher of any child who attends the school. When circumstances arise, we are able to use the strong relationship with the school allowing us to approach them about the child's day, sharing of new information and the strategies they use.</p> <p>Our relationship with Meena from Inclusion Support has been integral in the development of our Risk Assessments, Policies and Procedures, particularly in helping us protect the children with Behaviour Management. This has allowed educators to work confidently and ensure the safety of the children that attend our service while seeking the expertise of our community.</p> <p>We have systems in place to effectively manage incidents and emergencies. We host drills twice a quarter with different scenarios including evacuation drills, school/ bush fires and lock down. We keep a visitor's registry to ensure that the service is aware of all people on the premises during our normal daily routine and when conducting our emergency procedures. To develop our Emergency Procedures, we sought the expertise of the local fire department and the school, their advice gives us confidence in our strategy. In November 2019 and February 2020 Sonja and Shona attended an Emergency Planning</p>

Workshop arranged by the Department of Education Early Childhood Directorate. This course was focused on early recognition of risk areas

Key improvements sought for Quality Area

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
2.1.1	Adjust enrolment procedure	Clarification on additional needs	M – ready 2021	Redesign forms, research DESE school enrolment		New enrolment for 2021	
2.2.1 2.2.2		To provide the children with a variety of food with the use of the canteen	L	<p>Educators engage in training to gain understanding about healthy practices and guidelines.</p> <p>Developing an interactive space where children can help plan the menu as they consider health guidelines</p>	<p>Children will be able to contribute the development of our menu and physical program.</p> <p>Children will be motivated and excited to engage with food and physical activity.</p> <p>Educators will have a deeper understanding of the healthy guidelines.</p>	Long Term	<p>During March & April Severely affected by COVID-19.</p> <p>7/5/2020 Discussed with canteen manager about setting up some incursions and 'special days'</p>
2.3.4		For new Educators to be aware of their role, responsibility and procedure as mandatory reporters.	H	<p>Add child protection training to our orientation process for new staff.</p> <p>To conduct training and reflection questions about</p>	That all staff feel confident and understand their role and responsibilities.	Ongoing.	<p>07.09.2017 A training day has been booked in for the ---. During this training, we will be revising our procedures, keep them</p>

		For educators to stay up to date and continually review our emergency procedures and practices.		procedures and roles for child protection.	The staff are able to conduct a drill on our procedure and how to use the decision tree.	<p>safe and understanding on our roles as mandatory reporters.</p> <p>11th November 2019 Implemented a Fire evacuation due to bush fire in Turramurra.</p> <p>12th – 18th November 2019 Reflected on our evacuation with the educators, committee, children and families</p> <p>6/11/2019 Shona attended emergency training with DEP</p> <p>7/11/2019 Shona debriefed us on her emergency training.</p> <p>Sonja attended Emergency training with the DEP.</p>
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Quality Area 3: Physical environment

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

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

Quality Area 3: Standards and elements

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



National Law and National Regulations underpinning Quality Area 3

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

National Law and National Regulations		Associated element
Regulation 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 PREPARE EVIDENCE	<p>Our service is licenced for 75 children in the morning and 100 children in the afternoon to play, learn and grow. With a range of indoor and outdoor environments we are able to facilitate the operation of our service in a safe, engaging environment for the children. The indoor spaces are spread into three rooms in the morning and a fourth in the afternoon. During wet weather we have the ability to provide a program in a fifth indoor space.</p>
Maintenance book Redo WHS file Show checklist for WHS 15/08/19 26/8/19- 27/8/19 daybook Cleaning roster	<p>Creative art is easily accessed in the craft room with shelves for materials and resources available at any time. A large craft store cupboard holds a large range of craft items. We have a bench top with more cupboards underneath allowing equipment to be readily available. On top of the bench children display art work and store their work that is still in progress. This allows the children to revisit and extend on their work, adding and editing their work without feeling rushed to complete it straight away and giving them the opportunity to be proud of what they have made. A cork board creates a moving and changing sketch wall. Showing the drawings and illustrations they are working on each time they revisit the room. Two sinks, one for smaller children allows craft materials to be washed up separately. Intentional teaching about sustainable practices is embedded into the craft room and continue to be an ongoing discussion with the children. We have a recycled paper box with paper donated by the community, recycling bins for children and staff to access and a range of recycled boxes, fabrics and odds and ends for creativity and resourcefulness.</p> <p>The far end of the kitchen houses very popular activities including Hama bead design and the Wii games a couple of times a week. The other end of the room allows us to cook with the children away from the toys and craft. Both in the craft room and kitchen there are large shelving units holding a variety of dramatic play games and board games that can be carried through to a shared use classroom next door. With a large floor space and tables, the children are able to find some quiet space or join in a group activity. At the other end of the hallway we have a couch with a variety of books and further down a shop on wheels, allowing it to be moved and a Lego table for the children to construct and build. Their work is documented with photos and placed on the wall near the table, allowing them the ability to recreate and be inspired. To aid access for wheelchairs to our school care rooms there is a ramp available at the end of the building for children or families.</p>

Our outdoor environments are large and provide a vast range of activities. The large garden area is a passion and hobby of the children and Sonja, they collect seeds from the plants and replant them. The children have access to a tap close by and with supervision they are able to fill up watering cans and water them regularly. After different seasons the children confidently clear the garden bed and prepare the soil to start planting again. Through our established worm farm and compost the children go with an educator to collect the worm wee and compost to add to our garden, growing delicious vegetables and amazing roses. The children use some of the vegetables we grow and food scraps to feed the chickens that roam around in the morning sessions. It is our job to put the chickens back into their coop before school starts.

With a picnic table in the garden and lots of green pockets around the area the children are able to find a quiet place to sit, talk and play with their friends. In our Turf environment the children are able to play large group games, ball games and more as they make large body movements and expend energy. The Cola is perfect for the children as a large section has a space with a roof and concrete flooring. This allows them to play outside when it is raining, create art outside, play games with nets, perform Hula Hoop tricks, dance with a little stage like platform and many more activities. In the afternoon the hall becomes a very popular place for group games, sitting dramatic play games like blocks, animals and trucks on a rug and large movement dramatic play games using the whole space. The hall is a versatile space that supports the children by adapting to a range of programmed activities, meeting our needs as a quiet space or physical movement space, ensuring we are able to always meet the needs of the children. The oval, outdoor play equipment, concrete area, garden beds are on the way to the hall allowing educators to see the children moving back and forth. All these outdoor environments are overseen by standing on our West Pymble Before and After School Care Balcony and the parents as they walk into the service.

These areas have been nominated under our lease agreement in accordance with the space required by our numbers. These environments are a strength of our services and in our previous accreditation we received the ranking HIGH for all areas relating to the physical environment.

Our environments are flexible where children can freely choose where they would like to play and learn (indoors/outdoors). The activities implemented are open ended and are designed to cater for different levels of participation for example large groups, small groups, co-operative play and solitary play, also taking into consideration of different levels and ability.

We value the many donations we received from the families and community including recycled materials for box construction, dress ups, balls, paper, pencils and odds and ends. We use highly visual big jars with red lids to store some of these unique pieces for the children to repurpose and explore. Through this process and with regular resource checks we are always well stocked for our activities.

As part of the lease agreement with the school, the cleaners visit each day and maintain our environment, ensuring they are safe for the children but when we open up in the morning, an WPOOSC educator conducts a safety checklist. All damage and breakages are immediately removed and/or repaired or the school office is notified of any maintenance and repairs as soon as possible. Equipment is entered to a Cleaning Roster and cleaned by staff. A record of the work of the school cleaning staff is maintained. Our service completes a quarterly audit of our premises, furniture and equipment to ensure they are safe, clean and well maintained.

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 PREPARE EVIDENCE Cubby house pictures/ LS New bin labels	<p>The operation for our service is to provide a safe, welcoming and relaxed environment where children can come and explore their interests freely as they learn and grow. The way we have designed the supervision areas is to facilitate the children to access to a range of different environments, giving them agency and choice with the support of educators throughout our setting.</p> <p>An example of the children being supported by the design of our facility was on the 18/8/2019 the children were excited to make a cubby house inside the KE classroom. This was not meeting the expectations of the children and was causing challenges for the other children in the environment. We were able to speak to the children about using the Cola environment to make the cubby house. They loved this idea, collected their materials and was able to build a cubby big and spacious. The following weeks educators purchased tarps, hooks, outdoor cushions and more to support the children in this interest. Through the design of our facility, our physical environment and the practice of supervision areas we were able to support, guide and cater to the needs and interest of these children in building their cubby house and ensure the children in KE still had enough room and opportunity to engage in their experiences.</p>
2. Practice is informed by critical reflection	<p>Recently we observed that the craft room had room for improvement in catering to the children's love and interest in a large variety of art. The space and opportunities that are possible were limited due to the Hama beading taking so much space as another popular activity. As we reflected on this in a morning meeting, we considered how we could provide more art opportunities and decided to try and move the Hama beading out of the craft room as it does not require the environment that creative art does. With a large unused space in the other end of the Kitchen we decided to trial moving the Hama beading there. Over the following weeks the children were producing more paintings, sewing, sketching, wool craft and</p>

	experimenting with their own creative ideas through open ended resources and box construction. The Hama beading experiences continued to be popular, still creating a lot of mess but calm and unrushed time. Through this example of how the educators engaged in critical reflection demonstrated how we were able to improve our operation of the craft room. We developed two environments that allowed the children to explore their interests more effectively and gave the opportunity to create more than they had with the existing design.
3. Practice is shaped by meaningful engagement with families, and/or community	<p>The School community has shaped how we have designed our facility. We lease our environments from the Department of Education which has benefited the operation of our service. Our indoor and outdoor environment is overseen by the school General Manager and cleaner and reviewed by the WPOOSC Educators, always ensuring our environment is safe and clean.</p> <p>By using same environments, the children engage with during the day allows us to work with the school community to create new spaces. Through these interactions we have been able to expand our facility to include access to the Canteen for food prep and meals and the building of the log equipment in 2019 we helped to fund.</p>

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	Our service caters for kindergarten to year 6 and our environment is inclusive of that through its availability of different experiences, resources, environments and support from educators. The younger children are often playing with the dramatic play toys like trucks, age appropriate craft books, story books, outdoor game dolls houses and shops. The older children find joy in playing challenging board game, engaging in complex craft activities, cricket, using the computers and developing performances and magic tricks. Although we have a range of resources for different ages groups, we observe wonderful moments when the older children have a sense of respect and care for the younger children. They find pride and eagerness

	<p>to show the Kindy's around the centre, taking them to the bathroom, showing them games to play and teaching them to play games like soccer. An example of this is found in the day book. On the 17th March 2020 the daybook shows the older children playing soccer with the kindy children, they encouraged them to get the ball, to kick the ball into the goal and reassured them if it went out. Leading up to this day the Kindy children spent lots of their time enjoying the Lego table but seeing them run outside through the leadership of the other children is a great example of how our environment supports inclusiveness, care and respect through play-based learning. The children demonstrate a comfortability and care for each other through how we have structured the environment and routine to support the children agency and interactions with each other. We are particularly proud of shaping our structure to mirror a natural home environment between siblings and put a strong focus on blending our age groups.</p> <p>At the beginning of the year we support the arrival of the kindy children and focus on building strong relationships and an understanding of their interests so we can plan activities that are engaging and support their learning. Initially our educators have 30min in the morning and 45 minutes each afternoon with just the Kindy children. In 2019 through puppetry the kindy children united with a common interest and engaged in play-based learning. Each morning the kindy children would ask to take turns to host a puppet show during group time. With increasing popularity, we created a roster, the children would use the free play session to practice and plan their story so when the older children left for school, they were ready to perform. This was a wonderful project for the children as we develop a sense of security, confidence and belonging in the new environment.</p>
2. Practice is informed by critical reflection	<p>When the educator's supervision area is closed, they complete evaluation sheets, encouraging them to reflect on how they used the environment, if it met the needs of the children and their involvement. The children's MTOP outcomes, inclusiveness and what we can do differently to further extend on the children's play-based experiences. These evaluation forms have led to a change of environment for experiences to enhance the experiences, an example of this is large art painting. The children love creating art on a large scale, outside the children are able to work in group or create a large mural as they paper is places on the wall. The children are able to make large shapes, experiment with size and express their ideas with consideration of proportions. The frequencies and popularity seen of this experience shown in the daybook demonstrates the value of painting outside.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Our services can cater for families and children who attend our services with a range of abilities. We have cared for two children who use wheel chairs, allowing them to access to all the indoor environments. This has allowed the children to be included and involved, engage in all elements of the services, with their friends and learn through play. The children that attend the school and WPOOSC have a deep understanding of respect of each other, showing a sense of inclusion and</p>

community. This is shown through the acceptance of individual strategies and programs based on the children's health and everyday needs.

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
3.3/ 3.3.1	Maintaining the interest and success of our sustainability program.	Children and educators are aware of the importance of recycling and can articulate what they do to care for the environment and why they do it. Recycling is an ongoing practice in our service.	M	<p>We will:</p> <ol style="list-style-type: none"> 1. Present to the children Recycling Revise & Review throughout the year. 2. Implement intentional teaching about recycling to link with the families' home lives. 3. Educators to role model best practice. 	<ol style="list-style-type: none"> 1. Children, families and educators are confident in understanding how and why we recycle in our service. 2. Children and educators can be observed implementing this practice on a daily basis. 	Ongoing	<p>02/04/2016 Food scraps and rubbish bins all labelled for recycling and added to a composter. Educators have discussed in meeting with children about the different ways we recycle and why this is important. Educators used probing questions to understand children's existing knowledge</p> <p>March 2017 A collection of recycled materials is available to children in the craft room for creative arts. There is a recycling bin in the craft room for the children to put away the off cuts.</p>



						<p>September 2017 Educators have been engaging and providing the children with opportunities to revise how sustainable practices through their interest and investigation of our natural environment.</p> <p>February 2020 Received our gift of a donated worm farm from the Fox-Smiths. Have read instructions and have researched it with the educating team. Informed the children of the donation and the opportunities. Housed the worms in the worm farm and put into place our scrap collection system to feed the worms.</p> <p>24th Feb 2020 Investigated if there was any worm wee. None to collect. Observed the worm farm was flooded. Moved into a better location, more scraps added.</p> <p>2nd March 2020</p>
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							Collected our first worm wee. 22/5/2020 Created a Worm Farm Care Log
3.1.1	To identify the purpose and use of the hall environment and how it best supports the children	To utilise the hall as a newly approved environment for the afternoon	H	Observe the needs of the children and the environments they would benefit from more space to support their interest.	<p>The Hall is used to the best of its abilities and meets the children interest and needs.</p> <p>The other environment around the service are functional and also meet the needs of the children.</p> <p>The children are happy, heathy and safe.</p>	By the end of Term 2	<p>2019/2020</p> <p>Many discussions were held about using the hall to cater for larger indoor games as it provides more space for larger groups of children to join in. The outdoor environment has large space but when raining children can use the hall to exert physical energy when it is raining and outdoor area is closed.</p> <p>Hall approved February 2020</p> <p>Used the environment for dress up and performing follow interest of children as space inside limited the environment for other activities.</p>
3.2.2	With the hall and new capacity of children we need to ensure we have more equipment and storage.	To provide and store more equipment to cater for the hall environment and the increased numbers in the afternoon	H	<p>Apply for the BASC grant</p> <p>Install outdoor shed to store our equipment safety.</p>	The children are providing with a range of resources and materials that are multi purposeful.	When the grant to approved	<p>2019</p> <p>Discussed grant in our committee meeting.</p> <p>Began application process.</p>



					Educators will be able to access, move and set up experiences safely		Grant approved in March. Current service restrictions due to COVID-19 have an impact.
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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	<p>At West Pymble Out of School Hours Care we value providing a safe, respectful learning environment for the educators themselves and the children through consistency, support and relationship with our team of educators. Our team consists of four senior educators, Sonja our service Director, Shona, Wendy and Jacqui the Educational Leader. Our Senior educators attend the service every morning and afternoon session 5 days a week. Sonja has a Certificate in Before & After School Care, Wendy is currently studying Certificate IV in Before and After School Care, Shona holds a diploma in School Age Care and Jacqui is a B.ch Early Childhood Teacher. Our Senior Educators come from a range of backgrounds including many years of experience in the childcare industries, nursing and motherhood of children who also attended the school. Additionally, Shona spent some years working in children's educational broadcasting. Our Senior educators have strong relationships with the families and the West Pymble community as their families have been raised here and they are members of various community groups. 90% of our casual educators actually attended West Pymble Public School and WPOOSC.</p> <p>We value our casual educators and everything they bring to the service, each morning we have three casual educators and every afternoon we have six casual educators working alongside the Senior Educators. Our roster is based on the different supervision areas, as we have set smaller areas to function more efficiently and safely, meaning we work above our required ratio of 1:15. Most of these casual educators are previous students of the school and WPOOSC, living locally, so many of our children have existing relationships with them. Several of these educators have been a part of our team for many years while they study a range of different courses at university. This is wonderful as they have a clear understanding of the values, aspirations and beliefs of the centre, school and local community and provide the children with stability through a low turnover.</p>
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The educator's studies, passion and knowledge give them a wealth of information they enjoy sharing with the children resulting in strong relationships and opportunity for detailed projects. The educators are assigned to different supervision areas taking into consideration their knowledge, interest and the project that is evolving in that supervision area. When planning the program, educator's complete evaluation forms where they consider the interests of the children and follow up activities. If there is a project unfolding and Jacqui knows it relates to an educator's knowledge or passion, she would often seek that person to use their expertise to develop the program and support that project. The program utilises staff's skills, strengths and interests, which are diversely represented.

On our staffing team we have a long-term friend of the service. Kerry runs her own interior design business and also teaches at a design college, her son went to WPPS and attended WPOOSC. She joins us as at WPOOSC regularly to share her knowledge through creative arts and spend time with the children. The children are so excited when Kerry comes, they love to talk to her about their lives which inspires the craft they make as well as the season and what is going on in the world around them.

When we have a new team member join Sonja runs through our orientation process including their Working with Children Check. We pair up the new educator with an experienced educator as a mentor as they get to know the routine and ask questions. The first couple of sessions we encourage the educator to focus on building relationships with the children, getting to know them, their interests and when they feel confident asking them to guide and supervise the children. Once we all agree they are capable, we work with them to make daybook entries and write evaluations after each session and assist them to become involved in the documentation process.

There is a sense of belonging and respect amongst our team allowing us to communicate our feelings, concerns and thoughts. We host morning meetings. Notes from the meetings are written on the daily communication sheet where we are able to share with educators that were not at the meeting and allow us to review and implement. Before arranged reflection meetings about our practices and policies, we use email to allow them the time to think and the opportunity to express their option or concerns in a private setting. When our Senior and casual educators attend webinars or training, we encourage them to share their experiences, if they would like support in doing this, we have a template they can use. It is broken down into three sections, *notes*, *ideas* and *questions I want to learn more about*.

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	<p>Educators are arranged based on their interest and knowledge to supervision areas identified on our supervision map. These areas include the cola, turf, equipment, Hall, craft room and the KE classroom. Educators are informed of their supervision areas when the roster is sent out. Educators informs us of their interest, skills and follow up activities for the children this information is taken into consideration when the roster is set. This gives them prior knowledge of their roll and the opportunity to look at what is on the program for their session. We assign two educators to move around and be available to the children, educators and the supervision of children going to and from activities. The senior staff are available to support the educators, children and assist with first aid incidents. This allows the support for educators to continue running the programmed activities and support the learning and development of the children without being pulled away. While we note that interests and skills lead the placement to an area, it is not always so – everyone has a rotation through each supervision area.</p> <p>Assigned supervision areas are based on ongoing projects that the educators have been engaging in with the children as well as the educator’s studies, interests and skills. An example of this is Annemijn, she is a previous student of the school and is an existing member of our community. Her skills and interest align with sports, she is a qualified referee in hockey and an umpire in baseball and following an afternoon session on the turf Jacqui, Educational Leader, spoke to her about her time with the children. She said the children really enjoyed played football and felt confident and pleased to see she was effective in guiding and negotiating the children in the rules and conflicts in play. She asked if she could teach them a game of silent ball and run more sporting games. on the same day the following week Annemijn was allocated to the hall where she was able to run a game of silent ball and then supported the children in developing a new game.</p>

<p>2. Practice is informed by critical reflection</p> <p>PREPARE EVIDENCE</p> <p>New print out? UN rights & Code of conduct</p>	<p>Our services engage in regular morning meetings where staff discuss housekeeping, reflections of the day and explore a standard in the NQS which we add to our QIP. Through this process we have engaged in critical reflection over our services, develop our understanding of the NQS, Code of Ethics and the United Nations Rights of a Child. The Code of Ethics and the United Nations Rights of a Child are displayed in our foyer for all staff and families to access. We reflect and consider the educators skill, studies, culture, travels and use this information to support the children in their interests. Each day educators engage in evaluations, encouraging us to reflect on our involvement, the activities and how we made it available to the children.</p> <p>During the week of 8/8/19 we dedicated our morning meetings on the topic of QA1. Over the week all the educators were able to ask questions, share their knowledge and reflect on how we implement our program and practices based on the National Quality standard. Sitting together we unpacked the concept of a full cycle of planning and how we use the evaluation forms to document the children’s interactions with the program. Through this meeting we decided it was confusing which children were engaging in the spontaneous experiences or the planned experience and as a result what follow up activity to plan for that child. We also spoke about how we could improve the questions and template incorporating the theorist easier. With this information and better understanding of QA1 the staff made suggestions to improve it. Susie, a casual educator, who is studying Primary Teaching and Early Childhood at university was able to be an advocate for the educators and worked closely with Jacqui to designing the new template. After a few weeks of implementation Jacqui was able to speak to the educators, discuss if it addressed the issues we were having and how using this tool they were able to support the learning and development of the children effectively.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>Kerry is a valued and respected member of our larger community and our educator team. The practices we have developed with her shapes our meaningful engagement with the children to enhance the children’s learning and development. Through her knowledge and love for creative art she has been able to share her professional knowledge, answer their questions and give advice to help the children achieve their artistic goal. Kerry reflects with the Senior educators about the conversations she has with the children while they are creating art. This information then inspires Kerry for her next visit and the wonderful exciting plans she has for the children. Kerry documents this beautifully in the day book for the families to see and uses a craft room walls to display their beautiful art.</p>

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

Notes:

WPOOSC QIP 2020



- 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	<p>Our service has a real sense of community and respect that has been formed through existing relationships with our educators, as some through school and raising their own children. This has created a social, caring and supportive environment, that demonstrates respect and care for each other that carries on when new educators join the team, making them feel welcomed. Service Management support the team to focus these relationships to their role as educators and team members. We celebrate each other's milestones and events in their lives and share this with the children. We have a wall of praise for educators to write about something they have seen another educator do. This is demonstrated through our low turnover of educators, and the joy the children express from the relaxed environment created by the educator team and effective program.</p> <p>Our service is run by a parent committee which brings a wonderful caring and understanding perspective for us as educators. The parent committee supports the educators in the policies and procedure development and to amend any changes. They invest time in listening to what is happening in the services, our needs and endeavour to address them. The Parent Committee run interviews with the Director, Sonja, for new permanent positions and conducts Sonja's appraisal. As management the committee collaborates with us on policy and procedures and through their own expertise and professions provide support to run our services.</p>
2. Practice is informed by critical reflection	<p>The Senior educators spend time with educators and evaluate with them on a daily basis and throughout the year. Educators are encouraged to create goals and develop appropriate time frames to achieve their goals. We provide time for the educators to share and for management to encourage reflection through morning meetings, sit down individual meeting and formal appraisals. If educators approach us to have casual conversations, we will take the time to listen, guide and answer any questions they have taking into consideration the children, environment and time.</p>

3. Practice is shaped by meaningful engagement with families, and/or community	Our services host in house training sessions and have sent educators to attend training where they have been able to engage as a team and consider our services practices together. This has resulted in awareness of educators and changes to our practices. An example of this is our upcoming inhouse training session with KU Inclusion Support focusing on behaviour management strategies – (unfortunately this has been delayed due to distancing practices for the COVID-19 pandemic). This experience will be great to do as a team, we will be able to consider different perspectives, amend our behaviour management forms and it will boost us in our responses to behaviour situations that may arise.
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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
Element 4.2.1 Element 4.2.2	Understanding of Procedures as they update	For Educators to be aware of their supervision areas and responsibilities during their shift. For them to be able to care and respond	M	<p>1. Area responsibilities will be assigned to each supervision area.</p> <p>2. Educators will be aware of their Supervision area in advances through the shift rostering.</p> <p>3. Educators will be assigned to an area 2-3 times in a row for consistency and follow through.</p>	<p>Staff are confident in their supervision areas, responsibilities.</p> <p>Feel supported through the availability of Senior Educators.</p>	<p>Ongoing</p> <p>Term 3 2020</p>	<p>September 2017 Educators will be assigned to a supervision area on the roster. That area is outlined with responsibilities; 2018 New procedures distributed</p> <p>February 2020 Rework all procedures to include hall educators are provided with quick reference duty cards that they are able to keep with them in their pocket or wear on a lanyard.</p>

WPOOSC QIP 2020

4.1.2	Individual educators are available for multiple days in a week. Providing consistency for themselves and the children	Managing casual educators' availabilities to ensuring they are able to work a couple of times a week.	M	Management will 1. Speak to the educators about the importance of multiple availabilities. Explaining it provides consistency for themselves in learning our routine, practices and building relationships with the children.	Educators will be working at the service multiple times in a week. They will be confident in our routine and practices Educator will build relationships with children on different days		February 2020 Identified issue when Sonja and Jacqui were doing the roster and managing a new educators member availability. February 2020 Sonja emailed the educator in regards to their availability.
4.2.2	Educators require updated processes for Behaviour Management	Have the training and information from IS shared with the team	H	Plan training	All educators scheduled and keen. Feel supported and confident	Term 2 2020	Booked for 1 July 2020 Cancelled – awaiting lifting of restrictions (Covid-19)

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

Our greatest strength is how well we know our children and our families, we have built strong and supportive relationships.

We believe that the relationships between our educators and the children is the foundation of our service. With the trust and respect shared we are able to know their individual needs, interests and support them in a safe environment. The Cola supervision area is where the children put their bags before each session and with this environment constantly supervised, it allows each child and family to be greeted when they arrive. The WPOOSC office is near the door of the service, with the door open we are available and able to wave to the families and children as they come in and out the door. Respectful and equitable relationships are developed and maintained with each child. When the children need support separating during pick up and drop off educators are sensitive to the needs of children and parents. Having two Senior educators develop a strong relationship with a child when they begin to attend the service provides a strong foundation for the child to build subsequent relationships, knowing that each session there is an educator relationship that child and family are able to appreciate.

Through ongoing supervision, the use of the children's enrolment forms, evaluations and learning stories in the children's Individual logs helps educators develop these relationships. Educators are able to go directly to a child's individual log and identify patterns of interest and get to know the individual child better. There is a sense of trust and respect as the children are asked and encouraged to express their ideas and then see their input being heard, responded to and added to the program. This leads to children feeling comfortable, secure, confident and included and able to approach educators in a mutually respectful relationship.

Educators support children in helping them to identify their feelings and offer comfort and strategies for them to express themselves well. We encourage independence while letting children know that we are available to help if they need us. We make ourselves accessible and available to all children's emotional needs. Through our relationship's educators have inbuilt opportunities to build and develop secure relationships with children that are based on positive behavioural management strategies with collaboration in creating and determining these strategies. At times we seek the support of the West Pymble Public school executive to extend on the needs of individual children.

Each child is supported to build and maintain sensitive and responsive relationships with other children and adults. Our service values the importance of providing opportunities for children to participate in project work that encourages team building skills and social interactions with other children. Through our open and flexible setting, the children thrive when playing with different age groups and siblings. There is an understanding and sense of respect for each other's individual needs and interests and an opportunity to learn the patience required when in a group with younger children. When educators are presented with opportunities to help children manage conflict, we are able to role model and encourage them to think of each other's perspectives. We offer opportunities for children to learn how to interact with others: respect others' rights, be appropriately assertive, show care, negotiate and resolve conflict by using and teaching children the language to effectively communicate with each other. We see children as competent, knowledgeable and curious learners who are also able to teach us new things about the world we live in.

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>When educators join our team, we encourage and support them to focus on getting to know the children and building relationships with them. through our educator's relationship with the children we are able to greet them by name each time they arrive at the centre. Educators rotated throughout the week to conduct the roll call allowing them to engage with all the children even if those children don't go into their supervision area. We ensure that there is always an educator to support each child in our service through our ratios, supervision areas and educators that rotate to meet a child's needs while supervision continues.</p> <p>Our educators have inbuilt opportunities to build and develop secure relationships with children. An example of how we do this is through our individual logs where all their forms of documentation are combined. Educators are aware of children's interests by accessing the children's individual log. This tool creates an easy to access picture of each child which we can use to build relationships, develop individualised strategies and ensure they are part of the program. These practices all contribute to the children's experience of feeling comfortable, secure, confident, included and able to approach educators in a mutually respectful relationship.</p>
2. Practice is informed by critical reflection	<p>Some of our children have developed strong relationships with particular educators through the educator's personalities, skills and common interests with that child. Educators engage in reflection and share their experiences and knowledge about the children with the team. Their reflections are useful for positive behavioural management strategies with children's collaboration in creating and determining these strategies. Through this we have been able to develop a culture of respect and understanding each other's individual needs and creating programs that are individual. An example of this is when we developed the Notebook program for a small group of children that started in Term 1 2020. The children were provided with a notebook each which they can access at any time with the freedom to write, create ideas and do art. This individual</p>

	<p>program supports them to engage and make decision about what they want, giving them access to communication techniques with educators. With the understanding that we are all different and important, we were able to implement this while providing another group of children with individual files that provide them access to sketching support tools. Through this we have been able to use our relationships with the children to create a respectful and equitable environment.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Through our relationships with the children we have been able to use our conversations and knowledge of their interest to seek the community expertise and resources to support them, giving them a sense of respect, equality and sense of belonging. Recognising the children's interest in animals in November 2017 we decided to speak to one of our parents about hosting a reptile incursion with the children. As a ranger at Ku-ring-gai Wildflower Gardens she was more than happy to bring in the animals for the children to discover, learn and extend their knowledge.</p> <p>The children's sense of respect and equality was extended to the West Pymble community when they created beautiful posters, displays and a card for West Pymble IGA. This was following our services evacuation during the 2019 bush fire in Turramurra. As we reached our evacuation point IGA donated ice blocks for the children and educators. This was a greatly appreciated by the children as they returned to the centre the next day to talk about it. Over the following weeks we created some special projects and learning moments and spoke to the children about their feelings as we processed the journey we had been on together. At no point in our adventure of evacuation were we in danger, our decision to leave the centre was logically planned and carried out efficiently, there was no rushing, no undertone of panic, the children were calm as they had practised just such an event the day before. The involvement of families and community assisted the feeling of security and safety with the children.</p>

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	
<p>1. Practice is embedded in service operations</p>	<p>We value our relationship with the children and when the year 6's head to high school there is a lot of emotions for the children and WPOOSC community. During this time the educators take the time to listen to and support the children as they prepare for the change, many of the educators having recently graduated for the same local high school were able to provide encouragement, we'll often find a group sitting informally asking the questions that are creating anxiety about the move to high school. One practice we have adopted in encouraging and graduating the year 6 students is by presenting them with a present and card, reminding them that they are a valued member of our WPOOSC community and we also attend their graduation assembly with the school.</p> <p>Through the respectful, supportive and caring relationships we have with the children we are able to demonstrate and support them in the relationships they have with each other. We are able to assist children to regulate their emotions and behaviour with others through being available to them with knowledge of their individual behavioural management stage and interests. This is evident through the strengthening of relationship with Aady and his friends and educators. When he first joined us in Kindy, he would become upset when negotiating with his friends and educators. We developed strategies and have been able to role model conversations and share insight into his friend's feelings. Through this he has been able to strengthen his relationships with his friends. Developing a strategy together built our relationship of respect, we will continue to use these strategies as any situations arise with Aady.</p>
<p>2. Practice is informed by critical reflection PREPARE EVIDENCE Go through superflex, get books out</p>	<p>Critical reflection for educators and children has allowed the service to develop respectful, responsive and sensitive relationships with each other. We have engaged in a range of tools and resources at the service to support us in reflecting on our practices and assist children in their relationships including a 'Social Skills' incursion. During this incursion the children used music, costumes and drama to role play, explore others perspectives and discover new strategies to care, help and express their feelings. It was wonderful to share this experience with the educators as we joined in the activities together. Laughing and playing as we built understanding, to develop a consistent approach together. Another example of how reflection has shaped how we respond to the children was during a termly meeting with a family and the school, we were introduced to the 'Thinkable and Unthinkable program. The family explained the resources that they were using with the child at home as a strategy in his therapy for ADHD and Autism. Along with the school we decided to do some research into this program and considered it as a great tool to use with this child and the other children. Together we invested in some</p>

	resources to implement and support the use of the program, this allowed the school to run the program and activities during the school time and we were able to provide consistency and reinforcement as we referred the children to it via the poster, story book and card game.
3. Practice is shaped by meaningful engagement with families, and/or community	<p>When responding to children's sensitivity we consider information provided by the families and school. We aim to communicate with families in an unrushed and calm environment. Through this we have been able to understand the needs of the child and the family. We provide them with support they need and invite them to be involved in the program. An example of this was when a Mexican family in our community was celebrating the 'Day of the Dead'. Responding sensitively to this we approached the family about their celebration, mum and was excited that we approached her and was eager to share this with the WPOOSC community. Together we planned experiences to share their culture with the other children. We considered carefully how to explain what the Day of the Dead festival is and how it is a time of joy and celebration, thus distancing it from the usual Halloween ideas and the misconception of occult practices. The mum prepared some cookies which the children decorated, we made masks with lots of colours and danced. This experience turned in to an ongoing exploration of cultures from around the world and their traditions. Each year this topic of 'Countries and Cultures from Around the World' is revisited through the observation of the children's interests and us responding to them sensitivity for example cooking Indian meals with grandma and most recently hosting cultural cafés.</p> <p>We love the opportunities for volunteers to come to the service. Through our community volunteers we have been able to respond sensitively to the children. Through engaging with the local Turramurra high school's Duke of Edinburgh program we were privileged to have Matt volunteer for a year, coming to the service each week. Matt developed great relationships with the boys, each visit they asked him to tell stories he would make up. Matt stood as they boys sat down stared up at him with their jaws dropped. Our Inclusion support officer Meena has been great in supporting the children and educators in their sensitive and responsive relationships. She has been able to observe and explain the children's behaviour, giving us advice and support in how to help those children. These volunteers were able to capture the needs of the children, respond sensitivity to them and share their knowledge with our educating team.</p>

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
5.1.1 5.2.2	The children respond to the educators with respect.	Collaboration between the educators and children in defusing situations that arise. The children will listen to educators.	H	Educators listen and respond the children, continually strengthening and building relationships and respect. Educators and children agree on clear expectations Addressing senior staff as Mrs ...	The relationship between educators assists us in managing the behaviour of children and redirecting them into their interest. Mixed- continue to reinforce	Ongoing	2018 Updated our Code of Conduct. This added to the program with the children. created a new list and updated our poster. Term 2 2019 Developed strategic plan with the children in managing behaviour situations. October 2019 Development of our 5/6 program, identifying the child's voice and needs and catering to them Term 1 2020 – ongoing transitioning children to address senior staff by full names



5.1.1	Behaviour management Plans to be available to educators	Awareness of behavioural plans	H	Information shared in daily staff meetings; plans located in office	Educators implementing agreed strategies with individual children		Term 1 2020 Creation of new documents is ongoing. Training educators to facilitate.
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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.

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	<p>Our service is welcoming to all families who enter our door and we show this through our first interaction and conversation with them. We let them know from the very beginning that we value working in partnership with them by taking the time to listen, answer questions and will support them in finding information they need. We seek to relate to them through conversation, asking them about their lives and talking to them about ours. This has allowed us to create genuine relationships that we can share and extend on during the years at the service.</p> <p>As they enter our environment families will see artwork, our Acknowledgement to Country, the Daybook, learning stories and our photo collage of the children and their families. This creates a sense of belonging and community, it gives families an opportunity to recognise other families that attend our service and has been used as a great conversation starter. We also have a collage of photos showing the educators that work at the service. Seeing this gives a sense of comfort and is a great opportunity for the families to identify who the children are talking about when they describe their day, allowing them to know the educators that look after their children.</p> <p>We work with the school to inform new families about our service while making them feel welcome to join our community. At Kindy orientation WPOOSC speaks to the families about our routines, procedures and practices. We inform them of our team, the program and the range of activities and environments the children have access to. Enrolment forms are available to the families following the Kindy orientation, from our WPOOSC office or easily downloaded from the WPOOSC website. When families bring in their forms, we take the time to show them around the service, introducing them to the Educator team, answer any questions they may have and ask about them and their child's interests we could set up on their first day. Our senior educator, Shona, who has responsibility for enrolments, goes above and beyond to assist families when they are joining the centre. She ensures they have a full understanding of the CCS process and works hard to meet all of our family's needs.</p> <p>For new families who want to enrol at the beginning of the year for the following year we inform them that we will be able to accept their forms on our new family enrolment day. We assign places based on the time their forms come in and special circumstances. Existing places and any waitlists are carried over. This ensures that new families to the area later in the year won't miss out, and that the process is respectful and supportive of all the families in our community.</p>
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WPOOSC QIP 2020

Collaboration between families and communities has supported us in planning and implementing the programmed and spontaneous activities. Families are informed of the program in multiple ways including the daybook located near the office, the learning stories in the hallway and the program board. This board is an overview of our program which they can view and read easily during pick up and drop off for families who are in a rush. Our service values family participation and invites them to join us and share any talents or skills with the children at OOSC. Through the relationship we have with the families we are able to approach them through the newsletters and conversations we have. If there is an interest that is developing and we know the family has expertise or resources in this area we will be able to talk to them and they are willing to partner with us to support the children and their learning. Throughout the term families are invited to join us for parent information nights, committee meetings and Christmas party, newsletters are sent out each term informing the families and put on our website for the community to know what is happening at the services, the program and how they can contribute to it.

We invited families to take part in a survey in 2019 where they were able to share their thoughts on the service. We sought an understanding of what they know about the services, our program, the possibilities they have to engage in it and then to also inform them of these opportunities. Through the use of our newsletters and survey we have been able to ask for family's contributions to the program and service. They have responded with some great feedback and donations to the services.

We are a parent run service which means that all families and community members are invited to be involved in the running of the service and are active on the WPOOSC Parent Committee. They work with the educators to make decisions to provide an engaging and safe environment for the children and a supportive and collaborative environment for families. The committee oversees our practices, policies and principles and any proposed changes within our service are emailed to all the parents in the service. Any feedback and suggestions we received are collected and added to our QIP or community folder.

Families are supported in their parenting role and their values and beliefs about child rearing are respected. We have an open-door practice, ensuring that the service is welcoming and approachable. We aim to achieve relationships with families that are built on mutual trust, open respectful communication, empathy, shared decision making, appreciation of each other's knowledge and experience, a willingness to negotiate and compromise, and a commitment to resolve tensions and conflicts. We are sensitive to family needs when sharing any concerns about children and also ensure that we also share positive experiences that children have within the program. Current information on local community services and resources to support parenting and family wellbeing, is available in the foyer for families to freely access. Where possible we can also assist families financially with fee reductions or payment plans.

The service collaborates with other organisations and service providers to enhance children's learning and wellbeing. We host incursions with the children, considering the children's interests and supporting the goals and needs such as our social skills incursion. We have a close relationship with the ISF Inclusion Support facilitator from the Inclusion Support Agency. We have a positive attitude to inclusion and have included children with a disability in our service and utilised the inclusion support funding. We regularly attend the KHOOSH meetings, Ku-Ring-Gai and Hornsby area Outside School Hours Care Centres where we network and discuss common issues found in school care services in achieving quality education and care. Our service works with the school support team in providing consistent support to children ensuring smooth transitions and continuity of learning.

The children at our service engage regularly with our community. We have regular incursions and host work experiences and Duke of Ed Students for Turrumurra High which have eventually led to employment. The children have a developing understanding and respect for the Traditional owners of the West Pymble land and Aboriginal people of Australian. We have developed a strong relationship with the community of Tingha and have developed our own Acknowledgment to Country guided through the support of our RAP (Reconciliation Action Plan) team using the RAP Tool.

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	Our relationships with the community have been developed over many years through the educator's involvement, history and through the support of each other. Hosting parties for Christmas, attending the year 6 graduation, the school's Farwell party for Danielle, who ran the canteen, and for Sonja's 25-year anniversary at the service in 2019. At Sonja's party with the children we had pizza, a huge cake, dancing and games. The teachers, families, parent committee and the children shared in this event having a wonderful time together. These events have allowed us to maintain our relationship with the community giving us the opportunity to be involved and work in partnership together.
2. Practice is informed by critical reflection	We value the opportunity for parent feedback, ensuring our doors are always open, and facilitate meetings for more detailed discussions. Families are invited to send emails to the service or contact the committee straight away via the Committee information displayed in the foyer. We are able to reflect and use the information the families have given to us to guide our practices through the support of our educator meetings, Parent committee, our Inclusion Support Agent, Meena. An example of how our relationship with the school and families has allowed us to engage in critical reflections of our practices is our termly meetings with the parents of Heston, the school teachers, principal and other support personal. We value and use our relationships to engage in conversations honestly, considering our practices to ensure family is supported in the parenting role and the child is provided with a consistent, understanding and happy environment.

3. Practice is shaped by meaningful engagement with families, and/or community

Our practices and understanding the our Traditional Land Owners has been shaped by our relationship with Aunty Susie. Aunty Susie is an Aboriginal elder from the community and runs a non- profit organisation called Winangay that cares about the number of Aboriginal children in Out-of-Home Care and the lack of support for many kinship carers. They build new culturally appropriate resource tool to assess and support Existing Aboriginal Kinship Carers. We have had the opportunity to support Aunty Susie's community through hosting a Tingha clothing drive. We received many donations from the families and over the Christmas holidays Jacqui drove them up and gave them to the community. Following this we have begun to create our RAP (Reconciliation Action Plan). Offering the educators and families we created a team. Lauren B, a parent, Laurens daughter, Amelia, Susie, an educator and the Senior Educators felt passionate about supporting the children and community. Our process has shaped our understanding. We researched and created our own Acknowledgement to Country. This process has shaped our practice as the children are invited to engage in our Acknowledgement to Country and the practices that developed our RAP.

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

For many years we have developed an expectation with families that they will be able to contribute to the services, the program to come and read the current program. This invitation is made when speaking directly to the families and via a newsletter, distributed through email and on our website each term. The family's value us sending these via email allowing them to read and see what is happening at the services in their own time and space. without being rushed. In 2018 we decide to create two newsletters one from the Director Sonja and Shona regarding administration and information about what is happening in the service and community. The another we call the Ed leader update which focuses on the program, informing families about how projects have grown since the last newsletter, new interests and special events we have

	shared. We have received some great feedback from the families when they have returned to the service and through emails. They have been able to share with us how they have engaged in conversations and explore projects further with the children at home following the newsletters.
2. Practice is informed by critical reflection	Each term our educators attend termly meetings with services in our Kur-in-gai community. The Senior Educators attend a ... and Jacqui also attends Ed Leaders meetings. During these meetings we discuss items services have places on an agenda as well as regular guest speakers including Inclusion support. This has been a great environment for us to reflect, gain new information, perspectives and extend our practices. During the Educational Leaders Meeting we also discuss the agenda that the Ed Leaders add. QA1 while reflecting on our practices, ask questions, give advice and talk about how we can support and train the educators in the planning and implementation of the program. An example of this was the meeting on the 26.07.2019 when we discussed strategies for implementing our Reconciliation Action Plan into the program. As group we spoke about the RAP tool and how services can use it. The Ed Leader meeting allowed Jacqui to gain understanding of the resources, share that information with the services and then develop a team to begin our RAP adventure.
3. Practice is shaped by meaningful engagement with families, and/or community	Families have shaped our services through the value and respect they have for us. We have been blessed to receive a Worm Farm from a family whose children were leaving the school. She organised it through Bunnings, supplying us with the worms, the housing and the soil. She chose this as a gift as she would regularly provide the service with worm wee and wanted this sustainable practice to continue to grow. Woolworths has also shaped our Sustainability practices through their visit to our service to set up the Woolworth Discovery Garden on the 13.10.2019. Kate from Woolworths provided us with each type of seed, biodegradable pots and, lesson plans, book and a range of wonderful activities. The children took into consideration for their growth times with the goal to have a beautiful, flourishing discovery garden. When the families saw us engaging in with the Discovery Garden, they started to donate seeds to the services. With such a variety and amount of seeds we have we will be able to have a long-term opportunity to garden. Through our existing compost set up and with the community's involvement we have been able to develop a productive and active sustainability practice within the service.

Key improvements sought for Quality Area 6

Improvement Plan

WPOOSC QIP 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
	For a family in our service to work alongside us to support and care for their children	To engage in positive and respectful meetings with a family when discussing their child's behaviour.	H	<p>We will:</p> <p>Endeavour to build positive relationships with the family.</p> <p>Talk to family in private when informing them off their child's day.</p> <p>Be available to the families and offer unrushed time by setting aside time for phone or face to face meetings.</p> <p>If families speak inappropriately to educators, we will refer them to our policy</p>	<p>A respectful relationship would develop.</p> <p>The family and educators will be able to collaborate</p> <p>The child will respond to the strategies we have developed with the families.</p>		<p>2019 The President of our Parent Committee emailed the families with guidelines and expectation in respectful approaches to educators.</p> <p>February 2020 Hosted a meeting with Mena from inclusion support, a family member and the Senior Educators.</p>
6.1.1		To invite and encourage families to join our Parent Committee.	H	<p>To educators and Parent Committee to develop close relationships with other parents attending the services.</p> <p>To hold an open Parent Committee meeting.</p> <p>To invite families to join our Parent Committee.</p>	Our Committee will be full and completing their roles effectively.	Ongoing	<p>31/11/2017 An open parent Committee meeting has been planned to explain the role, value and responsibilities of a joining out Parent Committee.</p> <p>2018 Christmas party- we handed our gifts to the</p>



						<p>committee and spoke to new families about the opportunity to join the committee.</p> <p>2019 Nominated new executive committee member and new families joined the committee</p> <p>March 2020 Spoke to Caroline about joining committee and becoming treasurer.</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.

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	<p>Our Team & Our Committee are the head of our organisation. We are a small centre, in a small school, in a small neighbourhood, but we have the biggest heart. We know and care for every one of our families. This is made possible by the strength of our leadership, the purpose and direction given by our committee and our educators. We have effective leadership by promoting a positive organisational culture through the involvement of families, to be an integral part of our operational structure. When families need help, they call on us, and when we need help, we know we can call on our Parent Committee to support us.</p> <p>Our World & Our Path and Our Structure & Our Strategy – the who, the why, the when. These were going to be paragraph headings but instead they stand alone showing that our world at WPOOSC becomes our path forward, led by our management team for the children as we explore their needs and direction.</p> <p>Our Leaders are quietly overseeing that all elements mesh, that the committee supports and oversees, that our programming is guided by the MTOP framework and we have effective outcomes for all. Every one of our team has a role in our governance. Our Director may have overall responsibility but she is not alone in ensuring that the committee has the information they require, she is not alone in</p>
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ensuring that educators are aware of their roles and responsibilities, she is not alone in carrying out all the small elements that happen every day to ensure compliance and regulation are met. Moreover, our Director gives her team the freedom to support her governance, it is a two-way street which no one can travel alone. Her mentoring runs parallel to her administration. The team together give us effective management and operation that is continually evaluated and extended.

The way forward is a new step each day, every meeting brings a new idea, current ideas are reviewed, reflection takes place, our educational leader guides and appraises continuously. All of these steps take place under the heading of governance. The team leads for us to learn.

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	
<p>1. Practice is embedded in service operations</p> <p>Prepare evidence</p> <ul style="list-style-type: none">• Join committee pack• Constitution• Staff contract• Welcome letter• Fam handbook• Orientation docs• Staff handbook• Behaviour reports (all)• WHS report	<p>We put in great effort to ensure appropriate governance arrangements are in place for effective management of the services by following practices in line with our governance and management policies. To reach the best possible outcome we have prepared a full disclosure pack for our parent volunteers before they commit to the role so they fully understand the legal implications and responsibilities of accepting their position to be on the committee. Our relationship with our committee is mutually respectful. Our Parent Committee not only show their concern for the best outcome for the children attending WPOOSC, they invest considerable effort in ensuring that all staff are supported and operating from day-to-day in a positive and progressive environment.</p> <p>Over and above our volunteer parent committee meeting once a term we regularly communicate face to face; each member takes the time to investigate any issue we may raise. They are up-to-date on current practices and aware of their legal obligations of oversight of the centre. When a parent is approached to consider taking a new role on the committee they are supported by the existing committee and made aware that the role is flexible, that they have the backup of the full committee, that we have professional advice and guidance available from CCSA and that above all they are part of a team.</p> <p>Our staff orientation process is guided by regulation but driven by a desire by WPOOSC to welcome a new team member, to ease them in, to share advantageous knowledge and above all to prepare our new educator to provide the best care for our children.</p> <p>We are confident that we have enhanced our behaviour management documentation and procedures to an exceeding level. Primarily we have the interests of the children and families as our focus, we investigate all options, try all strategies, employ</p>

	<p>the assistance of professional support and utilise the involvement of our Parent Executive Committee to maintain oversight. Senior staff work in conjunction with educators directly to manage issues and incorporate new ideas in our centre. We change procedures to scaffold a theory that may help the child in any way.</p> <p>Concerns relating to behaviour are further communicated to educators at team meetings, included in the minutes, additionally added to the minutes of Committee term meetings and documented directly to WPPS Principal. Our service strives to be transparent in all practices by addressing any queries and complaints immediately</p>
<p>2. Practice is informed by critical reflection</p> <p>Prepare evidence</p> <ul style="list-style-type: none"> • Bruce's complaint • Procedure file & log • Pocket cards • Docs re: survey and philosophy • Log injury • WHS report • Daily Report 	<p>As per best practice during our Parent management meetings, the coordinator and treasurer give reports on the operations of the service, collaborate and plan financial issues, fees, budgeting, purchases. All matters are discussed and agreed by the full committee but at times critical reflection identifies issues that require further investigation or attention and specific sub-committees can be formed that may or may not include executive or ordinary members.</p> <p>Through consideration and refinement, we have improved our procedure for the induction of educators and ensure it includes practices set out in our staffing policies and procedures. We have set practices in place to ensure educators have a clear understanding of their role and expectation at our centre. On commencement they are issued a folder on our daily procedures to take home and study, on return, several days to a week later, they sit with a senior staff member to discuss and ensure they understand each section. They then have the opportunity to question and raise any issues. Educators are also issued a pocket size quick reference for the duty area they are assigned to each day. Signage in each area assists the smooth operation at each session.</p> <p>Our Philosophy is clearly understood by our staff, but has been identified as showing room for improvement. This is an area currently undergoing change; it is certainly an example of the use of critical reflection raising a need for change.</p> <p>We have an enhanced reporting procedure for minor, serious incidents, injuries and behaviour management. Our log is further translated to a brief WHS Report. The report is confidential, no children are identified but our Parent Committee, executive and ordinary members are kept abreast of the type and volume of incidents.</p> <p>We have refined and adapted multiple daily requirements into a more manageable Daily Report. Critical reflection has shown the need to reduce numerous different sheets into one quick, easy to scan document. There are times that additional attachments are need but they can be referred to within the report and an indication made of where to source them.</p>

3. Practice is shaped by meaningful engagement with families, and/or community

Prepare Evidence

- Pamphlets
- Roles & responsibilities
- Handbooks
- Newsletters (both)
- Print out from website
- Ongoing updates
- Extra-curricular
- Early to school
- Enrolment procedure
- Enrolment forms
- U18 letters
- LV – Monique reports

The recruitment for new committee members is by discussions with interested parents, we advertise within the centre, by mail-out and by word of mouth. At times current committee members identify candidates that may have shown interest and they are approached by the committee member and by our director. At times we will analyse our enrolment details to target a parent with a skill set or career that has an advantage for the centre. We then follow-up by supplying pamphlets that we have specifically designed to be clear on the roles and responsibilities of new members. On initial enrolment our families are advised that the annual family registration fee is their 'membership' of the incorporated association. Information and pamphlets are always accessible for parents on our hallway display.

Initial information about our service is communicated through our Family Handbook which is given to all new families (by .pdf, on website or if requested in print-format), and a very informative website that is continually updated. It contains all relevant information, our philosophy, policies and procedures, newsletters, photos, fees and hours of operation. We send out regular updates about procedural changes and requirements by group email. Regulatory issues such as sign-in requirements are advised both by group message and individually as needs arise. We adapt procedure if a family has a particular need for an emergency pick-up, or an older sibling is required to collect if a parent is unavailable.

We have an ongoing communication with parents about coming in to demonstrate or to display a skill or talent they have and have a dedicated section in our enrolment form for parents to highlight any areas or interest for our children.

We have a particularly strong and supportive community in our neighbourhood that steps up to assist families in times of crisis and as a centre we always facilitate extra care and sessions when emergencies arise.

We work closely with families that communicate that their child may have extra needs and encourage any therapists to report to us or attend the centre to engage with children they are treating.

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	
<p>1. Practice is embedded in service operations</p> <p>Prepare Evidence</p> <ul style="list-style-type: none">• Committee roles book• Behaviour reports• Whs log• Minutes showing policy changes• Copy of med consult• Practice some drills	<p>We are a member of Community Connections Solutions Australia and utilise their skills to exceed in our management. We receive resources, support, expert current sector information, payroll and bookkeeping. We ensure that our Parent Committee, as the Approved Provider, is compliant in their duties.</p> <p>Our service is very fortunate to have dedicated educators who are committed to working on a permanent basis, their varied skills are applied across the service. Our Educational Leader plans and reviews ongoing programming and reflective practices that the team undertake. Educators are able to seek assistance from our Educational Leader in their roles in our program and gain learning and understanding about this process at any time.</p> <p>We have an above par reporting procedure for minor, serious incidents and behaviour management (updated May 2020) by using a scale and templates which are clearly documented. These reports are signed off by the family concerned and a copy is given to them. Any concerns relating to behaviour is further communicated to educators at a team meeting and any confidential information is explained at this time. Policies are due to be reviewed each year but we address any issues that may arise and table a motion at the term meetings to immediately update the policy to incorporate best practice.</p>

	<p>Children with medical conditions are clearly identified, approaches to family are in depth, as much knowledge is gained as possible so that we have a full understanding of risks, triggers and reactions. Again, we follow best practice, this reassures staff and gains the trust and confidence of families. Action Plans are displayed in multiple areas and educators are frequently checked for awareness. Children with food restrictions that may have a less severe reaction and intolerances as opposed to allergies are included in our awareness procedures.</p> <p>First Aid training is valid in all permanent staff and is a requirement of employment. We hold practise drills of responding to varied First Aid emergencies.</p>
<p>2. Practice is informed by critical reflection</p> <p>Prepare Evidence</p> <ul style="list-style-type: none"> • Committee roles hand outs • Evaluation • Log of children • Cross-check for incidents • Report that goes home 	<p>When we were last assessed we were found lacking in the area of Governance. Critical reflection has turned that around, our practice in this area is strong, our committee and director work hand in glove to ensure that we cover all areas, our membership of Community Connections Solutions Australia assists in guiding practice in Compliance, Corporate Governance, Employer Responsibilities and Financial Management.</p> <p>Critical reflection has shown that recording information about our children needs to be presented to all educators easily. Jacqui, our Educational Leader, has refreshed our procedure to assist. It now involves checking and tracking evaluations by the team, collating and storing in an accessible place once evaluations are complete, as well as putting together improvements, ideas and directions to be discussed at the next team meeting. Educators are able to source any child's documents with ease.</p> <p>Again, critical reflection has highlighted the need for adjusting practice. Our senior team ensure that our Incident & Accident reporting procedure is a multi-point system that ensures that cross-checking has to take place, that the Parent Committee, as the Approved Provider, is compliant in their duty and receiving regular reports and that relevant information is conveyed to families. Focus on health & safety and behaviour management are key but positive incidents are also shared with families.</p>

3. Practice is shaped by meaningful engagement with families, and/or community

Prepare Evidence

- Covid network help, ccsa letters re jobkeeper
- Ls reptiles
- Meeting minutes with Claire / Meena

Our membership with Community Connections Solutions Australia and Network of Community Activities give us an access point to industry changes, they give us an advocate speaking out for our sector and they provide a point of confirmation and guidance for our daily processes.

Our casual educators are studying in a variety of fields, they share articles and tips, discuss procedures and methods that we would not generally have access to. Additionally, we call on the expertise of our families when required. Parents assist by something as small as a quick chat about their field of work, all the way through to legal advice or presentations of exotic animals. We know our families; we have good and respectful relationships with them.

Any concerns relating to behaviour are handled in a confidential manner. We invite families to discuss any concerns they may have and we also request discussions with families when we feel there are concerning issues. We extend our practice on behaviour management to include larger meetings with WPPS executive and support agencies. We take onboard strategies the families suggest and put every effort into a favourable outcome for our children.

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
7.2/ 7.2.1		Providing opportunities for children, educators and families to add/ reflect and amend our QIP	H	We will: 1. Undergoing consultation with families, educators and children to develop a philosophy that is unique to our community, and reflective of our shared values and beliefs. Email families and ask <i>"What are your values and beliefs"</i>	1. Email has been sent and all responses have been collected. Responses from children also documented. 2. Analyse information received and use this to form our philosophy statement. 3. First draft sent out and responses received.	First draft end of Term 3 2015 Final draft end of Term 4 2015	01/03/2016 All Policies updated and available to staff and families November 2017 Educational Leaders Meeting – families were provided opportunity to discuss/ write about the, program, philosophy

				<p><i>about: Children, Family, Education and Care and Environments for living and learning?" Also collect children's ideas around this and document their responses.</i></p> <p><i>2. Gather information and start to draft our new statement.</i></p> <p><i>3. Send draft to all stakeholders for feedback.</i></p> <p><i>4. Collate all information and complete final draft.</i></p>	<p>4. Final draft written and displayed in our foyer. New statement to also be emailed to all stakeholders. Introduce the new philosophy to the children.</p>		<p>September 2018 Families were sent a survey, asking them about our current philosophy and if they would like to add it to.</p> <p>July - September 2019 The children created their own Pie graph philosophy with Kerry.</p> <p>May – July 2020 Conducting staffing appraisals</p>
7.3/ 7.3.5		All policies and procedures are reviewed updated and reflect the context of our community service.	H	<p>We will:</p> <p>1. Meet with Committee Management to identify policies that require updating.</p> <p>2. Assign each policy for someone to review and update.</p> <p>3. Send policies to families for input.</p> <p>4. Draft updates.</p> <p>5. Go through policy with families and Committee</p>	<p>Families, staff and Committee Management have all worked in partnership to review and update policies and procedures. All policies are in line with current practice, law and regulations and reflect our service philosophy and the diversity of our community</p> <p>Recording charts and records are in constant process to be the most concise and effective.</p>	<p>First draft</p> <p>end of Term</p> <p>2</p> <p>Final draft</p> <p>start of</p> <p>Term 3</p> <p>Send final to</p> <p>all families</p> <p>mid Term 3</p>	<p>01/08/2016 Charting and documentation procedures in progress. Procedure charts and area duties in review. Staff training to comply ongoing.</p> <p>August 2017 Policies and procedures have been reviewed with perinate staff.</p> <p>Renamed and dedicated new responsibilities to supervision areas.</p>

				<p>Management for final draft.</p> <p>6. Send families updated policies two weeks before implementing any changes.</p> <p>7. Assess documentation processes and improve</p>		<p>Retyped and adjusted our policy and procedure folders.</p> <p>Staff Meeting was conducted with all staff to discuss review and changes.</p> <p>September 2017 All staff have had turns taking home policies and procedure folders for review and signing.</p>
7.2.2 7.2.3		To support staff in reflecting on our philosophy, ethics and practices.	H	<p>Education Leader will develop a templet to guide and support educators individually and as a group to think about current practices.</p> <p>Collaboration and identification of areas of improvement and desire for understanding.</p> <p>Use of philosophers and theories to guide and support our questions and considerations.</p> <p>The setting of goals to work towards.</p>	Educators will have extended their knowledge and are open to change	<p>August 2017 Jacqui Bonser attended reflection webinar with Network of Community Activity. Jacqui has developed a reflection wall where educators are able to reflect on thought provoking questions as a team. questions based on NQS, Philosophy, MYMP, Code of Ethics, Events at WPOOSC and areas of concern.</p> <p>Jacqui is considering strategies on how to conduct individual reflection with the educators.</p>

						<div> <div>19 June 2018</div> <div>Policy updates at committee meeting</div> <ul style="list-style-type: none"> - Families communicating - Staff approaches to families - Absences <div>22 Nov 2018</div> <ul style="list-style-type: none"> - Suspension policy - Inclusion policy <div>August 2019</div> <div>Inclusion & behaviour</div> <div>27 May 2020</div> <div>Removed probation period from behaviour policies</div> </div>

Notes

COVID-19 procedures have changed our processes. This has a bearing on our QIP, but we have made minimal alterations.



Notes