



Australian Children's
Education & Care
Quality Authority

Quality Improvement Plan template

National Quality Standard

Updated February 2019

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	
WAYS Youth & Family			
Primary contacts at service			
Dr Terri Said Robert Shone Charlotte Bell			
Physical location of service		Physical location contact details	
Street	63a Wairoa Avenue	Telephone	02 9365 2500
Suburb	Bondi Beach	Mobile	
State/territory	NSW	Fax	
Postcode	2026	Email	
Approved Provider		Nominated Supervisor	
Primary contact	Dr Terri Said	Name	Charlotte Bell
Telephone	02 9365 2500	Telephone	02 9365 2500
Mobile		Mobile	
Fax		Fax	
Email	terri@ways.org.au	Email	Charlotte@ways.org.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	
Educational leader			
Name	Charlotte Bell		
Telephone	02 9365 2500		
Email	oosh@ways.org.au		

Operating hours

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

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

Round times to the nearest quarter of an hour.

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

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

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

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.

- On street parking available
- School Holiday dates are the same as public schools through NSW
- WAYS school holiday program runs from Mon-Fri following the NSW Public School Holidays, 08:00-18:00 during the school holidays
- WAYS offers meals at no cost to families

How are the children grouped at your service?

Upon collection from schools, children are grouped within schools, bus collection and collecting from Bondi Beach Public School via walking. Children are grouped per activity that they are engaged in and interests. Our site at WAYS Bondi Beach has three levels.

The ground floor internal area consists of 2 classrooms and 1 outdoor recreational area. The two classrooms also converts to 1 large space. This floor includes a waterproof / shaded outdoor learning area / courtyard.

First floor includes another 2 classrooms and a music room.

Second floor is our outdoor netted recreation space, containing a half-court basketball court, skate ramp area as well as an open space for additional recreational activities as required.

- Mondays 8 – 12 years, rooftop, courtyard and ground floor classrooms
- Tuesdays 8 – 12 years - rooftop, courtyard, ground floor classrooms and music room – music lessons are available
- Wednesdays 8 – 12 years – rooftop, courtyard and 1 of the ground floor classrooms are used - skating workshops are delivered
- Thursdays 8 – 12 years - rooftop, courtyard and 1 of the ground floor classrooms – sport program
- Fridays 8 – 12 years -rooftop, courtyard and 1 of the ground floor classrooms

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

Charlotte Bell, 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.

At present we have

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

WAYS Youth & Family is a community based non-government Registered Charity providing support / programs & activities to young people and their families. We predominately provide programs to young people and their families within the Eastern Sydney however we are available to the larger community.

WAYS Youth & Family's mission is to work with young people aged 8-24 years and their families to create successful and meaningful pathways to the future. This is achieved through a "one stop shop" integrated model of service delivery providing innovative and comprehensive services, specialist staff, programs specifically designed to meaningfully assist young people and their families achieve a range of positive outcomes, fun and varied activities and practical assistance.

WAYS OOSH is one of our newer offerings to our community. This program consists of an After School Care (ASC) and Vacation Care (VC) for children aged from 8-12 years old (Yrs 3-6).

WAYS OOSH's vision is to LEARN, CREATE, INSPIRE AND EXCITE.

WAYS OOSH is more than a 'child-minding' service and is an alternative to traditional onsite after school care services that focus on helping kids learn new activities every term with a relaxed and safe environment with staff who are passionate and from the local area. At WAYS OOSH, we combine the traditional ASC program with recreational and learning activities that are in high demand for this age group. And our VC is a recreational and excursion-based program over the School Holidays.

WAYS Youth & Family have two purpose built youth facilities, one at Bondi Beach (WAYS Bondi Beach) and another in Bondi Junction (WAYS Bondi Junction). We are open six days per week at WAYS Bondi Beach and five days per week at WAYS Bondi Junction. We host music and promotional health events over weekends throughout the year.

WAYS funding is derived from grants, fee for service, federal / state & local government as well as private foundations. We run fundraising events and receive donations from individuals, service organisations and the corporate sector. Some services are provided on a fee-for-service basis, most are free or at a minimum charge and this can be waived on request.

WAYS has been helping young people in the community for over 41 years.

WAYS was operating a free After School Care program until June 2018, from the early 1980's across various sites. In 1992 we transferred to the newly built Bondi Youth Centre now WAYS Bondi Beach. This began as a 'latch key' program for children, providing a safe and supervised place to be after school when parents, carers or grandparents were not at home for a variety of reasons. WAYS still operates under this basic theme of providing a safe and supervised place for young people to come to after school.

In July 2018 WAYS transitioned to a fee for service program for our After School Care and Vacation Care program. This program is now known as WAYS OOSH.

Information for families	Element 1.3.3	Families are informed about the program and their child's progress.
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National Law and National Regulations underpinning Quality Area 1

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

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 288A NT	Programs for children over preschool age	1.3.1
Regulation 288A 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

At WAYS OOSH, our programming includes a termly activity program. During Term 4 2022, we had Skateboarding on Monday and Wednesday, Multisport on a Tuesday, Art on a Thursday and Boxing on a Friday. Alongside this program, we have Clubs for each day, with interests that were selected by OOSH Manager, that captured activities based on the children's developmental and cognitive abilities.

In line with the Approved learning framework, My Time Our Place framework decisions around the routine are captured on a daily basis through a Team Meeting with the children; the educator shares the activities (Club and facilitators), menu, raise announcements and the children vote for the space that they would like to play in during that time. This supports a sense of fairness and democracy is offered to the children. Another example that the children's voices are heard and impact the curriculum decision making is that children fill in an evaluation sheet at the end of each vacation care excursion, specifically asking out of 10 and would they go again, a similar evaluation sheet is completed about the activity programs we provide to guide us with which activities they would like to continue for the next term. We use the children's attendance within the program to also assist in understanding their interest in the activities.

Within our Vacation Care program, activities and excursions are selected based upon a Vacation Care analysis upon the children's and parent's evaluations and standout favourites are chosen, combined with opportunities that capture the children's culture. In January 2023 VC program, Lunar New Year was celebrated through a Scavenger Hunt in Chinatown, and a meal.

-An A3 Programming Journal is completed every day. The journal reflects on each day and the success or effectiveness of each activity. The success of an activity informs whether it will be programmed in the future or how often it will be programmed. The Journal remains on display and can be viewed by parents and families, allowing them to observe what their children have been participating in.

-Spontaneous Activities are documented on the program to capture child interest and establish future programming opportunities.

1.1.1

-Facilitators include sporting coaches, yoga teachers, art teachers, singing teachers, choreographers, animal handlers, First Aid providers and police officers. The value of having the facilitators at WAYS is to compliment and add to the education of children.

– Flexibility in our program allows for the children to have input into the decision-making into the program. We achieved this by having children surveys and having one on one discussion with the children about what they are interested in and this gives educators opportunity to extend on children interest and their development.

- We have various forms of ways of communicating the progress of the children in our service including weekly meetings with the Ops Manager of WAYS, weekly meetings with the educators and communication with families either face to face or via emails, sms and fortnightly newsletters
- Our behaviour management procedures teach life skills by encouraging and promoting children to learn from consequences, accept responsibility for their actions through self-reflection, and negotiate/problem solving with others when an issue arises.

1.1.2 – When an enrolment or an expression of interest is completed, an over the phone orientation is offered to the family and this is an opportunity for parents and for the OOSH Manager to share and ask questions about the child. Through the enrolment process and the supplementary questions; the parent/guardians can document their child's swimming ability, and educators can have an understanding of the child prior to commencing within the program and the program and/or routine can be adapted to suit their needs.

When a new child arrives at the centre, the OOSH manager plays getting to know you games so the child feels like they have someone as a safe adult at the centre as well as the educator getting to know a little bit about the new child.

Educators reflect upon the session at the end of the day, this provides an opportunity to reflect upon the program's, the interests and abilities of the children as well as dynamic that may impact their interests and programming. This may impact the next day's programming and routines or the next weeks.

On a daily basis, there is opportunity for the staff to come together to critically reflect on the previous days success. We document in our mini meeting what worked well, what did not work well and what we can improve on. In this way, the way we gauge children's engagement with our programming, determines future decision making.

1.1.3 /During daily team mini meetings prior to session commencement, the Responsible Person allocates areas of supervision, activity facilitation, duties and more. This allows staff to prepare themselves for their role during session.

With a children's meeting at the beginning of the session, the children are advised of the routine that day. Throughout the session, children are given a countdown to a transition, to allow them time to finish off the activity they are participating in.

Children have the opportunity to be leaders on a daily basis and volunteer to take on different roles as part of the routine. An example of this is the children can be the Children's Meeting Timer, to see how fast we can go through the activities, in that transition between school and after school care. There are club leaders who are chosen based on their interests in the theme of the club and support to motivate their peers to be involved.

There are plenty of opportunities to engage in spontaneous child-led activities and children are able to create their own understanding and learning. /Children are encouraged to take part in spontaneous child-led activities. This gives the children an opportunity to create their own understanding and learning. The children then reflect on these activities in our Programming Journal with the support of staff. These spontaneous activities are also documented on our Program to establish trends for future planning.

Visual prompts and reminders are clearly displayed in the centre for structure and comprehension. This allows children to take ownership of their own learning as they develop an understanding of what happens at what moment throughout the session. An example of this is how to place their bags down in the space so it is neat and safe. As well as a map showing out of bounds and other areas.

1.2.1

In line with WAYS philosophy, Nominated Supervisor mentors and role models deliberate purposeful and thoughtful discussions with children, using the language of noticing in line with Conscious Discipline to support and redirect children. Having a focus of the week for the educators supports them to be able to have an opportunity to reflect upon a different area with children and understand the larger goal at end. This then engages the children in the goal as well instead of programming just being from educators. An example of this is planning a week of Vacation Care planning or a week to complete surveys with children.

The staff have access to the National Quality Framework and supporting resources. With this knowledge, staff are able to make deliberate and meaningful decisions that guide our practice.

In Term 4 2022, the team reflected upon the philosophy,

Weekly Clubs are facilitated at the centre as part of our program, in consultation with staff and children. In this way, we ensure we make conscious decisions to provide engaging programs which promote learning and wellbeing.

1.2.2

Educators act in a mentorship and companionship role, asking children how they would like to play games and gaining their feedback around this.

We provide a flexible and open-ended environment. Spontaneous Activities are documented on the program to capture child interest and establish future programming opportunities.

Extension activities are established following facilitation of programmed activities, discussions with children and observation of children's involved/engagement within the activity.

1.2.3

Within the centre, we have a number of student leaders who take charge of facilitating different programmed Clubs. The children are selected by their expertise, knowledge, skill or interest in a particular field. This provides a sense of agency.

As the program is focused upon children between 8-12, there is a massive focus upon agency and supporting children in routines and life skills.

Educators speak around choices that children make and offer them two positive choices when children are struggling to self-regulate during the session.

The language around choices allows children to take ownership for their behaviour and understand that they make a choice and the natural consequences to these choices.

Children are able to choose job roles throughout the afternoon and guide other children to make safe choices. They are often

Staff assist children to develop self-regulation skills in challenging times. This is reinforced through discussions and visual displays in the quiet area, that outline calming strategies and identifying emotions. This assist children in developing important life skills.

1.3.1 Individual Observations are used to capture learning and development and consider how to best support. OOSH Manager and Ops Manager reflect how best to capture the individual observations.

1.3.2

On a daily basis, there is opportunity for the staff to come together to critically reflect on the previous day's success. We document in our 'Daily Program Critical Reflection' in the Admin Diary what worked well, what did not work well and what we can improve on.

Children's feedback/input/comments as to their program experiences, are recorded in a number of ways and reflected upon. This is another way in which we ensure ongoing reflective practice in our service.

1.3.3

Educators inform families around the afternoon about what their child participated in on the day through verbal conversations on the basis that have the small conversations build up the relationship to discuss other behaviours.

Newsletters are compiled on a fortnightly basis that outline important information/reminders, activities/clubs the children have been participating in, community events celebrated and more. These are distributed to families via email. Hard copies are also available in our parent area. Our A3 Programming Journal is completed every day that reflects on the success or effectiveness of activities. The Journal remains on display and can be viewed by parents and families, allowing them to observe what their children have been participating in and ask any questions.

Phone calls, emails and face to face communication are methods of informing families about our program and their children's learning and development. We also offer meetings at mutually convenient times.

Family Handbooks offer another form of communication with our families. The Handbook provides information on a typical day at OOSH, sample menu, information on relevant policies and procedures and booking into care. We also have Key Information Sheets, with more service specific information.

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	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

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

Notes:

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

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

Exceeding themes

1. Practice is embedded in service operations	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>Clubs are used to embed</p>
2. Practice is informed by critical reflection	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]</p> <p>Critical reflection is encouraged and implemented by the following;</p> <p>Critical Reflection is conducted at the end of the session and written on the mini meeting.</p> <p>Team meetings</p> <p>Individual Staff & Training Development</p> <p>Regular team meetings</p> <p>Surveys of staff and children regarding their feedback on activities undertaken</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</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	<ul style="list-style-type: none"> We have workshops during our term and children must fill out feedback sheets on that, we get them to do that in week 5 of each term. During the vacation care the children fill out feedback sheet every day after returning from the excursion/activity Staff meet and go over the program and discussion about the how the program is working.
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 1

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	Currently no program with circular planning in place	Implementing a program using the	H	Create a program template	Program on display every week	Mid Term 2 2023	Term 4 2022 Clubs in place



		MTOP outcomes and follows the NQF.		Staff T & D and staff meetings discuss the different observations and CR on what will work best for this centre. Adapt the Observation templates	Each Educator reflects on a group observation and a individual observation each week.		<p>14/11/22 Club leaders are chosen by children using Educators-in-training board</p> <p>During the Summer Holidays 22/23, the OOSH team established Journals. Term 1 2023, regular group observations completed.</p> <p>Throughout T2 and T3 there are discussions with staff to ensure they complete their Learning Outcomes and next actiity.</p> <p>Program template created in T3 W2. Program on display since T3</p>
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							W3. Educators are writing the suggestions in the next program so they are involved in the circular planning process.
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1.1.2	Children currently do not have programs or routines that reflect the individual children & there is a lack of knowledge around a child's current knowledge strengths from parent	Ensure that the program and routine are child centred-	M	<p>Children on their first day have an activity planned for them or birthday to support them feeling involved and</p> <p>Create an About Me Conduct an About Me when a child first arrives Offer over the phone orientation and ask parents any likes</p> <p>Child Profile/All about Me</p>	Each child has two pieces of documentation per term that reflects them in the program/routine.	End of term 3 2023	<p>7/11/22 Identify RH as a child who 02/23 DE & LDR had a birthday meal to celebrate</p> <p>February 2023 Used an About Me with MD, built up relationship and planned DIY club to incorporate interests in term program.</p> <p>Discussed 24/08/23, how to create different individual observations with Ops Manager.</p>
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1.1.3	Lack of individual observations documented.	Individual observations documented on a termly basis	M	Staff Programming Meeting conducted Show Individual Staff how to do it in their T & D sessions. Create an example. Reflect on the Observational language examples	One Individual observations completed for each child each term and followed up.	End of T4 23	11/04/23 Example created Started Individual Programming
1.2.2	Lack of Visual	Routines maximise	M	Children offered smaller	Visual Routines are	End of Term 3	Physical

Quality Area 2: Children's health and safety

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

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

Quality Area 2: Standards and elements

Standard 2.1 Each child's health and physical activity is supported and promoted.		
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2 Each child is protected.		
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.



Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
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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 78	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 88	First aid kits	2.1.2
Regulation 80	Medical conditions policy	2.1.2
Regulation 81	Medical conditions policy to be provided to parents	2.1.2
Regulation 82	Medication record	2.1.2
Regulation 83	Administration of medication	2.1.2
Regulation 84	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 85	Procedure for administration of medication	2.1.2
Regulation 86	Self-administration of medication	2.1.2
Regulation 87	Emergency and evacuation procedures	2.2.2



National Law and National Regulations		Associated element
Regulation 88	Telephone or other communication equipment	2.2.2
Regulation 88	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

2.1.1

Educators use the use of lighting to create a relaxed and calm environment in which child can relax. During afternoon teatime, one of the classrooms is offered as a place for the children to engage in quiet and calm play. OOSH manager mentors and role models Conscious Discipline so that educators can support children in their wellbeing.

In our flexible program, we cater to children's varying needs. Children are given an opportunity to engage in both indoor and outdoor activities through active and passive play options. Educators u

2.1.2

All staff are qualified in First Aid and CPR. There is a staff member rostered who has an asthma and anaphylaxis qualification. Incident reports can be completed digitally and signed off by parents upon collection. The incident report has asterisk and reminders that it cannot be submitted unless all sections are completed, ensuring all areas are accurate. The Responsible Person reviews incident report prior to a parent signing off. There is an inhouse training session on how to effectively complete an incident report. The OOSH manager/RP must assess the incident report prior to a parent signing off. A note is put on Smartcentral to notify parents on signing out on Smartcentral that notifies parents to sign off on an incident report upon arrival. The parent can place there email address in ,if they want a copy of the incident report.

Daily Hazard Checklists through JotForm, a webpage app on the iPads are completed prior to the daily session. Any hazards are noted and communicated to staff in the mini meeting.

Children are prompted to wash hands prior to eating, which is after a short meeting returning to centre. There are posters in the bathrooms to remind children to wash hands effectively. Hand hygiene posters displayed in bathrooms and sinks. Fridge hygiene poster is on display on the poster.

Parent's disclose medical conditions upon the Enrolment and attach medical management plans to the enrolment. Smartcentral notifies the OOSH manager with a red highlight that the child has a medical condition or special needs. Educators are notified of the medical conditions prior to the session through the mini meeting. Staff sign off on Daily medical conditions awareness on mini meeting. Staff discuss children who bring medication upon arrival. Staff put medication of children attending in black satchel of Responsible Person unless child is getting collected on bus.

Child who brings medication upon arrival, hands it over to staff member who puts it inside of the pouch. Alternatively, some children who are anxious can place their whole bag in the school office, however, Educators collecting children ensure that they sight medication upon arrival. A reminder is set up on Smartcentral to remind children to take medication with them. Risk Minimisation and Communication plan is created in consultation with families to understand risks and symptoms to support the staff team understand the individual needs of the children.

2.1.3-Our menu reflects nutrition guidelines and allows flexibility for our children who have dietary needs such as (anaphylaxis, lactose intolerance etc) The OOSH manager uses their own personal dietary requirements' to support and create a menu that is inclusive of dietary requirements. A selection of seasonal fresh fruit and vegetables are provided every afternoon along with water and milk. Our After School Care educators prepare meals prior to the session and prepare the food with the children. If children are hungry later on, children are prompted to finish fruit first and then can find a healthy snack in the external fridge. Other healthy food options provided are in line with the Australian Guide to Healthy Eating. Posters displayed provide a visual prompt and educate both children and staff as to healthy eating. Evaluation of the menu is conducted during the midterm survey with children. We promote hand washing on arrive/leaving the centre, before and after eating food and messy activities.

Sport clubs and external sports providers are programmed 3 out of 5 days. Educators encourage children to join a Club or to be active when outside. Different children take charge of different clubs along with an educator who has an interest in the sport. This promotes rich learning in the club.

2.2.1 Educators use walkie talkies to relay information regarding children's whereabouts, including transitions, throughout the session. This ensures staff are able to fulfill their responsibility for active supervision of children at all times and allows us to maintain our required 1:15 ratio in each play space. Educators actively supervise and are encouraged to circulate their area of supervision, rather than remain stationary. We ensure at least one staff member has line of sight to the entry/exit of the male and female bathrooms.

Hazards are identified prior to session and evidenced in a start of session checklist. These are removed where possible or the area is coned off and deemed out of bounds.

Hazards are identified prior to session and evidenced in a start of session checklist. These are removed where possible or the area is coned off and deemed out of bounds.

2.2.2 Permanent staff are qualified in First Aid. Any injury, illness, incident or trauma requiring First Aid is recorded on an incident report via Jotform. This is then assessed by Responsible Person before being passed on to parents/guardians for acknowledgment.

2.2.3 Team mini meetings prior to session commencement can be used to discuss any pressing matters regarding child protection. Permanent staff members undergo formal Child Protection training as part of their role. All staff are aware of their mandatory reporter requirements. If staff are not comfortable in a certain situation, they are encouraged and supported to seek assistance from other staff members or management. During staff induction prior to commencement of their role, they undergo inhouse child protection training and reflect on the policy. All WAYS staff are mandatory reporters. Staff are expected to undergo annual training in mandatory reporting training as part of their employment. WAYS OOSH several related policies and procedures in relation to child protection and safety. WAYS OOSH also meets all legal md best practice obligations relating to the safety, protection and welfare of all children.

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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	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>2.1.1 – Educators engage in conversation with each child at the start of care to understand their current emotional wellbeing prior to participation in activities. Children may be tired, injured or carry emotional strain from home or school and educators will respond and plan activities / care accordingly. Children will be heard, and educators will be flexible in their daily planning to accommodate their needs.</p> <p>Children have access to quiet areas within our centre where they can relax and have access to comfy chairs, cushions and blankets. We have male and female toilets in centre and children have complete access to these. All excursions are planned to facilitate toilet facilities.</p>

2.1.2 – WAYS OOSH has a COVID policy and procedure that is regularly updated and disseminated to staff and parents. We strictly follow all NSW health guidelines in relation to QR codes for sign in, masks and distancing. We also have a COVID safe plan in the centre with information on our website, posters around the centre and information on our vacation care program. Parents are informed to keep their child at home and away from aftercare if their child has any symptoms or illnesses that may spread.

Educators remind children to wash hands and instruct on personal hygiene. Hand Sanitizer is always available in toilets, kitchen, lobby area and on transport and during excursions.

Tee-shirts and towels are washed immediately after single use.

A cleaner attend to the centre daily – after usage. Daily cleaning checklists are completed by staff following aftercare.

Existing incident reports kept on file to revert back to anytime. New incident reports accessible to all staff in coordinator's office.

Children's full health needs, dietary requirements, authorizations and immunization records are kept confidentially in online database (SmartCentral).

First aid kits available in centre, always kept on transport and available during excursions. First aid kit checked by coordinator regularly and equipment close to expiry is replaced. Staff first aid qualifications kept on file.

2.1.3 – Consistent meal times each day – afternoon tea always served between 3.45 and 4.15.

Breakfast, lunch and afternoon tea served at consistent time during vacation care. Children responses encouraged with regards to healthy food options prior to ordering. Plastic plates, bowls and cutlery used by children.

A range of outdoor, collaborative games are delivered each week with children encouraged to share new ideas and games. Educators will try and incorporate new games into the program safely and inclusively. Program provides opportunities for active play every day – using rooftop space and outdoor parks.

<p>2. Practice is informed by critical reflection</p>	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]</p> <p>2.1.1 - Coordinator and staff plan 'downtime' space within vacation care where children have opportunities to relax and unwind once back at the centre.</p> <p>Staff are trained to monitor and engage with children throughout afternoon to understand their state of mind and need for relaxation or rest.</p> <p>2.1.2 – Staff trained to always carry hand sanitizer and anti-bacterial wipes. They are aware of dirty and clean bags to separate laundry. Staff complete checklist for general manager.</p> <p>Staff have access to blank incident reports and trained to complete forms. Opportunities to ask for extra assistance from coordinator in completing forms. These are then forwarded to the manager for actioning within a timely manor.</p> <p>2.1.3 – Staff aware of meal preparation time and discuss with coordinator any child responses to future healthy food options.</p> <p>Staff will reflect on new games implemented into the program and assess suitability, inclusivity and safety before making potential amendments for future implementation.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</p> <p>2.1.2 - Parents are informed to keep their child at home and away from aftercare if their child has any symptoms or illnesses that may spread. Information on website and in centre. Parents are informed immediately of any serious incidents via telephone and face-to-face meeting arranged that same day. Parents complete medical records within enrolment and cannot attend service if incomplete.</p> <p>2.1.3 – Parents provide dietary information during enrolment and coordinator will discuss in detail any highlighted needs and a dietary plan going forward. This includes a risk minimisation and communication plan, which highlights actions educators take. To support and include children with dietary requirements, menu is created so that children with dietary requirements are included and on rare occasions, the child is given an alternate. Families are asked if they have any requests of food to support those dietary requirements.</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 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	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>2.2.1 – Children are always accompanied by an educator when outside the centre. Staffing ratios are adjusted to 1:5 for water play.</p> <p>Children are briefed every morning during vacation care, prior to leaving the centre, about safe practise and expectations for the day.</p> <p>Sun screen is applied every morning before arriving at excursion. And is applied at intervals throughout the day as needed.</p> <p>Coordinator is aware of court orders against relatives of children and will only release child to parents/guardian – other relatives collecting child must be approved by parent 1 first. Full contact details of adults permitted to collect child are completed by main parent on SmartCentral and contact can be amended by parent where required.</p> <p>Full pick-up transportation information is proved in a document required to be signed by parent during enrolment.</p> <p>Daily checklist of building completed by educators or coordinator.</p> <p>2.2.2 – Mobile phone taken on all school pick-ups and excursions. Also used in centre, along with office telephone.</p> <p>Fire extinguishers in building, including aftercare indoor space.</p> <p>2.2.3 – Educators trained to look for signs of risk in children – including physical signs and emotional changes in child.</p>

2. Practice is informed by critical reflection	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]</p> <p>New staff are informed of court orders against child relatives and shown where files are kept – including images of person(s). All new staff members go through induction of all the different policy and producers of the WAYS OOSH service</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</p>

Key improvements sought for Quality Area 2

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1	During self-assessment we found that we had no specific area for children to relax and rest during the afternoon session.	Providing a specific area where children can relax and rest	M	We will provide a book corner/quiet area with cushion, books, blankets, beanbags, and mats for the children to sit on (26/04/22)	By having an area where our children can go and relax will give them a sense of safety and time to reflect and gather themselves.	This will start in term 2 and will be an ongoing practice of the centre	<p>Beginning of term 2 26/04/2022 We have now started up relaxation area for the children with pillows, blankets and books for when children just want to relax.</p> <p>Charlotte identified this as missing, sort out a quiet area as well as a self regulation space.</p>

							During Term 1 2023, purchases for beanbags, blankets and mats have been made to support rest and relaxation, reminders with staff and of children to engage in quiet play in room during meal times.
2.1.1	During self-assessment we found that the children had no set area to sit and eat afternoon tea and any real serving area	By have an area for the children to sit and eat will encourage good eating habits. By having a serving area where children can self-serve allow children to be responsible and autonomous in their healthy eating	M	Educators trial different areas and set ups(different groups, different times, how transition different schools into meal time) Observe Discuss with children in children's meetings Critical reflection	Children serve themselves in a calm and welcoming environment	Term 2 2023	During Term 4 2023, set up eating in the social area, children self serve, however still noisy and not calm 14/03/23 Critical Reflection between NS and Ops manager discussing how to manage a calm afternoon tea time when different schools enter into the space.

2.2.2	Educators completing Incident Reports with differing quality	Educators to effectively and accurately complete incident reports	H	Discuss incident reports in Staff meeting Complete one-on one incident training Provide cheatsheet Verbal reminders and discussions as and when incident reports are completed.	Incident reports are completed accurately and within appropriate timeframe without support of RP.	End of Term 1 2023	<p>16/3/23 CR with educators about calm entry, locking door to support discussion prior to entering.</p> <p>20/03/23 Educators trialling having different spaces based on different needs for children.</p> <p>29/03/23 Staff meeting reminders Staff meeting Feb 2023 Discussed incident reports and completing incident reports on the day.</p> <p>One on one Staff training and development, NS, discussed incident reports and edits required Early March 2023 Completion of Incident cheat sheet for staff to refer to.</p>
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2.1.3	After feedback on the vacation care survey, further improve menu and communication with parents around menu	Parents to know the menu.	M	Menu updated and shown on our program in our newsletter. Share in emails with regards to menu for vc days	Next survey shows an increase and improvement in parents' belief around a	End of Term 2 2034	Term 1 week 4 newsletter share food menu and continued to do this. Menu on display in noticeboard area. Autumn VC start to write the menu in reminder emails so parents now the menu
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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 108	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	<p>Our site at WAYS Bondi Beach has three levels. The ground floor internal area consists of 2 classrooms and 1 outdoor recreational area. The two classrooms also converts to 1 large space. This floor includes a waterproof / shaded outdoor learning area / courtyard. First floor includes another 2 classrooms and a music room. Second floor is our outdoor netted recreation space, containing a half-court basketball court, skate ramp area as well as an open space for additional recreational activities as required.</p> <p>3.1.1Children have access to well sized indoor and outdoor environments and ample equipment/resources. The play equipment that is available is age appropriate and accessible to all children (depending on weather conditions). Risk Assessments are available for our resources/equipment with control measures outlined for use.</p> <p>Balance of natural and artificial lighting and access to fresh air through large outdoor area. Children are encouraged to access all areas during session with communication with educators. Ongoing resource/equipment orders are placed as required approved by CEO.</p> <p>3.1.2</p> <p>Hazards are identified prior to session and evidenced in a daily hazard checklist. These are removed where possible or the area is coned off and deemed out of bounds. In addition to our cleaning, the school has cleaners that access our space after hours daily.</p> <p>3.2.1</p> <p>We encourage feedback from our families to ensure we are catering to their children's needs and interests. In this way, we are able to appropriately organise our space and ensure a high level of participation and engagement by all.</p> <p>3.2.2</p> <p>We have a selection of indoor and outdoor equipment, encouraging child-initiated, play based learning. Our resources and materials are age appropriate, have a wide range of uses and cater to differing interests. Our materials and equipment includes arts and crafts, which allows children to engage in sensory experiences, as well as to explore, discover and experiment.</p> <p>3.2.3</p>
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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	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>3.1.1 – Secure building with all outdoor spaces fenced off and netting on rooftop.</p> <p>Aftercare rooms are fitted with air conditioning, the air filters are regularly changed to ensure ideal air purity, and there are 3 doors to open to outside. Also, there are several windows that can be opened for extra ventilation. WAYS has also purchased additional HEPA filters to ensure additional air purity for WAYS OOSH indoor spaces.</p> <p>WAYS OOSH has immediate access to outdoor courtyard from the indoor space, further supervised access to the park next to centre through back gate.</p> <p>The indoor room provides a balance of artificial and natural lighting to successfully facilitate child engagement in space between 8am to 7pm throughout the year.</p> <p>WAYS OOSH has a fully equipped kitchen area to supply food / beverage storage and preparation.</p> <p>The indoor area's are modified during the vacation care period . We are able to unfold the bi-folding doors to increase the indoor space to twice the size by utilising both classrooms. The tables and chairs organised to separate various activities and ease children's understanding of space.</p> <p>3.1.2 - Daily checklist to highlight any damage to equipment within space. Daily external cleaning service.</p>

2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>3.2.1 – All games and equipment used for play is stored in locked cupboard to ensure equipment that is not age or capability appropriate cannot be accessed by children.</p> <p>Skateboard ramps on the roof offer opportunities for children to scaffold learning and develop their skills.</p>

Natural elements in the park offer children opportunities to interact with their environment and ask questions to better understand such elements.

Educators will continuously change spaces throughout the day to supply children with various surroundings and interactions.

Children are always encouraged to change their environment and activity to create new experiences.

Children are clearly informed each day of the spaces available and any areas not accessible.

3.2.2 – Children have access to a range of sports and outdoor equipment including skateboards, skate ramps, basketballs, basketball half court, dodgeballs, cricket set, volleyball net, rugby balls, soccer balls, lawn bowls, table-top soccer, pool table, badminton set.

We have oil paints, drawing / sketching workbooks, model buildings, origami etc to cater to children's artistic needs.

We have a range of board games and card games, allowing children interactive gaming with one another.

We have party games and accessories such as glow sticks, glow bracelets, loom bands, limbo, music speaker, disco light to create party atmosphere for birthdays or end of term celebrations.

Children have access to water pistols, body boards and beach games to be used on beach excursions.

Children have access to laptops that are routinely monitored by staff and appropriate software, to be used during homework help and an interactive white board to play educational games like *Kahoot!*

Children are always encouraged to inform educators of new games and coordinator will purchase those that are suitable and popular.

2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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
3.1. and 3.2	Our rooftop area is open all year round, however during winter we require an additional undercover outdoor space for sporting activities.	An external / outdoor covered physical environment fully compliant for an After School Child Care Service	M	We will continue to liaise with our local Council and agencies within our networks to assist should we require indoor sporting venues such as courts for sports.	Positive feedback from children and parents Permission from council to build the covered space on the roof	End of 2023	November 2022 CEO has been in coordination with council around different options.

3.2.3	We found in our self-assessment there was no real routine for children to be responsible for cleaning their own space up	Children to learn to respect their environment by collecting all rubbish and helping to pack away equipment after usage every afternoon.	M	<p>Staff to include this in their daily site inspection routine.</p> <p>Policy and procedures will be created for staff to adhere to.</p> <p>Staff will be trained to allocate time every afternoon to allow children to help clear their rubbish and restore our space to original state.</p>	<p>Children are able to tidy up with little prompting by staff member supervising.</p> <p>Respecting staff and helping fellow children to tidy each other's mess, rather than solely focusing on their own.</p>	June 2021	<p>On a daily basis, staff reflect on the routine including tidying up.</p> <p>Term 4 2022 debrief meeting Nov 2022discussed childrenincreasingly tidying up the space, however requiring support to gamify.</p> <p>Term 1 2023 debrief meeting March 2023- staff discussed improvement, however some reminders are required.</p>
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	When doing self-assessment, we found that there were limited Sustainability programming and not embedded in routine.	For children to learn more about sustainable practices this will give them an understanding of self sufficiency	M	<p>Complete a waste audit</p> <p>Focus on a key area</p> <p>Educators to use scrap paper for children</p> <p>Sustainability focus for Educators</p> <p>Recycling bins beyond the standard bins.</p> <p>Organise a child led green team/monitor for different days</p>	Children to exhibit self sufficiency practices without prompting.	Start term 1 2022 and will be on going.	<p>Term 4 2023, Educators established a scrap paper box.</p> <p>February 2023, children shredding documents and donate to an animal shelter</p> <p>Term 1 2023 Ed leader programs sustainable activities where possible, e.g., fashion club using fabric from reverse garbage</p> <p>Making paper in DIY club</p> <p>Making tie dye in April 2023 holidays</p>
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3.2.1	Identified the space is not as inclusive as it could be, there is not a current	For children to have a space that is	M	<p>Complete a physical environment audit</p> <p>Purchase sensory items Discuss use of items in safe space</p> <p>Educators ensure children use appropriately.</p>	Children to use the safe space appropriately for co-regulation or self-regulation	End of Term 2 2023	<p>Purchase list created for January 2023</p> <p>March/April 2023 Reorganise space downstairs for a safe space to be created and have space for resources</p>
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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 168	Offence relating to staffing arrangements	4.1.1
Section 268	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 118	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 – 25-58 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 148	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>Our staff development is predominately carried out via training both onsite and offsite in areas such as:- First Aid, Food preparation, child protection.</p> <p>Staff levels are consistent, we have long standing staff members this creates stability as well as an excellent rapport and trust with children and parents / guardians alike which results in strong positive ongoing professional relationships.</p> <p>We have a ratio of 1 staff to 10 children on excursions, dependnent on excursions, we reduce the ratio. Our ratios are reduced to 1:5 for open water excursions. For larger events, we have volunteers and casual staff to assist. Please note ratio increases for excursions.</p> <p>4.1.1 During daily team mini meetings prior to session commencement, the Responsible Person allocates areas of supervision, activity facilitation, duties and more. This allows staff to prepare themselves for their role during session. Staff run clubs that they feel comfortable with and enjoy running. The children feed off the educator's enthusiasm and skill and in turn become more passionate about the activity themselves. Rosters are completed in accordance with children's attendances and compliance, to ensure we are adhering to our required 1:15 ratio at centre. Child attendances are checked on a sessional basis to monitor last minute bookings. Additionally, staffing considers transportation of children and how to safely transport fom multiple schools with a driver; in which there are two educators, one for driving and one for supervision. Staff profiles on website which outline staff interests, skills, and qualifications.</p> <p>4.1.2 Our team includes regular casuals and WAYS staff at the centre to ensure continuity. Educators form trusting relationships with both children and families by interacting with them on a regular basis. We believe staffing stability is paramount for the centre. We ensure our rosters are completed a Term in advance, so we lock in our regular casuals as early as possible. Child attendances are monitored on a sessional basis.</p> <p>4.2.1 Daily team mini meetings prior to session commencement, allows for collaboration as to staff allocation of areas of supervision, activity facilitation, duties and more. Staff run weekly clubs that they have an interest in, in collaboration with one another and children. In this way, we share tasks and responsibility, that result in a positive outcome for both staff and children.</p> <p>4.2.2 We have an extensive induction process which contains online training modules during first 3 months, as well as on-site induction prior to your first shift at a service. This ensures an understanding of the role and responsibilities of the staff member, values, philosophy, standards and conduct expected. Staff have access to National Quality Framework, including the Education and Care Laws and Regulations and are supported by the Coordinator and Regional Operations Manager in the guidance of professional standards, interactions and relationships.</p>
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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>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>4.1.1 – Staffing rosters are created by the coordinator 3 weeks in advance to create consistent staffing that suits the day’s activities / excursion.</p> <p>The coordinator will request to advertise for new staff or volunteers if required. In the last term we employed a new casual skateboard instructor to specifically lead children during weekly skate park excursions. Additionally, we have 2 volunteer tutors that specifically help with homework club.</p> <p>If the program requires a specific skilled professional, we set out to employ such staff.</p> <p>All new staff and volunteers are inducted into the program using an induction booklet containing our policies and procedures, codes and ethics, and information form detailing contact details, availability and emergency contacts. Staff and volunteers are given a full induction of the building and all spaces accessible to staff and children. Opportunities for questioning are available throughout this process.</p> <p>4.1.2 – Staff rostering attempts to consistently assign staff to the same day every week during term. This creates familiarity to children attending on such days, enhancing their rapport with the educators.</p>

2. Practice is informed by critical reflection	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.</p> <p>4.1.1 - The coordinator will assign each new staff member with a ‘buddy’ (colleague) to guide them through their first month in the program. Reviews of their induction are completed by the coordinator and buddy after the first week, first month and 10 week probationary period.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</p> <p>Parents are notified of a change to the coordinator position and the new coordinator will send an introductory welcome email to all parents and guardians of current enrolled children.</p> <p>Staff are trained to interact with parent’s / family members every day to maintain strong relationships between the service and families. The coordinator will contact newly enrolled parent’s / family members to fully outline the program and answer any questions. On the child’s first day (and further days where necessary) parents are given a full briefing of the space and activities on offer – including specific feedback on their child’s engagement.</p> <p>Staff will give daily feedback to parent’s / family members of their child’s afternoon and alleviate any concerns on a daily basis.</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 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>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>4.2.1 – Previously mentioned ‘buddy’ system in place to induct new staff into the program and provide opportunity to communicate with co-worker any questions or needs.</p> <p>The manager will hold daily discussions with other staff members to gain insight into their current state of mind prior to afternoon’s activities.</p> <p>The manager and staff produce daily reports of key themes and outcomes as observed on shift in relation to the physical environment and care of children in the day book.</p> <p>Likewise weekly reports are supplied to line manager and CEO.</p> <p>Following vacation care program, a full report is created for the line manager. Following this report, a meeting is set between the coordinator and line manager to evaluate and discuss all staffing needs and cohesion during the program. A plan is then communicated going forward.</p> <p>4.2.2 – All staff receive policies and procedures and code of ethics to read and sign as part of induction.</p> <p>WAYS values, philosophy and code of conduct is given to all staff and staff are required to adhere to these standards at all times.</p> <p>All staff must have training in first aid that is kept up to date.</p>

2. Practice is informed by critical reflection	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]</p> <p>Parent, child and staff surveys are created and collated following vacation care programs, including questions based on staff professionalism and confidence in staff.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</p> <p>4.2.2 – Staff are rostered to days dependant on their specific skills, knowledge and interests to best serve the children’s needs This enhanced interaction through specific activities enhances children’s engagement and sense of belonging.</p>

Key improvements sought for Quality Area 4

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.1,4.1.2	All staff are supported to understand their role as an educator and their obligations to ensure they can follow NQF and MTOP guidelines	Creating additional and frequent opportunities for staff to develop as a team.	M	State in recruitment policy and procedure that all Staff to be employed must have relevant qualifications.	Staff	Ongoing	<p>November 2023 Fortnightly individual training sessions discussing NQF, and task completion</p> <p>Termly meetings since July 2023 to discuss debrief and preparation for ASC and VC.</p>



4.2.1 4.2.2	Additional staff reflective practice opportunities / team cohesion exercises		M	Conduct regular individual supervision and put reflective practice as an item to discuss	Record meeting notes. Feedback from staff. Monitor practise and team cohesion.	Ongoing	
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	Staff to be continually informed of policy changes and updates	Staff to be more up to date in policy changes as they occur		Implement regular staff meetings to reflect on changes and updated to policies and procedures, best practice and to share ideas for future improvement. Focus each meeting on specific training / areas for improvement. Conduct staff surveys to understand their needs in order to create relevant training opportunities.	Staff annual appraisals Staff more articulate on policy and any changes when asked by management and other WAYS programs.	Ongoing	OOSH Manager refers to policies in individual meetings and mini meetings. March 2023 Review in Individual staff training and development sessions April 2023 Policies revied
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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	<p>Most activities are done in groups this assists with social inclusion and helps learn social skills.</p> <p>Children’s interests are established at the time of their enrolment to best prepare a suitable program and activities for them. This is completed as a question on our online system. This also enables staff to prepare for certain needs to create engaging activities from their first day attending our service.</p> <p>Staff assist to help and improve the social skills of children by encouraging them to interact with new children which in turn forms strong friendships for any new children signing up.</p> <p>5.1.1</p> <p>Educators use a variety of strategies to engage in meaningful interactions, to build trusting relationships with children. This is supported by consistency in our rostering. Children gain a sense of wellbeing when they know a staff member whom they have a shared interests with, is rostered for a session their attending.</p> <p>Throughout the session we are constantly engaging with children to ensure they are supported in each aspect of their learning. We encourage autonomy throughout the session from self-serving during mealtimes, to making their own activity choices. Children complete reflections in collaboration with educators for our daily Programming Journal. This ensures children have their voice heard and spend time with educators reflecting on what went well and where we can improve in the future.</p> <p>5.1.2 All children are treated fairly and we hold the same expectations for the children to treat each other. We have a zero tolerance for bullying, in line with school direction. Educators are aware of the UN Convention on the Rights of the Child and use this, along with the Code of Ethics, to guide our interactions with the children. Children are given the opportunity to learn about their rights, which allows for children to effectively communicate with us. These are on display in child-friendly language. To ensure consistency is maintained, any issues in relation to the rights of a child are communicated with families, schools and educators, so they are made aware and strategies are put in place.</p> <p>5.2.1 Collaboration is key when developing and maintaining responsive relationships with children. We use our observations and daily Programming Journal as a basis for collaboration in achieving a goals. Our children are encouraged to support each other when in need. In particular, our older children model good behaviour and assist in running activities that may be difficult for younger years, scaffolding learning.</p> <p>5.2.2</p>
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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>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>5.1.1 – Staff maintain constant communication with children throughout care. Immediate conversations are initiated at the start of school pick-up to establish each child’s emotional wellbeing prior to activities.</p> <p>Staff are available at all times to cater to any needs that the children may have as they may present themselves early in the afternoon, this continuous checking in builds trusting relationships over time.</p> <p>Children are encouraged to provide new ideas of games and activities regularly and such ideas are implemented where possible.</p> <p>Staff participate in children’s play to aid inclusivity of overall group and then detach from activity to allow opportunities for children to challenge one another and make their own decisions.</p> <p>5.1.2 – Staff will acknowledge and praise positive behaviour and responses.</p>
2. Practice is informed by critical reflection	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]</p> <p>5.1.2 – A newly developed behaviour management policy and procedure introduced to children and parents that outlines bullying and serious behavioural expectations. Staff fully briefed and trained on how to implement. Children briefed and provided information, communicated through simple language and posters places on after school care cupboard. Children’s agreements signed to show understanding and to revert back to where needed.</p>

	All children are briefed every morning during vacation care to understand what bullying is and how to appropriately report react to incidents of bullying.
3. Practice is shaped by meaningful engagement with families, and/or community	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</p> <p>5.1.2 – Parents provided full information on anti-bullying / serious behaviour warning system and required to sign an agreement to evidence their understanding of this new system. Involving families in the process to best serve their child’s needs and overall togetherness of all staff, children and families within our service.</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	
1. Practice is embedded in service operations	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>5.2.1 – Children are encouraged to resolve conflicts themselves, whilst supervised by staff. Staff will intervene if required and will produce feedback to children to praise conflict resolution or to provide advice on how to deal with such situations better in the future.</p> <p>Activities developed in the program will always adhere to create group interactions and spaces are organised in reference to this.</p>

	<p>Outdoor games focus on children working together to solve a problem and are designed to involve all children at all times.</p> <p>Indoor games are designed to include the overall group, with staff flexible to adapt or change games throughout the process after constant monitoring of child interactions and emotions.</p> <p>5.2.2 – Staff will intervene to highlight any foul play or unfair behaviour, choosing to discuss with the overall group or communicate 1 on 1 with certain children. Children will not be victimised in such situations, instead, overall group are educated on how behaviour can be changed in the future.</p> <p>Children are supported by staff to create their own rules to games and to fairly delegate roles and responsibilities during activities.</p> <p>Children are given opportunities to detach from the group if needed and given space to reflect and relax.</p>
2. Practice is informed by critical reflection	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]</p> <p>Staff reflect on behaviour issues and disputes between children through open discussions and daily notes recorded on file. This best prepares staff to manage future situations where children involved may be exposed to situations to display similar behaviours in the future.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</p> <p>Parents are provided feedback of regular disagreements between certain children to consistently eradicate such behaviours at our service, and also during school and outside of school. If regular conversations are needed with a child regarding the same topic, parents are notified and involved in the process to best serve the child's need. Parents are encouraged to continue such discussions at home.</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
5.2	Increased consistency in our approach to ensuring that children are supported to build and maintain respectful relationships with each other.	Children behaving in a considerate and respectful way to each other. Children adhering to the services behaviour standards, children building safe friendships, Children successfully managing conflict with respect.	H	Monitoring compliance with the standards and elements of QA as well as monitoring all behaviour of all children. Surveys to current and new families	Maintained number of enrolments Increased Number of enrolments Positive feedback to staff following resolution of conflict between children Reduction in critical incidents regarding conflicts between children	Ongoing	October VC debrief meeting team reflected they wanted support managing children with behavioural or diagnoses. February 2023 approved termly meeting with staff for behaviour management. .

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>Enrolments to our after school care program are now completed online, all new families are offered an orientation in person or over the phone and introduced to OOSH staff.</p> <p>An extension to our website has been developed, this has improved our enrolment process / increased engagement and provided all parents / guardians with all relevant information and documentation required which now includes handbooks, policies, calendars, programs, and much more.</p> <p>Families are regularly engaged with by OOSH staff and are informed of any newsworthy events, activities, child related concerns via all social media (including Facebook), e-mails, phone calls, sms ,face to face and newsletters as well as our website.</p> <p>Our families and OOSH staff demonstrate great quality and transparent improvement processes whereby parents and children's feedback (good and bad) is always encouraged, welcomed and valued for our ongoing quality improvement. Feedback is collected at regular intervals informally and formally.</p> <p>If the after school care team has concerns about children, parents will be immediately contacted by phone.</p> <p>WAYS has many links in the local community.</p> <ul style="list-style-type: none">• Local business help promote our programs and activities through signage / word or mouth / partnerships and donations. <p>In the past year we expanded our community partnerships in relation to OOSH. For example, we partnered with Bondi Beach Markets to hold a family orientated music event held at the Bondi markets.</p> <p>6.1.1 OOSH Manager offers families the chance to come and see our centre before their child's first day. This allows the Coordinator to answer any questions the parents might have and give the child a tour of the service, so they feel safe in this new environment. Coordinators complete a Parent Orientation Checklist with new families, which covers a variety of topics including routines, service management, policies and procedures and more. Fortnightly Newsletter, Parent Handbook's and Key Information Sheets are highlighted during the enrolment process, as other means by which families can become informed and involved in the service.</p>
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6.1.2 Enrolment forms allow us to gather information about each child and their family, which assist us to program and communicate with families effectively. Educators are mindful to be inclusive of all cultures at the centre. We incorporate different cultural events and celebrations into our program and menu. This typically involves creating decorations from craft activities that promote respectfulness of culture. Individual discussions between educators and families are held to gather up to date information about their child. Particularly regarding health/medical needs, dietary requirements, observed behaviours and learning development.

6.1.3 Phone calls, emails and face to face communication are methods of informing families about our program and their children's learning and development. We also offer meetings at mutually convenient times.

Newsletters are compiled on a fortnightly basis that outline important information/reminders, activities/clubs the children have been participating in, community events celebrated and more. These are distributed to families via email. Hard copies are also available in our parent area.

6.2.1 We have an appointed KU contact to ensure we can support children's access and promote inclusion within our centre. Both can be utilised at our disposal, as necessary. Children are encouraged to participate in the activities available providers. We have a Missing Child Procedure that comes into effect should a child not present to an After School Care session.

6.2.2

6.2.3

We utilise providers from within our local community for excursions and incursions, which assist in children gaining an understanding of the happenings of their local community.

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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 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	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>6.1.1 – Our online enrolment process includes questions about children’s cultural backgrounds, religious beliefs and a section on ‘getting to know your child’. This provides an opportunity for educators to prepare the most suitable activities and conditions for each child to settle into the program immediately.</p> <p>Parents receive the parent handbook during enrolment to understand the service philosophy, values and mission immediately and prior to child attendance within the program.</p> <p>Where required, the coordinator may allocate staff to 1 on 1 provision with children that require additional support or to assist them with settling into the program.</p> <p>6.2.1 – The service provides information forms and program information at the sign out desk for parents to view on a daily basis.</p> <p>We also share a weekly display book containing pictures and information of activities completed each week for parents and children to view each day.</p>

2. Practice is informed by critical reflection	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]</p> <p>6.1.1 – Parents have the opportunity to complete an online survey to provide feedback on the service, including satisfaction with staff, activities and levels of communication / engagement between the service and parents. These answered are evaluated by the coordinator and program changes are made accordingly.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</p> <p>The coordinator is flexible in their approach to contacting parents depending on their preferences. Relationships are built quickly with new enrolments through regular communication and understanding the parent and child’s needs. Face-to-face discussions, phone calls, emails and text messages are used – with some more prevalent than others depending on the individual.</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 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	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>6.2.1 – Our service is committed to creating new experiences for children to learn, grow and achieve. Our vacation program includes an excursion every day and our current term table facilitates 3 excursions each week. Each term excursion is evaluated from child, parent and staff feedback and based on the feedback, new excursions are implemented for the following term to constantly create new learning opportunities for children.</p>



	<p>6.2.3 – WAYS is involved with multiple community events annually including Bondi Blitz and Blimp (our own events), Splash n Dash and Skate Jam. Children involved in the after school service have opportunities to perform in these music events or help with artistic preparations. Families are invited to attend every events and voluntary opportunities to assist with the program running are available.</p> <p>Our current term program involves community services such as IGOR MMA in Bondi Junction and Easts Rugby Club in Rose Bay, where our children have use of their facilities and access to their specialist coaches each week.</p>
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 6

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2	Increased Collaboration with other after school care and or related services in the local community.	Gaining further insight into how other after school cares operate to improve our own service and best meet the needs of our children and families.	M	<p>Organise visits to other after school care services to understand their current practises to best prepare our service to meet the goals from this improvement plan.</p> <p>Join a network of community activities</p> <p>Provide other services with access to our service to establish community partnerships and enhance improvements in all services involved.</p>	<p>Establish a partnership with one other service – including two organised visits (one to each service).</p> <p>Establishment of additional collaborative OOSH projects</p> <p>By joining a network of community activities, we will gain strategic and beneficial relationships with other OOSH services</p>	Ongoing	<p>November 2022 Share VC program WAYS has continued to make contact with additional schools and services around the local area.</p> <p>February 2023 Share ASC program</p> <p>March Share VC program with local schools</p>



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6.1.3	Improving the provision of information about the service and other community services	<p>Educators and families sharing information about:</p> <ul style="list-style-type: none"> » the service's operations » parenting roles and relevant support services and resources » community services <p>Educators assisting families to identify, locate, contact and/or access other WAYS services and or local community services</p>	M	Create information packs to be handed out at enrolment regarding information about the service's other programs, and local relevant support services and resources in the community	<p>Information about the service's philosophy, operation, policies and procedures being available in areas of the service regularly accessed by families in service documentation provided to them on noticeboards, charts or posters in areas of the service regularly used by families and/or through appropriate media/ email</p> <p>Providing families information about community services and additional resources available in area of the service and other resources that can be accessed privately external to the service</p> <p>Creating And maintaining service documentation such as the clients handbook</p>	This has just commenced and will be ongoing	<p>November 2022 reviewed Parent Handbook</p> <p>February 2023 updating enrolment questions</p>
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6.1.1	Upon reflection, we found that we had no real area for parents to gather information within the community /service and no parent input to the daily program and QIP	To create a parent area and QIP display area	M	By doing this we will increase parents engagement between them and our staff, encouraging the emergence of a vibrant connected OOSH parent community. We will also be able to have parents and families input on the program and service. Have Happy sheets so parents can record their feedback daily. Suggest box place at the parent area	By having parent's area and QIP displays we will build better relationship with families, and they will feel they will have more of an input into their children's development and service	This has just commenced and will be ongoing	Identified November 2022 February 2023listed items to purchase for Parent area
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6.2.1	We found that we don't have any routine regarding meetings involving children and giving them an opportunity and space to contribute to OOSH programming and activities and other organisational aspects of the service i.e. food, safety protocols, games available, laptops	To create children and educator's agreement in terms of what all parties can agree on, i.e. how the service is run, activities, programming, resources and how we are required to behave while we are at the service	M	Staff will be trained to conduct and document and these meetings, as well as to keep parents informed of any significant outcomes. The manager will inform parents and children about the positive/productive purpose of these meetings. These brief meetings will be held at the start of the afternoon each day.	Measure of success will be us surveying the children and parents to ascertain whether these meetings involving children, have the desired outcome of enabling them to have a say about what will go into the program and the OOSH. The outcomes we are aiming for will be an increase in children's satisfaction and enjoyment of the OOSH activities, increased feelings of mastery, child feelings of validation in terms of their needs/ desires and feelings of safety as they are valued by this initiative.	This will start beginning of term 4 and will be ongoing	November 2022 We have started meeting with children and they already report to staff as feeling more involved with what is going on with the service and that their views and needs are more valued.
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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 168	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 268	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 158	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 168	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 178	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 358 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>We work closely with local child related organisations in the area:</p> <ul style="list-style-type: none">• Caretakers Cottage• Jewish House• St George Youth Services• Bondi Beach Public• The Hive <p>We promote our services through local schools:</p> <ul style="list-style-type: none">• Rosebay Public• Rosebay Secondary• Waverley College• The Emmanuel School• Cranbrook• Bondi Beach Public School• Bondi Public School• Bronte Public• Gallilee Primary School• Bellevue Hill Public School• The Scotts College• Double Bay public <p>In terms of Element 7.1.2 and Element 7.2.1, WAYS OOSH identifies the findings of PricewaterhouseCoopers Consulting Australia (PwC) and PricewaterhouseCoopers as a key strength and as evidence in our ongoing continuous improvement practices.</p>
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In May/June 2021, the Department of Education, Skills and Employment (DESE) has engaged PricewaterhouseCoopers Consulting Australia (PwC) and PricewaterhouseCoopers/ Indigenous Consulting (PIC) to undertake a review of the quality and safety of Community Child Care Fund Restricted (CCCFR) services that are not regulated under relevant State/Territory regulations or the National Quality Framework (NQF), plus a review of a sample of five services regulated by State Regulatory Authorities (SRA) and five NQF regulated services.

This review involved two key components:

1. Desktop diagnostic: Undertaking an initial assessment as to whether the CCCFR service are likely to be meeting quality and safety requirements in the CCCFR Funding Agreements and the Minister's Rules. This is based on desktop information and data made available to PwC/PIC by DESE.
2. In-depth diagnostic: Undertaking an in-depth site visit with a sample of the CCCFR service to gather more detailed information on how these service is implementing quality and safety requirements and identify additional support measures that could help the CCCFR service to strengthen their quality and safety.

The report found that WAYS OOSH had a number of strengths, these included: ● Use of a shared space – WAYS OOSH have a good working relationship with local high schools, which it shares its space with. For example, the service reported that the school and service understand their collective responsibilities in keeping the space clean for each other and reporting any WHS concerns in a timely manner. The service also reported that it has open communication with the school and would email the school if it had any issues. ● Providing a program based on children's interests - The service appears to provide a program that is empowering and strongly focused on children's interests. The service reported that it often tailors or extends its activities based on what the children prefer. For example, the service reported that it seeks input from children and their families on deciding where to go for excursions. Activities can also be based on things that children did on the weekend, or what they are learning at school. ● Developing and reviewing policies – PCW reviewed our policies and made some suggestions that were incorporated. Prior to this WAYS OOSH undertook a comprehensive review of all our policies and procedures. This involved creating a series of policies that are specific to the service and are in addition to policies that are general to WAYS. We are always testing and reviewing updated policies with staff as part of its continuous improvement process. ● Induction process - The service reported that it provides a comprehensive induction for new staff, which involves being provided with policies and procedures (which they must read, understand and sign off) and having them shadow experienced staff in their first few shifts.

The WAYS Board is highly governed and undergo mandatory 12 hours of accredited governance training every 3 years. All Board members annually sign a declaration of fit and proper persons, Conflict of interest and related party transactions.

WAYS maintains a staff Working With Children Check (WWCC) register. WAYS has very clear policies and procedures in relation to the hiring of staff and the mandatory WWC requirements. WWCC are verified before staff commence at WAYS and are regularly checked for validation.

WAYS has risk management systems in place to manage risk and enable the effective management and operation of a quality service. For the service as a whole, WAYS has risk management policies and procedures that are reviewed annually.

WAYS OOSH regularly updates all of our policies and procedures. Staff are informed of any updates via EMAIL.

7.1.1 Our service specific philosophy is a tool we use to guide our interactions, program and practice. We review this annually with staff, families (where possible) and children, to ensure it remains a relevant guide for users of the centre.

During team mini meetings prior to session commencement, we can revisit our philosophy and values to ensure our practice remains geared towards these and our consistent objectives. We have an organisation philosophy and associated values that we incorporate into our practice. These are made known to all staff during the induction phase.

7.1.2 Service Risk Assessments have been developed to ensure we operate an efficient, effective and safe centre and manage foreseeable risks to children's safety and wellbeing. These include a Centre specific Risk Assessment, Emergency Management Plan and more. We encourage families to provide feedback - this may include complaints. If these cannot be resolved at a service level, the matter is escalated to our Operations Manager. If the complainant is not satisfied with their response, they may contact the Regulatory Authority. The CEO would be notified. Confidentiality documentation/records is kept under lock and key at the service. All staff are aware of requirements as to confidentiality.

7.1.3 During daily team mini meetings prior to session commencement, the Responsible Person allocates areas of supervision, activity facilitation, duties and more. This allows staff to prepare themselves for their role during session.

7.2.1

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>7.1.1 – Our service philosophy is set out and presented to all staff and families involved in the service. It is available on our website.</p>
2. Practice is informed by critical reflection	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</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 7.2 is available in the [Guide to the National Quality Framework](#).

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 7

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.1	Reviewing and updating philosophy to guide staff to plan and deliver an effective program.	Service-specific management meetings to review our program philosophy and staff professional development.	M	<p>Monthly service-specific management meeting.</p> <p>Reviewing philosophy each term and how program adheres to this / improvements that can be implemented.</p> <p>Guiding staff to plan effectively with consideration of our philosophy, the national standards and learning frameworks.</p> <p>Monitoring staff development and implementing relevant training to assist staff with program delivery.</p> <p>Implement regular staff evaluation</p> <p>Add it as an agenda item in individual supervision</p>	<p>Recorded notes from meetings.</p> <p>Staff feedback</p> <p>Staff development (qualifications, training programs, work-practise)</p>	Ongoing	Term 4 2023 Educators wrote what they thought makes WAYS OOSH WAYS.

7.2.1, 7.2.3	Improve in our professional development of staff and in continuous improvement	<p>Implementation of more frequent staff evaluations/ feedback at particular intervals throughout their employment in addition to the first 3 and 6 month and annual appraisal.</p> <p>Increased amount of staff engaging in professional development and training</p> <p>Individual staff development plans put in place to support learning and development</p>	M	<p>Provide staff with more training opportunities i.e. give leave for training, have staff development days</p> <p>Staff to engage in more continuous improvement reflection and be more proactive in their learning journey</p>	<p>Staff report at appraisals and supervision that they are engaging in relevant training</p> <p>Records of manager's staff appraisals</p> <p>More staff going on training</p> <p>Add an agenda item to staff meetings and record in meeting minutes</p>	Term 3 2023	
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