

# Heathcote East OSHC – Quality Improvement Plan - 2016



## Service details

Service name	Service approval number
Heathcote East Out of School Hours Care.	SE - 00013690
Primary contact at service	
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Physical location of service	Physical location contact details
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Approved Provider	Nominated Supervisor
Heathcote East Public School Parent and Citizens Association.	Ashley Stephenson

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

*Participant, ECECD Sector Focus Group May 2015*

## Purpose

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

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

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

## Section 1

**Philosophy** – A place to record your service philosophy

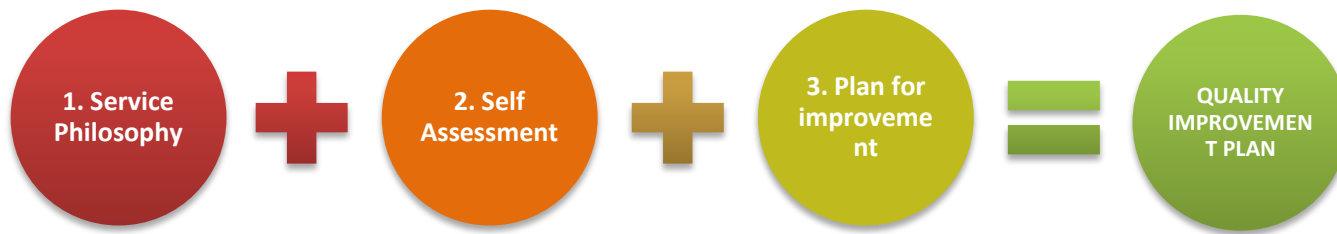
## Section 2

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

## Section 3

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





**Remember, as well as including a service philosophy, self-assessment component and plan for improvement, the regulations require that your current QIP be:**

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

# Section 1 – Philosophy

## Heathcote East OSHC Philosophy

### **Background:**

A written statement of philosophy outlines the principles under which the service operates. This philosophy reflects the principles, National Law and the Framework for School Age Care. It underpins the decisions, policies and daily practices of the approved provider, nominated supervisor, educators and staff members and assists in planning, implementing and evaluating quality experiences for children. It reflects a shared understanding of the role of the service with children, families and the community and agreed values and principles of the school/site, approved provider, advisory committee, educators, children and families.

### **Policy Statement:**

Our Outside School Hours Care policies, procedures and practices are guided by our philosophy. Our philosophy is a shared vision by all stakeholders and will be reviewed annually.

### **Acknowledgement:**

We recognize that the Darawal people are the landowners and original custodians of the Heathcote East Lands.

### **Vision**

Heathcote East OSHC aims to provide a distinctive, high quality child care service that promotes learning and development with particular emphasis on play, social interactions and recreation.

Heathcote East OSHC recognizes that middle childhood is the important stage that bridges the chasm between early childhood and adolescence. Staff at HEPS OSHC work together to create an environment that is both supportive and challenging, providing interactions that foster social, emotional, physical and cognitive development through a fun play based program.

Each child will be treated as an individual in a friendly atmosphere where positive self-esteem is enhanced and curiosity and initiative will be fostered.

Our program is guided by the “My Time, Our Place” framework and therefore values input from the children as well as from families, staff and the local community. High quality care is provided by qualified and experienced staff which complements and supports the values of the school and the community.

We believe at Heathcote East OSHC that children must have some control over their learning, be able to learn through experiences, be given the opportunity to learn and explore with other children and have endless opportunities to express themselves.

**Mission Statement:**

Our mission at Heathcote East OSHC is to provide a positive “Home like” Environment which is safe and enjoyable providing care for our children, families, staff and community.

**Objectives:*****Our Organization Values***

- Respect
- Confidentiality
- Collaboration and professionalism
- Ongoing learning and reflective practices
- Open Communication
- Inclusive

***Our EC educators***

Are our most precious resource, each staff member brings fundamental personal qualities to the centre such as empathy, compassion, respect and warmth. We support and value all input into decision making by our staff and encourage them with their professional development. We acknowledge the importance of working as a team to provide high quality care and education and further understand our role as advocates for the children and their rights

***We believe that educators will:***

- Be positive role models
- Provide an atmosphere that is welcoming and friendly
- Provide structured and unstructured learning
- Provide an aesthetically pleasing and supportive physical environment
- Encourage all stakeholders input in the decision making process
- Build and maintain secure, respectful and confidential relationships with families and the local community
- Listen to and observe the children closely, ask questions, and explore the children’s ideas.
- Provide experiences that “provoke” children’s thinking and learning.
- Document the children’s work so that they can talk to each other and the children and better understand the children’s thinking and education in general.
- Build on the strengths, competencies, and curiosities of the children
- Encourage, support, and develop collaborative learning

- Have less structured rooms, but carefully planned spaces and well-organized materials, so that children are free to spend more time on projects that interest them and are often able to move between activities at their own pace
- Offer a wide variety of basic art media, including paints, clay construction, drawing, and collage
- Listen to and implement children's ideas for projects on which to work
- Display the children's creations and photographs, showing the children at work at OSHC
- Build a portfolio of children's work at OSHC
- Make a great effort to communicate with parents and to help parents feel involved in their child's project work
- Excel when their individual talents and contributions are acknowledged and valued. We believe in the vital nature of lifelong learning and acknowledge the importance of experience, formal qualification, ongoing learning and reflective practice. We believe that knowledge and understanding of child development and care giving practices is essential to enhance the curriculum and the uniqueness of each child.

### ***Our Children***

#### ***We believe that children in our care:***

- Are paramount to our work
- learn through play and experimentation
- are individually unique
- are entitled to be secure and safe
- Achieve maximum learning potential in an environment which encourages self-discipline, independence, self-esteem and curiosity.
- Feel safe, supported and respected
- Be acknowledged for their unique identity
- Have their developmental cultural, spiritual and personal interests recognized and developed
- Feel that their sense of well-being is nurtured
- Build and maintain positive relationships
- Are strong, interested, capable and curious.
- Learn best working with others: with other children, family, teachers, and the community.
- have "the hundred languages" through which show us what they know in many ways – they move, draw, paint, build, sculpt, do collages, act, sing, play music and more
- Learn from the spaces they are in – they need beautiful, orderly space where everything has a purpose and can help children learn.
- Are capable of long-term, sustained learning when the topic is of interest to them.
- Have the potential and promise to become well rounded individuals with the encouragement of a nurturing, supportive and relaxing environment.
- Are recognized as individuals with rights and allow them to be involved and included in an environment that is free from stereotypes, discrimination and judgements.

- Have a voice that we respect and value. We encourage a sense of belonging to our service and give all children the opportunity and pathways to make open, respectful and reciprocal relationships with others in a positive way. We support our children in their development of autonomy and independence and understand that each child develops differently.

### ***Our children's Voices – What would make our centre the happiest OSHC?***

#### ***Our Environment***

The physical environment is regarded as a teacher in children's learning. The presentation and organization communicates respect and a message of care toward children's learning. It is a valuable learning resource providing children with an appreciation of beauty and aesthetics through the provision of rich materials, resources and surroundings. Learning environments are responsive to children's interests, individuality and knowledge of the setting and take with them a sense of belonging. We believe that the environment should promote a sense of wonder yet guarantee the health, safety and wellbeing of all children, families and educators.

#### ***We believe our environment will:***

- be safe and stimulating
- be accepting of each child's individual needs and backgrounds
- values safety and health of all people
- encourage parent contribution
- be visually pleasing
- support inclusion of an access for children with additional needs
- value individual expertise of and contribution by staff
- be Fun
- be Nurturing
- be Child-oriented
- Collaborative
- be Facilitative of life-long learning through play-based

#### ***Our Program***

#### ***We believe our program will:***

- be accessible to parents
- demonstrate respect for child diversity and inclusion of all children
- offer a large variety of interesting and challenging experiences for children to choose from



- encourage promotion of self-esteem
- include support people to facilitate participation of children with additional needs be underpinned by a commitment to the United Nations Convention on the Rights of the Child and respect each child's right to play and leisure opportunities.
- Promote the importance of play especially child initiated play. Offering children, a balance of structured and unstructured activities to choose from.
- Acknowledge that children have been at school all day and want to relax, interact with friends and have fun, therefore our program will encourage children to make their own choices based on individual needs, strengths, interests, age and energy levels.
- Recognize that children's voices are the most important part of our program for that reason all children are given the opportunity to have input into the program with ideas and suggestions.
- Encourage group projects where children are empowered to work together, to show respect, care for and appreciate their natural environment.
- respond to the individual interests and needs of children
- reflect staff knowledge of child development

### ***Emergent curriculum & Project work***

An emergent curriculum is one that builds upon the interests of children. Topics for learning experiences are captured from conversations with children, through community, or family events, as well as the known age appropriate interests of children.

We view all children as competent, resourceful individuals who are encouraged to direct their own learning. Projects are the emergent, ideas and interests which arise from the children.

Projects may last one week or may continue throughout the year. Throughout a project, educators help children make decisions about materials needed and the direction of the experience. Through our emergent curriculum children are learning what they want to learn with the help of their parents, educators and community.

### ***Our families***

#### ***We believe families will:***

- Be an integral part of who we are.
- Be welcomed into a, positive, safe and caring environment where every family is valued.
- Be acknowledged for the uniqueness and diversity that each family brings to the service.
- Have open communication through various mediums and value all interactions.
- Be supported through difficult times and decisions and we are always here to help in any way we can.
- provide ideas and skills, which make them active partners in the children's learning

## Section 3 – Quality Improvement Plan

Quality Area 1 – Educational Program and Practice					
NQS/ Reg.	Outcome/ Goal	Strategies	Person responsible	Timeframe /Date	Progress Notes:
1.2.1 1.1.4	Educators to be able to clearly and visually track all children's development towards the MTOP outcomes  Families have access to program and children's individual learning in an easily accessible format	<ul style="list-style-type: none"> <li>- Individual Children's portfolios designed and developed with paper version of tracking system</li> <li>- Research Online documenting programs</li> <li>- Practice with free trial of documenting systems to demonstrate to families and committee</li> <li>- Implement online documentation system January 2017</li> </ul>	All EC Educators	On- going – January 2017	<p>August 2016 - Portfolios have been designed by educational leader to be implemented asap.</p> <p>Tracking system developed to ensure all children are programmed for.</p>
1.1.1 1.1.2	Information from about me is used for relevant curriculum intentional teaching experiences.	<ul style="list-style-type: none"> <li>- Begin "about me book" to allow children and families to complete and bring in to service for "show and tell"</li> <li>- Staff to discuss ways to use information in programming and planning.</li> <li>- Intentional teaching added to floor book</li> <li>- Beginning of 2017 utilization of enrolment information "about me" and how to use this for relevant experiences.</li> </ul>	All EC Educators	July / August 2016	August 2016 – About me book sent home with first families. Waiting on return.
1.2.3	Educators have sound understanding of the relevance and importance of critical reflection and use this as a guide for all practices and programming.	<ul style="list-style-type: none"> <li>- Reflective Diary to be created by educational leader</li> <li>- Coordinator to express need for meeting with educators to committee – Non contact time arranged for meeting.</li> <li>- Educators to engage in meeting where educational leader can present the importance of reflective practices and show educators how to complete diary</li> <li>- Educators Implement diary weekly</li> </ul>	Coordinator / educational leader All staff	June 2016	<p>May 2016 – Reflective diary created</p> <p>June 2016 – committee discussion of meeting with staff. Planned for beginning of term, however University commitments didn't allow for meeting to occur</p> <p>August 2016 – meeting rescheduled</p>

## Quality Area 1 – Educational Program and Practice

NQS/ Reg.	Outcome/ Goal	Strategies	Person responsible	Timeframe /Date	Progress Notes:
1.1.1. 1.1.2.	Children and Families share skills, interests and culture within the service.	<ul style="list-style-type: none"> <li>- Create a family tree at the service</li> <li>- Invite families to share skills within the program</li> <li>- Enrolment form section "about me" to be utilized in programing</li> <li>- Create a "my community area" to share community event invites and show off participations.</li> <li>- Staff to brainstorm ways we can use "about me" collected on enrolment and how to effectively use these in the program from 2017.</li> </ul>	All EC Educators	On- Going	<p>August 2016 - Educators have put out a conversation starter sheet for families in order to allow them to share children's interests with educators and thus providing avenues for us to encourage participation by children in areas that interest them. We have utilised conversation starters and have noted this in the program and on conversation sheets.</p> <p>August 2016 – About me book was developed in order to collect relevant "about me" information, book has been sent home with first family. When returned this will be used as a "show and tell" and then given to the next family. Information provided will be used to program.</p>
1.1.3	<p>All staff confidently engage in programming for children, using the MTOP outcomes.</p> <p>All staff to have sound knowledge of NQS requirements</p>	<p>Meeting with educators to educate on all Quality Area requirements and a strong focus on programming, My time our place and reflective practice.</p> <p>Meeting with committee to discuss use of information technologies such as centre having Wi-Fi, a tablet/iPad and an online program to be implemented January 2017.</p>	Coordinator / Educational Leader	September 2016	<p>February 2016 – very basic program created and sent to families weekly – to be extended on once educators are confident in this programming style.</p> <p>July 2016– Educational Leader researched methods of programming in OSHC that reflect a whole cycle of programming</p> <p>August 2016 - Staff meeting arranged with Kelly Nickless from</p> <p>August 2016 - Meeting Held on 25<sup>th</sup> August 2016.</p>
1.1.2	Educators have sound knowledge on varying teaching styles and learning styles to cater for all children at the service.	<p>Programming meetings budgeted and arranged for Educational Leader to collaborate effectively with all staff.</p> <p>Research ways of assessing children's learning in OSHC, discuss with team and determine methods to trial.</p> <p>Implement chosen methods.</p>	Committee Coordinator	September / October 2016	
1.1.1	Children knowledge of their community is consistently challenged and extended beyond the school and local area.	<ul style="list-style-type: none"> <li>- Compile list of community members to invite to service by:</li> <li>- Approaching community members to visit the service who have skills or experiences that</li> </ul>	Coordinator.	On- Going.	

		<p>relate to the children's interests e.g. soccer club coach.</p> <ul style="list-style-type: none"><li>- Ask children and families for suggestion of interesting community members to invite to service.</li><li>- Notice distributed to families to request visits from people who have an area of interest or skill which may be of benefit to the children's learning and development.</li><li>- Book community members to attend the service and notify families of special visitors due to attend.</li><li>- Ensure community meet working with Children Check requirements before attending the service.</li></ul>			
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## Quality Area 1 – Educational Program and Practice

NQS/ Reg.	Outcome/ Goal	Strategies	Person responsible	Timeframe /Date	Progress Notes:
1.1.4	Family/ Committee awareness of MTOP and Learning through play. Promotion of early childhood pedagogy and practices amongst the families.	<ul style="list-style-type: none"> <li>- Meeting to be arranged with Coordinator and Committee to discuss program effectiveness and ways to make it meet the needs of staff</li> <li>- Family questioners of new programming method</li> <li>- Sharing of MTOP and learning through play related articles in newsletter, Facebook book, email and communication Boards.</li> <li>- Parent questionnaire developed and sent out</li> <li>- Produce a booklet based on responses from surveys, educating families on what, why and how of our program and practice</li> </ul>	Coordinator / Committee	January 2017	February 2016 – Online programming was communicated with committee – to be revisited in 2017.

## Quality Area 2 – Children's Health and Safety

NQS/ Reg.	Outcome/ Goal	Strategies	Person responsible	Timeframe /Date	Progress Notes:
2.2.1	Innovative ways are imbedded into our program and communication with families to promote healthy eating and active play.	<ul style="list-style-type: none"> <li>- Projects relating to healthy eating and active play shared through communication Medias.</li> <li>- Share articles and fact sheets through communication media. In particular newsletters and family Library.</li> <li>- Educators engage in professional development courses to discover most relevant information to share with families and other staff.</li> <li>- Invite families to cook at the service and / or engage in active play at the service.</li> </ul>	All Staff	On – Going.	<ul style="list-style-type: none"> <li>- August 2016 – Coordinator completed OSHC nutrition and food handling course.</li> </ul>
2.1.2	Children's sense of agency and need for own space / relaxation	<ul style="list-style-type: none"> <li>- A space developed for children to reflect when making "bad choices" to cater for our children with behavior needs and plans.</li> <li>- Sensory toys collected and placed into basket</li> <li>- Behavior management book created with children's thinking sheets.</li> <li>- Continue to collect and ad items to make space more inviting requesting donations from families.</li> </ul>	All Staff Committee Families	On - Going	<ul style="list-style-type: none"> <li>- March 2016 – Area created with lounge / books/ coffee table and soft furnishings to encourage children to retreat to.</li> <li>- April 2016 – sensory toys provided – children extremely responsive. Family feedback received from parent that she uses sensory toys at home.</li> <li>- July 2016 – Small lounge was donated from family – lots of interest from children determined need for similar items (large pillows, bean bags) especially for older children who want an area to "chill out"</li> </ul>
2.1.4	Effective hygiene practices are promoted and implemented	<ul style="list-style-type: none"> <li>- Self-assessment determined need for improvement in afternoon tea.</li> <li>- Coloured tongs and buckets to be bought for self-serve</li> <li>- Children's rosters to be developed to encourage helpers and independence</li> <li>- One staff member to watch over handwashing practices, modelling and guiding children during the time.</li> </ul>	All Staff	August 2016	July 2016 – Coloured tongs purchased for afternoon tea items

		<ul style="list-style-type: none"> <li>- Handwashing experiment to be done with children to demonstrate the importance of handwashing practices.</li> </ul>			
2.1.1	Gather and document individual health care plans for relevant children.	<ul style="list-style-type: none"> <li>- Educators go through records and list children immunised and not immunised and those we require an immunisation certificate for at the centre.</li> <li>- Notify families of immunisation certificates required.</li> <li>- Immunisation record maintained.</li> </ul>	Coordinator	July 2016 – On – Going.	<p>July 2016 - Immunisation records requested via email to families.</p> <p>August 2016 – Continuing to request and receive immunisation records.</p>

## Quality Area 2 – Children's Health and Safety

NQS/ Reg.	Outcome/ Goal	Strategies	Person responsible	Timeframe /Date	Progress Notes:
2.2.1	Active participation of suggestions, ideas being contributed to the weekly menu.	<ul style="list-style-type: none"> <li>- Surveys distributed to children, families and educators in regards to food choices at the service</li> <li>- Collation of surveys by educators.</li> <li>- Consideration of current healthy guidelines, surveys, quality standards, logistics and costs in order to plan new menus.</li> <li>- Weekly cooking experiences planned and implemented. Family recipes requested for "OSHC recipe book" invite families to come to service and cook / bring in favourite healthy foods.</li> </ul>	Coordinator Families Staff	August 2016	<p>February 2016 – new menu developed and send to families</p> <p>August – evaluation of menu by families and educators. Determined a need / interest in cooking experiences for the children.</p> <p>August - 5-week menu developed with children's favourites, requests still offered weekly.</p>
2.2.2	Planning of additional physical activities both indoors and outdoors to promote further enthusiasm for physical experiences.	<ul style="list-style-type: none"> <li>- Through self-assessment it is evident that families and children enjoyed the government initiative by "HART sports" and would like this continued in the future.</li> <li>- Coordinator to research company's / government initiatives that do similar sporting experiences</li> <li>- Invite coaches to service to educate and engage children in active play.</li> </ul>	Coordinator	August 2016	
2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented	Fire Evacuation Plan updated and shared with local fire brigade to determine best emergency procedure.	Coordinator	As soon as possible.	<p>March 2016 - Local Fire unit emailed regarding fire bushfire plan</p> <p>August 2016 – Coordinator collected research documents to support development of new procedure including Heathcote East Public School Plan and Child Care Co-Op sample policy.</p> <p>August 2016 – Fire Evac plan shared with local fire Unit and submitted for approval and suggestions</p> <p>August 2016 – local fire unit coming in to discuss fire safety with the children.</p>



2.3.4	Distribution of information in relation to Child Protection for families, Staff and the wider community	<ul style="list-style-type: none"> <li>- Coordinator to update child protection qualifications</li> <li>- Subscribe to relevant agencies to gather supporting documents</li> <li>- Share relevant fact sheets and information with families through communications media.</li> <li>- Imbed elements of child protection into programming such as "circle of trust"</li> <li>- Staff to update to relevant child protection qualifications.</li> </ul>	Coordinator	On – Going.	<p>August 2016 – Coordinator updated child protection</p> <p>August 2016 – new formats introduced to service – supplied by "In safe hands"</p>
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Quality Area 2 – Children's Health and Safety					
NQS/ Reg.	Outcome/ Goal	Strategies	Person responsible	Timeframe /Date	Progress Notes:
2.3.2	Learning environments both indoors and out are safe from potential hazards.	<ul style="list-style-type: none"> <li>- Risk assessments kept up to date</li> <li>- Risk assessments shared with school principal and committee</li> </ul>	Coordinator Management committee	As soon as possible	August 2016 – parent (sectary of P&C) discussed concerns with coordinator regarding monkey bars. Parent took concerns to P&C. Safety

		<ul style="list-style-type: none"> <li>- Safety concerned discussed at committee meetings and P&amp;C meetings.</li> <li>- Sand pit cover and regular sanitization</li> <li>- Monkey bars to be upgraded – no longer meets safety standards for soft fall.</li> <li>- Lights on in school after 5:30pm on a Friday – Possible implementation of sensor lights down the pathway.</li> </ul>			<p>concerns were confirmed and equipment does not meet safety standards.</p> <p>August 2016 – coordinator spoke to regulatory authority in regards to monkey bars suggested to call kids safe.</p> <p>August 2016 – Kids Safe was called and suggested that discussing with principal is the best option.</p> <p>August 2016 – Monkey bars no longer used – all families notified of decision.</p>
2.3.3	Imbed practices into the program that educate children on safety issues and emergency services.	<p>Projects around safety when the interest arises or when events occur (such as ride your bike to school day)</p> <p>Emergency services contacted and invited to come to centre to talk with children.</p>	Coordinator	On – Going.	<p>August 2016 – Police visit organised with 2 family members at the service</p> <p>August 2016 – Fire brigade visit arranged</p>

### Quality Area 3 – Physical Environment

NQS/ Reg.	Outcome/ Goal	Strategies	Person responsible	Timeframe /Date	Progress Notes:
3.3 3.1.3	Upgrade of service facilities	<ul style="list-style-type: none"> <li>- Share environmental plan with committee and long term goals</li> <li>- Items on list prioritised</li> <li>- Budget looked at and items considered into long term budgeting.</li> </ul>	Coordinator Committee	On Going.	<p>February 2016 – Painting and new carpet implemented from budgeted money.</p> <p>August 2016 – P&amp;C discussion of air con in OSHC room. Money has been set aside and is ready to go.</p> <p>August 2016 – Request made with committee to purchase Compost bin and coloured bins for centre.</p>
3.3 3.3.1 3.3.2	Creating a holistic approach to promoting sustainability practices at HEPS OSHC	<ul style="list-style-type: none"> <li>- Coordinator to source funding / grant opportunities for garden</li> <li>- Survey children on what they know about sustainability / what they would like to learn.</li> <li>- Educators to participate in professional development around implementing realistic and relevant sustainability practices in OSHC</li> <li>- Survey families on ways they believe our OSHC can be sustainable.</li> <li>- Implement ideas collated.</li> <li>- Environmental policy and procedure developed and discussed with staff, committee and families.</li> <li>- Implementation of some ideas suggested and all children supported to become environmentally responsible and showing respect for the environment.</li> <li>- Children joining with educators to grow a variety of foods and subsequent consumption of these foods.</li> <li>- Enthusiasm by children for the growing of foods.</li> </ul>	Coordinator and EC Educators	September 2016	<p>April 2016 – Grant applied for shared school / OSHC vegetable garden.</p> <p>April 2016 – Bunnings Kirrawee requested to assist in garden</p> <p>July 2016 – Bunnings Kirrawee supplied small garden, seeds and watering cans to OSHC.</p> <p>August 2016 – Small green steps program researched.</p>

		<ul style="list-style-type: none"> <li>- Use of natural materials during craft etc. such as instruments from nature.</li> <li>- Information and strategies in regards to sustainability is shared between families, children, educators and community.</li> <li>- Children to form (with guidance from educators) a fundraising committee to donate funds to charity of choice (once approved from committee)</li> <li>- Prioritise composting, recycling and growing own vegies for food within the curriculum</li> <li>- Encourage children to use recycling practices with their creations and unused materials</li> <li>- Remind families about our regular sustainability practices</li> <li>- Children develop the understanding of the principles behind recycling and the impact</li> <li>- environmental responsibility (via drawings, words, actions, photos</li> <li>- Participation in regular animal awareness</li> <li>- Environmental education forms a regular part of the curriculum and connects closely with children immediate world- e.g. their impact on spiders/ bugs/creatures at OSHC</li> </ul>			
3.1.2	Improvements of outdoor space (Closely related to QA2)	Please refer to QA2			
3.3 3.3.1 3.3.2	Promotion of sustainable practices to the families and wider community.	<p>Coordinator to research community groups connected to sustainability in the local community</p> <p>Organisation of an annual café where produce can be made into food and sold at stalls / school fate</p> <p>Share articles and fact sheets through communication media.</p>	Coordinator Management committee Community School.	<p>August 2016</p> <p>Early 2017 (Subject to when garden in built)</p>	<p>February 2016 &amp; On-going – Families donate recyclable items for our creations</p> <p>August 2016 – Families invited to donate soil, seeds and netting for small garden at OSHC</p>

### Quality Area 3 – Physical Environment

NQS/ Reg.	Outcome/ Goal	Strategies	Person responsible	Timeframe /Date	Progress Notes:
3.2.1	Incorporation of natural items to place in the indoor environment	<ul style="list-style-type: none"> <li>- Coordinator / staff or research items they would like at the service</li> <li>- Wish list created and shared with committee for approval. Educators to consult with provider to determine if budget allows for purchases and identify other funding sources.</li> <li>- Local community groups / families approached for donations – such as tree loppers (log pieces)</li> </ul>	All EC Educators	Begin September 2016	August 2016 – Reverse garbage roster developed, first staff members visit to occur in August

		<ul style="list-style-type: none"> <li>- Regular visits to reverse garbage organised. Different staff to attend each term and bring items back and discuss ways of implementation</li> <li>- Professional development around natural play spaces.</li> <li>- Coordinator so subscribe to online article pages and blogs on natural play in OSHC</li> </ul>			
3.1.2	Workplace Health and Safety upgrades	<p>Upgrades needed as soon as possible to service materials and ongoing maintenance to occur.</p> <ul style="list-style-type: none"> <li>➤ Fire extinguishers</li> <li>➤ Fire blanket</li> <li>➤ Heater</li> <li>➤ Tagging of electrical equipment.</li> <li>➤ New blinds for windows.</li> </ul> <p>OSHC service to be placed on the upgrade annually list to meet up with school requirements.</p> <p>Coordinator to create a register to ensure this gets done yearly.</p>	Coordinator Principal / school committee	As soon as possible.	<p>February 2016 – Committee and Principal notified of maintenance items.</p> <p>February 2016 – First Aid Equipment Audited by coordinator.</p> <p>July 2016 – Heater checked (arranged by school)</p> <p>July 2016 – Fire extinguisher checked (arranged by school)</p> <p>August 2016 – Principal emailed and requested to have maintenance check and upgrades.</p> <p>August 2016 – Email received from Principal with information on how to get checks done, email forwarded to committee for approval and next steps.</p>

### Quality Area 4 – Staffing Arrangements

NQS/ Reg.	Outcome/ Goal	Strategies	Person responsible	Timeframe /Date	Progress Notes:
4.2.2	Staff non-contact time allocated for collaborative and individual endeavors related to development of plans and programming	<ul style="list-style-type: none"> <li>- Discuss requirements with committee (provider).</li> <li>- Committee to determine funds available for this purpose.</li> <li>- If funds are available, organise additional staff meetings and staff non-contact time. If not available discuss other options.</li> </ul>	Committee	Next Staff meeting September 2016	
4.2.3	Greater incorporation of staff skills and strengths into program	<ul style="list-style-type: none"> <li>- Discussions with staff at staff meetings in regards to skills and strengths they may wish to share/utilise within the service program.</li> <li>- Incorporate staff skills/strengths into program.</li> <li>- Review and update performance appraisal document.</li> </ul>	Coordinator	On- Going.	August 2016 – Staff appraisal formats improved Staff appraisal forms sent to staff to complete Interviews to be arranged for early September 2016.
4.2.2	Educators have an active role in school and community events that support the school.	<ul style="list-style-type: none"> <li>- Coordinator to collate yearly events that happen throughout the year with the school / committee. Discuss where assistance would be needed in such events.</li> </ul>	Coordinator Committee Educators.	August – December 2016	August 2016 – Colour Dash Event coming up. Staff asked if they would like to participate as a group.

		<ul style="list-style-type: none"> <li>- Staff to discuss what events they may be able to assist or would be interested in participating in.</li> <li>- Educators requested to attend kindergarten orientation 2017.</li> <li>- Coordinator and staff to create centre pamphlets and banners for community events to allow promotion of the service at these events.</li> </ul>			
4.2.2	Educators and Management (Committee) establish a working relationship and center goals.	<ul style="list-style-type: none"> <li>- Some New committee members anticipated in the new year (2017) discuss transition process with present committee</li> <li>- Meeting to be organised with staff and committee 2017 to discuss expectations and goals for 2017.</li> <li>- Ongoing meeting with committee and staff annually / 6 monthly.</li> </ul>	Coordinator committee	November 2016	<p>March 2016 - Transition process has begun with current treasurer and member stepping into treasurer role.</p> <p>July 2016 – Parents have been verbally notified of need for committee members for the year coming.</p>



### Quality Area 4 – Staffing Arrangements

NQS/ Reg.	Outcome/ Goal	Strategies	Person responsible	Timeframe /Date	Progress Notes:
4.2.1	To further embed the updated (2016) version of Code of Ethics	<ul style="list-style-type: none"> <li>- Display the Public Sector Values Poster Every fortnight</li> <li>- educator will look at one section from the 'Exploring Ethics Series'</li> <li>- The coordinator will support educators to apply the code of ethics.</li> <li>- Place a children's version of code of ethics up in OSHC room.</li> </ul>	coordinator	September 2016	
4.1	Proactively encourage students and / or trainees into the service	<ul style="list-style-type: none"> <li>- Coordinator to research institutions who do pracs and network with these companies.</li> <li>- Coordinator to look into what is required in taking on a trainee</li> <li>- Coordinator to submit all information on to committee to discuss and approve.</li> </ul>	Coordinator	On – Going - 2017	
4.2.3	The OSHC to be duly considered as a service and OSHC Educators regarded at high standards as any other industry staff member.	<ul style="list-style-type: none"> <li>- "staff member of the week" to be included in newsletters to allow staff to write about qualifications they are working towards and where there passions lie</li> <li>- Articles in the industry to be shared in all communication Medias.</li> </ul>	All EC Educators	On – Going.	<p>February 2016 – Staff uniform and badges were purchased to make all educators easily identified.</p> <p>February 2016 - Badges inform parents of staff names and who is supervising at any time.</p>

### Quality Area 5 – Relationships with Children

NQS/ Reg.	Outcome/ Goal	Strategies	Person responsible	Timeframe /Date	Progress Notes:
5.2.3	Staff are familiar with implementing the Child Protection Curriculum program	<ul style="list-style-type: none"> <li>- Coordinator to share with staff new formats provided by keep them safe</li> <li>- Implement "circle of trust" sheet supplied by keep them safe.</li> <li>- Research other ways to imbed effective child protective practices.</li> <li>- Continued professional development in the area of child protection.</li> <li>- Educators, committee and families to review the child protection policy and procedure.</li> </ul>	Coordinator	September 2016	August 2016 – Coordinator completed 4 part series ACECQA approved training August 2016 – Formats collated and ready to add to the service program
	The program fosters self-esteem and aims to empower individual children.  Children feel a sense of belonging and that they are important.	<ul style="list-style-type: none"> <li>- Staff to brain storm ideas together of ways we can achieve this outcome</li> <li>- Survey parents in ways we can encourage each child's individuality.</li> <li>- Implement ideas supplied by staff and families.</li> <li>- Educators discuss at staff meetings various ideas for establishing leadership roles for children.</li> <li>- Encourage children to determine possible leadership roles.</li> <li>- Encourage children to assume leadership roles.</li> </ul>	All EC Educators	On Going.	

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Quality Area 5 – Relationships with Children					
NQS/ Reg.	Outcome/ Goal	Strategies	Person responsible	Timeframe /Date	Progress Notes:
5.1 5.1.3	Preparation for new children attending OSHC	Children’s “hand book” developed (with help of current children) to give to new children attending OSHC	Coordinator Staff Children.	September / October 2016	

		<p>Orientation process developed in liaison with school principal and kindergarten orientation days that may occur towards end of the year.</p> <p>Survey parents on the orientation process to continuously improve the process.</p>			
5.1.3	Support children individually in the interests and strengths they possess by interests being scaffolded to encourage group participation and develop confidence for own ideas and interests.	<ul style="list-style-type: none"> <li>- If a group of children show an enthusiasm in an activity or have an interest or idea educators will program activities related to the area of interest to encourage inclusion by groups of children.</li> <li>- Continue to communicate with parents regularly about their children's learning at home and at OSHC</li> <li>- Identifying those children we spend more time with, are at risk or who fly under the radar may help with this</li> <li>- Support children's language skills to successfully engage in sustained conversation with an adult.</li> </ul>	All EC Educators	On – Going	February 2016 – On going – Children have been invited to share ideas for the following week's program on a daily basis.
5.1.2	Smoother transitions and valuable one on one routine times	<ul style="list-style-type: none"> <li>- Discussion with educators on how we can improve our main transition time (afternoon tea) to allow children who are ready to play to do so while the others continue eating.</li> <li>- Implement strategies discussed.</li> <li>- Educators to discuss how to create meaningful conversations during afternoon tea time.</li> <li>- Educators to brainstorm ideas to discuss with children.</li> <li>- Plan time for small or large group discussions.</li> <li>- Undertake discussions with children.</li> </ul>	All EC Educators	August 2016	<p>August 2016 – Educators discussed afternoon tea transition and trailed the following</p> <ul style="list-style-type: none"> <li>➤ Afternoon tea outdoors</li> <li>➤ Ask children to assist enabling children to be in leadership roles</li> <li>➤ Give older students table away from younger students</li> <li>➤ Educators can supervise children appropriately when both outdoors to allow children who are ready to play to do so when ready</li> </ul>
5.1.2 5.2	implement a culturally inclusive / diverse program with relevant and inclusive learning experiences	Coordinator to research and connect with services that assist OSHC centres in providing			

		<p>meaningful experiences based off our community.</p> <p>Images and resources reflect a range of cultures and diversities.</p>			
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Quality Area 6 – Collaborative Partnerships with Families and communities.					
NQS/ Reg.	Outcome/ Goal	Strategies	Person responsible	Timeframe /Date	Progress Notes:
6.2.2	Printed copies of resources / parent library books are outdated quickly, and are no longer relevant when parents seek access.	<ul style="list-style-type: none"> <li>- Research online sharing options</li> <li>- Coordinator to begin sharing articles via Facebook page and access reach to families</li> <li>- Survey families on the best way to get information to them.</li> </ul>	Coordinator	On - Going	

		<ul style="list-style-type: none"> <li>- Get relevant information to families through notice board and newsletter.</li> <li>- Investigate agencies/groups that would benefit families and the centre.</li> <li>- Create a local directory list for families – email and display a most recent version regularly.</li> <li>- Make contact with these organisations/groups.</li> </ul>			
<p>6.1.2</p> <p>6.1.3</p>	<p>Families to be involved in participating and sharing at the service.</p> <p>Parent feedback in collated, reviewed and addressed regularly</p> <p>Parents actively review and give feedback on policies, procedures and are involved in the Quality Improvement Plan.</p>	<ul style="list-style-type: none"> <li>- Utilise our “Tree of Values” to gain insights from families.</li> <li>- Email short surveys to families on a more regular basis in relation to our policies, procedures and NQS Quality Areas.</li> <li>- Sign up to survey webpage such as survey monkey.</li> <li>- Create “question of the week” area at sign in and out to seek feedback throughout the year in relation to each Quality Area.</li> </ul>	Coordinator Families	On – Going	
6.3.4	Programming imbeds aboriginal culture and learning for children at the service.	<ul style="list-style-type: none"> <li>- Staff and committee to share ideas and create a “reconciliation action plan” for Heathcote East OSHC.</li> <li>- Coordinator to research local aboriginal community support units to network and gain insight / ideas / resources from</li> <li>- Coordinator to research relevant incursions for OSHC</li> </ul>	Coordinator EC Educators committee	On – Going	-

Quality Area 6 – Collaborative Partnerships with Families and communities.

NQS/ Reg.	Outcome/ Goal	Strategies	Person responsible	Timeframe /Date	Progress Notes:
	<p>Children’s strong interest in sports is the basis of the program. A connection to be established with a sporting / coaching company that attend they school to engage the children in various sports.</p> <p>(Closely related to AQ2)</p>	Please see QA2			

## Quality Area 7 – Leadership and service management.

NQS/ Reg.	Outcome/ Goal	Strategies	Person responsible	Timeframe /Date	Progress Notes:
7.1.1 7.1.2 7.1.3	Staff recruitment processes and document sharing.	<p>Recruiting documents to be updated to reflect centre needs and standards relevant to industry guidelines</p> <p>Files to be created:</p> <ul style="list-style-type: none"> <li>➤ Handbook</li> <li>➤ Safety induction</li> <li>➤ Staff induction</li> <li>➤ Code of conduct</li> <li>➤ Job description / responsibilities</li> </ul> <p>Coordinator or request 1 other staff member to be employed on a contract as part time / permanent or for trainee to be employed to assist with programming and overall running of the service.</p>	Coordinator Management committee	January 2016	
	<p>Consistency in staff collaboration with the coordinator as a whole group</p> <p>Constancy in staff and Committee communications and meetings.</p> <p>(Closely linked to QA1)</p>	<ul style="list-style-type: none"> <li>- Maintain systems and procedures that support on going quality improvement and self-assessment.</li> <li>- Document conversations, goals and plans for all to be heard and reflected upon (Reflective Diary)</li> <li>- Discuss additional processes.</li> <li>- Discuss communication ideas at staff meetings and meetings with committee members.</li> <li>- Implement additional communication methods</li> </ul> <p>(please see QA1)</p>	Coordinator Management committee	November / December 2016	
7.2	<p>Group and individual professional development</p> <p>(Closely linked to QA1)</p>	(Please see QA1)			
	<p>Staff confidently engage in reflective practice with ease</p> <p>(Closely linked to QA1)</p>	(Please see QA1)			



**Quality Area 7 – Leadership and service management.**

NQS/ Reg.	Outcome/ Goal	Strategies	Person responsible	Timeframe /Date	Progress Notes:
7.1.3  7.1.4  7.3  7.3.4	Time Management for Coordinator to balance administration roles, Bookkeeping roles and her role as a coordinator and educational leader.	Meeting and discussion around time management of all tasks required throughout the year by coordinator and educators.  Discussion around book keeping and admin jobs required while also maintaining a high quality service.	Coordinator Management Committee	November 2016	August 2016 - Committee member (Rachael) has been emailed two companies that cater for OSHC services and book keeping duties in anticipation of Book keeper not staying on next year.
	Workplace Health and Safety for educators.	Credit card arranged by management committee to allow online shopping / delivery	Management committee.	As soon as possible.	February 2016 & August 2016 - Discussion has been generated with committee via email.

7.3		of groceries so staff are not carrying items into service on own. This will also eliminate excessive handling of cash and receipts.			Still waiting on response and confirmation.
7.1.5		Appropriate vacuum cleaner bought that will support staff back and eliminate back strain when vacuuming.			