Australian Children's
Education & Care
Quality Authority

Appendix 2:

Quality Improvement Plan template

OCTOBER 2011

Service details

Service name	Service approval number
West Pymble Out of School Care Inc.	SE- 00011421
Primary contact at service	
Co-ordinator – Sonja de Jong	
Physical location of service	**Physical location contact details**
Street: Apollo Avenue	Telephone: 02 9418 1918
Suburb: West Pymble	Mobile:
State/territory: NSW	Fax:
Postcode: 2073	Email: coordinator@wpoosc.com.au
Approved Provider	**Nominated Supervisor**
WEST PYMBLE OUT OF SCHOOL CARE INC	Sonja de Jong
Postal address (if different to physical location of service)	
As above	

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. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. 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.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	07:30 15:00	07:30 15:00	07:30 15:00	07:30 15:00	07:30 15:00		
Closing time	09:00 18:00	09:00 18:00	09:00 18:00	09:00 18:00	09:00 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.

We are closed during the Public School Term Dates and School Development days.

We do not operate a vacation care service.

Parking is available at the rear of the school on Tristania Place, street parking on Apollo Avenue after 09:30 and 4.00 p.m. During restricted hours parking is available on Wallalong Crescent.

How are the children grouped at your service?

Our children range in age from 4 ½ years to 12 years. We have followed a suggestion from WPPS Principal and now separate according to Dept. Ed Stage groups for Roll Call, at other times we focus on a natural 'family dynamic' of integrated age grouping across activities.

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

Nominated Supervisor, Sonja de Jong

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:___12_____

Service statement of philosophy

Please insert your service's statement of philosophy here.

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

Quality Area 1: Standards and elements

Standard 1.1	**An approved learning framework informs the development of a curriculum that enhances each child's learning and development.**	
	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, and confidence as learners and effectiveness as communicators.
	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	The documentation about each child's program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	**Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.**	
	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1	section 168	Offence relating to required programs
1.1	section 323	Approved learning framework
1.1	regulation 73	Educational programs
1.1	regulation 75	Information about the educational program to be kept available
1.1	regulation 76	Information about educational program to be given to parents
1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths	**An approved learning framework informs the development of a curriculum that enhances each child's learning and development.** • A collaborative approach combined with the principles, practices and outcomes of the MTOP learning framework is used to inform curriculum decision making. Information is collected through enrolment forms, face to face conversations and emails from families and children. This gives families and children a voice in working with staff to provide a program that supports every child's individual needs and acknowledges their current knowledge, ideas, culture, abilities and interests. Using these forms of communication in building respectful and reciprocal relationships with families in, staff are able to take a holistic approach to supporting children's wellbeing and learning. The learning framework guides our practice to provide education and care in context to our community. • Each child's program and progress is made available to families through hard copy. • Information about our services program is available to parents on the notice board, reflection book and newsletter. Parents are invited to add suggestions and input into the program through regular emails and newsletters. We continue with face-to-face discussion and ad hoc emails when new topics arise. • Our service provides an indoor/outdoor program, where children are able to make their own choice as to where they would like to participate in the program. • Routines are flexible and are seen as an opportunity to engage in children's learning and to support children's autonomy and sense of independence.

- Recent changes have been made to our Transition to Kindergarten programme to ensure safety and inclusion; including designated roll call area, supervised delivery to school and supervised arrival to the service for ASC.
- The service prides itself on providing an inclusive environment and engages and collaborates with support organisations such as the Inclusion Support Agent and the schools support aid.
- Our service has also implemented a transitional program to provide consistency with the school in helping children to have a positive experience in such a significant change in their lives.
- Critical reflection on success's and improvements from staff for this quality area are recorded and used to update our QIP.

Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

- The Educational leader uses the principles, practices and outcome of the MTOP learning framework to provoke meaningful discussions with staff in meetings to improve the quality of practice.
- Our service has developed a system of monitoring the frequency of observations taken on each child to ensure that all children's developmental progress is documented, analysed and used to program and evaluate as an ongoing cycle.
- All planned and unplanned activities group/ individuals are linked to the MTOP learning framework outcomes and include a variety of pedagogical approaches such as intentional teaching planned and unplanned and supporting spontaneous play initiated by children.
- The Educational Leader and some staff use the analysis stage of their documentation to critically reflect on children's learning and development in order to use for planning. The Educational Leader in meetings provokes critical thinking around different perspectives and theories about children's development and learning for staff to reflect and brainstorm how this can be used to improve their practice.

Key improvements sought for QA1

Standard/element 1.1/ 1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators	
	Identified issue	Although the MTOP learning framework forms the foundation of our planning and program, not all staff understand the core principles, practices and outcomes of the framework. The Educational leader has observed that in meetings she will need to deliver information about the MTOP learning framework, to staff in a different format (small chunks of information).

Standard/element 1.2/ 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation	
	Identified issue	Currently the Educational Leader is recording much of the documentation (observations, assessment and evaluation). This has not only place a huge workload on the Educational Leader but we feel that that there are missed opportunities for other staff to capture children's experiences within the program and contribute to program planning.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1/ 1.1.1	All staff to be familiar with the MTOP learning framework as an ongoing process. To continue with the process of constant teaching.	H	Educational Leader will: 1. Use the MTOP Team Meeting Package, prepared by Children's Services Central, as a guide to train staff in meetings. 2. Observe and assess staff understanding of the learning framework through everyday practice and conversations. 3. Encourage staff to share their best practice with each other by identifying individual strengths that can help other staff	All staff are able to articulate, demonstrate and document the principles, practices and outcomes of the MTOP learning framework.	End of Term 3 Ongoing when new staff join the team.	**18/02/2016 – Team meeting.** Educational Leader introduced MTOP learning Framework. Assessed staffs knowledge on the content of the learning framework. Not all staff have engaged with the document. Staff to read MTOP learning framework by next meeting. We focussed on writing of Observations, expectations, outcomes and analysing children's learning. **25/03/2016 – Team meeting.** Educators reflected on the definition of "educator" and how they see themselves in this role.
1.2/ 1.2.1	All staff are able to record observations, analyse, plan and evaluate	H	Educational Leader will: 1. Work with staff on how to record observations using different writing methods e.g. Anecdotal, running, learning stories. 2. Work with staff on using their observations to analyse children's learning and development.	All staff are able to record documentation (observations, analysis, plan and evaluate) on children's learning and development. Staff are able to identify outcomes within the MTOP learning framework to assist with program planning	End of Term 3 Ongoing when new staff join the team.	**18/02/2016 – Team meeting.** Educational Leader spoke about the need for all staff to participate in taking observations of children's learning and experiences. Next meeting Ed Leader will introduce new template and discuss how to use it to observe, analyse and evaluate. **25/03/2016 – Team meeting.**

| | | | 3. Work with staff to identify ways to extend and scaffold children's development and learning.

4. Expand on effective recording practices | | | Educators discuss about what they are documenting and how often this is being completed. Next meeting we are going to have a look at our new template for documenting children's learning and experiences. |
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Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1	**Each child's health is promoted.**	
	Element 2.1.1	Each child's health needs are supported.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	**Healthy eating and physical activity are embedded in the program for children.**	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	**Each child is protected.**	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

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

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Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.3.1, 2.3.2	section 165	Offence to inadequately supervise children
2.3.2	section 167	Offence relating to protection of children from harm and hazards
2.1.3, 2.1.4, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.2.1	regulation 78	Food and beverages
2.2.1	regulation 79	Service providing food and beverages
2.2.1	regulation 80	Weekly menu
2.1.2	regulation 81	Sleep and rest
2.3.2	regulation 82	Tobacco, drug and alcohol free environment
2.3.2	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.3.4	regulation 84	Awareness of child protection law
2.1.4, 2.3.3, 2.3.4	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.4, 2.3.3, 2.3.4	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.4, 2.3.3, 2.3.4	regulation 87	Incident, injury, trauma and illness record
2.1.4	regulation 88	Infectious diseases
2.1.4	regulation 89	First aid kits
Standard/element	**National Law (section) and National Regulations (regulation)**	
2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy

2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions
	Related requirements	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record
2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures

2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to: (i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water based activities; and (iv) the administration of first aid
2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	regulation 168(2)(d)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 177	Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	**Each child's health is promoted.**
	- Information about individual children's health requirements and routines are collected when families enrol into the service. - As part of our policy any children who has a medical condition, families need to organise a consultation with our service in developing a management plan. - In addition to Medical Plan documentation, all children with medical conditions are placed on a chart in the hallway to inform staff. Authority forms from families are signed. - Our service uses resources such as ASCIA, Asthma Australia, NSW Food Authority and STAYING HEALTHY IN CHILDHOOD for policy development. - We ensure that communication is ongoing with families to update any new information about their child. - Health and Safety policies at our service are reviewed annually and more regularly when there are changes to the law and regulations, regulatory bodies or within our community. - Posters of hand washing procedures are next to taps to remind children to wash hands thoroughly. - Educator's role model and use intentional teaching to promote effective hygiene practices with children. - Our service provides a quiet space indoors and outdoors for children who may need to sleep, rest and relax. **Healthy eating and physical activity are embedded in the program for children.** - Individual children's dietary requirements are documented through the enrolment process and meals provided at our service reflects these needs. - Children's individual health requirements are communicated to new staff and volunteers during the induction process. - Parents have access to pamphlets that promote healthy eating at our service. We also communicate with parents if we have any concerns about children's eating habits. - 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. Risk assessments are completed to reduce or eliminate any potential risk involved in any physical activity. **Each child is protected.** - Children are supervise at all times and staff communicate effectively to ensure that this occurs when children are moving from indoor and outdoor environments.

FOUR – Guide to Developing a Quality Improvement Plan, Appendix 2: Quality Improvement Plan Template

- A map of our services operational boundaries has been created to help children and staff to remain within these boundaries ensuring adequate supervision. Families have also been given this map to help their children be familiar with these boundaries. The map has also been place on the wall in our foyer.
- Educators carry out regular head counts to ensure all children are accounted for.
- 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.
- We keep a visitors registry to ensure that the service is aware of all people on the premises.
- We complete risk assessments to identify any potential hazards that may cause injury to children.
- Our service completes a twice-daily safety check before children arrive at each session.
- Systems are in place to effectively manage incidents and emergencies.
- Children, educators and volunteers are involved in emergency evacuation drills each term. These drills are documented and evaluated.
- Educators completed professional development with the local fire brigade.
- Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect, which is outlined in our policy.
- Several members of staff have completed an approved course in child protection.

Key improvements sought for QA2

Standard/element 2.3/ 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	
	Identified issue	There is very poor lighting at the entrance of the service which affects the health and safety of children, families and staff arriving and leaving late in the evening.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.3/2.3.1	Visibility of Staff in outdoor areas	H	We will: Introduce wearing of identifying clothing e.g. hats/vests	Duty staff can be located immediately.	Start of TERM 3	**19/08/2016** Fluoro vests worn by staff on outdoor duty
2.3/2.3.2	New effective lighting installed at the entrance of the service to provide children families and staff safer access to the service at night.	H	We will: 1. Discuss issues with Principle of school and come up with options for better lighting in the entrance of the service. 2. Get quotes and source lighting to be fitted. 3. Install lighting.	The risk of any injury or accidents reported due to poor lighting has been reduced significantly or eliminated, for children families and staff. Measures in place to accompany and remain with children utilising bathrooms after dusk.	Start of TERM 2 Start of TERM 3	**01/05/2016** Have discussed issue with Principle and lighting has now been improved. **19/07/2016** Discussions continue to improve the lighting situation further. Documented on P&C agenda as priority

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

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

Standard/element	National Law (section) and National Regulations (regulation)	
3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.2	regulation 105	Furniture, materials and equipment
3.1.1	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1	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
3.2.1	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.3	regulation 115	Premises designed to facilitate supervision
3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care
	Related requirements	

	Part 3 of the National Law: Service Approval
	regulation 25 Additional information about proposed education and care service premises
	Regulations 41-45 Service waiver and temporary waiver

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	**The design and location of the premises is appropriate for the operation of a service.**
	• In our previous accreditation we received the ranking HIGH for all areas relating to the physical environment. There were no identified issues that needed attention.
	• Our outdoor areas include: hall COLA, COLA, oval, outdoor play equipment, concrete area, garden beds. We make good use of these areas and engage in as much outdoor play as the weather permits.
	• Our indoor areas include 2 craft rooms and a kitchen, one additional classroom is utilised regularly and we have access to two further kindergarten rooms. We make full use of the space made available to us by the school (under our lease agreement).
	• These areas have been nominated under our lease agreement in accordance with the space required by our numbers.
	• All damage and breakages are immediately removed and/or repaired. As part of the lease agreement with the school, 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 an annual audit of our premises, furniture and equipment to ensure they are safe, clean and well maintained
	• Ramps are available for disabled access.
	The environment is inclusive, promotes competence, independent exploration and learning through play.
	• Our environments are flexible where children can freely choose where they would like to play and learn (indoors/outdoors). 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 solidary play. Also for different levels of ability.
	• The children, staff and families have worked hard in creating the garden beds outside for children to engage with the natural environment and to learn about sustainability practices.
	• The service is always well resourced for its activities and receive extra resources from families and the community

The service takes an active role in caring for its environment and contributes to a sustainable future.

- The gardens are a prime example of our commitment to sustainability. The children are encouraged to participate in planting and harvesting (and consuming the produce).
- Intentional teaching about sustainable practices have been implemented into the program and continue to be an ongoing discussion with the children.
- We have recycle bins for children and staff to access. Staff spontaneously remind children why it is important to recycle our waste.
- Sustainable practices are imbedded in our day to day work and staff ensure they are role model best practice.
- The office uses recycled paper in the printer and reuses paper for craft activities.
- Families bring in their recyclable materials for children to use in the craft room.
- Every year the service holds a 'snug as a bug in a rug' afternoon. During winter, all the children are encouraged to bring warm clothes to school care in the afternoon. We turn off all the heaters and as many lights as possible for the afternoon. We also avoid the use of computers and other electrical equipment on that day.

Key improvements sought for QA3

Standard/element 3.3/ 3.3.1	Sustainable practices are embedded in service operations	
	Identified issue	Our service would like to include sustainable practices as one of our values in our philosophy and also develop a sustainability policy. We emphasize recycling, of both food waste to a composter and 'hard' waste. All families are encouraged to supply small items such as boxes, tubes, gift cards, ribbons, fabric and many other 'safe' items for our crafting projects. We involve the children in strategic thinking and expanding on the many different uses other than original intended purpose of an item. We use a high percentage of recycled paper in our craft areas, and it is recycled further to paper recycling bins at the end of use. Although we role model recycling practices we are unsure as to whether the children understand how this is contributing to helping our environment.

Standard/ element	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	Revise our services philosophy statement to include sustainability practices. Develop a Sustainability policy for our service.	L L	We will: 1. Ask staff, families and children what they value about our environment and their ideas on sustainable practises. 2. Collect responses and draft new philosophy and policy. 3. Send first draft to staff families and children for feedback. 4. Complete final draft.	1. Email sent to families and discussion held in meeting with staff. 2.First draft of philosophy and Policy completed. 3. Final draft completed and presented to families, children and staff.	1.Start of Term 3 2. Start Term 4 3.End of Term 4	
3.3/ 3.3.1	Children and staff 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	We will: 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.	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.	End of Term 2 Ongoing	**02/04/2016** Food scrap 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

Improvement plan

Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

Standard 4.1	**Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.**	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	**Educators, co-ordinators and staff members are respectful and ethical.**	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulation 169	Offence relating to staffing arrangements
4.1	regulation 118	Educational leader
4.1	regulations 119–120	Age and supervision requirements
4.1	regulations 121–124	Minimum number of educators required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125–128	Educational qualifications for educators
4.1	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137–143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145–15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	Related requirements	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46–54	Supervisor certificates
4.2	regulation 55	Quality improvement plans
4.1	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.

FOUR – Guide to Developing a Quality Improvement Plan, Appendix 2: Quality Improvement Plan Template

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths	**Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.** • Educator-to-child ratios and qualifications are maintained at all times. Above ratios occur at some stages during the year to support children's needs. • Stable (low turnover) of core staff. • Strong community linkages (all staff live locally and most are past WPPS students with a clear understanding of the values, aspirations and beliefs of the centre, school and local community). **Educators, co-ordinators and staff members are respectful and ethical.** • Code of Ethics is displayed in our foyer for all staff and families to access. • Staff have positive attitude to differences, diversity and anti-bias. • The program utilises staff's skills, strengths and interests, which are diversely represented. • Staff have genuine interest and appreciation of experiences initiated by the children. • Our service values team spirit and all staff acknowledge and share their ideas openly. • Diversity of cultural background amongst staff team. • Staff who attend professional development share their new knowledge and skills with the rest of the staff in team meetings

Key improvements sought for QA4

Standard/element 4.1/ 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.	
	Identified issue	Although educator-to-child ratios are maintained at all times, it has been observed that the Coordinator's admin workload is effecting the amount of quality face to face time with the children.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1/ 4.1.1	One staff member to understand some of the admin tasks and replace Co-ordinator in office.	H	We will: 1. Coordinator to select one staff member to train and upskill. 2. Once a week Coordinator will assign time to train staff member on admin tasks to be completed. 3. Design updated recording practices	Staff member competent in completing admin tasks and Coordinator is able spend more face to face time with children.	Start of term 2	**25/03/2016** Ongoing process - Coordinator has selected a staff member to train in admin duties. Coordinator has trained a staff member to assist with administration, using the Hubworks software, preparing documents, newsletters and assisting with enrolments. New recording documentation in place

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 be
Relationships of this kind free children to explore the environment and engage in play and learning

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.

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

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
	Related requirements	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for QA5

Summary of strengths for QA5

| Strengths	**Respectful and equitable relationships are developed and maintained with each child.**
	• At our service we have regular staff and this reduces the number of different educators who work with children and in turn supports relationship building. In doing so the children feel a sense of security and belonging within our service. By helping children feel secure this allows children to feel comfortable to explore, play and learn and participate in the program.
	• We support children in helping them to identify their feelings and offering needed help and support to deal with their feelings.
	• We encouraging 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.
	• Conversations with families often focus on the children's wellbeing
	• We attend to separation issues with sensitivity to the needs of children and parents. Having one educator 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.
	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.
	• We offer opportunities for children to learn how to interact with others: respect others' rights, be appropriately assertive, show caring, negotiate and resolve conflict by using and teaching children the language to effectively communicate with each other. Educators use a guidance approach when addressing inappropriate behaviour.
	• We see children as competent, knowledgeable and curious learners who are also able to teach us new things about the world we live in.
	• We acknowledge and understand the UN Convention on the Rights of the Child.

Key improvements sought for QA5

Standard/element 5.2/ 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts	
	Identified issue	Although educators already have some knowledge of behaviour management, the service believes continuous professional development will further improve the quality of relationships with children.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2/ 5.2.2	All educators feel confident and equipped with knowledge and skills to help guide children's behaviour.	M	We will: 1. Look on CSC calendar and check to see if there are any relevant PD on behaviour management 2. Or organise customised training at WPOOSC 3. After PD share reflection of learning and develop effective strategies that can be implemented within our community service.	All educators attend PD in behaviour management and written strategies are developed for the service. All educators in practice are able to implement these strategies. Our Behaviours Management Plan is in process in collaboration with parents and key educators.	End of term 3	**11/03/2016** Looked on CSC calendar and we have not found any appropriate training. May need to consider customised training through Network or other PD providers. Staff attended "What's in a Label" course. Inclusion Support Agency consulted. Guidance and processes implemented.
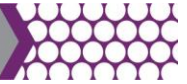
Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

Standard 6.1		Respectful supportive relationships are developed and maintained.
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
Standard 6.2		Families are supported in their parenting role and their values and beliefs about child rearing are respected.
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3		The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.

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

Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents
	Related requirements	
6.1, 6.2	section 172	Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175	Offence relating to requirement to keep enrolment and other documents
6.1, 6.2, 6.3	regulation 73	Educational programs
6.1, 6.2, 6.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1, 6.2, 6.3	regulation 75	Information about the educational program to be kept available
6.1, 6.2, 6.3	regulation 76	Information about educational program to be given to parents
6.1, 6.2, 6.3	regulation 80	Weekly menu
6., 6.2, 6.3	regulation 86	Notification to parents of incident, injury, trauma and illness
6.3	regulation 99	Children leaving the education and care service premises
6.3	regulation 102	Authorisation for excursions
6.1, 6.2,6.3	regulation 111	Administrative space (centre-based services)
6.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
6.1, 6.2, 6.3	regulation 171	Policies and procedures to be kept available
Standard/element	**National Law (section) and National Regulations (regulation)**	
6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures

6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1, 6.2, 6.3	regulation 181	Confidentiality of records kept by approved provider
6.1, 6.2, 6.3	regulation 182	Confidentiality of records kept by family day care educator
6.1, 6.2, 6.3	regulation 183	Storage of records and other documents

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths	**Respectful supportive relationships are developed and maintained.**
	• Our service welcomes all families and we show this through our first interaction and conversation with families. We let them know from the very beginning that we value working in partnership with them.
	• On entering the service families will see photos of children's experiences and children's work also photos from home, which creates a sense of belonging and community.
	• New families are informed of the service during orientation programs.
	• Enrolment forms are easily downloaded from the OOSC website.
	• Families are active on the OOSC Parent Committee.
	• Current information about our service is readily available on our website and in the foyer of our service. A newsletter is distributed through email each term that informs families about the services activities and coming events.
	• Families are invited to add suggestions and input into the program through a fortnightly `email. They also provide extra resources to implement in the activities.
	• Any proposed changes within our service are emailed to parents and feedback and suggestions are collected.
	• We have placed a suggestion box in the foyer for families to contribute their ideas and feedback.
	• Our service values family participation and ask every year for families to share any talents or skills with the children at OOSC.
	• We communicates with families in many forms e.g. email, phone, written and verbal.
	Families are supported in their parenting role and their values and beliefs about child rearing are respected.
	• Our service reflects critically on any prejudices and biases that may interfere with building partnerships with families.

- 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.
- 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, willingness to negotiate and compromise, commitment to resolve tensions and conflicts.
- We have an open door policy and ensure that the service is welcoming and approachable.
- Our service shares aims and goals with families in working together in the best interest of the child.
- Current information on local community services and resources to support parenting and family wellbeing, is available in the foyer for families to freely access.

The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.

- 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 to after school care 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.

Key improvements sought for QA6

Standard/element 6.1/ 6.1.3	Current information about the service is available to families	
	Identified issue	Families and staff were asked to access our current website and assess the effectiveness and functionality of the site. Feedback from this exercise suggested that the website although contained relevant information, needed to be redesigned for it to be more user friendly and to include more updated information.

FOUR – Guide to Developing a Quality Improvement Plan, Appendix 2: Quality Improvement Plan Template

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1/ 6.1.3	Our service has a comprehensive website that is user friendly and contains relevant and update information.	M	We will: 1. Source a web designer to work with OOSH in developing a website that meets the needs of families and the community. 2. Assign a staff member to maintain the site for updates and to add new information. 3. Continue to collect family feedback to improve the website.	1. Web designer has developed a fully functional website that includes the needs of staff, families and the community. 2. A staff member is monitoring the ongoing effectiveness of the website and ensures it is updated each term. 3. We are collecting information from users to further improve the website.	End of Term 3	**01/02/2016** Staff have looked at different web design websites to source one that is suitable to use. **03/08/2016** New website launched. Still in progress. Further development to include more information and interaction.
6.2/6.2.1	Receive responses to survey supplied to school families		1. Request survey results from school Principal	1. Awaiting delivery		**15/08/2016** Request submitted to Mrs B Wilson

Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children' learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the servi function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

Standard 7.1	**Effective leadership promotes a positive organisational culture and builds a professional learning community.**	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	**There is a commitment to continuous improvement.**	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	**Administrative systems enable the effective management of a quality service.**	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4, 7.3.5	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181–-184	Confidentiality and storage of records
	Related requirements	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual
7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan

| 7.1.5 | regulation 46 | Application for supervisor certificate |
| 7.2.1, 7.2.3 | regulations 55-56 | Quality improvement plans |

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	**Effective leadership promotes a positive organisational culture and builds a professional learning community.**
	- Our service is operated by a Management Committee that is made up of families that use our service. We are an incorporated business and meet all the requirements of the Department of Fair Trading. - We record all decisions that are required to be made jointly with the management committee and discuss this in our meetings or for more urgent matters we arrange to meet earlier. - Information about the governance structure of our service is visible in the foyer. We have added photos and a description of positions to help families and the community identify each role. - Contact details for complaints is accessible to all families and the community - We have developed a comprehensive staff handbook and a checklist to assist us with the induction of educators, co-ordinators and staff members. - We ensure that the philosophy and code of ethics is continually discussed and reflected on in our regular meetings and verbally in informal interactions each day. - Our current staff have been here for between 5 and 21 years, and our casual educators remain with us during their University degree. Many of these casuals are ex-students of the School. - There is an Educational Leader in our service who leads our curriculum planning. The educational leader runs meetings to reflect on the principles, practices and outcomes of the MTOP learning framework. She also mentors staff on a day to day basis and ensures that there is ongoing planning and evaluation that centres on children's learning and development. - Nominated supervisor and any certified supervisors who are placed in day to day charge our service has completed an approved course in child protection. - More than one staff member in attendance at our service, has an approved first aid qualification and, trained in asthma and anaphylaxis management. - All staff have a current working with children check. **There is a commitment to continuous improvement.** - Our services statement of philosophy underpins all our practice and decision making, therefore it can be seen frequently thought our service and in our documentation. - Our philosophy statement is placed clearly and proudly in the entrance of our service and is at the front page of all our handbooks. - Our Quality Improvement Plan is an ongoing document which is imbedded into our practice. It is completed in collaboration with staff, families and the management committee through collecting information by emails, surveys and verbal feedback. The QIP is a fixed topic on our meeting agenda and available and assessable to everyone. **Administrative systems enable the effective management of a quality service.**

- All confidential information is kept in a locked filing cabinet
- Confidential records from previous years are archived and store in lock storage room.
- Any confidential information that is no longer needed is disposed of in the shredder.
- All policies of our service are reviewed annually and more regularly when there are changes to the law and regulations or within our community.
- All prescribed information required by the law and regulations are available upon entrance of our service.
- In addition to formal documentation all children with medical conditions are placed on a chart in the hallway to inform staff. Authority forms from families are signed.
- Information on how to notify the Department of Education of any relevant changes to the operation of the service or of serious incidents, can be accessed in the office.
- Our service has a grievance and complaints policy which is included in the parent handbook and in the induction of new staff and volunteers.

Key improvements sought for QA7

Standard/element 7.2/ 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.	
	Identified issue	Although we already currently have a philosophy statement we feel this was written a very long time ago and does not reflect all our values and beliefs on relationships with children, families and the community and the environment we provide. We would also like to include input from all stakeholders when rewriting our services philosophy so it is authentic and reflects the context of our community service.

Standard/element 7.3/ 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly	
	Identified issue	All policies and procedures need to be reviewed and updated accordingly with current information.

Improvement plan

Standard/ element	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	A new service philosophy statement that reflects our community's value and beliefs.	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 "*What are your values and beliefs about: Children, Family, Education and Care and Environments for living and learning?*" Also collect children's ideas around this and document their responses. 2. Gather information and start to draft our new statement. 3. Send draft to all stakeholders for feedback. 4. Collate all information and complete final draft.	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. 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.	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
7.3/ 7.3.5	All policies and procedures are reviewed and updated and reflect the context of our community service.	H	We will: 1. Meet with Committee Management to identify policies that require updating.	Families, staff and Committee Management have all worked in partnership to review and update policies and procedures. All policies are	First draft end of Term 2 Final draft start of Term 3	01/08/2016 Charting and documentation procedures in progress.

| | | | 2. Assign each policy for someone to review and update.

3. Send policies to families for input.

4. Draft updates.

5. Go through policy with families and Committee Management for final draft.

6. Send families updated policies two weeks before implementing any changes.

7. Assess documentation processes and improve | in line with current practice, law and regulations and reflect our service philosophy and the diversity of our community

Recording charts and records are in constant process to be the most concise and effective. | Send final to all families

mid Term 3 | Procedure charts and area duties in review. Staff training to comply ongoing. |