

# Quality Improvement Plan template

2018 National Quality Standard

Updated January 2018



Australian Children's  
Education & Care  
Quality Authority

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## The National Quality Standard and Quality Improvement

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

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

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

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

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

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

## Service details

<b>Service name</b>		<b>Service approval number</b>	
Taree Great Lakes Gloucester Family Day Care		SE-00009195	
<b>Primary contacts at service</b>			
Julie Higgins – Nominated Supervisor/Manager			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	51 Wynter Street	Telephone	0265525088
Suburb	Taree	Mobile	0429968568
State/territory	NSW	Fax	
Postcode	2430	Email	tareechildcareservices@ccstd.com.au
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact	Julie Higgins	Name	Julie Higgins
Telephone	0265525088	Telephone	0265525088
Mobile	0429968568	Mobile	0429968568
Fax		Fax	
Email	tareechildcareservices@ccstd.com.au	Email	julie.higgins@ccstd.com.au
<b>Postal address (if different to physical location of service)</b>			
Street	PO BOX 270	State/territory	NSW
Suburb	Taree	Postcode	2430

## Operating hours

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

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

Round times to the nearest quarter of an hour.

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08.30am	08.30am	08.30am	08.30am	08.30am		
Closing time	16.30pm	16.30pm	16.30pm	16.30pm	16.30pm		

Alternate Fridays the office closes at 2.45pm.

## 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.

Child Care Services Taree & Districts Inc. provides Family Day Care, NDIS In Home Care, Communities for Children programs, Community Playgroup.

Limited parking is available on premises, all day angle parking is available on the street.

The Office is open every week Monday to Friday except between Christmas and New Year and Public Holidays.

How are the children grouped at your service?

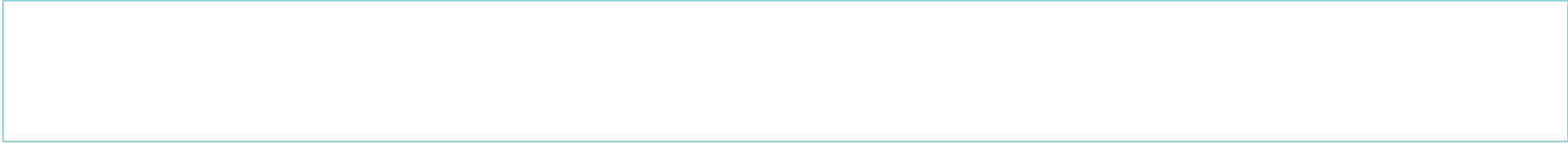
Children are grouped in Family Day Care education and care environments.

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

**Julie Higgins – Nominated Supervisor/Manager**

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators: 19



## Service statement of philosophy

Please insert your service's statement of philosophy here.

### Service Philosophy

We will provide quality childcare and child focused programs based on community needs to support families in parenting and educating their children

We believe all programs provided by the service should celebrate and embrace cultural diversity inclusive practise and social justice

We believe that early childhood experiences are the foundation for lifelong learning and all children have the capacity to learn and succeed regardless of diverse circumstances and abilities

We believe that partnerships with families, early childhood education support services and the community provide the best outcome for children and their families

The service will abide by all relevant funding requirements, regulations, laws, national standards and current curriculum.

## Quality Area 1: Educational program and practice

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

### Quality Area 1: Standards and elements

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



Critical reflection	Element 1.3.2	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child’s progress.

## National Law and National Regulations underpinning Quality Area 1

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


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

National Law and National Regulations		Associated element
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1

## Quality Improvement Plan for Quality Area 1

### Summary of strengths for Quality Area 1

<b>Strengths</b>	<p>Staff and educators have been long term with the service with years of experience and journeys through change, this creates stability, trust and consistency between staff and educators which assists in cementing the relationship required to build the team approach to support children and families. Both Coordinators are Educational Leaders and work collaboratively together in this role.</p> <p>Home Visits and educator supports are conducted in bi-monthly cycles, each cycle has a focus related to NQS or National Regulations and consists of a home visit and phone contact during this period. Home Visit focus is emailed to educator at the commencement of each cycle, this allows educators time to read and reflect on focus prior to their visit. Educators are able to request more frequent visits as needed to support and assist in the education and care of the children utilising their service. All visits are documented using I-Pads. Coordinators document professional discussions with educators around their planning and reflection, planning cycles and provide support for educators to engage in critical reflection of current practices, educators are able to verbalise their individual planning and reflections process. Co-ordinators utilise a strength based approach in supporting educators to reflect on their role in their service, challenges and solutions when working with parents or child, reflecting and assessing their environment, understanding and coping with changes, eg: CCS, Harmony.</p> <p>Coordinators observe and document interactions between educators, children, families and themselves, monitor the cycle of programing, discuss challenges and achievements, provide and facilitate an activity for the children to engage in. Educators are encouraged to explore theorist and the differing learning styles and incorporate them in their planning and reflection process. The service Web site and Facebook Page provide ideas and learning experiences for educators and families and promote and celebrate excellence through social media and our website.</p> <p>Educators have the Weekly Planning and Reflections available to families at all times which are linked to the EYLF outcomes using a variety of methods eg: Ipad, Apps, closed Facebook pages, emails or written documentation.</p>
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Our Communities for Children provide Transition to School and School Readiness programs which educators are able to access.

Co-ordinators document children's play and conversations on the home visit, acknowledging interactions and the importance of the child's self-identity and input into the daily routine, what they have enjoyed, what they have achieved, that they have a voice and their input is respected.

Educators are provided with Munch and Move resources during induction and are supported to put Munch & Move principles into practice. One of our Co-ordinators is a trained facilitator and converses regularly with Munch and Move coordinators from New England Health to ensure all our information and resources provided to educators are up to date and relevant. All new and updated information is shared via Facebook, Website and to directly to the educators.

Our service Reconciliation Action Plan (RAP) was completed and approved in 2018, educators and staff have been provided with a copy and it is available via our Website. Educators and staff are being encouraged to familiarise themselves with the principles and embed them in their weekly planning.

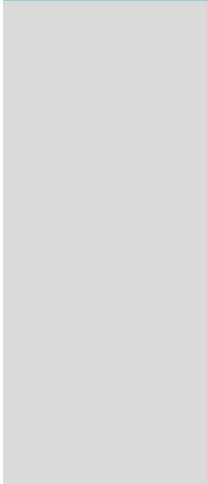
The Service encourages and supports external programs to be made available to educators especially in the outer areas where access and travel are a barrier to engaging in physical and social sessions eg: Kinder Gym, Play days, Playgroup, Storytime and Library

Educators provide care for children at various ages which encourages social development between younger and older children.

Our service supports and encourages all staff and educators to assess and consider their wellbeing. 2 Staff members have been trained in Workplace Wellbeing and this has been presented to educators and staff. Educators who have completed the training are encouraged to incorporate this in their daily program with children

Educators are able to access all forms and documents the service requires to be completed through our website.

Educators are supported to access Apps and electronic programs in documenting children's learning focusing on the individual child's learning cycle. Coordinators are able to provide one on one support for educators in their home to assist educators to access and develop skills to use these effectively.



## 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, 1.3 (1.3.1) (1.3.2)	Educators planning cycles enhances each child's development	Educators are able to show evidence of ongoing cycles of planning for all individual children and groups	High	During HV Cycle #39 review educator current practice, assist to critically reflect process and outcomes.	Educators are able to explain their practice and document the critical reflection and outcomes	March 2018	During HV Cycle #39 discussions were held and all educators were able to explain their process and the changes identified if any
1.3 (1.3.1)	Ongoing cycle of planning and learning	Educators continue to evaluate options available for documentation and learning	High	Discuss options available and provide access and investigation through the Ipad on HV's	New ideas and documentation available on HV's	March 2018	Some educators changed their current process, some adapted their current process, some were happy with the current process.

1.3 (1.3.2)	Inclusive environments for all children	Coordinators support educators to use Critical Reflection to assess inclusive practices	High	Coordinators attend Inclusive training through Inclusion Support on Critical Reflection Pass information onto educators	Educators are able to use Critical Reflection to assess their care environment and processes then make any relevant changes to support inclusive practices for all children and groups.  Discuss ways educators are able to document their critical reflection process.  Develop a Critical Reflection document to assist educators in the Critical Reflection process	August 2019	Staff attended Training in May 2018 Information passed onto educators during HV cycle  Discussion with Inclusion Support re Educator training, will send out survey to educators for feedback on topics and challenges that need to be addresses Aug Survey sent January 2019 – dates set for May both in Taree and Gloucester. Inclusion Support staff will present training. Educators will be sent individual SIP prior to the training. Feb 2019 HV Cycle #47 June July focus will be follow up form training
1.3 (1.3.2)	Ongoing reflection of inclusion	Continual assessment of inclusion practices	Med	Coordinators will develop a self-paced booklet for educators to use to critically reflect on their practices	New educators will be able to self-assess and discuss with Coordinators	Nov 2019	Held off until after the Inclusion Support training.
1.1 (1.1.2)	Cultural Awareness and inclusion in Weekly Planning	Cultural practises are embedded in the weekly program	High	Service is currently developing Service RAP. Once approved a copy to be distributed to all educators and staff	Coordinators will be able to observe and document during HV's how educators are including the RAP in their Planning	Sept 2018	RAP was approved in July, once this had been taken to the RAP Advisory Group it was finally distributed to staff and educators in October

1. (1.1.2)	Feedback from Educator Survey	Training requested through survey was: Having hard conversations Guiding behaviour	H	Inclusion Support will present 2 information session in Taree and Gloucester with focus on the issues raised through the survey	Attendance at sessions and feedback	May 2019	Inclusion Support have provided a SIP template for educators to complete prior to the training. Also a template for the service to complete as we are not able to access the IS portal to complete on line. Dates set for Gloucester 14 <sup>th</sup> May Taree 21 <sup>st</sup> May
1. (1.1.2)	Family Day care Week Celebrations	Highlight FDC Celebrate "Every Child is a Star"	H	Order star packs from FDCA Provide FDC Week Activity packs to educators Invite media coverage and display photos on our web site.	Participation and photos we receive back Feedback form children educators and families	May 2019	Julie ordered the stickers in Feb. Cultural activities will be include in the packs Kate and Katie will collate materials to add to the packs.

## Quality Area 2: Children's health and safety

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

### Quality Area 2: Standards and elements

<b>Standard 2.1</b>	<b>Each child's health and physical activity is supported and promoted.</b>	
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.
<b>Standard 2.2</b>	<b>Each child is protected.</b>	
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

## National Law and National Regulations underpinning Quality Area 2

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

<b>National Law and National Regulations</b>		<b>Associated Element</b>
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	2.2.1
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1
<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3



Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2
<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1

Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

## Quality Improvement Plan for Quality Area 2

### Summary of strengths for Quality Area 2

#### Strengths

Educator environments are assessed annually, this process provides the opportunity for educators to engage in critical reflection of their entire education and care environment, daily practises and identify what is working and what is not, it also provides an opportunity to discuss any issues with staff and implement change if required. Policies and procedures are in place to ensure the health and safety of all children.

Educators are provided with an Educator Compliance Folder (Yellow folder) at the beginning of every calendar year. This folder includes all relevant safety and health requirements that educators are required to adhere to on a daily weekly and quarterly basis  
Emergency Evacuation and Lockdown procedure and records conducted and recorded quarterly, Daily Hazard Check, Cleaning schedule and Immunisation register

Educators have parent resources available regarding such topics as: SIDS, Munch and Move, Support Services, Ear and nose health, Dental health.

Munch and Move resources are provided at induction and regular updates and information forwarded to educators and available through Face book and Website

Educators conduct Daily Hazard checks to ensure the environment is as free of hazards as possible.

Educators complete Excursion forms along with a risk assessment for all excursions conducted

All educators who reside in Bush Fire Prone Land are required to provide written certification from the Rural Fire Service and obtain a DA as required by Council Legislation prior to registering with our service.

The service encourages educators to take regular leave. Our educators provide flexible care including evenings, overnight care and care on weekends to meet the very diverse needs of their families. Where possible we provide alternate care and in some cases educators work together and share the care so back up care is available.



All staff of the service have attended Trauma Informed Care and Practice training and 2 staff are trained Workplace Wellbeing Officers, this has allowed us to present training and information session on the value of self-care and recognising burnout.

All educators are utilising Harmony Web which allows every educator access to information relating to each child's medical status including action plans on their electronic device.

Educators and staff all have formal child protection training. Educators are given Child Protection refreshers each year as part of their Educator Annual Assessment to ensure they are aware of their responsibility as a Mandatory Reporter. This process allows each educator to use the Decision Tree with the aid of scenarios.

**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 (2.1.3)	Healthy eating and physical exercise are a part of the daily planning	Munch and Move embedded in the daily planning for every child and group	M	Work with Hunter New England Health and Munch and Move Coordinators to get updated information to educators Update policies and procedures Provide resources on HV Cycle for educators to share with families. A new on-line training pack will be available early 2019.	Observing on HV and the Weekly planning cycle	Ongoing	Discussions have been held with Munch and Move coordinators and they have been contacting educators. Seeing lots of ideas on HV's. Reviewed policy has been forwarded to Hunter New England Health for feedback.
2.1 (2.1.1)	Staff and Educator Wellbeing is being fostered	Staff and Educators are able to recognise and monitor the effect of stress and actively engage in activities to reduce and support Wellbeing	H	Training for staff and educators "Putting Yourself First" facilitated by Workplace Wellbeing Officers within the service.	Feedback from participants. Educators are able to respond positively when their own wellbeing is being met. "You can't fill from an empty cup"	July 2018	First session was very well received, feedback was positive. Will present another training at a later date and keep this an ongoing process  Feb –Mar 2019 FDCA has commenced a new Wellbeing Wednesday program for educators, we will join in with this program.
2.2 (2.2.3)	Educators are aware of the indicators of a child at risk	Educators are able to identify and understand their responsibility under the Child Protection Act.	M	PEAK Child Protection Package and workbook provided to educators as part of their Annual Educator Assessment visit. Educators have been completing scenarios each year however in 2019 more in depth self-	Educators return the Workbook along with a completed Mandatory Decision Tree Report when they receive their AEA visit	Dec 2019	So far educators are able to complete the Workbook.



				paced module will provide updated information to ensure all are fully aware of their responsibilities.			
2.1 (2.1.3)	Taree PCYC have a Kinder Gym program, They have approached Julie regarding session with FDC	Provide stimulating programs which encourage physical activity and socialisation between children and educators	M	Julie will arrange 2 sessions in Gloucester and 2 in Taree at the Community Playgroup. Staff will assist with transport so educators are able to attend and will provide morning tea	Attendance at the sessions and feedback	Nov 2018	Oct 2018 All arranged!! venue will be Jodie Whitby's in Gloucester. Oct 2018 Venue had to change due to weather. Booked hall. Will book the hall again for next session as well. Attendance was great and educators are wanting this to be provided next year as well.

## Quality Area 3: Physical environment

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

### Quality Area 3: Standards and elements

<b>Standard 3.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>	
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.
<b>Standard 3.2</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>	
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

## National Law and National Regulations underpinning Quality Area 3

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

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

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



## Quality Improvement Plan for Quality Area 3

### Summary of strengths for Quality Area 3

#### Strengths

The Coordination office recycle and engage in as many sustainable practises as possible, recycling folders, sleeves, separating waste. We are working towards a paperless workplace by utilizing emails, Facebook electronic recording etc. where ever possible. The new Harmony Software facilitates this by providing bulk emails to educators and families.

Staff present an Educator “Hands On Day” each year, educators are provided with a variety or recycled and recyclable materials to make resources and gain information and experiences to use in their education and care environments. This is a wonderful day of sharing and networking for both staff and educators.

Educators are encouraged to use sustainability practices in their environments, worm farms and recycling wherever they can, ideas to support these practices are promoted via Facebook and the website and modelled on Home Visits with activities presented by the coordinators. Information is shared via Facebook and emails regarding community days and learning opportunities.

Educators Compliance Folders (Yellow Folders) contain self-assessment documents to allow them to engage in critical reflection on their indoor and outdoor environments, outcomes from these reflections are then added to their individual QIPs which are also kept in the folder.

The Educator Compliance Folder (Yellow Folder) is used on HV's by the co-ordinator to provide an opportunity to discuss how educators critically reflect and how they maintain their family day care environment as a sustainable and safe environment for children.

Educators use their Educator Compliance Folder (Yellow Folder) to record checks of all indoor and outdoor environments including, pool/spa fencing, locks and latches are in good working order.

Educators are encouraged to use natural materials in their environments allowing children the opportunity to explore natural materials. We encourage educators to provide experiences to foster sustainability with children by feeding foods scraps to chicken and collecting the eggs, keeping worm farms, keeping and caring for vegetables gardens, reusing as much as they can and fostering recycling practices.

We acknowledge the benefits of caring for pets and the therapy that pets can provide to children to this end our pet policy allows children supervised access to pets.

## Key improvements sought for Quality Area 3

### Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2 (3.2.3)	Reducing waste and working towards sustainability.	Reduce the use of paper filing and storage within the office. Download manuals and documents onto the server.	M	Educators will transition to Harmony Web so we will not need to keep hard copies of timesheets. Use emails as much as practicable Download to server to reduce paper folders. Policies and documents are accessed via the web site.	The reduction in filing and storage. Eliminating some of the folders previously kept.	June 2018	The reduction in storage and filing reduced dramatically. Downloading information has reduced the need for folders. December 2018 Had a huge shred from the storage bay. January 2019 Discarded all the old folders with outdated information.
3.2 (3.2.3)	Transitioning staff and educators to use emails to send forms in these can be saved to the server	Reduce the amount of paper copies of forms from educators	M	Encourage educators to transition to emails for all correspondence.	Reduction in paper form coming into the office	June 2018	After going over to NBN we had issues with our Fax so decided to not keep this operating, this was instrumental in all educators transitioning over to emails.



3.2 (3.2.2) (3.2.3)	Attending Community Days provided by local Council	Educator and families engaging in these days to encourage and allow children to engage in sustainability practices.	M	Share the Community Day flyer with educators and families. These day provide worm farms and other activities at a reasonable cost to the community. On-line session are also available	Feedback from children, families and educators that have attended these days	Ongoing	Educators and staff have attended and commenced their own worm farms. Feb 2019 Follow up from Mid Coast Council – we are currently negotiating them to attend our “Hands On Day”

## Quality Area 4: Staffing arrangements

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

### Quality Area 4: Standards and elements

Standard 4.1		
<b>Staffing arrangements enhance children's learning and development.</b>		
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		
<b>Management, educators and staff are collaborative, respectful and ethical.</b>		
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

## National Law and National Regulations underpinning Quality Area 4

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

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

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1

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

## Quality Improvement Plan for Quality Area 4

### Summary of strengths for Quality Area 4

#### Strengths

The management team have an open door policy and are always available to mentor staff or educators. All staff are encouraged to attend professional development when they are available. Limited funding has had an impact on the opportunities for staff to travel to attend professional development. Coordination staff attend Regional Meetings, Regional Coordinator Meetings and any relevant professional development opportunities possible.

The service transitioned over to the new Harmony Web software over the past 12 months, all educators have now transitioned over. Staff were able to mentor and support educators in the use of the system and continue to support them on a daily basis, educators who were challenged by the system are provided one on one assistance and the transition has been paced to reduce stress and pressure so educators are able to move forward at their own pace.

Educators provide opportunities for student placement to students completing their practicum in Cert 111 in Children's Services. This promotes family day care as a career opportunity and it gives the educators the opportunity to mentor new educators in the industry.

New Educator Induction is provided as face to face training and self-paced modules, prospective educators are offered the opportunity to visit current educator's environments, this provides an opportunity for the prospective educator to ask relevant questions and observe family day care environments. Prospective educators are required to have a minimum qualification of Certificate 111 in Children's Services or be actively working towards this qualification prior to registration.

Educators are provided with monthly Home Visits for first 3 months, this period is a probationary period which allows for the educator and staff to build relationships and establish their routines, environments and compliance processes. Co-ordinators provide extra home visits and support to educators as required and for as long as required.

The service has a 24/7 on-call service. This number is provided to all staff and educators to access emergency assistance, support, mentoring, resolve issues or any other assistance that may be required.

Educators source out and investigate the various programs to document children's learning, experimenting and adjusting to fit their personal philosophy and their preferred styles.

Monthly meetings are held with all family day care staff, meetings are minuted. Processes and procedures are continually presented to allow for critical reflection, what works what is not working and as a team solutions are trialled and reviewed. These meetings are used to set Home visits dates and cycle focus and Annual Educator Assessment dates which are then noted in the internal diary so all staff informed of every staffs movements during the week.

Staff from all programs attend a monthly Staff Wellbeing morning. These mornings provide time for all staff from all the programs the service delivers (Communities for Children, NDIS, Playgroup) to come together supporting wellbeing and the wellbeing of the service as a whole. Any issues relevant to all staff are discussed, the rest of the meeting is entirely devoted to wellbeing with mindfulness practices, fun activities, and information sharing followed morning tea.



Educators are supported using a strength based approach and all family day care staff have over 10 years' service.

Management recognise and support the individual strengths of staff and are committed to the value of working together as a team. Staff are allocated roles that recognise and build on the strengths and skills that they have eg: staff with IT skills is mentored and provided with training to develop and monitor the Web Site and Facebook, staff with organisational skills facilitate events and special days.

Educators are required to read and sign the Code of Ethics annually during their AEA

Management recognise the value and importance of family and support staff in balancing their role as a staff member and as a family member recognising the vital role this balance plays in staff wellbeing.

Our service embraces the diversity of our educators. We encourage educators from a variety of cultures and backgrounds to register with us. We have confidence in our staff and processes to ensure all prospective educators feel welcome and that their particular strengths, talents and interests are valued.

All educators and staff are provided with a copy of the service Reconciliation Action Plan (RAP) which was developed and approved in 2018.

## 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
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4.2 (4.2.2)	Networking with other services within our Region	Opportunities for educators to talk with other educators Coordinators/ educational leaders to be able to network with other services share ideas	H	Provide information and offer transport for educators and staff to attend the Early Childhood event at Noah's on the Beach in June 2018	A number of educators attend along with staff.	June 2018	June 2018 6 educators and 1 staff attended, the feedback was great and wellbeing was a top issue. Some staff not able to attend due to personal issues
4.2 (4.2.1)	Communication between all Stakeholders	Service has different programs which sometimes creates issues with communication between programs	H	An effective sharing process between staff, committee and educators	Sharing of any relevant information after each section meeting. Committee to have input in Newsletters	Now	Issues still remain and this will be an ongoing process.
4.2 (4.2.1)	Actively working towards reconciliation and inclusion	All stakeholders working together for reconciliation and inclusion	H	Service has been working on Reconciliation Action Plan, this has been submitted and we are awaiting the outcome	Increased involvement from our Aboriginal community in the service and the programs	2019 and ongoing	RAP was approved, committee, staff and educators have all been provided a copy. RAP Action Group will continue to look at the elements and imbed them into our programs
4.2 (4.2.1)	Reduction in hours for FDC Staff. Effects on current processes	Are the current processes working for educators? reflect on what we can change and what cant be changed? How can we best support them?	H	A survey will be sent to educators. Surveys will be collated by Committee. Feedback will be emailed to educators and staff Will then discuss processes	No. of surveys returned	Sept 2018	8 surveys returned Results emailed to educators. Inclusion Support also had a survey for educators to gain feedback as to what topics educators are wanting IS to deliver in the training, these were added to the survey
4.2 (4.2.1)	Recognising the vital role educators	The role of an educator is recognised,	H	Educator Day Sept 5 <sup>th</sup> 2018	Feedback and response from educators.	Sept 2018	We had great feedback and even acknowledgement back to us that we are also

	play within the service	acknowledged and valued.		Present each educator with an individualised Certificate recognising their person strengths. Due to distance and work hours getting together can be a problem so we will attach a little card with a tea bag and coffee bag so they can "Have a Cuppa on us"			educators and are often forgotten.
4.1 (4.1.1) (4.1.2)	Expression of Interest for FDC not coming in	Marketing! Getting us out there to attract new educators  Information booklet is not inviting, eye catching and may be overwhelming for a first contact.	H	Develop a range of advertising flyers Access FDCA marketing materials Tap into community Facebook pages Employment agencies Noticeboards School Newsletters Letter drops After critical reflection and evaluating our current written information we decided on a 3 Step process Step 1. Basic information Step 2. In depth information, role and responsibilities. Step 3 Moving to Registration	We have some new enquires regarding becoming registered with FDC Information is relevant and welcoming	Ongoing	Accessed some assistance through Small Business Enterprises. Staff have posted adds at various locations and Facebook pages.  Mar 2019 Katie brought 1 <sup>st</sup> draft to FDC Meeting, still needs some colour and to pop!!

## Quality Area 5: Relationships with children

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

### Quality Area 5: Standards and elements

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are maintained with each child.</b>	
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.
<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>	
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

Staff support educators and children on Home Visits, interactions with children are noted and recorded during the visit. Children build relationships with coordinators and their visits are a highlight in their day along with the anticipated activity that they bring. Staff assist educators to support children in all aspects of their wellbeing through positive behaviour guidance, support visits, providing information, role modelling and providing external support as required.

The service acknowledges the importance of children having a voice, open communication between staff and educators provides opportunities to explore how the environment can be prepared to provide free choice and routines to support agency for all children in the care environment.

The service has 4 staff trained as facilitators in Circle of Security, Bringing Up Great Kids, Bringing Up Little Darlings (Indigenous specific) and Triple P. These staff provide Parenting Support to the community through group sessions and one on one support with families. Information is available on the web site regarding all programs.

Circle of Security has been presented to educators and staff through our Communities for Children program. Staff and educators who have completed this training practice these principles with children in their care. Educators are able to support families to access the program or provide information for families regarding programs and services available to support parents in their parenting role.

The service recognises and celebrates that the child's first teacher is their parents and acknowledges the vital and sometimes challenging periods parents face in modern society. All staff have received training in Trauma Informed Care and Practice, this provides a trauma based approach when building relationships with families and children.

Staff support educators in outlying areas to come together for play sessions, attending and assisting with transport, organising special event days to support children's social and emotional development.

Service staff attend various community days providing child focused activities, play dough, face painting, role play activities etc. these days provide opportunities for staff to network and build relationships with other organisations, celebrating the diversity of our cultures and traditions.

Since 2006 the service has held a Children's Week Art Exhibition each year during Children Week. The exhibition has been supported since 2007 by the Manning Regional Art Gallery with a room being specifically allocated for the past 5 years. All early childcare services, playgroups and parent groups are invited to participate with over 300 canvases and sculptures. The exhibition celebrates the creative and wonderful talents and voices of our children. This exhibition has been a huge success every year and is enjoyed by so many children, parents and extended family members.

## Key improvements sought for Quality Area 5

### Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1 (5.1.1)	Reviewing and reflecting on understanding the role of play in a child's development	Positive and meaningful interactions to build trusting relationships to support every child to be secure, confident and included.	H	Support educator to reflect on play and their understanding of play Role modelling positive interactions and engaging with children Discuss theorists and if any have influenced their planning and reflection	Educators are able to verbalize the importance of play to every child. They will be able to reflect and identify any theory or Theorist that they feel "talks to them", encourage critical reflection and growth.	Sept 2018	Provided information on Theorists.
5.2 (5.2.2)	Feedback from Educator Survey	Training requested through survey was: Having hard conversations Guiding behaviour		Inclusion Support will present 2 information session in Taree and Gloucester with focus on the issues raised through the survey	Attendance at sessions and feedback	Sept 2019	Inclusion Support have provided a SIP template for educators to complete prior to the training. Also a template for the service to complete as we are not able to access the IS portal to complete on line. Dates set for Gloucester 14 <sup>th</sup> May Taree 21 <sup>st</sup> May



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							Follow up from this training will be the HV focus for next Cycle



## Quality Area 6: Collaborative partnerships with families and communities

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

### Quality Area 6: Standards and elements

<b>Standard 6.1</b>	<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>	
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.
<b>Standard 6.2</b>	<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>	
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.

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## 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

On enrolment families are given the opportunity to become members of the Association, their details are then recorded on the Membership Register.

Parent representatives are encouraged to sit on the Management Committee along with community and educator representatives.

Educators are provided with information which they keep available for families on support services and other community information, information on Community events are shared through Facebook and the website to families and educators.

The service seeks to include all stakeholders in the Policy review process. Policies under review are made available on the website and all stakeholders are encouraged to read and provide feedback via the web prior to policies being ratified through the Management Committee.

We were successful in obtaining funding through CCCF for a Community Playgroup which educators are encouraged to attend. The Playgroup operates from the Family Room at Taree Public School, this space is secure and built specifically for services to utilise to provide programs and playgroups for local families. Families who attend are provided support to access early childhood services both centre based and FDC and provides support and a referral pathway for families to access other services eg: Manning Support Services, Biripi Health services, Early Intervention.

Since 2006 the service has held a Children's Week Art Exhibition each year during Children Week. The exhibition has been supported since 2007 by the Manning Regional Art Gallery with a room being specifically allocated for the past 5 years. All early childcare services, playgroups and parent groups are invited to participate with over 300 canvases and sculptures. The exhibition celebrates the creative and wonderful talents and voices of our children. This exhibition has been a huge success every year and is enjoyed by so many children, parents and extended family members. The Official Opening is celebrated by a Welcome to Country where possible in local dialect and by local Elders or Aboriginal representatives.

Through the various program our service provides we have established relationships with many community organisations, Manning Support Services, Uniting, Mission Australia, Family Referral Service, FaCs, Biripi Health, Community Health to name just a few, our Management Committee currently has representatives from some of these organisations in office.

Our service has for the past 6 years employed an Aboriginal Support Worker who is a proud Biripi woman, she is employed as Playgroup Coordinator and is a vital part of our Communities for Children programs. This has enabled the service to have links with many Indigenous programs which support and assist families and also build relationships with Aboriginal Elders who visit and become involved with our programs.

With the introduction of Harmony Web educators are able to access information regarding any child booked into their care environment.

We have established links with disability services and Early Intervention service in our area, we are able to access intervention and support for families through these networks, educators work with OT's, Speech Therapist, Early Intervention and families to ensure each child with additional needs is provided the opportunities to reach their full potential.

Through our Communities for Children program we are able to support ear health programs, provide information to parents through educators on various parenting issues and resources available. Communities for Children also provide free parent support to the community through our programs Circle of Security, Bringing Up Great Kids, Bringing Up Little Darlings and Triple P.

Our Communities for Children have, since 2012, run Our words Our Stories, this program publishes stories written by local Aboriginal Elders, Aboriginal community members and children. Each story is published with a biography of the author, printed and published and distributed throughout childcare services, schools, community organisations, libraries and playgroups. These books are published for the community and are the property of the community and not owned by any one service or person. All educators access the books to use in their environments and coordinators encourage their involvement. Since commencement we have published 45 books for the community.

In 2018 we attended “Camp Memories” this is a weekend camp for children with disabilities and their families, we spent the day and night face painting, organisers, parents and children all joined in and we have been requested by the children, families and organisers to come back next year. A great day!! Such a wonderful opportunity for children to enjoy a supported inclusive environment.

## Key improvements sought for Quality Area 6

### Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1 (6.1.3) (6.2.3)	Work collaboratively with local council	Engage with families and promote the service and programs we are	H	Attending Family Fun Days Nabiac May 14 <sup>th</sup> Gloucester May 15 <sup>th</sup>	Families become engaged in the programs and FDC	May 2018	Event went extremely well, great feedback. Taree had to be cancelled due to weather.

	attending Family Days	able to deliver into the community		Tuncurry May 16 <sup>th</sup> Taree May 17th			
6.1 (6.1.3)	Families feel supported in their role as parents and through the CCS transition	.Parents feel that they are supported through the maze of CCS	H	Providing our comprehensive information to families regarding the new CCS system and the transition process	Families will transition without issue over to the new system	July 2018	As much information was provided to families, however there were still issues which we found extremely hard to deal with as we were not able to reach our software provider
6.2 (6.2.3)	Website updated revamped	Website to be more interactive and informative. Photos and videos to provide variety and a good overview of the value of FDC Website to be access by more families and stakeholders	H	Photos and videos will be obtained from educator with parents' permission along with testimonials. Documents which support educators and families to be included and available for download. Support Services Directory link added RAP to be added	Increase in the number of hits we receive	May 2019 and ongoing	Internal computer issues have made starting this difficult along with the reduction in staff hours so progress has been slow.
6.1 (6.1.2)	Awareness of special days during the year	Information for staff and educators on important cultural and community days	M	Special Day Calendar to be distributed to educators and staff	Feedback and comments from educators and staff	Jan 2019	Feedback from staff and educators was positive, a great resource they are easily able to access.

## Quality Area 7: Governance and Leadership

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

### Quality Area 7: Standards and elements

<b>Standard 7.1 Governance supports the operation of a quality service.</b>		
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.
<b>Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.</b>		
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

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



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2

<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2

<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

## Quality Improvement Plan for Quality Area 7

### Summary of Strengths

#### Strengths

The Service Philosophy is reviewed as the service programs and service delivery change. All relevant stakeholders were involved in the development of our Service Philosophy and Vision Statement. The philosophy underpins the basis for all programs and services provided under Child Care Services Taree & Districts Inc.

A wonderful inclusion is the service RAP, this provides guidance for the Management Committee, staff and educators in the journey to reconciliation.

During Home Visit Cycles and during educator Annual Educator Assessment (AEA) education and care environments and processes are discussed and documented to ensure NQS and National Regulations are being met.

The service commenced operation in 1980 as Taree Family Day Care, amalgamated with Great Lakes in 2006 and became Taree great Lakes Gloucester Five Star Family Day Care. The service is Managed by a volunteer management committee consisting of community members, parents, NDIS representative, FDC educator representative and NDIS Worker representative. The service engages a Financial Adviser who is conducts the annual audit and provides advice on the financial and management processes when requested. With the ceasing of funding the financial situation is closely monitored by management and our advisor. Processes and procedures were critically reflected upon in 2018 when it was necessary to reduce staff hours due to funding restrictions, internal processes were adjusted and are continually being reviewed by staff and management to ensure quality and compliance.

We are the only service with the Coordination unit located in our local government area. The service covers what was three LGA's which has now combined into one Mid Coast Council. The outer area of Gloucester has a strong FDC presence. Educators in this area are committed to FDC and provide a wonderful support network for each other.

A survey conducted in 2018 identified that educators feel supported by staff and the Home Visit cycle currently in place.

Staff roles and responsibilities are clearly defined in employee contracts and job descriptions, these include the Educational Leader roles which is a shared position between both Coordinators, this decision was made due to the shared roles they both have and provides support, stability and shared ideas to the service. Monthly meeting provide a format for HV planning, HV focus which usually is an area previously identified, critical reflection or need.

Staff, through regular meetings have an established critical reflection process which ensures processes and procedures are reviewed, assessed and implemented.

Management recognise the skills and potential of all staff and strive to provide professional development to develop their skills.

Families are provided with a copy of our Grievance Policy in the enrolment pack and this is also available via the website.

## Key improvements sought for Quality Area 7

## 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 (7.2.1) (7.2.3)	Staff and educators are familiar with revised NQS	Staff and educators are familiar with revised NQS	H	Staff and educators provided with a link to view new document.	Feedback and follow up with staff and educators.	Jan 2018	Link sent to all FDC staff and educators in Dec 2017 Hard copies are also available upon request.

	commencing in Feb 2018			New Self-Assessment QIP provided to all educators Hard copies can be provided if required.			
7.2 (7.2.1)	Educators are able to critically and holistically reflect on their performance and identify QIP's	Educator critical reflections documented in their self-assessment	H	During HV Cycle #40 Review current QIP using element 2.1.3 as example to work through the process	Will be able to view elements identified on HV 's	May 2018	This will be an ongoing discussion on HV's
7.2 (7.2.3)	Educational Leaders professional development	Educational Leaders are able to attend professional development opportunities	H	Kate to attend Inclusion Training on 30 <sup>th</sup> May Katie to attend forum at Noah's on the Beach on 2 <sup>nd</sup> June	Kate and Katie will feed back to staff and educators information from these days.	June 2018	We have commenced discussions with Inclusion Support to present training to our educators. One in Taree One in Gloucester
7.2 (7.2.2)	Awareness of the roles and responsibilities of Educational Leaders	Educators have a fuller understanding of what the role requires and the responsibility of this position and the reason we have 2 Educational Leaders	M	During HV Cycle #42 Discuss with educators the roles and responsibilities, provide the ACECQA handout as reference.	Feedback and discussions on HV's	Sept 2018	Coordinators discussed and clarified information with educators.
7.1 (7.1.1)	Educator's personal philosophy	Educators are able to critically reflect on their personal philosophy	M	During HV Cycle #43 encourage them to ask reflective questions about their philosophy.	Feedback from educators.	Nov 2018	Will revisit this in HV Cycle #44. Some educators made changes other were ok with the
7.1 (7.1.2)	Code of Ethics Currently only Educators are	All Committee members and Staff as well as educators	H	Code of Ethics will be developed and distributed to Staff and	All forms returned and signed	April 2019	

	required to agree to abide by these.	agree to abide by the Code of Ethics		all Committee members to agree to and sign.			
7.1 (7.1.2)	Staff Roles and Responsibilities	Review Staff Roles and Responsibilities in response to the reduction of staff hours	H	Management Committee will work with Manager to review current roles and responsibilities of staff.	The roles and duties are achievable with the current hours for each staff.	May 2019	
7.2 (7.2.1)	QIP reflections – Process used is not efficient and is doubling up.	A process which is streamlined, time saving and does not require duplication of steps.	H	Develop a form which is completed during FDC Meetings, download QIP Template and transfer directly to the template, thus eliminating another folder and allowing access for all staff through server. Add QIP to website, this will allow families and all stakeholders to be able to view and provide feedback.	Feedback from educators, staff and families	May 2019	Feb 2019 Form developed to reflect the QIP Template. QIP Template downloaded onto server.
7.1 (7.1.2)	Service Policies and Procedures. Reviewing and updating. Updating format and layout	Service Policies to be updated. Mandatory Policies to be prioritised	H	Process to be put in place, Kate and Katie to review policies. Policies available on Website. Stakeholders advised of which policies and when they are available for feedback and comment Policies taken to Management Committee for ratification	Reviewed policies will be available on website.	Ongoing	Feb 2019 26 completed and ratified. Review process has slowed due to reduction in staff hours.

7.1 (7.1.2)	Current Service Fee Schedule does not comply with CCS We have hourly increments whereas CCS is calculated in 15 minutes increments	Alter Service Fee Schedule so it complies with CCS therefore eliminating the overlapping of bookings	H	Families and educators will be advised of the identification of this issue through CCS and the reasons for the change. We will endeavour to make the transition as easy as possible for educators and families. New Fee Schedule will be emailed to educators to complete along with booking changes and return by February 4 <sup>th</sup> New Fee Schedule will take effect from 10 <sup>th</sup> February	Transition will be smooth for families and educators. Educators understand the reasons for the change as this may affect their income.	Feb 2019	All Fee Schedule and booking changes were returned to the office by Monday 4 <sup>th</sup> . Staff entered all booking changes by 8 <sup>th</sup> Feb. Transition was smooth.
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## Notes