



Education

Early Childhood Education and Care Service

Quality Improvement Plan

Service Name	Winston Mall Children's Centre INC
Service Number	SE 00009578

**“There is no end, this is an ongoing cycle and there is always room
to
improve”**

Participant, ECE Directorate Sector Focus Group May 2015

Purpose

A key aim of the National Quality Framework (NQF) is to encourage continuous quality improvement in education and care services and provide families with better information for making choices about their children's education and care.

This quality improvement plan (QIP) has been designed as a workbook to assist you in preparing a QIP specific to your service.

You will be able to develop a QIP by working through and completing each section of this workbook. By regularly updating your plan you will also help ensure that your service meets the requirements of the Education and Care Services National Law and Regulations.

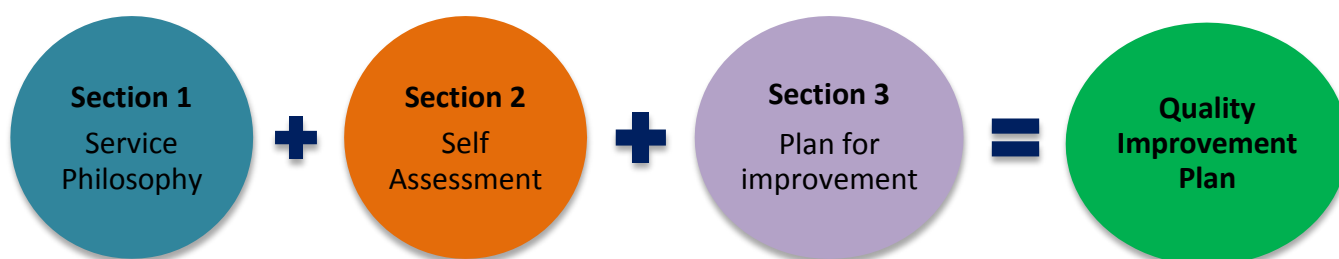
How to use this workbook

The workbook includes 3 sections for you and your service community to work through:

Section 1 Philosophy – A place to record your service philosophy

Section 2 Self-assessment – A place to self-assess your service's practices for each of the 7 quality areas and against the requirements of the National Law and Regulations and the National Quality Standard (NQS)

Section 3 Plan – A place to prepare a plan for improving your service



Can I use an alternative QIP template?

Yes. There is no prescribed format for a QIP. If you decide to use an alternative QIP format you need to ensure that the QIP reflects the requirements of the Education and Care Services National Law and Regulations

Remember, as well as including a service philosophy, self-assessment component and plan for improvement, the National Law and Regulations require that your QIP be:

- Regularly reviewed, at least annually
- Kept on the service premises or, in the case of a family day care service, at the principal office of the family day care service
- Shared with the families of children enrolled at the service and families seeking to enroll at the service, if requested by them
- Available to be viewed by an authorised officer or the Regulatory Authority upon request

Section 1 – Your Philosophy

Your service's philosophy describes the core beliefs and values you hold for children and families as they apply to your delivery of quality education and care.

Your service philosophy should be the foundation for your approach to achieving quality outcomes for children and should be clear enough to guide your decision making and service practice.

Some things to think about when developing your service's philosophy

You can use the following prompts to guide discussion amongst educators, the families and the broader service community to assist in articulating your service's philosophy:

- What are the core values of your service?
- Do you follow a particular educational approach?
- What is important to you, the staff, the children and the families using your service?
- Does your service reflect the wider community?

Insert (or attach) your service philosophy into the space below

Our aim is to provide a learning environment that is warm, caring, happy and secure, enabling each child to develop to their fullest potential. This philosophy is engrained in our everyday practices with the belief that all children deserve the right to care, happiness, equality, education and that each child's uniqueness is celebrated.

In relation to children

The educators of Winston Mall Children's Centre view each child as a whole, encompassing their individual styles and the life experiences they bring, including their cultural background, the family dynamics and economic status. Children are seen as active participants in their learning and are encouraged to explore their environment and engage in socio-cultural learning that can enhance their interests, skills and ideas. Educators provide a nurturing, trusting and secure relationship to support children in developing confidence and a feeling of respect, value and a sense of belonging. Children are seen as capable and confident and are given praise and positive reinforcement to assist their development. The vision of "Being, Belonging and Becoming" is fundamental to the curriculum as children not only meet developmental outcomes...but meet outcomes which reflect a successful future.

In relation to the program

Play enables children to enjoy 'being'. Our programs are based on children's strengths, interests and learning outcomes. A play based approach to learning ensures children are constantly engaged and building on interests and understanding. We use children's abilities and individuality to plan the environment for learning opportunities. The program is responsive to children based on observations from educators and input from families. Ongoing learning is documented for children in both individual and group learning settings. The curriculum is relevant to children and expands their knowledge and learning about their world. Respect for diversity encourages educators to foster children's motivation to learn and reinforce a sense of self.

In relation to families

Families are considered a child's first teacher, with educators respecting this as they gain knowledge of individual children. Family input is used by educators when creating a learning program in order to embed knowledge within the context of cultural expectations and societal roles. It is important to create a link between the home and Centre environments so families and educators can work in partnership to assist children develop their learning potential. We respect diversity by valuing, reflecting and including families and their cultural beliefs and practices within our curriculum.

In relation to the community

Winston Mall Children's Centre recognizes and acknowledges the people of the Dharug nation as the traditional custodian of the land of which the Centre sits. We strive to incorporate Aboriginal Culture through embedding practices in or daily learning and connecting with local Aboriginal community members. We incorporate the local community in our curriculum through our incursions, family participation and social events. We aim to make connections with our local community by participating in walking excursions, to develop social understandings and show appreciation of the people that make up our community.

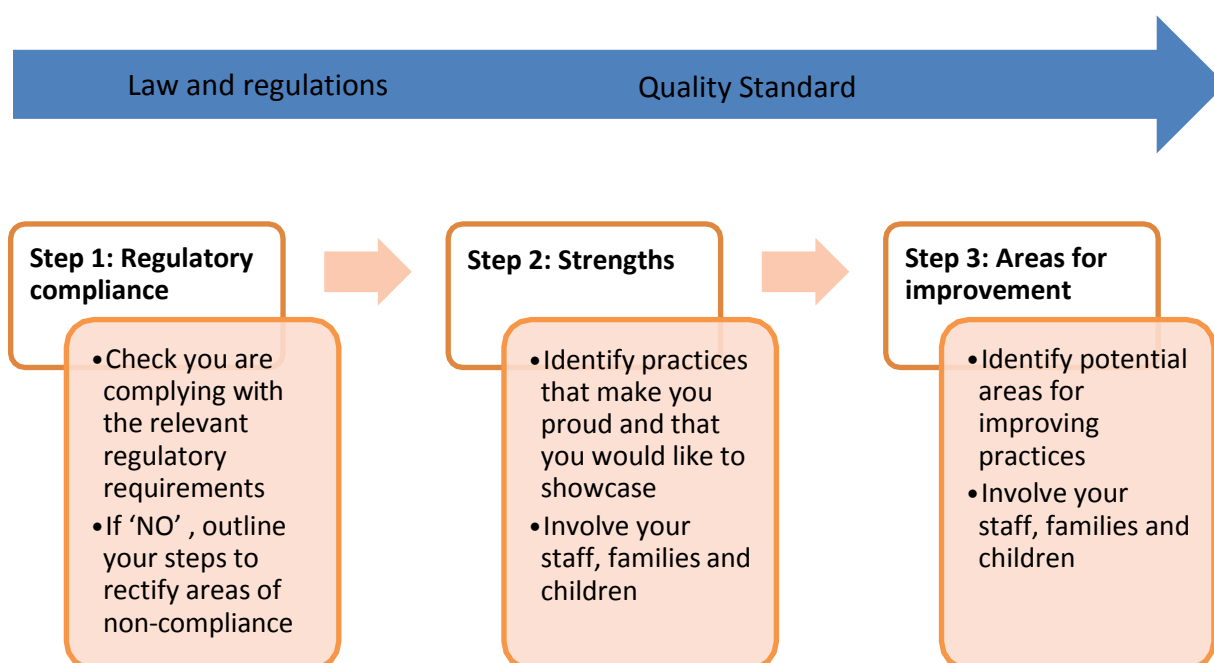
In relation to colleagues

We believe children learn by having educators that are positive role models both in interactions with the children and between staff members. Each educator's personal teaching philosophies are respected and reflected in the learning program of the Centre. We continually reflect on our ability to achieve high quality education and care, including principles, theories and practices. This reflection is used to support the philosophy ethics and practices of the service. Winston Mall Children's Centre prides itself on its qualified, caring, passionate and enthusiastic educators. We believe children should be viewed as individuals but made to feel welcomed as part of a group

Section 2 – Self-assessment

The benchmark for practice in early education and care services is set by the Education and Care services National Law and Regulations and the National Quality Standard.

This section of the workbook helps you assess your service's practices by assisting you to reflect on those practices and how they contribute to achieving the quality outcomes for children described in the National Quality Standard.



Reflecting on your practices helps you gain a clear picture of the quality of the education and care being experienced by children and families using your service.

What to think about

- Do you comply with regulatory requirements?
- What do you do really well?
- What could you do better?

These kinds of questions will help you reflect on how your service achieves quality outcomes for children as measured by the National Quality Standard. You do not need to address every standard each time you conduct a self-assessment.

The benefits of an honest self-assessment

It's important to be realistic and honest when reflecting on your service and how practices relate to the Regulations and the National Quality Standard.

Your QIP is an important tool for identifying areas that could be improved and extended.

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.

Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the National Law and Regulations

Date of self-assessment :		
Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Yes / No
S.323 S168 R.254	Is either the Early Years Learning Framework or My Time Our Place used to guide the development of the program?	y
R.73	Have you developed a program that contributes to each child's learning and development outcomes outlined by the learning framework?	y
R.74, R274A and s289A	If you have children who are preschool age or younger , do you document: <ul style="list-style-type: none"> An assessment of each child's development, interests and participation in the program? 	y
	<ul style="list-style-type: none"> An assessment of each child's progress towards the program outcomes? 	y
	If you have school age children , do you document: <ul style="list-style-type: none"> how and why the education program has been developed to support all children to participate in the program. 	n/a
R.75	Is the information about the program displayed in a place at the service that is accessible to parents?	y
	Is a copy of the program available for inspection on request: <ul style="list-style-type: none"> At the service for long day care, preschool or outside school hours care, OR At each educator's residence or venue for family day care? 	y
R.76	If requested, do you provide families with: <ul style="list-style-type: none"> Information about the content of the program and service routines and how they operate in relation to their children, including their participation? 	y
	<ul style="list-style-type: none"> A copy of their children's assessment/evaluation documentation? 	y
If you answered 'No': <ul style="list-style-type: none"> You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance. Record your rectification actions in the <i>Response to non-compliance</i> table below. 		

Responses to non-compliance	
Regulation / description	Steps to comply

Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

Standard 1.1

The educational program enhances each child's learning and development.

Think about:

- How do we develop or understand the approved learning framework that we use in our service to foster learning outcomes for all children?
- How do we support all children to progress towards the learning outcomes?
- How do we learn about each child's knowledge, strengths, ideas, culture, abilities and interests?
- How do we make decisions about children's daily experiences and routines, and who is involved in making these decisions?
- How do we use the learning outcomes to guide our goals and subsequent planning for individual children and groups of children?
- How do we plan and implement educational programs that are relevant and engaging for children?
- How do we ensure that experiences and routines are child-centred rather than adult- directed or clock driven?
- How do we support every children's participation in the program?
- What experiences do we provide for children to work independently and collaboratively?
- How do we use conversations and interactions with children to make routine times enjoyable and meaningful learning opportunities?

- As educators of Winston Mall Children Centre we use the Early Years Learning Framework to guide our curriculum decision. We work towards the 5 outcomes at an age appropriate level; these outcomes are used to reflect all learning either group or individual along with principles, practices, set out in the framework and the National Quality Standards.
- We use the Burton Planning Diary alongside other planning sheets when planning activities and experiences for our children. These diaries are open and accessible to parents in each room. We have sent emails to families and verbally inform our families where these planning diaries and notes are located. We also ask for written family feedback and provide a space near the planning sheets; we also accept email and Facebook comments as ways of getting family feedback. If families provide verbal feedback educators can then add this in writing.
- Each January or on enrolment of a new child, families are asked to complete an 'all about me sheet' these are collected by relevant room educators. These are stored in each child's portfolio, however the information is first reviewed by Educators with favourite songs, used to guide music experiences, favourite games used when planning and cultural celebrations are used when planning significant events for the centre. An example of this would be, the 2019 Lunar New Year, Zachary (aged 4) and his family celebrate the Lunar New Year we discussed this with Susan, (Zachary's mother) about the key dates and what they would do at home to celebrate. We were then able to introduce some of these things into our Kangaroos room

- Each June/July we send home each child's portfolio with an 'understanding your child' sheet this gives our families an opportunity to review their child's progress over the first half of the year and provide us with their goals for the remainder of the year and also inform us of any other key events happening in their child's life that we can use when planning
- Family groupings occur daily during the times of 7am to 8am and 4:30pm – 5:00pm this allows siblings to spend time with each other. Family groupings can also encourage the development of skills associated with children older/younger than themselves, through social learning theory.
- Each room develops a room routine which is designed by the educators and the nominated Supervisor. These routines are designed to ensure we provide a safe learning environment for all children. With only one outdoor environment we ensure a maximum number of 26 children are in the environment. Ensuring safety in our groupings and ratio requirements, children in our Joey room 0-2 years do not regularly combine with our kangaroo children 3-5 years whilst outside. Our the wallaby room children aged 2-3 years regularly combine with either the Kangaroo and Joey Rooms in the outdoor environment. We aim to have flexibility in our routine to allow additional time if children are engaging in an activity.
- Once the routines are developed educators review the participation of children, Educators can make changes to the routine where needed to maximise the participation of all children. Visual aids and verbal prompts are used to prepare children as to what is next in their routine and have time to complete their activity or request additional time from Educators.
- Educators and children in our Wallaby and Kangaroos room participate in a yarning circle to have morning meetings where they discuss planned activities for the day, children are given opportunity to share their knowledge and add their ideas for experiences to further their knowledge.

Standard 1.2

Educators facilitate and extend each child's learning and development.

Think about:

- How do we demonstrate intention in our practice and how does this impact on outcomes for children?
- How do we reflect on the range of intentional strategies suggested in the approved learning framework/s to support children's development and learning?
- How responsive are we to children's ideas, thinking and interests?
- How do we demonstrate that we value children's ideas, thinking and interests?
- How do we extend the program and experiences begin offered to each child and/or groups of children?
- How can we improve the ways in which we engage children in making decisions about their own learning?
- How do we arrange activities, routines and the physical environment to support children to make choices about what they would like to do and how they will do it?
- Do we provide children with the opportunity to make choices in circumstances where we promote their agency? How are children's voices captured?
- What opportunities are available for children to reflect on their own learning?

- Educators and children in our Wallaby and Kangaroos room participate in a yarning circle to have morning meetings where they discuss intentional learning for the day, giving children the opportunity to share and reflect on their knowledge, ideas and learning with their peers and Educators.
- Educators then document these voices into their daily reflections and incorporate this into the program.
- Furniture is chosen to aid all children to see and be able to reach toys and resources provided. Open shelving allows children to select from a range of resources. Closed cupboards with pictures allow children to have a voice in what experiences they would like on tables during different times of the day.
- Wallaby Room and Kangaroo Room each have creative art stations promoting agency and choice. Children are encouraged to request assistance to access certain items e.g. scissors
- Due to the routine cleaning schedule, the Joeys encourage children to pick and choose some of the resources for their open shelving.

Standard 1.3

Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Think about:

- How do we ensure that the way we document and plan for children's learning aligns with current approaches?
- How can we work collaboratively with each family to share information about children's learning, development and participation in the program?
- How do we recognise and support continuity of learning at the service, and how does information gathered from each child's home, school or other support services inform planning for continuity of learning?
- What do we do to critically reflect on and evaluate the program, how is this documented and how are our evaluations used to make informed curriculum decisions to improve outcomes for children?
- How do we use critical reflection when discussing programs with colleagues?
- How do we critically reflect on all aspects of pedagogical practice so that quality improvements occur?

<ul style="list-style-type: none"> • We use the Burton Planning Diary alongside other planning sheets when planning activities and experiences for our children. These diaries are open and accessible to parents in each room. This diary has sections where Educators can reflect on the weekly programme, their class environment and how children are participating.
<ul style="list-style-type: none"> • Each room has a critical reflection diary where each room educator can reflect critically on their roles as educators. These diaries were implemented after 3 key educators attended a training conference in 2018, Educators are slowly increasing their ability to critically reflect. Alpha as educational leader provides ideas and support to help guide critical reflection.
<ul style="list-style-type: none"> • Daily Reflections are written and emailed to families on a daily basis sharing their child's learning and participation throughout the day. We invite parents to contribute to the program and their child's learning through requests of resources from home, we also invite them to provide written feedback on our feedback wall within the room.
<ul style="list-style-type: none"> • Each January or on enrolment of a new child, families are asked to complete an 'all about me sheet' these are collected by relevant room educators. Each June/July we send home each child's portfolio with an 'understanding your child' sheet this gives our families an opportunity to review their child's progress over the first half of the year and provide us with their goals for the remainder of the year and also inform us of any other key events happening in their child's life that we can use when planning • We collect information from families regarding child development and any diagnosed delays. With this information we can discuss as educators and make plans to ensure all children are planned for and supported by educators.

Step 3: Identify areas for improvement.

Identify the areas of your service's practices that you think could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
 - What don't you do now that you would like to do in the future?
- Improve what you do.
 - What do you do well now that you would like to do better?
- Explore interests.
 - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? [Prioritise your area for improvement when you complete Section 3]	Priority (H, M, L)
1.1	Routines are child driven	To review our routines to ensure these remain children driven	m
1.3	All children participate	To review our SIP and ensure all educators have training to include all children in activities	h
1.3	Critical reflection	Educational leader to mentor all educators to critically reflect to improve the level on which educators are reflecting.	m
	Documentation and project learning	Ensure documentation styles and projects are continuously updated and in sync with individual room programs	m

(To add rows to the table, place your cursor in the last cell on the last row and press 'tab')

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.

Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the National Law and Regulations

Date of self-assessment:		
Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Yes / No
R.90 – 91 R.162	Have you ensured that all educators and families are aware of the medical conditions policy and always follow it?	y
R.92-96 R.161	Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it?	y
R.81/R168(2)(v)	Have you ensured that you meet each child's need for sleep and/or rest?	y
R.88	Have you ensured that all educators and families follow the service's policies and procedures around preventing and dealing with the outbreak of infectious diseases?	y
R.85-87	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness?	y
R.89	Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items?	y
R.78-79	Do you ensure that food and drinks served to children are consistent with your nutrition policy and that children can access water at any time?	y
R.77	Is food stored, handled and served safely?	y
R.80	Do you display a menu if you provide food at your service?	y
S165	Have you ensured that educators are supervising children effectively?	y
R.82-83 R.97, R.103 S.167	Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items?	y
R.99	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	y
R.165-166	Have you ensured that all family day care educators follow service procedures about visitors to the residence or family day care venue?	n/a
R100-102	Have you ensured that all educators follow service procedures in relation to excursions, including obtaining authorisations and conducting appropriate annual risk assessments?	y
R97-98	Have you ensured that plans are developed to manage emergencies and evacuations and are displayed near each exit? Are emergency and evacuation procedures practised at least every 3 months?	y
R.84/ s162A	Have you ensured that all educators are aware of their child protection responsibilities? Have you ensured that persons in day-to-day charge and nominated supervisors have current child protection training?	y
If you answered 'No':		

Date of self-assessment:	
<ul style="list-style-type: none"> You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance. Record your rectification actions in the <i>Response to non-compliance</i> table below. 	

Responses to non-compliance	
Regulation / description	Steps to comply

Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

Standard 2.1

Each child's health and physical activity is supported and promoted.

Think about:

- **Wellbeing:**
 - How do we find out about individual children's routines, and ensure that all relevant staff members are informed about these?
- **Health Practices and procedures:**
 - How do we keep informed of, and implement, current practices and guidelines from recognised authorities?
 - How do we find out about individual children's health requirements and ensure that all relevant staff members are informed about these?
 - How do we maintain acceptable level of hygiene while minimising the use of toxic products?
 - How do we ensure that families are informed about and follow the service's policy and guidelines for the exclusion of ill children, as well as communication with families if there is an outbreak of an infectious disease?
- **Healthy lifestyle:**
 - How do we ensure that all educators are familiar with current guidelines about healthy eating, physical activity, rest and safe sleeping?
 - How do we ensure that all educators understand and implement correct procedures relating to food handling, transportation and storage?
 - How do we plan food and beverages to meet the preferences of each child as well as their dietary and nutrition requirements, including during excursions or other special activities?
 - How do we incorporate discussions and activities about healthy eating, physical activity and allergies into children's everyday experiences so that each child is encouraged to make healthy food and beverage choices?
 - How do we plan the program to ensure that there is a balance between planned and spontaneous active play as well as a balance between passive and active experiences?
 - How do we set up the environment and resources to encourage and support children to engage in movement and physical play?
 - How do we plan the program to include opportunities for active play during periods of inclement weather?
 - How do we encourage children to solve problems in relation to physical challenges in the environment?

- When families make enquiries about our service information about how we provide sleep and rest for each of our three rooms is discussed
- Upon enrolment in our Joeys room, families are requested to complete an individual routine form. This allows us to plan for the physical needs of eating and sleeping for children under 2 years particularly young infants. This includes information such as the type and consistency of food, milk product required and times, and usual sleep patterns.
- Educators in the Joeys room use this information to plan individual routines whilst maintaining a usual room routine that meets the needs of other children in the Joeys room. Regular discussions with families on drop off and pickups allow us to ensure these plans reflect the child's current patterns.
- On enrolment in our older rooms the Wallabies and Kangaroos we provide details of our room routines to families. On each child's first day in our care, we verbally clarify with families about their child's usual day sleep patterns, so we can attempt to provide a similar environment and timing. We document children's eating and sleep times on a chart which can be seen by families on pickup, when requested we provide this information in a communication book that can be sent home or via email.
- During our enrolment process Families are provided our parent handbook, this handbook is also emailed to all families at least annually or when updates are required. Several policies/ procedures are outlined briefly in the handbook, including but not limited to;
 - Medication
 - Sick/ unwell children
 - Healthy foods / water
 - Allergy awareness
 - Fee agreement / CCS
 - Emergency evacuation/ lock down
- Should a contagious illness breakout in the centre, information (usually factsheets for the 'Staying Healthy in Childcare' version 5) is emailed to families and put on display in the foyer. These factsheets contain exclusion periods for the illness along with information on symptoms and how to treat the condition.
- Illness's such as Gastro are also reported to the Health department (and ACEAQA) when 2 or more children/educators are affected, we then follow the outbreak guidelines provided by the health department. Copies of this is in the staff room and office for all educators to be aware of the steps when in outbreak.
- To ensure we keep up to date with all new information we subscribe to many industry newsletters. These newsletters are received via email to the main centre email. These newsletters are shared with educators via email and hardcopy available in the staff room. Articles are also discussed at team meetings.
- We have adopted injury/incident/illness record forms from the ACEAQA website to ensure they comply with current requirements of documentation. These forms are completed by educators as soon as possible after an event, should parents need to be informed of an injury at the time the mobile phone can be used to take a photo of the injury to aid better understanding for parents as to the nature of the injury. An example of this is when Leo an 18month old child fell hitting his forehead, Nicole his room educator rang and spoke with his father to explain the injury prior to taking photo so he could see the injury. The parent responded with a text thanking Nicole for the photo and was happy with the information provided. Leo's injury was superficial, Leo remained in our care till end of day when collected by his father.
- We are a Munch and Move excellence service as such we maintain 50% of Educators are trained in Munch and Move guidelines..
- We actively teach children about making better choices when it comes to nutrition. This is done in many ways, our recent addition of our edible garden has seen an interest in finding, picking and eating our red ripe cherry tomatoes and our freshly grown cucumbers (though these were adversely affected by the heat in January – we are planning to plant some more)

- During meals time discussions around what is on our plates or in our lunch box leads to children identifying foods they like and dislike, also foods that are better for our health.
- When food items come in that contradict our Food and Nutrition policy, we remove items (typically prior to child receiving at the meal time) and send home with an explanation as to why it was not provided to a child.
- Should we remove an item the child's quantity of food is assessed and a substitute from our kitchen supplies is provided if necessary. For example, in 2018, Grace (who is of Chinese background) in our Wallaby room was coming to the centre with cream filled pastries in her lunch box. Sandwich substitutes were provided from our kitchen with Grace selecting the filling of vegemite or cheese. Selena, Graces mother was informed however Grace continued to have seemingly unhealthy pastries in her lunch box. We invited both parents to come to the centre to discuss Grace's development and lunch items. In this discussion it was realised that sweet pastries formed a typical part of their diet, when we provided specific details of types of food we recommended (as per munch and move and dietary guidelines) we saw a change in Grace's lunchbox.
- We implement FMS with our children and encourage physical activity in our indoor and outdoor environments, whilst this is mostly seen with our Kangaroo Room, children in our younger rooms are provided activities that encourage physical motor development.
- We recently upgraded our outdoor environment which has seen sandstone boulders fixed around a creek bed this has supported children to learn climbing and balance skills every day as part of their free exploration. Fixed Totem Poles also provide a space where children can climb to heights they are comfortable with, and children can often be seen manoeuvring through these poles. Educators actively supervise the outdoor environment and provide either verbal or physical guidance if a child requires help.
- Larger climbing equipment can be set out on our soft-fall grass area or simply balls and hoops to encourage and support different physical motor skills developing. Children can provide input as they can request specific equipment to be used in the outdoor environment often aiding educators in the selecting the equipment from the shed by standing near the door as items are found.
- Inside music and movement activities promote safe physical movement inside; the Kangaroos room will often use our interactive touch panel to engage children in dance moves or relaxation yoga as a large group. These moves were on display at our disco held in October 2018 when we were able to show our families how well the children can follow the direction of the Just Dance dancers.
- The Joeys and Wallaby rooms use music played via ipods and speakers to engage in dance activities. The room layouts allow space for sitting activities as well as active exploration of the room.

Standard 2.2

Each child is protected

Think about:

Protecting each child

- How do we identify potential supervision risks in the service?
- How do we plan to ensure that all areas used by children are effectively supervised, including when children are participating in high-risk activities or varying their activities?
- How do we plan to manage supervision of small groups of children who may need to be in a different space from the main group?
- How do we identify, assess, manage and record hazards and potential risks for children, such as potentially dangerous products, plants, objects and animals at the service, and how often do we do this?
- How do we ensure children are alerted to safety issues and encouraged to develop the skills to assess and manage risks to their own safety?
- How do we ensure that all equipment and materials used in the service meet relevant safety standards, including bedding and sun protection resources and equipment?
- How do we conduct risk assessments for potential excursions and plan for children's safety during excursions?
- How do we identify which emergency procedures and specific action plans are required for our service and how often do we practise these? What recognised authorities are consulted in the development of these plans?
- How do we maintain an awareness of the people who have contact with children at the service and/or who collect children from the service?
- How do we keep up to date with current legislation in our state in relation to child protection, and ensure that all staff understand how to report their concerns about child protection issues?

- When educators are interviewed for a position, qualifications are checked including the current code for their child protection course. A record of this is kept in the office with all other staff qualifications and is reviewed annually. Should an Educator not have the most up to date course the Educator is requested to attend a training session at a time that is convenient to them
- All responsible persons at Winston Mall Children's Centre Child Protection training. Course codes are regularly reviewed by Nominated Supervisor to ensure they remain up to date.
- Regular Emergency drills are conducted with each Educator taking turns to call a drill, a list is in our staff room where educators can easily see who is next to call a drill and the types of drills that have been practised and the date. This list allows us to ensure different types of emergencies are practiced and on different days and times. After each drill and evaluations is written and these can be discussed at team meetings.
- The Emergency diagrams have been reviewed in 2018 with new diagrams being created by EMS A new procedure handbook was written by Chubb in consultation with Hills Council and Winston Mall Children's Centre

Step 3: Identify areas for improvement.

Identify what areas of your service's practice could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
 - What don't you do now that you would like to do in the future?
- Improve what you do.
 - What do you do well now that you would like to do better?
- Explore interests.
 - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? [Prioritise your area for improvement when you complete Section 3]	Priority (H, M, L)
2.1	To ensure all educators know the requirements for Sleep and rest	To attend training provided by red nose this has been requested for April 2019	h
2.1	Children's health needs are identified and supported beyond allergy and anaphylaxis forms.	To make medical health plans with family input and display for all educators to become aware.	h
2.2	To review risk assessments	To set a table to ensure all risk assessments are assessed on regular basis	m
2.2	Emergency procedures	Emergency procedures are thoroughly reviewed and discussed so all educators are prepared for any real emergency. Drill to be conducted on a monthly basis.	m

Quality Area 3: Physical environment

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

Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the National Law and Regulations

Date of self-assessment:		
Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Yes / No
R.104-115	Have you ensured the services premises, venue or residence meets all regulatory requirements? For example: <ul style="list-style-type: none"> • There is the required amount of unencumbered space for the number of children in attendance at the service • Arrangements for dealing with soiled clothes, linen and nappies 	y
	<ul style="list-style-type: none"> • If you have children who are preschool age or younger, have fencing that prevents them going over, under or through it? 	y
	<ul style="list-style-type: none"> • Are there appropriate toilet, hand washing and nappy change facilities? 	y
	<ul style="list-style-type: none"> • Is there space for administrative functions and consultation with families? 	y
	<ul style="list-style-type: none"> • Is there adequate light, ventilation and shade? 	y
	<ul style="list-style-type: none"> • Are all areas of the premises easily supervised? 	y
R.103	Have you ensured that the service premises, venue or residence and all equipment and furniture are safe, clean and in good repair?	y
R.113	Have you ensured that children are able to explore and experience the natural environment? For example are there trees, plants and sand?	y
R.116-117	If you have a family day care service: <ul style="list-style-type: none"> • Have you ensured that all educators' residences or approved venues are safe before children are placed in care, and at least annually? 	n/a
	<ul style="list-style-type: none"> • Have you ensured that glazed areas of all educators' residences or approved venues meet the required safety standard? 	n/a
	<ul style="list-style-type: none"> • Do you require educators to inform you of any alterations or renovations to their premises? 	n/a
R116 R34(f)(iii).	<ul style="list-style-type: none"> • For Family Day Care services operating from avenue, have you submitted an application for approval to operate from a venue? 	n/a
If you answered 'No': <ul style="list-style-type: none"> • You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance. • Record your rectification actions in the <i>Response to non-compliance</i> table below. 		

Responses to non-compliance	
Regulation / description	Steps to comply

Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

Standard 3.1

The design of the facilities is appropriate for the operation of a service.

Think about:

Appropriate design and upkeep

- How does the environment support children's learning? What barriers do we need to overcome?
- What processes are in place to monitor the cleanliness and safety of the premises, furniture and equipment?
- How does the design of the environment promote and foster children's learning, development and wellbeing?
- How do we ensure that children are safe entering and leaving the service?
- How does the environment support the access of all children and families enrolled at the service and children who may enrol in the future?

- At Winston Mall Children's centre we have 1 outdoor environment we plan routine times to ensure all children have time to engage in outdoor learning whilst overcoming the barrier of the physical space and maintaining ratio requirements.
- With the introduction of our 2-3 wallaby room to adhere to the change of ratios we overcame a barrier of increased noise levels by educators collaborating between the wallaby and kangaroos room to plan routine times to respect children's learning and wellbeing.
- We offer three separate play rooms to foster children's learning and development. Each of these spaces have age appropriate furniture, and carefully selected resources, to support access and participation by all children.
- We have recently upgrading all our lights with the assistance of a NSW government grant to ensure adequate lighting inside the centre, we ensure outside lights are turned on during dawn and dusk the centre to ensure a safe exit/entry point.
- We maintain the fence line around our outdoor environment with a gated entry way to ensure children's safety when entering or exiting our premises. Our gate has large signs stating HOLD MY HAND as a way to remind our families of safety when exiting. We also have a large tiled area adjacent to our gate to allow families time to hold children's hands before entering car parking areas

Standard 3.2

The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Think about:

Inclusive environment

- Is the environment welcoming, home-like and inviting for children and families (within the constraints of our setting)?
- What opportunities do we provide for children to be involved in planning, setting up and modifying the environment?
- How is the environment equipped and organised to cater for all ages and levels of capabilities?
- How are the backgrounds and cultures of families and the broader community reflected in the environment?
- How can the physical environment be adapted to include all children and provide for their needs and interests?
- How can we create a physical environment that welcomes and respects all children and families, and encourages their participation in learning experiences?

Promoting competence, supporting exploration and play-based learning

- How can we organise environments and spaces to provide children with opportunities to:
 - play independently as well as promote small and large group interactions?
 - engage in unstructured play?
- How do we plan to use the physical space to support children in building relationships?
- How do we support children's interaction between the indoor and outdoor environments?
- How does the organisation of the indoor and outdoor environment allow for a variety of uses by children and educators?
- How do we arrange indoor and outdoor spaces that support children's access to materials and equipment?
- What adaptations can be made to the environment or additional resources introduced to provoke interest, creativity, sustained shared thinking and collaborative learning?
- How do we provide spaces that promote safe exploration, learning through play and interaction with the environment for children of all ages?
- What equipment do we provide that allows for multiple uses?

- How does the physical environment contribute positively to children's developing autonomy and independence?
- What features in the physical environment encourage open-ended interactions, spontaneity, risk taking, exploration, discovery and connection with nature?
- How do we regularly evaluate the effectiveness of learning environments and draw links to the intended learning outcomes?
- What messages are given to children about how the service cares for the environment?
- What strategies can we implement to support educators to model environmentally responsible practices, and foster children's capacity to value and respect the broader environment?
- How can we access additional information, ideas and strategies to support children to take an active role in caring for the environment and contribute to a sustainable future?
- How do we foster children's capacity to understand, care for and respect the natural environment and the interdependence between people, plants, animals and the land? [Early Years Learning Framework, p. 14; Framework for School Age Care, p. 13]

- Environment is aesthetically pleasing with a clean, bright and happy atmosphere.
- Throughout 2018 we involved all our stakeholders including children, educators and family in the planning and creation of our new outdoor environment. Educators created a wish list of key items they would like to include, this was then discussed with children during group experiences, photos examples were also shown. Once a draft plan was created (by Tessa Rose Landscapes) families were asked for input, a large foyer display was created children and their parents would stop and look at this display. Feedback was given verbally to Nominated Supervisor, this was collected and provided to the landscape designer when preparing the final plan.
- The main aim of our outdoor design was to provide an environment that can include all children in play. To increase the capacity to understand and show respect of the natural environment by including key features of our food growing garden areas, garden exploration areas, water tank to aid water recycling and worm farm to aid in teaching sustainability and reducing waste from the service.
- Our location being attached to the shopping centre we often have local community members enter our foyer. We aim to welcome families and local community members through careful selection of wall displays to reflect our philosophy of respecting diversity and culture.
- Loose parts in all environments are provided for exploration we aim to provide a variety of loose parts material that are at age appropriate levels to encourage children to engage in unstructured play .
- Self Help stations where children can apply sunscreen, use tissues
- Furniture is chosen to aid all children to see and be able to reach toys and resources provided. Open shelving allows children to select from a range of resources. Closed cupboards with pictures allow children to have a voice in what experiences they would like on tables during different times of the day.
- Educators carefully select resources that allow for collaboration and independent exploration. Educators plan play spaces carefully to allow space for children to engage in individual or group learning. Educators reflect on these spaces and make changes to ensure children are meeting planned outcomes.

- Educators promote sustainable practices with our children through a range of experiences. In 2018 we introduced a Return and Earn collection bin to our centre, this was a way for us to raise funds through the scheme whilst promoting recycling of cans and bottles. Many families commented on their children's response to such a visual reminder for recycling, this was great to see the family participation in caring for our environment.
- Sustainability is embedded in our curriculum and we intentionally teach children about waste and where waste goes. In 2016 we joined the Teracycle – recycling program which recycle Colgate toothpaste and Dolce Gusto coffee capsules, we are listed on their website as a community drop off centre. The Martin family have regularly brought in their empty toothpaste tubes Vicki is very proud to present their empty containers, we also have members of the community coming in to the centre to drop off their empty containers. In 2019 we aim to inform more of our families about Teracycle and how they can contribute to this recycling program

Step 3: Identify areas for improvement.

Identify what areas of your service's practice could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
 - What don't you do now that you would like to do in the future?
- Improve what you do.
 - What do you do well now that you would like to do better?
- Explore interests.
 - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? [<i>Prioritise your area for improvement when you complete Section 3</i>]	Priority (H, M, L)
3.2	Capacity to respect the land	To increase educator knowledge to develop a bush tucker garden	l
3.2	A connection with nature in our indoor environment	To increase a connection to nature by providing more natural resources and living elements into our service.	m
3.2	Access information and resources on sustainable resources – link to strategies to support educators	To incorporate sustainable practices within the program and the centre	h
3.2	Sustainability	To increase awareness of recycling schemes such as Teracycle	m

*To add rows to the table, place your cursor in the last cell on the last row and press 'tab')

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.

Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the National Law and Regulations

Date of self-assessment:		
Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Yes / No
R122-124	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	y
R.120 R126 R.129-135 R.136	If you are a long day care or preschool or outside school hours care service, <ul style="list-style-type: none"> Have you ensured that educators who are under 18 years of age do not work alone and are adequately supervised? 	y
	<ul style="list-style-type: none"> Have you ensured that educators required to meet the ratio hold or are actively working towards the qualifications applicable in your state and territory? 	y
	<ul style="list-style-type: none"> Have you ensured that at all times children are in attendance at the service there is at least one person with a first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis? 	y
R117A R117B R117C	<ul style="list-style-type: none"> Have you taken reasonable steps to ensure that the nominated supervisors and person in day-to-day charge has adequate knowledge and understanding of the provision of education and care to children and an ability to effectively supervise and manage an education and care service? 	y
R.119 R123A R.127-128 R136 R143A R143B R144	If you are a family day care service, <ul style="list-style-type: none"> Have you ensured that all educators and educator assistants are at least 18 years of age? 	n/a
	<ul style="list-style-type: none"> Have you ensured that all coordinators have an approved* diploma level qualification? 	n/a
	<ul style="list-style-type: none"> Have you ensured that all educators have or are actively working towards an approved* certificate III level qualification? 	n/a
	<ul style="list-style-type: none"> Ensure that all educators and educator assistants hold an approved* first aid qualification and have completed an approved* training in the management of asthma and anaphylaxis? 	n/a
	<ul style="list-style-type: none"> How do you ensure each family day care educator engaged by or registered with the service maintains an adequate knowledge and understanding of the provision of education and care to children? Is there a process in place to ensure serious incidents and complaints are adequately addressed? 	n/a

Date of self-assessment:		
	<ul style="list-style-type: none"> Does your FDC Coordinator provide adequate monitoring and support to Educators 	n/a
	<ul style="list-style-type: none"> Have you taken reasonable steps to ensure your Educators have adequate knowledge and understanding of the provision of education and care to children? 	n/a
	If you employ educator assistants, <ul style="list-style-type: none"> Do you ensure you and the educator assistant comply with the requirements of R.144? 	n/a
If you answered 'No': <ul style="list-style-type: none"> You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance. Record your rectification actions in the <i>Response to non-compliance</i> table below. 		

***Use the [Qualifications Checker](#) on the ACECQA website to ensure educators hold approved qualifications**

Responses to non-compliance	
Regulation / description	Steps to comply

Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

Standard 4.1

Staffing arrangements enhance children's learning and development.

Think about:

Staffing arrangements

- How do our staffing arrangements support each child's learning and development?
- How do our staffing arrangements support educators to direct their full attention to their work with children, including getting to know each child?
- How do our staffing arrangements support consistent practice, including staff members' and children's transitions?
- How does our staffing roster support continuity of care and positive experiences for children on a day-to-day basis?
- How do we inform children and families when an educator is on leave and who will be working with them instead?
- How do we facilitate children's and families' familiarity with relief staff?
- How do we support relief staff to learn about and understand the service's policies, processes?
- How do our staffing arrangements support educators to develop positive and respectful relationships with families?
- How do we provide feedback and support to educators so that they continue to learn and feel fulfilled, resulting in continuity of educators over time?
- How do we engage in reflective practice to support and encourage each other, support ongoing learning and focus on quality improvement?

- Staffing duties such as employment of new and casual educators and preparing the weekly roster are part of the Nominated Supervisor's role.
- The roster is provided a week in advance information is provided to educators about upcoming events or changes.
- Families are informed if regular educators are on planned leave and who will be replacing them via email from the Nominated Supervisor. This is also reinforced with email from the relevant room educators. An example of this is when Kelly a permanent educator resigned and we filled the position with 2 casuals prior to a final staffing decision being made. Emails were sent by both the Nominated Supervisor and Alpha the permanent educator from the wallaby room. During drop off or pick up the new educators were also introduced to parents by other perm educators on duty
- Photos of all permanent educators and our regular casual educators are on display in the foyer so families can familiarise themselves with all educators.
- Transition books were prepared in 2018 by educators to aid children moving to new rooms or when first enrolling. These books show photos of the educators in each room to help children and families become familiar with who is in their room.
- The weekly rosters are designed to have educators from each room available in both the morning and afternoon times, however at times this is not always achieved. This is done to aid relationships with families as they are more likely to gain information from the child's primary educator.

- Although rosters are prepared weekly educators have regular shift each week which can aid families and children when separating from parents, as they can become familiar with educators who are usually onsite at time of their arrival.
- On arrival at the centre new casual educators are given an induction which shows them through the centre, where some items are located, what to do in case of an emergency for example how to exit the building and meet at our emergency assembly area or where Educators and children need to be when centre is in lockdown.

Standard 4.2

Management, educators and staff are collaborative, respectful and ethical.

Think about:

- How do we ensure that the service's statement of philosophy reflects the different views, beliefs and values of the team?
- How do we acknowledge the personal strengths, professional experiences and diversity that our colleagues bring to our work?
- What beliefs about relationships between management, educators, coordinators and other staff are reflected in our statement of philosophy?
- How do we promote professionalism, confidentiality and ethical conduct?
- What strategies have we developed to ensure information is appropriately shared between management and service staff?
- How do we use critical reflection to challenge our beliefs?
- How do we promote the personal and collective strengths of our team?
- How do we share the successes of our team with families?
- What opportunities do we provide for educators, co-ordinators and other staff to have conversations and discussions to further develop their skills, or to improve practice and relationships? How do we ensure that everyone's voice is heard and considered?
- What makes our service a positive place to work?
- What strategies do we use to find out how staff members feel about/within our team?
- How effective are the processes we have implemented to resolve any ethical issues that may arise?
- How regularly do we review Early Childhood Australia's Code of Ethics (2016) and our own service's code of conduct and service philosophy to ensure that our practices and policies align with current recognised approaches?

- Since 2016 when a parent with extensive HR training joined our committee a review of job descriptions, and educators' relationships with management was undertaken. That parent has since resigned from the committee but still provides advice to Nominated Supervisor when required.
- A change of Nominated Supervisor in 2015 led to a focus on developing communication styles with educators with foster an open and honest educators. Following Training for Nominated supervisor on leadership skills regular 'Pit stops' with Educators have been held so that an understanding of how educators are feeling within the team is gained.
- Annual appraisals help educator's and nominated supervisor in setting goals for next year and help with planning for professional development.
- Educators performance is managed as required with opportunity for the nominated supervisor to discuss areas of concern with educators and develop strategies to overcome area of concern.
- As a recipient of the LDCPDP funding a focus on group training at the centre

- Group training was provided in 2016 on communication skills during this time a review of our philosophy was conducted with Educators involved. A shortened vision of 5 words was created.
- The full philosophy has been discussed annually or when multiple new staff enter the centre. The last review was conducted in January/ February 2019 in preparation of this QIP for submission. During this review we realised the area relating to community needs to be updated.
- Monthly team meetings are an opportunity for all members to share information relating to the individual rooms but also to review centre practices and approaches to ensure all educators are collaborating.
- Email is used to communicate with educators from the Nominated Supervisor and also the educational leader

Step 3: Identify areas for improvement.

Identify what areas of your service's practice could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
 - What don't you do now that you would like to do in the future?
- Improve what you do.
 - What do you do well now that you would like to do better?
- Explore interests.
 - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)
4.1	Informing families when casual educators are in the centre	To ensure families are aware of who is working with their children	h
4.1	For all educators to build relationships with families an	To hold an information evening for families to introduce educators in each room annually	h
4.1	Team handbook updated	To update handbook to review fair work changes	h
4.2	Room meetings	To be more consistent in room meetings and ensure these are documented accurately in all rooms	h
4.2	Team meetings	To support development of all educators by assigning roles within the meeting, supporting educators strengths	m

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. These kinds of relationships free children to explore the environment and to engage in play and learning.

Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the National Law and Regulations

Date of self-assessment:		
Ref. to Law (S) / Regulation (R)	Does your service meet these requirements?	Yes / No
R.155	Have you ensured that educators interact with children in a way that <ul style="list-style-type: none"> Encourage children to express themselves and their opinions? 	y
	<ul style="list-style-type: none"> Support children to develop self-reliance and self-esteem? 	y
	<ul style="list-style-type: none"> Maintain the dignity and rights of each child? 	y
	<ul style="list-style-type: none"> Provide positive guidance and encourage acceptable behaviour? 	y
	<ul style="list-style-type: none"> Reflect each child's family and cultural values? 	y
	<ul style="list-style-type: none"> Is appropriate for the physical and intellectual development and abilities of each child? 	y
R.156	Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with educators?	y
If you answered 'No': <ul style="list-style-type: none"> You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance. Record your rectification actions in the <i>Response to non-compliance</i> table below. 		

Responses to non-compliance	
Regulation / description	Steps to comply

Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase? Standard

Standard 5.1

Respectful and equitable relationships are maintained with each child

Think about:

Positive relationships

- How do we build close, secure relationships with children of all ages, abilities, genders and backgrounds?
- How do we ensure children feel that they belong and are included in the service, can participate in all learning experiences, and that their contributions are appreciated and recognised?
- How do we learn about individual children's non-verbal cues and communication strategies, and the specific communication requirements of each child? How do we cater for and help each child to reach their potential?
- How do we promote children's social and emotional competence?
- How do we identify and overcome potential barriers to inclusion at the service so that each child's participation is supported?
- How do we respectfully engage in children's play? What roles do we play?
- How do we deliberately, purposefully and thoughtfully interact with children to support their learning?
- What strategies and techniques do we use to extend and build on children's comments and conversations?

Dignity and rights of every child

- How do we consider the rights of every child when planning and implementing the program?
- How do we encourage all children to understand their rights and the rights of others?
- How do our service's policies and procedures support each child's dignity and rights?
- How do we identify and minimise the impact of our own biases on our practices and relationships with children and families? How are children's rights considered in these reflections?

- Educators of WMCC can greet all children by name regardless of their room as we are a smaller service Educators become families with all children.
- A focus on supporting children to feel a sense of belonging to Winston Mall Children's Centre and their individual rooms, is shown by educators referring to Kangaroos, Wallabies or Joeys when calling a group together.
- At the end of 2018 Transition books were created by educators to provide children with a sense of belonging to the centre and their new room for 2019. Photos of educators were presented in these books so children and parents could become familiar with educators in their new room.
- Educators are able to use a child's verbal and non- verbal cues to meet their requirements. Non-verbal cues are harder to learn though educators spend time with children in hopes to identify these cues. Visuals are also used and introduced to children to increase their communication ability with educators and other peers.

- Collaboration with Inclusion Support agent Nic Hansen since 2015 has seen WMCC develop strategic plans to access inclusion support and bi-cultural support for children in need. Since the end of the previous program WMCC has not accessed these services however an offline strategic inclusion plan was created in Feb 2018 to continue to our focus on Inclusion.
- With new enrolments educators in our Kangaroos room are reviewing their barrier to inclusion as a large number of children with strong home languages but also children who are enrolled in speech therapies, 2 children who are diagnosed with ASD and another child who is under paediatric care to facilitate a diagnosis of ASD. A new strategic plan will be created with strategies to overcome these barriers, this may include accessing inclusion support funding for resources or a support educator.
- As educators we support the UN rights of a child and a simplified version is on display in our foyer and available for all educators in their critical reflection diaries.

Standard 5.2

Each child is supported to build and maintain sensitive and responsive relationships

Think about:

Supporting sensitive and responsive relationships

- How do we support children to form and maintain positive relationships with others?
- How is a culture of respect, equity and fairness encouraged in the service? How is this communicated to educators, children and families?
- How do we model positive and respectful relationships for children?
- How do we support children's development and understanding of respectful relationships?
- How do we ensure that the physical environment, program and routines are conducive to the development and maintenance of children's interpersonal relationships?
- How do we promote a sense of community within the service?

Collaborative learning

- How do we plan the program and routines to ensure adequate time for children to engage in uninterrupted play experiences and projects of their own choosing, with a variety of peers and adults?
- How do educators plan and create opportunities for children to collaborate with others to progress their learning?
- What opportunities are available for children to initiate their own group learning?

Guiding children's behaviour

- How do we support individual children to engage with others in ways that are appropriate for each child's development?
- How do we ensure that our policies regarding interactions with children and behaviour guidance reflect current information about child development and current recognised approaches in guiding young children's behaviour?
- How do we reflect on our own experiences, beliefs and attitudes that may influence the way in which we guide children's behaviour?
- How do we support children to recognise their own emotions and those of others?
- What opportunities do children have to make decisions about rules, expectations and consequences in relation to their own and others' behaviour?
- How do we manage situations where we experience challenges in guiding the behaviour of a child or a group of children?
- How do we work with families, other professionals and support agencies to ensure that behaviour guidance strategies maintain the rights of each child to be included in the environment and program at all times? How are different expectations managed?

- Collaboration with Inclusion Support Facilitator Nic Hansen since 2015 has seen WMCC develop strategic plans to access inclusion support and bi-cultural support for children in need. Since the end of the previous program WMCC has not accessed these services however an offline strategic inclusion plan was created in Feb 2018 this is to be reviewed in Feb 2019.
- With new enrolments educators in our Kangaroos room are reviewing their barrier to inclusion as a large number of children with strong home languages but also children who are enrolled in speech therapies, 2 children who are diagnosed with ASD and another child who is under paediatric care to facilitate a diagnosed of ASD.
- Curriculum planning promotes and encourages our children to learn and show respect, equity and fairness an example would be children in our Kangaroos room are currently learning about difference in others and that it is ok to be different. We are supporting children to enter play with other peers but also accept when a peer does not want to enter the play. Educators of this room are modelling this acceptance in their planned group experiences.
- In 2018 we had OT and speech therapist enter the centre to work with particular children this service was offered to families as they were struggling to find time to attend therapies recommended for their children. As a team we were able to facilitate time with these therapists so the children could benefit from the therapies. In 2109 we will be continuing to work with a speech therapist onsite (the child with OT has now transitioned to kindergarten). We look forward to collaborating with other professionals when or if required.
- Group training and individual training on behaviour guidance/management has been held since 2014, behaviour management is also regularly discussed in team meetings. The development of IEP will aid educators to remain consistent when guiding behaviours.
- Children are involved in setting the rules and expectations for their room. At the beginning of each year these are set with children providing detail as to what they believe is expected of them and their peers. These are then displayed and used to remind children during the year to guide children's behaviour. Children also guide their peers by reminding them of their rules.

Step 3: Identify areas for improvement.

Identify what areas of your service's practice could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
 - What don't you do now that you would like to do in the future?
- Improve what you do.
 - What do you do well now that you would like to do better?
- Explore interests.
 - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)
5.2	Strategic inclusion plan	To review existing plan due in Feb 2019. To update plan with current barriers.	h
5.2	Guiding behaviours	To have parent discussions to aid IEP created for particular children to aid their behaviour guidance and learning.	h

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.

Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the National Law and Regulations

Date of self-assessment:		
Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Yes / No
R.157	<p>Do you respect the right of parents to enter the service when their child is in attendance unless</p> <ul style="list-style-type: none"> • Allowing the parent to come into the service poses a risk to the safety of children or staff? • Allowing the parent to come into the service would prevent you or educators and staff from carrying out your normal duties, such as supervising children, delivering the program or meeting health and safety needs? or • You reasonably believe that allowing them entry would contravene a court order? 	y
<p>If you answered 'No':</p> <ul style="list-style-type: none"> • You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance. • Record your rectification actions in the <i>Response to non-compliance</i> table below. 		

Responses to non-compliance	
Regulation / description	Steps to comply

Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

Standard 6.1

Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Think about:

Respectful and inclusive relationships with families

- How do we help all families to feel comfortable, welcome and valued at the service?
- Does our concept of family reflect the diversity of family structures in the service and the wider community?
- How could we improve our approach to support relationships with all families?
- How do we promote a common understanding of inclusion?
- How do we promote the benefits and value of inclusion for all children and families?
- How can we engage in genuine partnership with families to challenge and address stereotypical or biased views of family compositions?
- How do we listen to families and include their perspectives in the educational program?
- What role do families play in the service? How can we recognise their contributions?
- How do we share decision-making with families? What decisions can we make together with families?
- How does the information that families provide to the service contribute to operational decision-making?
- How does the service establish and maintain meaningful partnerships with all families?
- How can the service be more accessible to families?
- How do we communicate our philosophy and educational choices with families?
- What strategies are in place for information sharing between families and the service during orientation, settling in and onwards?
- What techniques or strategies do we use to communicate with families who have specific or diverse communication preferences?
- How can we find out if our communication strategies are reaching all families and if they would prefer other methods?

Supporting families in their parenting role

- How do we encourage families to contribute to their child's experiences in ways that are meaningful for them?
- How do we learn about children's families and others who are important in their lives?
- How do we respond when families make requests or express concerns?

- How do we find out and share information about the community resources that are relevant to our service and to the children in the service and their families?
- How do we support families to access community services and resources?
- How do we find out what kinds of support would be beneficial to families?
- How do we support and reassure families whose children are using an education and care service for the first time?
- How do we seek information that will assist children to manage separation from their primary caregiver without anxiety?
-

- As written in our philosophy we value families as the child's first teacher and as such we aim to gain as much information about a child prior to starting care at the centre from their family. This is done by a engaging with families in conversation and a combination of forms including, enrolment form, about me forms, understanding your child individual routine forms, plus conversations at time of enquiry, enrolment, orientation (if possible) and on first day. This information allows families to feel supported by Nominated Supervisor and Educators at the centre, it also gives valuable information to help children manage separation anxiety.
- At the end of each year we hold a week orientation to allow time for new families to come to the centre with their child and spend up to one hour a day each day of the week at the centre. This allows educators and children to learn more about each other and for families to feel more comfortable in the environment. We also encourage families to do this during the year however this can be challenging depending on work commitments.
- We encourage families to contact us should they wish during their first few months to see how their child is settling. We often use photos sent via MMS to parent mobile number to show how a child is settling at the centre. We will also discuss with families tips to aid settling at the centre, including a usual routine for dropping off or a set arrival time when possible
- WMCC is a non-profit community based children's service and as such is governed by a management committee. This committee is made up of current financial members of WMCC (i.e. parents) and the Nominated Supervisor. Parents hold 7 office bearing positions, who are required to attend bi-monthly meetings, however all financial members have voting rights when in attendance at meetings.
- Committee meetings are announced to all general members so they can attend and feel included in the operational decision making of the centre. Though it is the responsibility if the Nominated Supervisor to ensure all decisions are carried out.
- 2017 saw a trial of emails of children's learning without photos in our youngest room. Feedback from this trial was good yet we wanted to provide photos to families whilst maintaining confidentiality of our children and respecting our parents' views.
- 2018 we discussed ways on how to provide further information to families that could also include photos. By June 2018 all three rooms created email addresses and learnt to save current power-point presentations as PDF documents. Families were asked to sign an agreement to receive a PDF document containing photos to their email and agree that this same document would be sent to all current families enrolled in the same room as their child. This has been met with positive feedback from families (this has been verbal and also via email responses) as they can discuss their child's learning and follow on learning at home creating a better link between home and our service.

- In June 2018 we also sought permission to add children's photos to our private Facebook group. Families are informed about this group and a push to gain members to this group in 2018 was well received with the highest % of parents requesting to join. A review in 2019 saw a drop in this % as previous families were removed as they are no longer current, we will be looking to increase this number by encouraging our new families to join this group.
- The Facebook group has been a wonderful forum to give reminders of upcoming events, to provide details as to our philosophy and curriculum decisions. Family's feel a part of their child's learning as educators request resources or details from a child's home to extend their learning at the centre. An example of this is the recent request of bark to be used during Australia day 2109 creative art experiences. With comments from families and the collection of bark children were able to complete their creative art task. Photos of this work was then shared on Facebook as well as their daily email.

Standard 6.2

Collaborative partnerships enhance children's inclusion, learning and wellbeing

Think about:

Building collaborative partnerships

- How do we share information to support children's learning and development with other services with which the child and family are connected?
- How do we share our knowledge and expertise about children's learning and inclusion with other professionals who are working with children and families enrolled in the service?
- How do we support each child's transition from and to other education and care environments?
- How do we support each child's successful transition to formal schooling?
- In what ways do we work with schools and other community organisations to support children and families? How effective are these strategies and how can we improve them?
- How do we access support for children's specific individual requirements and rights?
- What local resources and networks exist that might connect children and families with the local community?
- How is information and data (for example the Australian Early Development Census) used to build an understanding of the local community?
- What inclusion support services are available to provide tailored advice for our service?
- What is happening in our local community that is relevant to our work with children and families? How can we best be involved?
- How are we assisting children and their families to develop a sense of belonging to their local community?
- How are we supporting children to see themselves as active contributors to their community?

- When requested Educators prepare developmental information to provide to medical professionals or therapists to aid in a child's continuing development.
- Since 2015 transition to school statements have been prepared by the ECT's overseeing the transition to school program. These statements are written by educators with input from children as directed. Families are then provided the statement with a request to complete the family section prior to returning to WMCC. A copy is kept for our records, a copy is provided back to the family and a copy is provided to the child's intended primary school.
- WMCC has developed relationships with 2 local primary schools, with changing educators at WMCC and at the schools (Winston Hills Public School and Winston Heights Public School) these relationships have varied year to year. In 2018 we were able to aid the transition of Alexander to Winston Hills Public School via discussing his separation anxiety and general anxiety level with the kindergarten co-ordinator prior to the planned orientation visits to the school.
- Since 2015 we had representatives from Winston Heights Public School attend our annual transition to school information evening. In 2018 we changed our format as we had very little attendance in 2017 this new format worked well with a casual primary school teacher also attending to answer questions written by kindergarten parents. We received positive verbal feedback from families who attended the evening and we plan to have a similar evening in 2019

- Since 2015 children from WMCC have entered the community on limited occasions, during 2018 children and educators from WMCC entered the local shopping centre on several occasions to become more aware of our local community and to participate in planned events in the shopping centre during holiday periods.
- During the renovation of our outdoor area educators planned excursions to a local (walking distance) park. Children and educators interacted with the local community during their walk and whilst in the community. With positive feedback from all involved we will aim to continue with local walking excursions in 2019
- In 2017 after conducting research WMCC applied for a NSW Government Building Partnership Grant to aid in redeveloping our outdoor environment. We were lucky to receive \$50,000 that we could use to complete our renovations. During the grant application process several stakeholders were consulted including the representatives of the land owners of Winston Mall Shopping Centre, council and our parent committee. During the planning stage we consulted the Shopping Centre building manager, families, children and educators. We also engaged a landscape designer Tessa Rose. This led to the implementation stage during this we engaged a landscaper to oversee the construction of the outdoor, again during this stage all stakeholders were kept informed mostly via email and Facebook. During the process we kept the community partnerships team informed by completing required reports. At the completion of the project we invited a local MP Mark Taylor to officially re-open our outdoor environment this occurred on 2nd November 2018. We also received a visit from NSW Premier and MP Mark Taylor in January 2019 during their recent community visit to Winston Mall Shopping Centre. The aim of this visit was for the Premier to see how we had utilised the grant funds and to read a book to our children.
- Throughout 2018 we have created a new website which went live in December 2018. The aim of the design was to be increase our visibility to community members and provide a way to provide details about the centre and increase the communities' ability to contact us through a new online contact form.

Step 3: Identify areas for improvement.

Identify what areas of your service's practice could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
 - What don't you do now that you would like to do in the future?
- Improve what you do.
 - What do you do well now that you would like to do better?
- Explore interests.
 - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)
6.1	Parent input in policies	To support families to comment on policies by providing policies on our Facebook group and encourage feedback.	m
6.1	Parent input in programme	To have regular input from families and get them to teach children about their cultures/ interests	h
6.2	Teaching families	To hold regular parent information session to teach about the service and our views on education and learning – eg/ how we document children's learning, how we can utilise Facebook and email.	h
6.2	Participation in community	To continue to plan and implement excursions into the local community in particular the shopping centre on a regular basis.	m

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.

Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the National Law and Regulations

Date of self-assessment:		
Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Yes / No
R.173	Have you ensured that all of the information included in R.173 is displayed so that it is clearly visible from the main entrance to your service?	y
R.118 R148	Have you ensured that a suitably qualified and experienced individual has been appointed as the educational leader at the service and that this person's name is included in the staff record?	y
R. 146 R.147 R.154 R163	Have you ensured that, where applicable, records of working with children clearances are kept for <ul style="list-style-type: none"> The nominated supervisors, educators, coordinators and staff? Family day care educator assistants? Adults living in residences used to provide a family day care service? 	y
R55-56 R31	Have you ensured that your Quality Improvement Plan <ul style="list-style-type: none"> Contains a statement of the service philosophy? 	y
	<ul style="list-style-type: none"> Is reviewed and revised at least annually? 	y*
R.145-154	Have you ensured that all records relating to staff at the service are maintained and include all of the required information? Including <ul style="list-style-type: none"> Records for nominated supervisors, each educator, educator assistant, co-ordinator and staff member, volunteer and student? 	y
	<ul style="list-style-type: none"> The name of the educational leader and responsible person? 	y
	<ul style="list-style-type: none"> A record of educators working directly with children? 	y
	<ul style="list-style-type: none"> A record of access to an early childhood teacher (if required by R.152)? 	y
	<ul style="list-style-type: none"> A register of family day care educators (where applicable) including evidence that the educator is adequately monitored and supported by a family day care co-ordinator while the educator is providing education and care to children ? 	n/a
R.87 R.158-162	Have you ensured that all records relating to children at the service are maintained, including enrolment records, attendance records, health information, records of illness or accident?	y

Date of self-assessment:		
R.92, 99, R.177	Have you ensured that records related to children contain all the required information including authorisations for the administration of medication, medical treatment, the collection of children from the service and excursions?	y
R.165	Have you ensured that records of visitors to a family day care residence or approved venue are maintained?	n/a
R.181-184	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	y
R.29, R.180	Do you keep information about public liability insurance for your service on the premises?	y
R. 174-176	Do you ensure that changes to the operation of the service, serious incidents and complaints which allege a breach of Law or Regulations are reported to the Regulatory Authority?	y
R.168-169	Do you ensure that all policies required by R.168, and where applicable R.169 are in place and available at the service?	y
R. 170	Do you ensure that your policies and procedures are followed?	y
R.172	Have you ensured that families are informed at least 14 days before changes are made to service policies or procedures that might have a significant impact on them, including changes in fees and the way they are collected?	y
R.185	Have you ensured that a copy of the Law and Regulations can be accessed by educators, staff, volunteers and families, including those seeking to enrol their child at the service?	y
<p>If you answered 'No':</p> <ul style="list-style-type: none"> You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance. Record your rectification actions in the <i>Response to non-compliance</i> table below. 		

Responses to non-compliance	
Regulation / description	Steps to comply
*QIP reviewed though different means since 2014	Full review in 2019 , will ensure progress notes are added at monthly team meetings and full review each year

Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

Standard 7.1

Governance supports the operation of a quality service.

Think about:

- What are the strengths of our management and administration systems that contribute to delivering a quality service for children and their families?
- How does our service's governance contribute to the development of a service vision and purpose?
- How do we determine the appropriate management and governance structure at our service?
- How do we support the development of effective leaders at the service?
- What is the process for making decisions within the service and is this process fair and equitable?
- How can we improve the efficiency and effectiveness of our systems and processes?
- Does our management of confidential information meet requirements?
- To what extent does our statement of philosophy reflect our purpose, guide our practice and show a commitment to continuous improvement?
- How and when is our statement of philosophy reviewed?
- How do we address complaints? How is the complaints management process used to identify strategies for quality improvement?
- Is our complaints management system/process effective in supporting quality improvement and empowering families to express their concerns and suggestions?
- How can we ensure that families are able to contact the appropriate person when making a complaint?
- What systems are in place to ensure the service's compliance with the National Law and Regulations?
- What systems are in place to regularly check the currency and validity of working with children checks, teaching registrations, first aid qualifications, and anaphylaxis and asthma management training?
- How and when are our policies and procedures reviewed?
- What systems are in place to ensure policies and procedures are being used to inform practice and is this information being communicated to families in respectful ways?
- How does the service involve stakeholders in consultation, evaluation and advisory processes?
- What information is provided to families about our governance structures?

- Being a not-for-profit centre WMCC has a governance structure of a management committee as the approved provider. The Nominated Supervisor currently Naomi White is employed to ensure the day to day running of the centre meets all regulatory and operational requirements.
- The management committee meet every 2 months to discuss the running of the centre and aid in making operational decisions in particular financial budgeting. All families at our service are financial members and as such have voting rights, should they attend our committee meetings. This is a way that we can ensure decisions being made are fair and equitable to the running of the service. Notification of these meetings are provided to our families at least 1 week prior with an agenda available for review. Minutes of all committee meetings are available on request, parents with office bearing positions receive minutes to review after each meeting. Our AGM is held each September where members are voted in to their positions these are then updated via the ACEAQA website using the PA02 and PA08 forms.
- The management team have a private Facebook group to aid communication between office bearing members and the Nominated Supervisor. The group can also be used to make quicker decisions as members can discuss options available and approve via online votes. For example a recent change in a contract of our photocopier supplier, which will allow the centre to reduce expenditure was approved via our Facebook group by office bearing members
- The Nominated Supervisor is responsible for all enquiries and enrolments at the centre. From the time families make an enquiry they are informed of the governance structure and invited to attend and possibly join our management team. On enrolment families are provided a handbook which outlines of governance and our grievance procedures. This handbook has an overview of several policies. A policies folder is available in our foyer for all parents to review.
- Our family complaint procedure is available in our foyer next to our sign-in IPAD this outlines who to speak to at the centre or from our management committee, it also contains details of the early childhood directorate that can be contacted in case of a major concern.
- Family complaints are taken seriously by the Nominated Supervisor, these complaints are discussed with the family at an agreeable time. Most complaints can be resolved via a discussion with the Nominated Supervisor a review of the complaint and the development of strategies with relevant parties.
- A Qualifications folder has been created to hold all current educators' certificates of qualification, working with children checks and first aid certificates. This folder is stored in a lockable cupboard in the office and updated regularly. This folder also allows the Nominated Supervisor to easily review when expiry dates are nearing to ensure all educators remain current with their certifications.

Standard 7.2

Effective leadership build and promotes a positive organisational culture and professional learning community.

Think about:

- How is the leadership in our service contributing to the development of a positive organisational culture?
- How can we develop the skills and capacity of team members in a way that leads to improved shared leadership?
- How are we creating opportunities for professional conversations?
- How do our performance management processes support continuous improvement?
- How can we share the collective knowledge of the team?
- What do we know about the rate of, and reasons for, turnover of educators, co-ordinators and staff members at this service?
- How can we structure our staffing arrangements to improve continuity of care for children?
- How does the evidence/data we collect inform our self-assessment and quality improvement processes? Do we need to collect additional or different data?
- How are children, families and communities included in evaluating the quality of our service?
- In what ways does our service analyse feedback, complaints, serious incidents, injuries and illness to drive continuous improvement?
- How are resources allocated and targeted to support our quality improvement plan?
- How do we raise awareness of inclusion amongst service staff, and support educators to promote and reduce the barriers to inclusion for all children and families?
- What strategies are proving successful in building a professional learning community? How do we know they are successful?
- How can we use the Assessment and Rating Instrument in our self-assessment process?
- How can the guiding principles of the National Law be considered in our self-assessment process?

- Since 2015 a focus on developing positive communication and a collaborative environment has taken place. This has been through a variety of group training experiences, team meeting and team building experiences. This has also been through careful selection when recruiting newer educators at the centre. As Nominated Supervisor short 'Pit Stops' with all educators allows time for educators to share any concerns aiding to developing strategies to minimise concern growing.
- Monthly team meetings are held so educators can share and discuss with colleagues. Most educators will take break periods in the staff room where conversation can be social or professional. A range of resources are provided in the staffroom for educators who wish to have professional discussion or conduct research whilst on break periods.
- Weekly emails to educators inform them of their roster this is also an opportunity to provide information about special events or share information such as policy review and/or request participation to provide feedback on topics. The educational leader also send emails to educators to provoke thought or to provide feedback on recent discussions or reviews. In 2019 we aim to provide specific time to cater for mentoring from the educational leaders.

- We aim to provide continuity of care by having regular on-call casual educators available for when primary educators are on leave. We aim to have primary Educators available at either the beginning or end of day by structuring the roster with an early and late shift in each room. The attendances of children are reviewed regularly to aid this decision making process.
- We aim to provide an inclusive service one way we have done this is by working with an inclusion support facilitator to develop and maintain a SIP. We are also providing training for educators when required to increase their knowledge to assist with developing strategies to overcome barriers.

Step 3: Identify areas for improvement.

Identify what areas of your service's practice could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
 - What don't you do now that you would like to do in the future?
- Improve what you do.
 - What do you do well now that you would like to do better?
- Explore interests.
 - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? <i>[Prioritise your area for improvement when you complete Section 3]</i>	Priority (H, M, L)
7.1	Policy review with parents	To utilise our online profile on Facebook to post policies for parents to read and have input	m
7.1	Succession planning	to develop a succession plan to aid in the development of leaders	m
7.2	Family involvement in evaluating the service	To request feedback from families regarding our service via varying means	h

Section 3 – Our improvement plan

Step 1: Prioritising areas for improvement

Revisit your self- assessment (Section 2) and consider the areas you have identified for improvement. To help you decide where to focus your efforts and resources return Step 3 in each quality area to prioritise your identified areas for improvement as a **high, medium** or **low (H, M, L)** priority.

When prioritising you may want to consider:

- Should we address it immediately? For example if the issue is not addressed:
 - Does it pose a risk to the health, wellbeing or safety of children?
 - Will we be non-compliant with the Law and Regulations?
- Will addressing the issue result in significant improvements to the quality of our service delivery or in the outcomes of children?
- Should it be a long or short term goal?

Step 2: Developing your Improvement Plan

Once you have prioritised your areas for improvement you need to develop some strategies about how it is going to be done, who is going to do it, how long it is going to take and how you will monitor progress.

Transfer your prioritised areas for improvement from your self-assessment to either of the following planning templates:

- (A) ***Planning for Quality Improvement*** template, to develop a detailed plan for each improvement initiative you propose to undertake.
- A new plan can be created for each improvement initiative
 - Together, these individual plans combine to become your overall plan for improvement
 - You can use the *Improvement Plan Summary* template to list or summarise these plans.
- (B) ***Improvement Plan Summary*** template, to develop a basic plan.

Example of a plan

Standard	Outcome/ Goal	Strategies	Person responsible	Timeframe	Progress notes
<i>Note the standard your goal relates to</i>	<i>Describe the outcome you want to achieve –try to be specific</i>	<i>List the steps you will take to reach the outcome you are seeking.</i>	<i>Who will take the lead at each step?</i>	<i>Think about how long each step will take and set a realistic timeframe</i>	<i>Recognise your achievements</i>
7.3	More families will be involved in the review of service policies	<ol style="list-style-type: none"> 1. Identify families’ areas of interest and/or expertise by considering: <ul style="list-style-type: none"> - enrolment forms - comments families make to educators during day to day conversations - complaint records - Minutes of parent meetings. 2. Target requests for input into policy reviews to family members with known interest or expertise in the policy area 3. Approach family members in person to ask for their input. 	<p>Nominated Supervisor</p> <p>Educators in all rooms</p>	<p>Identify families’ areas of interest within 4 weeks.</p> <p>Request input from identified families during review of health and safety policies scheduled for completion within next 3 months.</p>	Educators have been talking with family members about their areas of interest or expertise.

Improvement Plan Summary (template)

Plan Ref.	NQS/ Reg.	Outcome/ Goal	Strategies	Person responsible	Timeframe /Date	Status
1	1.3, 5.2	To review our SIP and ensure all educators have training to include all children in activities	<ul style="list-style-type: none"> To have conversation with educators to identify current barriers and create a list To contact inclusion support facilitator to arrange assistance in the review and update of current SIP To plan training for educators 	Emma Naomi Naomi	By end of February By march 2019 As needed	
2	2.1	To attend training provided by red nose this has been requested for April 2019	<ul style="list-style-type: none"> To contact red nose to arrange training date To confirm date and invite educators To attend training date and review current procedures after training 	Naomi Naomi All educators	February 2019	Online enquiry , phone call 12/2/2019
3	2.1	To make medical health plans with family input and display for all educators to become aware.	<ul style="list-style-type: none"> To find template or create medical health plan To identify families who require plans To have meeting with identify families to go over plan details To finalise medical plans and update all educators on their contents 	Naomi Naomi Naomi Naomi	March 2019 March 2019 March 2019 April 2019	
4	3.2	To incorporate more sustainable practices within the program and the centre	<ul style="list-style-type: none"> To discover educator knowledge on sustainable practices To discover children’s knowledge on sustainable practices To review current sustainable 	Naomi All educators Alpha	March 2019 March 2019	

			practices used			
5	4.1	To ensure families are aware of who is working with their children	<ul style="list-style-type: none"> To ensure all educators photos are displayed in the foyer including regular casuals To create a tag to show where a casual is working that day 	Naomi Naomi	Feb 2019 Feb 2019	
6	4.1 6.2	To hold an information evening for families to introduce educators in each room annually To hold regular parent information session to teach about the service and our views on education and learning – eg/ how we document children’s learning, how we can utilise Facebook and email	<ul style="list-style-type: none"> To discuss with educators about evening To plan a date for evening Invite all families to attend the evening To create and agenda for the evening and implement To gain feedback to improve for following year 	Naomi Naomi Naomi Naomi + educators Naomi	Feb 2019 March 2019 March 2019 March 2019 After evening	
7	4.1	To update handbook to review fair work changes	<ul style="list-style-type: none"> To review current Fairwork requirements To conduct review of current handbook To draft new handbook To consult management team on draft 	Naomi Naomi Naomi Naomi	April 2019 April 2019 April 2019 April 2019	
8	4.1	To be more consistent in room meetings and ensure these are documented accurately in all rooms	<ul style="list-style-type: none"> To discuss with educators convenient times for meetings Select times for meetings and ensure these times are met Have resources available to conduct meetings regularly such as laptops or paper for minutes/reflection 	Naomi Educators/ Naomi Naomi	Feb 2019 March 2019 March 2019	
9	5.2	To have parent discussions to aid IEP created for particular children to aid their behaviour guidance and learning.	<ul style="list-style-type: none"> To review strategies set by IEP To arrange meeting time to discuss goal with relevant families 	Emma Naomi	Feb 2019 Feb 2019	

			<ul style="list-style-type: none"> To hold meeting and add family goals to children's plans 	Naomi/ Fahrin and Emma	Feb/ March 2019	
10	6.1	To have regular input from families and get them to teach children about their cultures/ interests	<ul style="list-style-type: none"> To create a calendar of significant events email calendar to families and request for additional significant events to add to use calendar to invite families to enter the service to assist in teaching children about significant events for them 	Fahrin Fahrin Fahrin and educators	Jan 2019 Feb 2019 Throughout 2019	
11	7.2	To request feedback from families regarding our service via varying means	<ul style="list-style-type: none"> to create questions/ survey for families provide to families 	Management team Naomi	March 2019 March 2019	

Where to from here?

Reviewing and updating the QIP

The QIP is designed to be a dynamic, evolving document. It should be revisited regularly and notes added to recognise the progress you have made towards your goals. New goals can be added as areas for further improvement are identified.

You should update your quality improvement plan regularly.

It is also recommended that you update your QIP after each assessment and rating process is completed by reflecting on the assessment of practice and the suggested QIP notes recorded in the Assessment and Rating reports.

More information

For information about this QIP template please contact the Assessment and Rating Administration Team in NSW at:

Assessment and Rating Administration Team

Early Childhood Education Directorate

Department of Education

P: 1800 619 113

E: AR.ADMIN@det.nsw.edu.au

For information about the National Quality Standard:

The ACECQA website (www.acecqa.gov.au) provides a number of [assessment and rating resources](#), and a series of fact sheets.

You may also contact the [Professional Support Coordinator](#) for services in your state or territory. They also provide a number of resources and support for services.

If you have specific questions about the assessment and rating process for your service contact your regulatory authority. Their contact details are also on the [ACECQA](#) website.