

Service philosophy

Philosophy of Wahroonga After School Care Centre

Our Centre fosters secure, respectful, and reciprocal relationships with all children, families, educators, and the broader community. These genuine connections establish the foundation for an inclusive and enriching environment where every child feels a sense of belonging, empowerment, and agency.

Our intentional programming is guided by children's interests, providing opportunities for agency, identity, and creative expression as they engage in meaningful experiences. Our adaptable spaces promote collaboration, inquiry, and a sense of belonging, allowing children to participate in shared learning experiences within a safe, nurturing, and intellectually stimulating environment. We practise positive reinforcement to foster independence, confidence, and a strong sense of self, supporting each child's unique learning journey while respecting their strengths, perspectives, and developmental stages.

We nurture critical thinking, social awareness, and cultural understanding through collaboration and discussions, encouraging children to engage with their community and the world. By exercising agency and making informed choices, children take ownership of their learning and develop skills and confidence to become responsible, engaged citizens.

We recognise that routines and transitions are vital for security and predictability, essential for children's emotional well-being and development. By fostering consistent yet flexible routines, we facilitate an environment where children feel safe, respected, and belong. This foundation nurtures a love of learning while promoting essential social, emotional, and cognitive skills.

Our philosophy prioritises well-being and healthy lifestyle choices, empowering children with the knowledge to make informed decisions about nutrition, physical activity, and overall wellness.

We embed sustainable practices into our daily operations, embracing the three pillars of sustainability; environmental, social, and economic; to instil a lifelong respect for our planet and its resources.

We respect Aboriginal and Torres Strait Islander cultures and acknowledge the Terramerregal people as the custodians of our land. We are committed to reconciliation and incorporating First Nations perspectives into our daily practices.

We recognise and value the importance of family, intercultural diversity of our families and the unique perspectives they bring. We are committed to fostering an inclusive environment where every family's values, traditions, and experiences are respected. By actively encouraging families to share their knowledge and cultural practices, we enrich our Centre's cultural events, supporting children's appreciation and understanding of intercultural perspectives.

Our dedicated educators are at the heart of our Centre, fostering meaningful relationships with children through their expertise and care. Through reflective practice, they regularly assess and adapt their teaching in collaboration with children, families, colleagues, and the environment to meet each child's unique needs. By applying place-based pedagogy, they connect learning to the local context, enriching children's holistic development.

Quality Area 1 - Educational program and practice

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
S.168	STD1.1	Is either the Early Years Learning Framework (EYLF) or My Time, Our Place: Framework for School Age Care used to guide the development of the program?	Compliant
R.73	STD1.1	Have you developed a program that contributes to each child's learning and development outcomes outlined by the learning framework?	Compliant
R.75	STD1.3	Is the information about the program displayed in a place at the service that is accessible to parents? 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 	Compliant
R.76	STD1.3	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 children's participation? a copy of their children's assessment/evaluation 	Compliant
R.74	STD1.3	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? an assessment of each child's progress towards the 	Compliant

Steps being taken to rectify Non-Compliance



STD1.1 - The educational program enhances each child's learning and development.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
1.1.1	1.1.1 - Approved learning framework	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	Met

Identified Evidence and /or Key practices

Through reflection Educators have amplify chn's input significantly by introducing a suggestion book /providing blank program templates for children to express their ideas. Special initiatives such as Ch's Choice Day during vacation care empower chn to shape their learning experiences actively. These practices promote exploring identity, exercising autonomy, demonstrating leadership skills, fostering ownership and engagement in learning

We actively incorporate family suggestions via weekly communication emails containing detailed program information. This inclusive practice ensures the program includes diverse cultural & community contexts, enriching the learning environment. The program incorporates events inc Koori Kinnections monthly visits, providing valuable cultural experiences while reinforcing the chn's sense of belonging and understanding community

The program's weekly cycle documents continuous improvement through evaluations, open communication, and reflective practices. Educators work collaboratively to create, adapt, and enhance activities and experiences, ensuring that each session is responsive to the evolving needs and interests of the chn.

By incorporating repetitive activities, we build chn's confidence and competence. Strategic weekly planning of diverse activities provides a rich array of play-based stimuli, fostering an environment where chn can make informed choices about their play & social interactions. This approach ensures that chn feel safe, supported & confident to express their preferences and desires, essential for their overall development

The program is based on children's interests and through providing opportunities their skills are developed eg: sports field ball skills are practiced and refined, cooking activities provide self help skills and choices can be made. These are underpinned by the My Time Our Place v2 outcomes.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
1.1.2	1.1.2 - Child-Centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	Met

Identified Evidence and /or Key practices

Educators build solid and reciprocal relationships with the children, understanding their interests and preferred activities through regular interactions, daily evaluations and weekly reflection meetings ,documenting these observations and the relationships children form with their peers and educators. Feedback from these activities is used to introduce innovative ideas and adapt the program each week, making it responsive to the children's evolving needs and preferences

Information is gathered from families through meaningful relationships & during the yearly enrolment process about their chd's strengths, ideas, & abilities. Cultural understanding is woven into our daily practices & enriched by events & celebrations developed in consultation with all stakeholders. This collaborative approach ensures that cultural knowledge & values are respected & integrated into our program, fostering a sense of community and inclusivity.

Facilitation of tools like a suggestion book and a blank program template, allow children to express their diverse interests directly. Children can also share their ideas during routine activities like community time, afternoon tea presentations and through the centre's back wall displays. These practices ensure that the program reflects the chn's current & individual interests

The program cycle includes careful observations and evaluations to identify each child's unique characteristics and needs, ensuring that the program effectively supports their individual growth and development. Through the collobration with external companies we are able to further enrich learning oportunites by escorting chd to activites provide on sight eg bands, dancing, chess and swimming which parents have enrolled them in.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
1.1.3	1.1.3 - Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	Met

Identified Evidence and /or Key practices

Afternoon routine is thoughtfully designed to immerse chn in cultural experiences & promote reconciliation. Chn can express respect & demonstrate leadership through activities inc tapping sticks, holding flags, & participating in acknowledgments. These engaging activities foster active participation & deepen their connection to their world.Facilitate discussions on significant topics like Anzac Day, Reconciliation,Persian New Year allowing them to share insights enriching cultural understanding

Our transitions and routines are designed to build essential life skills. For instance, during community/ afternoon tea, children practice personal hygiene, appropriate behaviour in large groups, and public speaking. These adaptable routines also provide time for children to relax, socialise, and engage with peers and educators, strengthening their sense of community and belonging.

By having the basic framework of the environment set up before children arrive, we enable them to engage in programmed activities as soon as they are ready. This setup also allows children the freedom to initiate spontaneous activities with the support of an educator, promoting autonomy and fostering a dynamic, responsive learning environment.

We provide consistent and predictable activities, including construction, fine motor , physical activities and the Taba Naba before going to school , throughout our program to ensure smooth transitions between the centre and school . This consistency helps children develop a sense of security and predictability, easing the transition and creating a stable, supportive learning environment.

STD1.2 - Educators facilitate and extend each child's learning and development.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
1.2.1	1.2.1 - Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	Met

Identified Evidence and /or Key practices

Educators actively listen to and value children's ideas and opinions, thoughtfully incorporating their suggestions. The open-ended nature of the programming enables both educators and children to creatively interpret and adapt activities, including those that arise spontaneously.

Effective daily communication meetings before afternoon shifts equip all educators with essential information to support individual children and foster a sense of belonging. Educators use conversations, problem-solving skills, open-ended questions, and targeted learning strategies to establish and sustain respectful, reciprocal relationships with children and their families

The Centre's philosophy, National Quality Framework including My Time Our Place , policies, and risk management documents serve as the foundational basis for decision-making, underpinning the practices of educators. These resources guide and inform the deliberate and thoughtful actions taken to support and enhance the educational experience.

Educators' skills and interests are leveraged in the planning and delivery of activities. Daily rosters are thoughtfully created to reflect these strengths and often pair educators in ways that promote mutual learning and professional growth

Educators engage in reflective practices, evaluating the successes & challenges chn encounter in relation to the My Time Our Place outcomes. Educators consciously consider their actions, ensuring they are purposeful in facilitating activities & discussions. They recognise the impact of their decisions on children and strive to model exemplary behaviour and respect in all interaction

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
1.2.2	1.2.2 - Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	Met

Identified Evidence and /or Key practices

Our program, driven by chn's creativity and ideas, includes rotating activities tailored to their interests and abilities. Educators support this process by encouraging chn to document their ideas in a suggestion book or blank program . These interactions are recorded in daily shift evaluations, which help cultivate positive learning dispositions such as curiosity, enthusiasm, and persistence and contribute to creating responsive learning environments

Educators integrate various ideas to broaden children's imagination and creativity, fostering their social engagement and holistic growth. This approach encourages spontaneous learning and activities, which can be incorporated into the program to expand the range of offerings at the centre. By doing so Educators ensure a dynamic & responsive learning environment that caters to the chn's evolving interests

Children are empowered to adapt, modify, or introduce various activities and experiences into the program on any given day, nurturing their decision-making skills and fosters a sense of ownership and responsibility within the learning environment, contributing to their overall development and engagement.

Educators facilitate spontaneous activities based on the children's ideas. While the program provides a structured framework for the afternoon, children can decide how and where they would like to play each day. During the setup of spontaneous activities, educators employ open-ended questions to guide the process, discussing how the activity should be organised, where it should take place, and how potential risks will be managed or eliminated

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
1.2.3	1.2.3 - Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	Met

Identified Evidence and /or Key practices

Educators identify children needing additional support through ongoing evaluation, reflection, and communication within the program cycle. Children's learning is documented through observations, conversations, artwork, photos, and learning stories, illustrating how they engage with their environment and peers.

Educators foster children's agency by encouraging autonomy and allowing them the freedom to direct their own learning experiences while providing tailored support as needed. Children are empowered to make choices regarding their activities, including deciding how to spend their session and with whom. For example, after signing in, children can choose whether to have fruit or immediately engage in their preferred play area.

Educators observe and record children's behaviour, interactions, and activity involvement.,by discussing these observations , both formally and informally, educators can evaluate the effectiveness of different activities and make necessary adjustments to support each child's needs better and improve their learning experiences

Community events or news that affect families provide a context for discussion within the centre. Children are encouraged to spontaneously express their perspectives and raise awareness about these events, thereby connecting their learning to real-world occurrences, such as a referendum.

STD1.3 - Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
1.3.1	1.3.1 - Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	Met

Identified Evidence and /or Key practices

When appropriate, consultations with school staff, including classroom teachers, support personnel, and school leaders, are undertaken. These discussions inform the planning and implementation of activities within the Centre, ensuring that the educational program is aligned with broader educational objectives and support frameworks

The Centre's programming cycle reflects children's changing interests, skill development, and comprehension. This adaptability is supported by a systematic approach that includes observation, discussion, planning, documentation, assessment, and reflection. These elements are seamlessly integrated into the Centre's daily routine, ensuring the program meets and responds to each child's changing needs and accomplishments.

Educators have been encouraged to provide gradual and targeted support to improve children's skills and abilities over time. This developmental progress is carefully considered through ongoing discussions with the children, team members, and parents, with the results documented in evaluations. Engaging in these conversations with parents provides a comprehensive and holistic view of each child's development, enabling the program to be continually refined through ongoing observation & assessment

Through weekly reflections and daily communication, we maintain a strong focus on children . Knowledge and strategies to support children who need additional assistance are regularly shared and collaboratively explored.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
1.3.2	1.3.2 - Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	Met

Identified Evidence and /or Key practices

The insights gained from our weekly reflection meetings form the foundation for our daily communication in the following week. This practice ensures that all educators stay informed and consistent in their approaches, particularly when supporting individual children

Reflective discussions occur weekly on Thursdays . These discussions focus on individual children and peer groups, identifying those who may require additional support, current child interests and discussion about the program . This reflection process ensures that communication with all educators is ongoing , their voices heard , providing them with strategies and updates about children and families to enhance their practice and support children's development effectively

Educators integrate children's ideas and interests into the program by reviewing written suggestions in the suggestion book and engaging in ongoing conversations. Furthermore, educators are encouraged to document successful activities through evaluations. This documentation supports the program's ongoing development, refinement, and enhancement, ensuring that it remains meaningful and responsive to each child's needs

Intentional practices, such as Chn's Choice Day during vacation care, prompt chn to contribute ideas for the program. This approach fosters spontaneous activities & contributes to a diverse, rotating program addressing various skills, interests, & abilities. Areas of interest identified by the chn, such as a butterfly & stick bug enclosure, an international gumnut fair, raising chickens, and developing garden beds, are integrated into the program, driving engaging & relevant experiences for chn

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
1.3.3	1.3.3 - Information for families	Families are informed about the program and their child's progress.	Met

Identified Evidence and /or Key practices

Vacation Care programs are emailed to all enrolled families 4 weeks before the period starts. This enable each family to book their required days knowing the rough outline of planned activities

"What is Woosh Day?" is an event designed to provide families with comprehensive insights into the Centre's operations, including food, activities, & vacation care. display inc photographs of various activities & events, offering families a visual glimpse into experiences. This initiative enhances family engagement & overall experience available at the centre

The daily and weekly activities are displayed on the 'A-frame', providing transparency and allowing families to see what is happening at the Centre. This visibility promotes inclusiveness and invites community feedback, ensuring the program reflects a broad spectrum of cultural perspectives, values, interests, and passions. We actively seek through conversation, survey & email responses to incorporate this feedback from our diverse community to enrich and adapt the program accordingly.

During the annual enrolment process, we gather critical information about each child's distinctness, abilities, and interests. This knowledge is enhanced by interactions during drop-off and pick-up times when families can observe, engage, and converse with their children and educators. Achievements are prominently displayed throughout the Centre, encouraging children to share their accomplishments with their families and motivating their peers to strive for the same recognition.

Documentation about the program & chn's engagement is consistently accessible to families at the Centre & through weekly emails. This accessibility allows families to review & contribute to the weekly program, promoting active participation & insight into their child's learning journey. Educators maintain open & direct communication with families, discussing their cid's involvement, attitudes, strengths, & areas for growth.

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
1.1.1	Medium	7/24/24, 1:47AM	In progress
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
	Enhance educators' understanding of the My Time, Our Place (MTOP) framework and NQF	Educators will be able to effectively and confidently assume each MTOP area, and answer to how it is seen at the centre in specific activities	
How will we get this outcome? (Steps)			
During weekly communication meetings. Educators will reflect on MTOP. During programming, educators will consult specific outcomes.			

Progress Notes

Term 3/25

when placing a MTOP related question in weekly evaluations , ensuring the element needing to reference is clearly linked for Educators to refer to Week 2 term 3

Looked at intentionality during communication

Term 4 unpack mtop weeks3-6

see separate document

Good discussions and feedback Educators all seemed to value this time

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
1.2	Low	7/24/24, 2:16AM	In progress
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
increase the voice of children	Allowing children to be leaders in their own learning experience by integrating project and inquiry work into programming		

How will we get this outcome? (Steps)

Program passion projects on days where children attend, so they can work together with other children.

Progress Notes

Throughout term 3 and 4 we have included children's interest over a number of weeks eg : Hugo and Zoe Australian Animals , posters , painting, clay model and presenting at community time
During term 1 we had ongoing science experiments weekly , introduced the how to with Em m to increase creative interests , sustainability and healthy eating also been weekly focus
Term 2 continued as above with the addition of Wellbeing program looking at core values
Term 3 Gumnut Fair , deciding on their countries, gathering and presenting the ten facts , flag , flora etc
Organising the food and stall on the day
Term 4 continuing with the children's suggestions book and afternoon tea mat conversations
Children have felt empower to run activities like name game, crafts etc especially y3/4 girls

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
		5/29/25, 3:47AM	In progress
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
	consistent evaluations from all educator even in times of high uni pressures		
How will we get this outcome? (Steps)			

Progress Notes

Term 3 seems a base line standard has been constant
Term 4 again drop due to uni pressures

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
		5/29/25, 3:46AM	
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
	Additional parental input into the Centre		

How will we get this outcome? (Steps)

surveys, cultural events , communication and connection with families as a result

Progress Notes

Term 3/25 centre goal is communicating with families
WEEK 4/5 tERM 3 Evaluation question
WEEK 6 Term 3 Gumnut fair prep
Week 9 The Gumnut Fair Event and survey
Week 1 Term 4 Vacation Care Parent
Term 4 week 9 End of year parent survey focusing on what they value and have appreciated

Quality Area 2 - Children's health and safety

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.77	STD2.1	Is food stored, handled and served safely?	Compliant
R.90-91, R.162	STD2.1	Have you ensured that all educators and families are aware of the medical conditions policy and always follow it?	Compliant
R.92-96, R.161	STD2.1	Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it?	Compliant
R.84A-B, R.168(2)(a)(v)	STD2.1	Have you ensured that you meet each child's need for sleep and/or rest? Have you ensured that all educators and families are aware of the sleep and rest policy and procedures and always follow them?	Compliant
R.80	STD2.1	Do you display an accurate menu if you provide food at your service?	Compliant

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
S.165	STD2.2	Have you ensured that educators are supervising children effectively?	Compliant
R.89	STD2.1	Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items?	Compliant
R.78-79	STD2.1	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?	Compliant
R.85-87	STD2.1	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness?	Compliant
R.88	STD2.1	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?	Compliant

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.165-166	STD2.2	For a family day care service; have you ensured that all family day care educators follow service procedures about visitors to the residence or family day care venue?	Not Applicable
R.97-98	STD2.2	Have you ensured that plans are developed to manage emergencies and evacuations and are displayed near each exit? Do you conduct a risk assessment at least every 12 months to identify the potential emergencies that could occur at your service? Are emergency and evacuation procedures practiced at	Compliant
R.100-102	STD2.2	Have you ensured that all educators follow service procedures in relation to excursions, including obtaining authorisations and conducting appropriate annual risk assessments?	Compliant
R.84, S.162A	STD2.2	Have you ensured that all persons working with children are advised of and understand their child protection responsibilities? Have you ensured that all persons in day-to-day charge, nominated supervisors, and FDC co-ordinators have completed an approved child protection training course as required in	Compliant
R.99	STD2.2	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	Compliant

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.82-83, R.97, R.103, S.167	STD2.2	Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items?	Compliant
R.84C	STD2.2	Do you conduct a sleep and rest risk assessment at least every 12 months and as soon as required? Does your risk assessment consider the required matters?	Compliant
R.97(1)	STD2.2	If your service is located in a multi -story building shared with other occupants and with no direct exit to an assembly area, do your evacuation procedures include the required information?	Not Applicable
R.102A-F	STD2.2	Are there clear policies and procedures in place to ensure all requirements are met in relation to the transportation of children other than as part of an excursion. This includes embarking and disembarking at the service premise, risk assessments, authorisations, safe arrival of children.	Compliant
R.168	STD2.2	Have you ensured that all educators follow service procedures in relation to providing a child safe environment, including the promotion of a culture of child safety and wellbeing, and the safe use of online environments?	Compliant

Steps being taken to rectify Non-Compliance



STD2.1 - Each child's health and physical activity is supported and promoted.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
2.1.1	2.1.1 - Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	Met

Identified Evidence and /or Key practices

When programming we consider the well-being and comfort of children by creating diverse areas to meet different needs. Educators provide a range of active and restful experiences throughout the day to support each child's individual requirements for health, nutrition, sleep, rest and relaxation, both passive and active leisure

Educators are receptive to children's energy levels, and we are willing to facilitate a quiet space for them indoor when required either on the camp chairs or if feeling unwell on the sun lounges. Often we have a mat outside that include books, puzzles and games that kids that want to relax but be outdoors. The centre has weighted blankets and multiple sensory mats for children to lie down on

In conjunction with families risk minimisation and communication plans are reviewed at least yearly to ensure the wellbeing of the child .Area checks are preformed each session and risk assessments for activities are available at the centre. gf drawer

Children are provided with access to spaces that supports their needs, time to communicate them and how they are feeling Educators can adapt, extend and facilitate different areas of the Centre quickly to help avoid overcrowding in any area (back yard, enrichment room, sport field) Educators respond well to the individual needs of children, adapting areas to facilitate children's needs and abilities (somewhere to rest, advancing skills or adjusting games)

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
2.1.2	2.1.2 - Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	

Identified Evidence and /or Key practices

A termly schedule is embedded to ensure all equipment is cleaned regularly, MSDS sheets, risk assessments reviewed and first aid incident reports are reviewed reflected on and any changes in set up or changes to rules of games, reminder to children eg no running on verandah are implemented.

Hand washing is regularly practiced and embedded into the routine before eating, after craft activities and playing the back yard. Educators demonstrate, model and continually encourage children in this and other hygiene practices.

The Centre carries several first aid kits which are well stocked and checked weekly to ensure all equipment is there and in date. All first aid incidents are documented, and parents notified via an sms message at the time of the minor incident then followed up at collection time. Parents are notified via phone call if there has been a head injury and/or major incident. When injuries involve a large amount of blood, we place all used items in a garbage bag then dispose asap.

Policies such as infectious diseases , sleep and rest, medical action plans and risk minimisation plans guide our practices and responses . Epipens (med kit 1) and asthma puffer in each first aid kit to effectively manage symptoms during anaphylactic and asthma episodes.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
2.1.3	2.1.3 - Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	

Identified Evidence and /or Key practices

Opportunities are provided for children to participate in physical activities. Children's physical interests and abilities are taken into consideration when programming. The Centre provides many opportunities for children to develop their gross motor skills through planned and spontaneous experiences.

All educators complete basic food handlers course before completing probation , first aid and cpr are recommended

Menu items are chosen in line with dietary guidelines The menu varies and is reviewed each term offering children a wide variety of food and dishes . Food products are assessed and monitored when opened and placed in airtight containers with dates of opening and date of expiry. Food product expiry dates are checked regularly.

Healthy eating is supported through the menu. All children's dietary requirements are met. Careful consideration of individual allergies is checked each session.

STD2.2 - Each child is protected

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
2.2.1	2.2.1 - Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	Met

Identified Evidence and /or Key practices

Policies including supervision , providing a child safe environment and WHS guide our practices

Educators are aware of the need to position themselves according to the supervision plan discussed at communication and staff meetings. Educators are rostered on areas and use different techniques (observing listening) to supervise children in their area. Educators engage meaningfully with children and participate in their play while supervising. SCUBA >>>>

Personal protective equipment is provided for activities or experiences that require protection. (eg science, experiments, wood burning, spray painting, hockey)

High risk activities are identified and Educators are aware of their responsibilities via corresponding risk assessments, supervision plans and discussion at communication and reflection meetings.

Area checks and ratios are reviewed daily.
Risk assessments are available for all educators and families to read. Some risk plans are done in consultation with the children on activities and experiences that are high risk

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
2.2.2	2.2.2 - Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met

Identified Evidence and /or Key practices

Risk minimization plans have enabled open communication between the Centre and families.
Educators understand the expectation of parents when their child has an allergy, medical requirement, or condition

The Centre has policies, practices and procedures in place to minimize harm and hazards and promote children's safety.

Educators are required to hold a current first aid and CPR certification before coming off probation
The centre utilises different government sources to help guide actions and action plans toward managing incidents (mandatory reporter, poison help))
Risk assessments are regularly reviewed and updated by staff in light of changing circumstances.

Practice drills (Educators and children) at least every 3 months . This ensure that children and educators understand the precautions and protocol when a situation or incident like that might arise. We also run through all the different scenarios as a team to provide guidance to newer educators and a refresher to older staff. Throughout the centre, plans and resources are placed on the walls so that these are visible for educators and children and can be read at any time.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
2.2.3	Child Safety and Protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect.	Met

Identified Evidence and /or Key practices

Child safe practices are reviewed and are considered and implemented in the Centre.

Educators level 3.3 go through the next level of reporting to including Office of Children's Guardian, police, ombudsman Notes on these process in the how to folder

Educators are trained and told the procedures regarding a child at risk and how to deal with these incidents. As mandatory reporters, obliged to report any information to the responsible person about a possible child at risk of abuse or neglect. This is documented and either notify authorities or to contact responsible parents or guardians of child

Educators are aware of the Child safe standards and contractually obliged as mandatory reporters to be aware of and identify any children at risk Educators are informed and have access to policies that protect children as well as whistle blowers, which are compulsory to read. Open communication within Centre hierarchy makes reporting abuse/neglect easy for Educators at all levels.(Staff meeting in term 2) . It is also covered in the induction period .

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
2.2.1	Medium	7/24/24, 2:19AM	In progress
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
	Improve and increase Educators, parents and families knowledge on child safe standards.		
How will we get this outcome? (Steps)			
Information in WOOSH connect, with supporting resources Continual communication and reflective on this topic in weekly communication Term 2 educator meeting on child protection			

Progress Notes

Term 3

Week 7 Child Protection week activities programmed around safe people and discussed at community time. Policies and standards sent out in Woosh Connect

Term 4 week 8 Self Assessment Tool revisited and action point will be used gain insights into improvements for 25

Term 1

Standing item on weekly reflection

Term2 Child protection meeting, divided into two groups went through more in depth reporting with 3.3 educators these educators also answered the OCG self assessment tool .

Then we reviewed the results in our weekly reflection meeting and made an action plan table

Term 3 discussion regularly at reflection and communication as the changes to child safety are introduced for sept 1

Changed made to child safe standards discussion at communication policies read

Changed Policies and information sent to all parent s

Key improvement from plan discussed at reflection , ideas and ways implemented , discussed trailed and revisited

Term 4

Lots of unpacking of the new regs and policies with educators and weekly WOOSH for parents

Nov educators at reflection filled in the child safe self assessment tool it was uploaded and results used to lead direction next year

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
2.2.3	High	7/24/24, 2:21AM	In progress
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
	Empower and train educators to be skilled in proactive responses to child management whether that be physical or emotional		
How will we get this outcome? (Steps)			
Continual training opportunities Work with Alison (Behavioural therapist) Successful use of the 'toolkit' of behavioural strategies			

Progress Notes

Term 3 introduction Wellbeing folder and sheets for children and educators to fill out together considering actions, consequences and goal setting.
Week 8 Brofenbrenner,s theory looked at in communication and evaluations
Term 4 Got It Emotional Coaching training with NSW Health
See Educators confidence growing in different management of children and their individual needs
Term 1 staff meeting ran by ku inclusion on strategies and different ways to guide all children
Term 3 /2025
Innovation solution grant working with Beth Macgregor and Hannah
See proposal
Hannah came for two visits then mentoring session
Beth and Hannah came for training on 22nd Sept unpack iceberg, behaviour is communication and need for connection
Term 4
Another training scheduled for 14th oct
Completed the Innovations solutions grant and educators have all been using the same language and strategies to build on consistency for all children
Educators continue to use the iceberg to unpack children and their needs then plan a way forward for child

Quality Area 3 - Physical environment

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.104-115	STD3.1	<p>Have you ensured the services premises, venue or residence meets all regulatory requirements? For example:</p> <ul style="list-style-type: none"> There is the required amount of unencumbered space for the number of children in attendance at the service 	Compliant
R.103	STD3.1	<p>Have you ensured that the service premises, venue or residence and all equipment and furniture are safe, clean and in good repair?</p>	Compliant
R.116-117, R.116, R.34(f)(iii)	STD3.1	<p>If you have a family day care service have you considered any premises, structures or areas that may be accessible to children attending the service when considering the following:</p> <ul style="list-style-type: none"> Have you ensured that all educators' residences or approved venues are assessed as safe before children 	Not Applicable
R.105	STD3.1	<p>Have you ensured that each child being cared for has access to sufficient furniture, materials and developmentally appropriate equipment suitable for that child?</p>	Compliant
R.113	STD3.2	<p>Have you ensured that children are able to explore and experience the natural environment? For example are there trees, plants and sand?</p>	Compliant

Steps being taken to rectify Non-Compliance



STD3.1 - The design of the facilities is appropriate for the operation of a service.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
3.1.1	3.1.1 - Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	Met

Identified Evidence and /or Key practices

The outdoor environments create opportunities for children to engage in active, imaginative, and quiet activities. It provides opportunities for investigation, engagement, and learning.
It encourages open ended interaction, spontaneity, risk taking, exploring, discovering and connections with the natural environment.

The moveable equipment provides opportunities for imagination & the ability for chn to test their motor skills & boundaries as well as enhance their coordination & physical strength. It is diverse, gender inclusive & creates a child friendly atmosphere. Movable equipment also empowers the chn to take control of their own environments as they use the equipment in various innovative and creative ways based on their own interests. This enhances each child's autonomy to self-determine their own play

The Centre has sufficient space, equipment and facilities that are fit for the purpose and allow children to move freely, explore and experiment in a stimulating learning environment.
Access to the Centre is via a ramp and stairs creating positive flow and supporting the access of every child and their family.
The outdoor space offers undercover shaded play areas ("The Colah") whilst also providing space for the children to play in the sun (e.g. Sportsfield).

Indoor and outdoor spaces provide opportunity for children to engage in messy and noisy play.
The rooms have good ventilation and access to natural light as well as good viewing to the main outdoor environment which allows for optimum supervision.
This allows children to freely move between different areas and spaces.

The Centre provides multiple indoor environments that are open and spacious, providing children with opportunities to be involved in self-chosen and programmed activities and experiences.
These spaces are multifunctional and adaptable, allowing them to be converted into a quiet or active space depending on each child's needs or desires, allowing children to play with peers or on their own.

Identified Evidence and /or Key practices

The kitchen area is easily able to facilitate food prep, storage and cooking experiences.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
3.1.2	3.1.2 - Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	Met

Identified Evidence and /or Key practices

Each week, the Centre routinely discusses and reflects upon any observed WHS or routine issues or opportunities for improvement

The Centre has suitable processes in place to ensure the premises, furniture and equipment are safe, clean, and well maintained.
Equipment is eliminated when faulty or as per the hierarchy of elimination.
The premises are cleaned daily, and equipment is cleaned termly.

The Centre does daily area checks and uses the hierarchy of elimination to reduce and eliminate hazards (Bollards and orange flags when hazards unable to be eliminated).

Identified Evidence and /or Key practices

Centre management is also part of the school WHS committee which ensures that any observed WHS risks can be acted on, mitigated, and eliminated effectively

STD3.2 - The service environment is inclusive, promotes competence and supports exploration and play-based learning.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
3.2.1	3.2.1 - Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	

Identified Evidence and /or Key practices

Educators are encouraged to adapt the program to cater for different need and requirements of children. Adaptation of equipment enables Educators to support and cater for children's requirements in different areas.

The Centre adapts and changes the environment and activities to engage children's different interests and abilities (eg ninja line, swings, pretend play are set up in different environment and in different ways).

Our program intentionally uses spaces to engage children and allow them to develop their own unique skills and interests. This involves the use of both the built world (through the Wattle, Rosella, and Enrichment Rooms as well as the natural world (including the Backyard, Colah, and Sportsfield). Each of these areas are specifically used for different activities to provide the children with quality experiences.

The Centre environment promotes competence and supports play-based learning. The backyard provides a space for natural play and exploration to take place. (eg digging, building teepees, making mud pies and potions)

On the Sportsfield, we encourage children to facilitate their own play whilst still being given guidance and support from Educators. We also provide certain activities on the sports field whenever possible to encourage kids to participate with one another in sports that they enjoy. We set up solo quiet activities inside and outside for kids to enjoy with themselves or with other kids. This provides children the option of participating in group activities or pursuing individual or quiet play.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
3.2.2	3.2.2 - Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	

Identified Evidence and /or Key practices

The Centre aims to reduce, reuse, or recycle all resources and wherever possible so that all resources are used efficiently. To help retain resources and ensure they last as long as possible, the Centre will repair equipment wherever we can. The Centre aims to maintain resources and equipment in a number and variety that sufficiently allows multiple children to benefit and engages a range of different skills, interests, and abilities through play-based learning

The Centre provides equipment and resources that allow a range of different activities to be facilitated. The Centre ensures that these resources cater for different skill levels and age groups so that it allows all children to engage. An example of this includes the use of balance beams and how younger age groups may use them to improve their jumping abilities whilst older age groups may use them to improve their balance

Resources and equipment allow for multiple uses and are sufficient in number. Equipment is adaptable and can be used for multiple activities and experiences to cater for every child's ability and interest. The Educators review and assess resources whilst doing the regular cleaning task. Educators are encouraged to notify management whenever equipment resources are low so they can be replaced in a timely manner

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
3.2.3	3.2.3 - Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.	

Identified Evidence and /or Key practices
new initiatives in sustainability such as having a range of relevant activities per week, celebrating events related to sustainability I.e. bee week
Partnering with Koori Kinnection has helped the Centre embed a natural understanding of the environment and plants that we have around the Centre and help children and Educators understand our land and environment in a more sustainable way.
<p>The Centre provides resources and Educators encourage and educate the children how to act environmentally sustainable.</p> <ul style="list-style-type: none"> - different coloured bins - encouraging composting - encouraging the use of recycled materials - plants indoors that kids can care for - the chickens help kids under how to preserve wildlife
All children have access to a natural outdoor environment and are provided with opportunities to engage with a range of natural materials. Educators provide opportunities for children to learn about environmental responsibilities and sustainable practices.

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
3.1.1	Medium	7/24/24, 2:22AM	On hold
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
	Fence the backyard from the carpark side.	A permanent fence in place.	ASAP
How will we get this outcome? (Steps)			
Work with P&C and school community for funding.			

Progress Notes

temporary bollard and flagging put up.

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
	Low	6/27/25, 4:06AM	In progress
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
	Additional activites aimed at the year 5 and 6		

How will we get this outcome? (Steps)

Encourage these year groups to communicate t activities they might enjoy and reflect their interest in the program

Progress Notes

Week 10 Term 3

Discussion with year 6 about activities they may like but also they need to be proactive in requests
Special afternoon tea happened Wednesday

Y 6 seem to be happy with use of netball courts as their space

Quality Area 4 - Staffing arrangements

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.136	STD4.1	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?	Compliant
R.145-154	STD4.1	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, coordinator and staff member, 	Compliant
R.153, R.154	STD4.1	For family day care services; <ul style="list-style-type: none"> Have you ensured that you maintain a register of educators, coordinators and assistants? Does the register include details of exceptional circumstances when the approved provider has 	Not Applicable
R.123A	STD4.1	For family day care services; Have you ensured that coordinators to educator ratios are maintained?	Not Applicable
R.117A, R.117B, R.117C	STD4.1	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?	Compliant

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.119, R.123A, R.127-128, R.136, R.143A, R.143B, R.144	STD4.1	For family day care services; <ul style="list-style-type: none"> Have you ensured that all educators and educator assistants are at least 18 years of age? Have you ensured that all coordinators hold an approved diploma level qualification? 	Not Applicable
R.120, R.126, R.129-135	STD4.1	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? 	Not Applicable
R.122-124	STD4.1	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	Compliant

Steps being taken to rectify Non-Compliance

STD4.1 - Staffing arrangements enhance children's learning and development.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
4.1.1	4.1.1 - Organisation of educators	The organisation of educators across the service supports children's learning and development.	

Identified Evidence and /or Key practices

Educators are empowered and have the ability to provide spontaneous activities and experiences, which develops connection and supports different children's abilities and interests.

Daily communication and weekly reflection allows information regarding children, learning and development to be a team collaboration. Inclusive practices and strategies that best support children are discussed and reflected on as a team.
The Centre arranges Educators in ways that help strengthen and enhance relationships with the team and children.

Educators are rostered on regular shifts allowing them to interact with the same children to help build a deeper connection and provides consistent safe person for the child .Educators from different cultures, backgrounds and skill sets work around the centre, creating a holistic learning experience. .
Educators are responsive, respectful and give children their full attention, when facilitating activities or experiences.

Ensuring that educators are supervising all areas and educators bring different skills and knowledge which can introduce new activities and engage diverse groups of students based on students own skills and interests. Educators are programmed to different areas each shift to ensure differentiation and to ensure that children engage with different areas or educators and different perspectives.

Educators are split up to maximise the environments provided to children to learn within, such as physical, creative etc. Each Educator is assigned to a specific area within ratios (1:15) to ensure children's safety is maintained. Educators are encouraged to bring in personal skills and hobbies to teach and inspire the children. Childrens development is supported through programmed activities inc wellbeing,

Identified Evidence and /or Key practices

physical and creative

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
4.1.2	4.1.2 - Continuity of staff	Every effort is made for children to experience continuity of educators at the service.	

Identified Evidence and /or Key practices

The Centre has strategies in place to encourage the continuity of educators. The management encourages Educators who have shown growth and a holistic view to take on more responsibility. The Centre requires Educators to work a minimum of two afternoons per week as this provides opportunity for connection and meaningful interactions.

The Centre reflects on Educators strengths, interests and goals through annual appraisals and termly Educator catch ups. Educators are encouraged to complete a self-description which is added to the Centre's website to help connect with families and children.

Educators assist each other through clear communication and collaborate ideas when programming and setting up activities. Educators challenge each others skills and knowledge in different areas to build each others knowledge and strengths. Educators use their discretion when setting up activities and implementing ideas into the program.

Identified Evidence and /or Key practices

The orientation process is conducted over several weeks allowing Educators to review and discuss policies and ask questions concerning practices and responsibilities. The management keep rosters as consistent as possible whilst still being flexible around each Educators needs and requirements (eg Uni, stress, holidays, family)

STD4.2 - Management, educators and staff are collaborative, respectful and ethical.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
4.2.1	4.2.1 - Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	Met

Identified Evidence and /or Key practices

Regular communication formally and informally between Eductaors forms a high quality connection, allowing for feedback and reflection. All Educators are friendly and respectful of each other, and take an interest in each others lives. Feedback from management is in a structured way, and ensures that educators can reflect on their own perceived strengths and weaknesses, as well as receive an objective opinion as well.

The individual strengths of Educators are recognised by allowing them to facilitate activities and experiences they enjoy and demonstrate strength or interest in.
Educators are encouraged to bring external skills and hobbies into the Centre to share with their colleagues and children.

Educators are paired up in different combinations and areas allowing for collaborations and relationship building. This enables Educators to facilitate activities that favour their strengths and talents or increase their knowledge on more challenging areas. (eg the sport field requires large group facilitation, a less confident Educator may struggle alone but the buddying system provides an opportunity to improve through seeing and then doing. Learning through observation).

The Nominated Supervisor and Educational leader are always available to Educators. They move continually across all parts of the Centre within each shift. Management and Educators respond to colleagues in a positive, supportive, and respectful way.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
4.2.2	4.2.2 - Professional standards	Professional standards guide practice, interactions and relationships.	Met

Identified Evidence and /or Key practices

Educators are engaged in regular discussions and have access to policies and documents which promote professional standards to guide their practice. Educators understand the significance of the philosophy and are involved in the review and reflection process each year.

The termly staff meetings are themed to maximize knowledge sharing and create a culture of inclusive positive learning. A range of resources are readily available to all educators including but not limited to healthy eating, natural environment, MTOP learning framework, the National Law and Regulations.

Educators are offered opportunities to attend trainings to further their professional development. Opportunities are available for Educators to develop and move within the Centre's hierarchy. Educators have the opportunity to feedback into the Centre via daily communication, evaluations, weekly reflection, QIP, reviewing policies, staff meeting, educator catch ups and appraisals.

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
		6/27/25, 4:23AM	In progress
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
Regular feedback and shout outs	Educators feel respected and valued by their fellow team , supported management		
How will we get this outcome? (Steps)			
Contuinue with shout out wall Include topics on evaluations which encourgares the acknowledgement of each other strenghts management Encourage to focus embedding of feedback into regular practice			

Progress Notes

term 2 / 25
 week6-9 shoud questions in evaluations on different topics, brought to reflection then display for all educators to see
 Term 2/25
 All educators had opportunity to complete self reflection
 Term 3 /25
 Regular shout out in evaluation/ reflections/ communication
 Yearly appraisals and goal setting based of self reflection
 Term4 /25
 Professional reviews, monthly chats and probation chats

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
	Medium	6/27/25, 4:29AM	Completed
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
Update centre heirarchy to include shared leadership team	Allowing all educators, particularly newer staff memembers to understand who they can go to to offer suggestions and seek support. This can be achieved through the creation of a clear		

document which outlines the centre hierarchy and roles /responsibilities of each staff memebr at the centre .

How will we get this outcome? (Steps)

Discuss roles and responsibilities during daily communication and weekly reflections.

Highlight feedback as a key driver of Centre improvement

Progress Notes

erm 3 /25

Updated and circulated to educators then committee

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
	Medium	7/12/25, 5:00AM	In progress
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
Educators confidently interact and connect with all children	Continuously train and provide strategies to support Educators in confidently interacting with and guiding all children		
How will we get this outcome? (Steps)			
Apply for innovations solutions grant , through inclusion support			

Progress Notes

Term 3 /2025

Innovation solution grant working with Beth Macgregor and Hannah

See proposal

Hannah came for two visits then mentoring session

Beth and Hannah came for training on 22nd Sept unpack iceberg, behaviour is communication and need for connection

Term 4 Another training scheduled for 14th oct

Completed the Innovations solutions grant and educators have all been using the same language and strategies to build on consistency for all children

Educators continue to use the iceberg to unpack children and their needs then plan a way forward for child

Quality Area 5 - Relationships with children

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.155	STD5.1	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? • Support children to develop self-reliance and self- 	Compliant
R.156	STD5.2	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?	Compliant

Steps being taken to rectify Non-Compliance



STD5.1 - Respectful and equitable relationships are maintained with each child.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
5.1.1	5.1.1 - Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	

Identified Evidence and /or Key practices

E who are responsive to chn's thoughts and feelings are supporting them to develop a strong sense of wellbeing. By interacting positively, respectfully and meaningfully with chn, educators help chn to feel accepted , develop trusting relationships and a strong sense of connection and identity.Documentation of chn's learning, development & wellbeing that shows evidence that educators' interactions with children used to support children's developing ideas, skills &relationships

Educators respectfully participating in chn's play and using chn's cues & signals to guide their level and type of involvement ,modelling reasoning, predicting, reflective processes and appropriate language They collaborate with chn about routines, rituals, transitions and experiences & providing opportunities for them to make informed decisions & choices

Educator intentionally setting up learning environments which support chn to learn independently , increasing their social skills and explore their environment.

Chn who are supported to explore and understand their cultural, social, gender & linguistic identities also experience a sense of belonging that fosters self-esteem. Self-esteem contributes to the development of identity & is critical to children's capacity to understand their own strengths, capabilities and interests. When chn feel safe, secure and supported, they grow in confidence to explore & learn

Secure, respectful & reciprocal relationships are key to establishing a positive & trusting community in school age care settings & enable chn to develop their independence, leadership & social skills, as well as a strong sense of identity (Framework for School Age Care). Rosters are planned to promote continuity of, & enhance, relationships with children and families.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
5.1.2	5.1.2 - Dignity and rights of the child	The dignity and rights of every child are maintained.	

Identified Evidence and /or Key practices

Having independence & increased autonomy in recognition of their growing maturity and ability to take responsibility for their own behaviour

Educators being patient, gentle, calm and reassuring even when children strongly express distress, frustration or anger, talking to chn about the importance of empathy, treating others equally & celebrating differences encouraging each child's sense of identity, supporting children to treat each other with dignity and respect in their interactions

Educators pre-empting potential conflicts challenging behaviours by monitoring children's play supporting interactions using positive language, gestures, facial expressions & tone of voice when redirecting or discussing children's behaviour with them Responding promptly to a child's disruptive behaviour by acknowledging their feelings, spending time with them and suggesting alternative ways of responding

We model & encourage chn to identify & challenge discrimination when they observe inappropriate behaviour, or hear inappropriate comments We encourage chn to reflect on & consider the impact of their behaviour on others helping them to learn empathy guiding all chn's behaviour in ways that are focused on supporting chn to develop skills to regulate and manage their emotions ,preserve & promote children's self-esteem & confidence

Spaces, resources & routines arranged to minimise times where chn are likely to experience stress or frustration with educators being mindful of children's differing capacities to wait. Chn are supported to make choices,decisions & to experience the consequences of these where there is no risk of harm to themselves or another person being acknowledged when they make positive choices in managing their emotions and behaviour

STD5.2 - Each child is supported to build and maintain sensitive and responsive relationships.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
5.2.1	5.2.1 - Collaborative learning	Children are supported to collaborate, learn from and help each other.	

Identified Evidence and /or Key practices

Encouraging chn's active involvement in learning experiences, chn learn to explore ,solve problems & develop greater capacity for independence & collaboration. Older chn can challenge & extend their own thinking, & that of others, create new knowledge in collaborative interactions & negotiations with peers. By exchanging ideas & collaborating with others, older chn can also learn life & social skills, such as conflict resolution & negotiation skills.

Modelling collaborative behaviour through their interactions with children & colleagues, to help children to initiate interactions and join in play and social experiences with their peers. Respectfully & thoughtfully engaging in children's group play & projects supporting ch to understand or communicate with each other planning experiences that encourage chn to work together to achieve success allocating time for relaxed, unhurried experiences that enable ch to collaborate direct learn

We plan the program, routines, rituals and transitions to ensure adequate time for children to engage in uninterrupted play experiences & projects of their own choosing, with a variety of peers , acknowledging older chn's complex relationships & sensitively intervening in ways that promote social inclusion

As children develop their social skills, educators provide time & space for chn to engage in collaborative experiences. These enjoyable experiences help chn to learn about their responsibilities to others & to appreciate their connectedness & interdependence as learners. They learn to balance their own needs & wants with those of other chn. By nurturing respectful & reciprocal relationships among children, educators support children to value collaboration & teamwork.

We provide a range of opportunities for chn to learn how to work with others collaboratively, respectfully & effectively, including through play experiences. Educators can support chn to learn about and experience cooperation by modelling cooperative behaviour themselves & acknowledging cooperation when it occurs providing opportunities & resources for children to assume leadership roles & direct play experiences with their friend & peers

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
5.2.2	5.2.2 - Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	

Identified Evidence and /or Key practices

Educators coach children through conversations about their feelings. The use of visual cues and emotion charts are displayed around the centre to encourage healthy emotional reasoning. language use around naming emotions.

Children in stage 3 are given more leadership and freedom to run activities and have minimal supervision through the Year 6 contract. The centre works alongside school initiatives such as the WHS toolbox kit which enables educators a resource to use in guiding children behaviour. The rights of the chn are upheld through open conversations, the code of conduct and mutual decision making.

Chn are taught by educators how to manage & control emotions, emphasising the use of communication to deal with issues they may have. This can be seen as chn learn to vocalise their feelings to others & will actively ensure educators know when they might be overwhelmed in a situation to sit in.

When resolving conflicts we give chn the chance to resolve conflicts on their own but provide support & intervention when needed. We encourage the independence of children so that they do not need to rely on the intervention of educators. Educators are encouraged to guide chn & allow them to problem solve and regulate their emotions themselves so that they have greater autonomy & independence in their play.

Listening empathetically to children when they express their emotions, acknowledging their feelings and reassuring children that it is normal to experience positive and negative emotions at times. Suggesting avenues for additional support.

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
		6/27/25, 4:50AM	In progress
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
Gaps in communication with school	Increased effeciency in communicating with teachers , school office personnel and centre staff		
How will we get this outcome? (Steps)			
<p>Engaging in conversations with teachers on duty in our specific area , and being open for communication with teachers bring children to us. Important information will continue to be passed on in the mornings</p>			

Progress Notes

term 3 slow progress

Good communication with speech therapist, OTs etc
Jackson and Robbie

Cybele support of learning story

Quality Area 6 - Collaborative partnerships with families and communities

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.157	STD6.1	<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 	Compliant

Steps being taken to rectify Non-Compliance

STD6.1 - Respectful relationships with families are developed and maintained and families are supported in their parenting role.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
6.1.1	6.1.1 - Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.	

Identified Evidence and /or Key practices

Engaging in regular, open communication with families, showing genuine interest in their cultural backgrounds, and incorporating their input into our programs and policies.

Using various platforms such as digital newsletters and ongoing emails to ensure all families receive important information.

conducting regular surveys and informal discussions to acquire feedback. We act on this feedback to make meaningful improvements to our service.

Inviting them to participate in committees, surveys, and policy reviews, and holding regular meetings where their opinions are sought and valued.

Creating a warm and inclusive environment through welcoming activities, providing multilingual resources, and maintaining open lines of communication. For example, we host family events and provide online resources through our website for an understanding of the team, policies and processes.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
6.1.2	6.1.2 - Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.	

Identified Evidence and /or Key practices

actively seeking their input on policies, programs, and activities through regular surveys, meetings, and informal conversations. Within these we encourage parents to share their culture with the centre. Cultural diversity and the link established between parents and children is evident through events such as the international gumnut fair where they can impart their culture through food, flags, stalls and discussions.

having a clear and transparent process for handling complaints and feedback, ensuring timely and empathetic responses. Educators will furthermore respond to families that require extra support by adapting to suit their needs and improving their belonging within their environment.

acknowledging their contributions publicly during meetings and events, and incorporating their suggestions into our practices and policies. Additionally, the centre philosophy has been read, accepted, and written in different languages to represent the current cultural demographic.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
6.1.3	6.1.3 - Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	

Identified Evidence and /or Key practices

Information about community services and resources are available on the Centre's website, families are supported on a case-by-case basis to access relevant support networks that benefit their parenting and family wellbeing.

Noniminated Supervisor, educational leaders and Educators are able to support families in their parenting role by being readily available for informal discussions with them at mutually convenient times

Functions are arranged by The Centre on Mother's and Father's days, here the children serve their families with Educators utilizing the opportunity to have meaningful conversations with families.

The Centre communicates with parents in number of ways including but not limited to, weekly emails which share information about the weekly program and menu, reminders of up and coming events or reminder about resources, practices, policies and requirements. The Centre also uses notice boards, digital media, surveys, and displays on the back wall which is decorated with information about up and coming events.

STD6.2 - Collaborative partnerships enhance children's inclusion, learning and wellbeing.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
6.2.1	6.2.1 - Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	

Identified Evidence and /or Key practices

providing detailed transition plans, holding regular check-ins with families and other services, and using consistent messaging to ensure all parties are informed. The centre provides prompt updates of their child during relevant incidents.

inviting them to participate in transition meetings, sharing resources about the transition process, and seeking their input on how best to support their child. In extra-curricular activities the centre involves the parents

Collaborating with the school and parents on child absences during school hours. Furthermore, songs are utilised by the centre to improve predictability of the transition, prepare children for the day and create a calming effect. Moreover, children requiring extra support are provided 1 on 1 educator supervision if necessary to ease their transition into the centre.

providing information emails, the website and an orientation afternoon. The Centre provides a comprehensive resource to families to support a smooth transition for children from preschool to the school environment specifically focusing on the OOSHC environment. (A resource booklet that was created in 2019 in consultation with Inclusion support). The Centre organises extra Educators at the beginning of the year to accommodate and help new children and families settle in.

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ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
6.2.2	6.2.2 - Access and participation	Effective partnerships support children's access, inclusion and participation in the program.	

Identified Evidence and /or Key practices

ensuring our space is adaptable & inclusive, providing resources that reflect diverse cultures & abilities, training staff in inclusive practices. Inclusion support plan helps identify areas to facilitate in order to promote inclusion & create meaningful connections with chn & families. The continual reflection on these practices help identify barriers to inclusion & how to overcome them. Koori Kinnections is a partnership we work with closely that provides chn access to new experiences

providing flexible hours, offering financial assistance information, and ensuring our facilities are physically accessible to all families

sharing our policies with families, providing updates on our inclusive practices through digital newsletters of the menu, routines, events and changes. Finally the centre highlights success stories to promote belonging within the centre.

tailoring activities to meet individual needs, using inclusive teaching strategies, and providing additional support where necessary. Professionals/therapists are involved in the creation of the programs for individual children, sharing goals for learning.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
6.2.3	6.2.3 - Community engagement	The service builds relationships and engages with its community.	

Identified Evidence and /or Key practices

inviting community members to share their expertise, participate in local events, and establish relationships with schools and organizations. For example, our partnership with Koori Kinnections enhances our understanding of Aboriginal and Torres Strait Islander cultures.

encouraging participation in community events, organize family days with local activities, and promote volunteer opportunities. Our involvement in P&C events and working bee projects fosters community engagement

sharing success stories, highlight positive impacts in newsletters and meetings, and provide information on how families can get involved. This helps families see the value of community connections.

organising excursions, invite guest speakers, and use local facilities. Vacation care excursions help children learn about their community, public transport, and road safety.

collaborating on joint projects, attend community meetings, and network with service providers. We connect with local clubs like soccer, cricket, and dance, and support families by providing an educator for children's activities.

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
	Medium	7/24/24, 2:33AM	In progress
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
	Explore the concept of family within the centre and our local community		
How will we get this outcome? (Steps)			
Researching how family dynamics present in different cultures and circumstances. eg how daily lives look and differ from one another			

Progress Notes

term 1

looking at neighbour day and how that presents our local community . This included who lives here, different families and their family dynamics,(eg support through grandparents, relatives , friends near-by) This formed a sense of belonging for children within our local community.

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
6.1.2	Medium	7/24/24, 2:35AM	In progress
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
	Embed our cultural responsiveness into all aspects of prgraming and practise	Frequent conversations regarding t culture and inclusion	

How will we get this outcome? (Steps)

Continue to reflect each week on aspects relating to cultural connection and inclusion and reflrct and update the cultural calendar during reflection

Progress Notes

Term 3

Collaboration and partnerships with families for the International Gumnut Fair

term 3 and 4 the team has been looking at different cultural events to talk to children about and gain knowledge from parents including Diwali this will continue into next year where information will be prepared for each festival/ event and shared in communication and community time with stages

term 1

these practices were continued through this term , and ew started o work on country of month

Term 2 start to introduce country of month starting with Mexico

Term 3

June: Mexico

July: New Zealand

August: Japan

august : started Gumnut Fair preparations

term 3 week

currently 25 countries for gumnt fair

Gumnut fair huge success , children and families engagement and participation high

Survey to go out to parent one has been sent to educators

Term 4 /25

Egypt was country of month Oct/Nov best results good engagement with children and Educator led discussions

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
6.1 / 6.2.3	Medium	7/24/24, 2:33AM	In progress
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
	Continue to explore and pursue additional outreach and community events	Keeping up to date with community events	

How will we get this outcome? (Steps)

Toys and tucker
Refugee week toy drive
Operation Christmas Child

Examples of community events, which the centre should encourage families to be part of as well

Progress Notes

Term 4
OOSH mega drive (toys, clothes , food
Fantastic support by families especially children actively wanting to bring in toys
donations went to Dandelion Support Network and the St JOhns the Dish
term 1 started to look at Salvation Army Souperhero drive for term 2
Term 2 and 3
Not progressed to busy with other functions of centre lost Kelly as events

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
		6/27/25, 4:55AM	
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
Educators feeling confident in taking to families	Educators to gain confidence in talking to all families		
How will we get this outcome? (Steps)			
Term 3 goal for centre Discussion topic for staff meeting			

Progress Notes

Term 3/25 centre goal is communicating with families
 WEEK 4/5 tERM 3 Evaluation question
 WEEK 6 Term 3 Gumnut fair prep
 Term 4 /25 this was a goal for term with enrolments , new family orientations , parent survey

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
		6/27/25, 4:58AM	In progress
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
Inconsistent feedback from Parents	Regular and consisent feedback from parents		

How will we get this outcome? (Steps)

Set up a google form and have QR code available at sign in / out area and utilise parent feedback to guide changes and improvements in centre.
Highlighting the positive aspects selected upon in weekly reflection and daily communication

Progress Notes

Term 2 and 3 feedback form out for parent limited feedback only so far food increase 1 parent

Survey re Gumnut fair

Term 4

Vacation Care Survey to go out

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
	High	6/27/25, 5:25AM	In progress
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
Communication with Parents	Improve two way communication with families		
How will we get this outcome? (Steps)			
Bring back weekly WOOSH CONNECT			

Progress Notes

Quality Area 7 - Governance and Leadership

Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.168-169, R.170-171	STD7.1	Do you have all prescribed policies and procedures in place at the service? Do you ensure that your policies and procedures are followed? And always available?	Compliant
R.87, R.158-162	STD7.1	Have you ensured that all records relating to children at the service are maintained, including enrollment records, excursions, attendance records, health information, records of illness or accident?	Compliant
S.173-174, R.174-176A	STD7.1	Do you ensure that changes to the operation and premises of the service, serious incidents, matters relating to health, safety and wellbeing of children and complaints which allege a breach of the Law or Regulations are reported to the Regulatory Authority in the required timeframes? This includes any changes	Compliant

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.146, R.147, R.154, R.163	STD7.1	<p>Have you ensured that, where applicable, records of working with children clearances are kept for</p> <ul style="list-style-type: none"> The nominated supervisors, educators, coordinators and staff? Family day care educator assistants? 	Compliant
R.118, R.148	STD7.1	<p>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?</p>	Compliant
R.55-56, R.31	STD7.2	<p>Have you ensured that your Quality Improvement Plan</p> <ul style="list-style-type: none"> Contains a statement of the service philosophy? Is reviewed and revised at least annually? 	Compliant
R.185	STD7.1	<p>Have you ensured that a copy of the Law and Regulations can be accessed by educators, staff, volunteers and families, including those seeking to enroll their child at the service?</p>	Compliant
R.172	STD7.1	<p>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?</p>	Compliant

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.181-184	STD7.1	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	Compliant
R.29, R.180	STD7.1	Do you keep information about public liability insurance for your service on the premises?	Compliant
R.92, R.99, R.177	STD7.1	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?	Compliant
R.165	STD7.2	For family day care services, have you ensured that records of visitors to a residence or approved venue are maintained?	Not Applicable
R.176A	STD7.1	For family day care services, have you ensured educators notify the approved provider about circumstances that may pose risks to the safety, health or wellbeing of children at or likely to attend the service. Including renovations, an infectious disease outbreak or a natural disaster.	Not Applicable

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
S.172, R.173	STD7.1	Do you display all prescribed information? Is it clearly visible from the main entrance of the service or residence?	Compliant

Steps being taken to rectify Non-Compliance

STD7.1 - Governance supports the operation of a quality service that is child safe.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
7.1.1	7.1.1 - Service philosophy	A statement of philosophy guides all aspects of the service's operations.	Met

Identified Evidence and /or Key practices

Educators collaborate ideas when talking in communication, our evaluations, and throughout shifts encourage opportunities. We give opportunities for children to share about their lives, cultures, achievements.

The philosophy is the first document Educators and volunteers read when coming to the Centre. It is the pinnacle of our practices and is echoed in the program, conversations with parents, relationships with children and the partnership we have with our community. The philosophy statement is embedded and guides the Centre operation and practices. It is reviewed in collaboration with management committee, Educators, children and families annually.

A statement of philosophy serves three purposes. It underpins the decisions, policies and daily practices of the service reflects a shared understanding of the role of the service among staff, children, families and the community guides educators' pedagogy, planning and practice when delivering the educational program.

The values stated in the service philosophy being reflected in the service's environment, policies and procedures. how a shared understanding of the service's statement of philosophy underpins practice and decision-making for both individual educators and the service, including the planning cycle and approaches to equity and inclusion how educators and families are encouraged to be meaningfully involved in reviews of the service's statement of philosophy

The philosophy reflects our daily practice. It is displayed for all to read and in child friendly and the home languages of the Centre families. Theorists like Reggio Emilia, Gardner's multiple intelligences, Roger Harts ladder of participation and the Aboriginal eight ways of learning and Glasser behaviour is a choice) have all been contributors to the philosophy.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
7.1.2	7.1.2 - Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.	Met

Identified Evidence and /or Key practices

The required policies and procedures are in place and accessible to educators, families, volunteers, and visitors. Policies are continually being reviewed to ensure they are functional and purposeful documents for all Educators and families.

Weekly reflection meetings enable the Centre to critically evaluate practices and to continually find ways to improve our practices and procedures. We draw on the voices our children Educators, parents, families and visitors to seek direction, changes and programming ideas.

Effective risk managing systems are in place; such as daily area checks, reviewed risk assessments and emergency procedures which are practiced every term and reflected upon. Educators are nominated and elected by the educator team as Work Heath Safety representatives to keep the staff informed and knowledgeable about risks in the out of the Centre.

The Nominated Supervisor /Educational leader ensure the overseeing of all areas of the Centre's regulations and governance. We aim to keep up-to-date with information and changes within the industry ensuring the Centre stays a quality care environment.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
7.1.3	7.1.3 - Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.	Met

Identified Evidence and /or Key practices

Evaluations, reflection meetings, surveys, communication and staff meetings are methods we have been using to ensure contacts between management, Educator's children and families are clear and transparent.

The responsible person ensures that records and ratios for shifts are maintained and reviewed

All Educators are aware of the hierarchy within the Centre. An induction process supports Educators to have a clear understanding of their role's, responsibilities, and expectations.
The Coordinator and Educational leader ensure all Educators understand their job descriptions and contracts and these are review annually in line with the award and agreements.

The Parent Committee are given a overview of their roles and responsibilities when joining. They are also encouraged to speak to pervious committee members. The Centre management make themselves available to have conversation to all new committee members.

STD7.2 - Effective leadership builds and promotes a positive organisational culture and professional learning community.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
7.2.1	7.2.1 - Continuous improvement	There is an effective self-assessment and quality improvement process in place.	Met

Identified Evidence and /or Key practices

Uses reflections on children's learning and development to plan, implement and evaluate programs and to support children in achieving outcomes (see Elements 1.3.1 and 1.3.2)

Effective cycle of continuous improvement includes reviewing:

- the extent to which the service meets or exceeds the National Quality Standard
- the performance of all staff members
- how the service and its practices are delivered in accordance with the Early Years Learning Framework and/or the Framework for School Age Care (or other approved learning frameworks)
- the outcomes for children at the service against the learning outcomes in these frameworks
- feedback and complaints from children and fam

The Educators are encouraged to undergo a reflection process after each shift to ensure they are meeting the outcomes. 10 minute chats each term and appraisals each year have allowed for self reflection, goals and improvements.

The QIP/ self-assessment tool is reviewed in its entirety annually and guides progress towards quality improvements against the National quality standards. The QIP is live document within the Centre being reviewed and discussed at weekly reflections. It is a tool that is being used to update policies, guide termly goals and connected with families and community about our quality journey.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
7.2.2	7.2.2 - Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	Met

Identified Evidence and /or Key practices

The Educational Leader (programming) is pivotal in ensuring the ongoing cycle of assessment and planning occurs to deliver a quality program. This includes leading reflection meetings, planning and implementing changes and identifying improvements needed

Educational leader (programming) look to support Educators to develop the program and reflect on their routines and procedures and develop ways to enhance the practices.

The Educational leader (programming) has an understanding and commitment to the role and supports Educators to deliver a program based on the approved learning framework (MTOF) Educators are encouraged to reflect on their teachings and how it is impacting on children's learning.

The Educational Leader (staffing) orientates new Educators via an induction process and regularly meets with the new recruit throughout their three month probation period, to further unpack key policies and procedures of the centre as well as to offer feedback to improve the newer educators practices. the EL staffing provides great support and feedback on actions and processes that occur within the centre. Staff members are challenged and motivated with new information and ideas,

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
7.2.3	7.2.3 - Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	Met

Identified Evidence and /or Key practices

How can we structure our staffing arrangements to improve continuity of care for children?how the service's performance review process contributes to planning for educators' learning and further development, and how the service supports this process

Educators are responsible for monitoring their own goals. However, when goals are being accomplished, support and direction is given by the Educational leader and Coordinator. ernaly staff meetings focus on topic to help with understanding children and the OOSH industry (eg, term 1 new families orientation, MTOP, supervision , term 2, child protection and un right of a child & National quality standards, term 3 , team connection and behaviour management, term 4, overview of the years learning)

The Centre has an annual appraisal process in place to identify goals and support professional development. Alongside appraisals are 10 minute chats and surveys used to strengthen the team.

Educators are given the opportunity to build on their knowledge via on the job training and/or by attending courses. This has helped build the team to take on leadership roles.

how the educational leader, co-ordinators, educators and staff members self-assess their performance and set individual performance and learning goals
how performance processes identify strengths and areas for development, and how these areas for development are addressed

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
7.2.1		7/24/24, 2:36AM	In progress
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
	Improve teaching methods and techniques to ensure the inclusion of each child		
How will we get this outcome? (Steps)			
the development of a wellbeing officer position ,conducting surveys of Educators, families and children			

Progress Notes

Annie has been working steadily in this role
for children : individual sticker charts, wellbeing Wednesday , Kindness Jar , wall in Wattle room , Kindness tree
with Educators : regular one on one chats, surveys , follow up on ideas , training sessions on additional requirement children
regular contributions to over all wellbeing of children in reflection
term 1 Annie continues to work with the children needing extra support and provide strategies to the team to help all children feel included
term 2 Wellness program on Tuesdays looking a core moral values has had great discussions with a divers range of children
Term 3 /2025
Innovation solution grant working with Beth Macgregor and Hannah
See proposal

Hannah came for two visits then mentoring session
Beth and Hannah came for training on 22nd Sept unpack iceberg, behaviour is communication and need for connection
Another training scheduled for 14th oct

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
		6/27/25, 5:13AM	In progress
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
Requiring an improved system in place to manage behavioural risks	Creating a safe environment for all children and educators both physically and psychologically		
How will we get this outcome? (Steps)			
Continuing working on the induction of more formal behaviour management plan in conjunction with all stakeholders			

Progress Notes

Term 2 /25

Introduction of a couple of behavioural plans for couple of children working ok
Helped to open up communication with families

Term 3/2025

Innovation solution grant working with Beth Macgreogor and Hannah

See Proposal

Hannah came for two visits then mentoring session

Beth and Hannah provided training 22nd Sept unpacking iceberg , behaviour is communication, need for connection

Term 4 Another training scheduled 14th Oct

Completed the Innovations solutions grant and educators have all been using the same language and strategies to build on consistency for all children

Educators continue to use the iceberg to unpack children and their needs then plan a way forward for child

Looking at reviewing the policy and having clearer workable procedure

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
	High	6/27/25, 5:20AM	In progress
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
Consistent Educators self reflection and assessment	Educators given the opportunity to self reflect and understand their personal growth and areas for improvement		
How will we get this outcome? (Steps)			
<p>Produce a google form based on each Educators position description/ level. Using responses, management can evaluate , reflect and understand gaps across the board. This can then help target individual training and support areas</p>			

Progress Notes

Tern 2 week 10 first form will be filled out and assessed
all educators given the chance to do it across the week
Term 3
Appraisals: given opportunity to reflect before and during
Term 4
Professional Development
Catchups

Continuous Improvement Opportunities

Standard/Element	Priority (L/M/H)	Date Created	Status
	Medium	6/27/25, 5:17AM	Completed
Issues identified during selfassessment	What outcome or goal do we seek?	Success Measure	By when?
Changes needed in the Centre Heirarchy document for clarity on roles and responsibilities.	Update the centre heirarchy to include shared leadership team, to allow all Educators especially the newerstaff memebtrs to clearly understand who they can go to for support and understanding		

How will we get this outcome? (Steps)

Discuss roles and responsibilities during daily communication and weekly reflections.
Highlight feedback as a key driver of Centre improvement

Progress Notes

Term 3 /25
Reviewed with educators and committee including discussion opportunities at communication