

## Service philosophy

Ermington OSHC values and respects each child as a unique individual with diverse needs and strengths. Our goal is to support children in their growth and learning while fostering positive self-esteem and independence.

We believe in providing equal opportunities for exploration and play, regardless of age or gender. Play empowers children to make their own choices, find solutions, and develop at their own pace and in their own way. Our inclusive approach aims to nurture positive identities related to gender, race, culture, class, and individuality.

We are committed to creating a safe environment where consistent limits and guidelines help children form secure, respectful, and reciprocal relationships. We envision OSHC as a fun, supportive space that fosters partnerships between home and the centre. Open communication and strong relationships among parents, educators, children, management, and the community are essential. We encourage and invite families to engage in programming, planning, and relevant issues by collaborating with educators.

## 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"> <li>at the service for long day care, preschool or outside school hours care, OR</li> </ul>	Compliant

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.76	STD1.3	<p>If requested, do you provide families with:</p> <ul style="list-style-type: none"> <li>information about the content of the program and service routines and how they operate in relation to their children, including children's participation?</li> <li>a copy of their children's assessment/evaluation</li> </ul>	Compliant
R.74	STD1.3	<p>If you have children who are preschool age or younger, do you document:</p> <ul style="list-style-type: none"> <li>an assessment of each child's development, interests and participation in the program?</li> <li>an assessment of each child's progress towards the</li> </ul>	Compliant

**Steps being taken to rectify Non-Compliance**

N/A

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

My Time, Our Place outcomes are used to evaluate daily programmed and children-initiated activities within the journal and in observations. Through this, Educators are required to reflect on play-based learning and development outcomes and milestones reached within activities. This is reflected in staff journals, learning stories, within the journal and in observations/ children's mini meetings.

Through regular programming documentation, the centre uses appropriate curriculum such as My Time, Our Place outcomes to make evidence-based decisions regarding programmable activities, routines and program related opportunities. These documents include daily journal, observations and children's meetings which captivate children's voices and help highlight individual influences on their development and learning.

Daily conversations with children contribute to the develop of my time our place outcomes as children are invited to be inquisitive and comfortable while discussing crucial topics of development. These conversations, encouraged regularly between children and educators, include those about body image, communication, celebrating culture, empowerment, confidence etc. These conversations facilitate development in outcome areas and help promote children's agency as seen in photos and documentation.

The program encourages children to play fairly, gain sportsmanship and offers activities where communication and intergraded play is heavily encouraged. Regular team games or group activities allow children to build confidence, collaborate and strengthen social skills.

Our program is structured in a way that allows for the promotion and extension of all areas of development based on the children's individual needs and interests. This can be seen through use of colour scheme within the program representing variety within activities and links to aspects of development. Spontaneous activities section also allows the children to have freedom and develop agency as they are given opportunity to take initiative and control of their own learning and be 'spontaneous'.

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
Daily morning and afternoon journal entries reflect children's current needs and interests as Educators record programmed and children-initiated activities and interests each day and are required to suggest follow up activities as extensions of skills identified that are then referred to when programming the following week as well as other programming document. This process ensures all activities programmed are taken directly from the children and align with developmental needs and interests.
Daily observations, journal entries and documents are completed by Educators which track children's learning expeditions. Educators are required to analyse the activity or skill, link to development outcomes and then reflect on how the activity or skill can be further developed in an activity extending on the original or through a new activity. These observations are then used to program for the following weeks to ensure activities extend on aspects of each child's present identity / ability.
Cultural celebration is incorporated throughout the year within the program termly and in vacation care. The Educational leader creates a wall calendar with all important dates for different culture, races, religions and other sectors. These days are then used within the weekly program and activities are programmed accordingly. Vacation care program also includes cultural aspects and days as we attempt to include and celebrate a different culture or element of multiculturalism each holiday.
Children's meetings are frequently hosted allowing educators to collect data about each child and offer opportunities for children to voice their opinions, interests and needs. This can include activity suggestions used as a contribution to the program and allow us to keep track of children's current needs and interests. Educators are encouraged to document which children suggested each idea so we can track who's voices we have captured when programming.
Mixed grade play is highly encouraged. The older children often model quality skills which the younger children learn from and apply to their own lives. Children are able to adapt and share knowledge, skills, and experiences with one another through group games, activities, meetings and interactions that occur daily. This can be seen in the centre photo's , displaying a mixed age play environment, as they create relationships of all ages facilitating positive development in their identities.

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

Routines are kept consistent and are designed to maximise opportunities for each child's learning. Every afternoon is split into 3 sections; 3-4pm, 4-5pm and 5-6pm. 3-4pm consists of roll marking and afternoon tea, 4-5pm is free play and programmed activities and 5-6pm is group and wind down time. These time frames provide consistency and allow for children who learn best in different contexts to engage to their full potential.

The program is designed to promote and cater for children of all skills and ages. Children can adapt programmed activities to their personal abilities, interests and strengths as well as learn from other children. Although, most activities are accessible for K-6 students, Year 5 and 6 opportunities allow the children to take further initiative and control of their learning as they are challenged through activities that offer them independence, leadership and sense of agency e.g. Tech lab.

The program is colour coordinated indicating aspects of children development to which each activity relates to. This displays variety in learning opportunities for the children and encourages them to meet all developmental needs as they engage in different programmed activities. Educators are able to visually see and reflect on which child gravitates to each area which encourages follow up activities and future program decisions.

A holistic approach is used within the program as we focus on every individual child's qualities, skills, growth, development, interests and them as a whole person instead of only certain aspects. This is captured through children's comments, suggestions, daily interactions, observations and children's mini meetings. Educators are encouraged to get to know every single child so that all needs can be met. This can be seen through observations, photos and within the relationships with the children

The centre clubs allow a designated time for each child's needs and interests to be further explored. These clubs include culture, creative, dance, sports, gardening and Cooking/baking. These maximise children's development as Educators attempt to run them consistently to gradually add to each child's skills set and interests. Children can choose to engage in clubs as they wish and are able to give feedback and suggestions of what they would like to do for the following week.

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 aim to approach all interactions with children in an individualistic manner and use a set of processes that cater to characteristics and needs of each child. As the context of children's play changes, educators are flexible in their roles and purposely utilise different strategies to cater to the situation while recognising when play is unfair and redirecting accordingly. For example, children with additional needs who require more quiet time are offered this when necessary.

Educators ensure all children are given a voice and that their voice is heard. Children are always given opportunity to be heard when a situation or undesired behaviour has occurred. Educators use phrases such as 'what happened' and refrain from using 'why' as it allows the children to express feelings, emotions and the situation properly before attempting to solve a situation. This enables all children to feel safe and heard facilitating their expression and ability to properly communicate.

Educators intentionally use behavioural issues as an avenue and opportunity for wider teaching as they refer to the Centre agreements that were made in conjunction with the children. Educators use group roll times, children's meeting and 5pm sit down chats to remind children of agreements and expectations offering opportunities to learn, collaborate, ask questions and clarify misunderstandings.

Educators underwent training provided by Webelong in early 2025 to learn how to manage behaviour/ understand children more extensively. This supports staff in being more thoughtful in their responses to children and utilise different strategies based on the unique traits and characteristics of each child. These Educators can help guide new educators enabling Educators to approach all situations confidently and meet the individual needs of each child.

Typically during roll times, two educators will lead roll which the rest of the educators sit amongst the children. Educators are able to help the leading educators to monitor children's behaviour during roll as well as model positive behaviour influencing the children to act in a similar way. Children feel like equals with Educators and during this time are able to become more familiar with Educators, build relationships creating a safe and comforting environment.

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
Families and children have suggestion boxes, available feedback surveys and QR codes provided allowing them to make contributions to programming decisions. This may include activities, wall displays, vacation care ideas or any other suggestions they may have surrounding the centre. These are checked regularly and counted as programming journal entries on the program.
Children are encouraged to use group opportunities such as roll call or 5pm, individual interactions and care times with Educators to ask questions, share ideas, provide feedback and encounter positive interactions. Educators are required to respond appropriately to children ensuring they feel heard and understood. Children often engage with educators and use these opportunities to extend their learning, grasping knowledge from them, as seen in photos and children comments in the journal.
When engaging in activities, Educators intentionally ensure the learning environment is flexible by providing visual/written examples, using pictures, explanations or step by steps to allow children who have different learning styles to have the opportunity to engage in activities. Children know they can utilise Educators to ask questions and clarify understanding and often will use this as an avenue for learning.
Daily programming journal entries allows children to suggest, make comments and engage with Educators to provide feedback on programming decisions. This enables children to make suggestions of activities for following weeks as well as gives insights on current interests and captures their voice. Children often also contribute to the journal as Educators give them creative freedom to decorate and draw as apart of making it aesthetically pleasing.
Staff to children ratio is intentionally kept high allowing all children to have opportunities to speak and interact with Educators which provides them opportunities to stimulate thinking and encourage positive play environments. Educators are able to respond more efficiently to a variety of children and are more aware of and can respond better to additional needs that children may have.

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 often engage in group time talks with the children in care sessions, discussing topics such as bullying, bathroom expectations, respect, kindness, behavioural expectations and how we should treat our friends and peers. Children are able to communicate and give feedback to teach one another and demonstrate their understandings of crucial topics of humanity.
Vacation care days are planned in a manner that provides enough engagement and variety throughout the day but allows activities to be flexible, encouraging children to have freedom to engage in their own play-based learning as well as programmed activities. Programmed activities often leave room for use of imagination and creativity too as children are invited to make decisions and choices on how they want to approach the activity.
Children receive positive reinforcement by educators when they demonstrate positive behaviour. Regular children conversations/meeting's and this reinforcement allows children to feel supported and encouraged to help each other, be involved in each others lives and become familiar with one another so they walk away feeling seen, appreciated and empowered to be kind.
The centre suggestion box provides opportunity for children to freely suggest activities, menu idea and make comments on anything around the centre. This information is additionally collected through daily journal, mini meetings and observation documents. Children's agency is also enhanced as they contribute to the making of centre agreements and create their own children's philosophy as a representation of what they expect from the Educators and how they want to feel when at the service.
Educators intentionally set up activities, create routines and adjust physical environment to allow children to have a range of opportunities to have freedom and make decisions on what activity they would like to participate in during sessions. This supports their agency and identity as they are able to make decisions and initiate their own learning using provided resources. These activities may be self-initiated or programmed.

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

Observations require Educators to observe current interests and skills, link to my time our place and evaluate how developmental skills are achieved. Educators are to analyse play and learning abilities and document in detail what they witness so we are able to actively track all children's current interests and abilities.

During the morning and afternoon meetings, the children have the opportunity to openly discuss programmable activities as well as topics of conversations such as bullying, positive behaviour and sharing. This allows educators to assess areas of understanding, current interest and skills and knowledge of each child.

Weekly evaluation of the program allows the Educators to assess the success and validity of the program during that week. Questions such as were the children engaged or what activities did they enjoy are often used to assess and evaluate. This document is used to identify trends to be used in the termly report and assists the educational leader in future programming decisions.

A termly evaluation report is created by the Ed leader to evaluate all elements of the program allowing area for improvement for the following terms. This document includes an evaluation from the ED leader including discussion of programmed activities, trends, clubs and link to quality area. There is also a directors report, staff questions and children comments. A similar document is also created after vacation care to evaluation and suggests improvements for following vac care.

Evaluation takes place within daily journals as Educators assess and evaluate daily activities, engagement and satisfaction of the children. Educators are required to link to development areas children are able to achieve through self-initiated and programmed activities. My Time, Our Place outcomes are also linked to as Educators evaluate which outcome best represents the activities of each day. Follow up activities are extensions of skills or interests which are then used in future programs.

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
<p>Monthly newsletters provides an avenue for Educators to critically reflect on the months activities, children and family feedback, highlighted activities and events that have occurred. In this newsletter, there is opportunity for parents to use our feedback survey and the centre additionally contributes to the schools newsletter where similar information is reflected.</p>
<p>Observations initiate reflection on children's learning and development in groups and as individuals as Educators can assess how each child is learning through an activity or play-based approach. This allows a constant track of developmental achievements, skills, knowledge and interests and are used as documentation for program planning and implementation.</p>
<p>Journal follow ups and the 'what happened' section provides an opportunity for Educators to reflect on children's learning endeavours as well as suggest future activities that extend on current knowledge, skills or interests for each day. These follow up activities are hen utilised to create the following programs which allows Educators to then reflect on developmental aspects of each child through future journal entries or observations.</p>
<p>Reflection is also seen through feedback forms provided to staff, children and families in periods such as vacation care and in staff meetings. This information is then collated and used to make goals for Educators and in vacation care evaluation reports to reflect on what worked and areas of improvement. Families and children are given opportunities to give verbal feedback/ QR code on day to day basis as well allowing Educators to have a broader view on development and learning for children.</p>
<p>The term report documents these aspects as it summarises the whole term and allows trends to be identified and activities to be assessed based on what they achieve developmentally for children. This allows a birds eye view of the program and assists Educators to track and understanding skills, knowledge and interests of all children.</p>

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
Our website displays information about the centre, including activities, photos, enrolment information, CCS details, centre philosophy and more which is readily available for parents to access.
Daily journal entries that are completed morning and afternoon are displayed on the sign in and out table for families to access at any time. The journal highlights activities engaged in, links to developmental skills, information about care times and links to my time our place outcomes as well as children's comments. Photos are also included to show evidence of learning and development. Families can access information about their child's development and the program through this.
Quality improvement plan and self assessment tool are readily available for families to access as they are located on the sign in and out table accessible at any time. These pieces of information give incite into the operations, programs and overall functioning of the centre.
Monthly newsletter allows a recap of the program and child endeavours during the months of the year. This includes photos, trends and highlighted activities, copies of vacation care programs and information about any important or crucial events such as group crafts or opportunities that have occurred during the time period. This is also an avenue for leadership team members to inform families of important updates or reminders about the centre.
Verbal communication during pick up and drop off periods occurring between families and Educators happens daily. This includes feedback about interests and skills and communications about behaviour as well as child needs. This period allows families opportunities to ask questions, give feedback or give insights on children's needs, skills and interests as well as concerns.

## Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
1.3.3	Access to Quality improvement plan and Self assessment tool for families could be improved.	Have online access to QIP and SIP for parents and families	Medium	Access to these documents via the website	Increased accessibility to these documents. Access that goes beyond physical copy	End of 2025	6/2/25 9:46 AM	Quality Area 1 - accessible on website	In progress
1.3.3	Updated application to be used to deliver information to families - Stack team app is old.	For all families to receive and easily access all communications	Low	<ol style="list-style-type: none"> <li>Asking families what application best suits them (survey)</li> <li>Downloading most favourable application and setting it up for service</li> <li>Sharing application with families</li> </ol>	Families receive and interact with regular communications	End of Term 2	6/2/25 9:58 AM	Survey sent out to all families. Waiting response. Whatsapp was voted most popular. Testing Whatsapp alongside Committee	Completed
1.1.2	More regular children's meeting	Children's meetings occurring regularly and at different times within care sessions.	Low	<ol style="list-style-type: none"> <li>Encouraging Educators to host regular children's meetings</li> <li>Hosting children's meetings at alternative times</li> </ol>	Children's meetings to be hosted at least 3 times a week.	End of Term 2	6/13/25 11:10 AM	Children's meetings have been occurring in most mornings Educators are aware of improvement	Completed

## Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
				throughout the day				plan	
1.2.1	Increased collection of individual data from children	Individual data collected on all children to help increase awareness of interests and needs	Medium	1. Individual children's surveys to be made 2. Educators to collect data via surveys from children	Individual forms/collection of data on each child in files.	End of Term 3	6/13/25 12:34 PM		In progress
1.1.3	Increased social learning	More group games and child led activities	Low	1. Programming more group activities 2. Educators encouraging children to run activities	Children comfortably running activities/higher engagement in group activities	End of 2025	6/13/25 12:28 PM		In progress
1.1.3	Club frequency	Clubs to be successfully running regularly	Low	1. Educators to be assigned clubs 2. Educators to run clubs regularly 3. Continuity in learning with clubs	Increased engagement and interest in clubs	End of Term 3	6/13/25 12:30 PM	Educators have been reassigned club responsibilities	In progress

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 staff members, volunteers and students are aware of 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

Between 5pm and 6pm times, an option we allow is quiet activities. This includes drawing, reading or quiet socialising enabling the children to have time for sleep, rest and relaxation as required.

Children are offered opportunities to engaged in both passive and active leisure and can choose freely between these leisure styles during 3-5pm periods. This allows individual comfort and wellbeing requirements to be catered for. This is supported through the equipment available and spaces utilised in morning, afternoon and vacation care sessions.

Minimum child to educator ratio is maintained at all times and Educators check on children sleeping and resting every 10 minutes aligning with safe sleep guidelines.

In care times, when we feel it is necessary or it is requested, we have meditation time for the children to wind down and relax. This time provides opportunity for the children to lie down on the floor or find a quiet space/area to relax and get comfortable. We usually put on meditation / calming music to help facilitate this. Educators monitor children during this time and supervise accordingly, ensuring if children fall asleep they are being checked on regularly.

In our centre, we have a designated calm corner which includes couches, pillows, blankets, soft toys and 'fidget' toys to self regulate. This area is in the back part of the room and has been strategically placed around activities that are often more quiet. The children are aware they are not to play in this area unless its calm play as it is a place for sleep, rest, relaxation and self regulating. Educators always monitor children in this area to ensure they are safe and emotionally supported.

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.	Met

### Identified Evidence and /or Key practices

Risk assessments are completed in regards to injury management, learning environment/play spaces, supervision plans, physical environments shared with other services, emergency management, excursion, transportation of children and risky play experiences, During vacation care, risk assessments are completed for each day based on activities planned, including excursion procedures.

Incident reports serve as mechanism for injury management. When an injury occurs, the incident report requires Educators to document what happened, circumstances leading to incident, first aid provided and ways to prevent / reduce the likeliness of the injury occurring again. This is then utilised and put into practice to reduce future injuries. Parents are required to sign these reports at the end of care sessions to acknowledge that they have read and been notified of the incident.

For the children that require medication such as Ventolin and EpiPens, the WHS officer has systems in place which enables all medication to be in date and accessible. The medication boxes for the children are kept in the store room, away from the children's reach but are easily accessible for Educators when necessary. The medication bags of children attending in the afternoon sessions are sorted into a backpack along with first aid supplies and taken outside with the Educators for quicker access

Parents are clear communicators when children are ill and being kept at home. The emails/phone calls between families and OOSH indicate this. OOSH communicates with parents when we are caring for their child and they report symptoms of illness or when an injury has occurred. Educators will call a parent immediately after a serious injury or illness is identified and always speak to parent during pick up after injury occurs or to follow up on previous communications about illness/injury.

Washing hands is heavily encouraged and promoted during care periods. Children are required to wash their hands when they come in the morning and after roll times in the afternoons and any time before eating or handling food. There are signs with visuals on how to wash your hands in the bathroom as well as in the kitchen. It is routine for children to wash their hands after coming inside from outside play to help stop cross contamination of germs outside to inside.

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.	Met

### Identified Evidence and /or Key practices

The afternoon tea menu promotes a balanced diet and variety. Menu items include tacos, corn, Shepard's pie and wraps which helps to educate the children on the value of balance. Children interact with the menu by providing feedback and assist cooking occasionally. Fruit and vegetables are also provided every afternoon alongside the afternoon tea option and children are required to have a couple of fruit or vegetables along with the main meal.

Daily program and vacation care days include sporting opportunities and physical activities as the children participate in group games and activities that involve in a variety of development skills and cater to various interests. Sport club also occurs weekly offering an opportunity for children to choose a sport and engage as a group.

Sport activities are both programmed and children-initiated at Ermington. This includes soccer, handball, survival tag, tip as well as inside games such as silent ball, ping pong, dance and yoga. These activities are facilitated through our various equipment provided on a day to day basis encouraging the children to utilise motor skills and engage in physical activity.

Conversations about healthy eating, body image, safe eating and promotion of enjoying food and healthy lifestyle is often a topic of conversation during care times including afternoon tea and breakfast times. Healthy eating displays surround the meal area giving the children a visual representation of the value of food and balance.

Eating periods are within the 3-4pm times to align with safe storage and heating of food requirements but children are able to choose whether they want to eat or wait until dinner at home. Children can also choose to only eat fruit and vegetables option and are given this time to consume the food at their own rate. the leftover fruit also remains covered by available for children to serve themselves after this meal time has concluded.

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
Out of bounds areas are clearly marked on the grounds with red lines and are discussed regularly. Children are reminded they are not to enter the storeroom, kitchen or office unless invited and outside out-of-bounds remains consistent with the school.
Each morning and afternoon, WHS checklists are completed to assess areas for hazards and to assist with injury management and reducing safety risks. Educators are required to initial and sign the document to acknowledge they have eliminated risks and hazards to their best ability so we know the learning environments and place spaces are safe.
Educators are trained to be active supervisors. This includes keeping eyes on the group when speaking to a child and communicating with other educators when it is necessary to move from the supervision location or when changes in supervision occur.
Headcount sheets are utilised in both indoor and outdoor spaces during afternoon care periods as well as ratio monitoring in the mornings. We aim to roster above ratio but these sheets ensure that ratio is consistently maintained and that adequate supervision is provided at all times. The headcount sheets require all educators to count the amount of children in the play space and document it against the amount of Educators also in that area.
Children participate in a 'pack up' song in order to keep the routine clear and room clean from toys and hazards. Pack ups usually occur regularly to help reset environments both inside and outside allowing more hazard management as the care period progresses.

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
Children are reminded of lockdown and evacuation procedures. This occurs during practices as well as in group times during mornings or afternoons allowing them to have a clear understanding of what is expected in emergency situations. Children utilise this time to clarify understanding by asking questions and ensuring that children feel comfortable with the procedures and how they work.
Emergency management has been developed in consultation with ACECQA guidelines. Practice drills are performed regularly within the three month time frame, including vacation care days to practice different circumstances. This can be seen in emergency documentation. These procedures are covered in Educator meetings to ensure thorough understanding.
Evacuation and lockdown procedures is displayed alongside emergency risk management risk assessments which are available at both exists within the centre. Our emergency management bag is also located next to the front door of the centre, to be taken in evacuation procedures alongside the first aid bag and centre medication. This includes emergency contacts, water, snacks and incident reports.
Families are communicated with during emergency procedures including drills via the Stack Team app. This clearly communicates what is happening and what is expected of families during emergency procedures to help reduce confusion or place anyone at risk. Families who are on school grounds or near OOSH building when emergency situations occurs are always included in procedures and kept safe accordingly.
Evacuation and lockdown procedures are made in consultation with the school. During school hours, the school bell and speaker system is connected to the OOSH building so we receive all communications. Outside of school hours, we use the school property to evacuate. Additionally, there is a shared responsibility for the gate closure procedures and communication is regular in relation to this to ensure the safety of all students.

ELEMENT_ID	CONCEPT	ELEMENT	ASSESSMENT
2.2.3	2.2.3 - Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	Met

Identified Evidence and /or Key practices
<p>Child protection training has been completed for all responsible persons. This training is kept up to date and renewed when new training is available or necessary. Educators who receive RP training also shadow and are given additional in-centre training and experience before they are left in charge of day to day care. This helps them become familiar and comfortable with the responsible persons position ensuring confidence when left in charge.</p>
<p>Child protection information sheets are hung up in the officer and the reporter child story website is stuck up around the centre to regularly remind Educators what tool they can use if they identify a risk of harm to a child. The child protection incident report also has been strategically made to help guide Educators to ensure all information is valid and kept in record.</p>
<p>Daily mini staff meetings at 2:30pm ensure educators are aware of any children to watch out for and reminded to report signs or abuse or harm. This is also a time where educators can speak about behavioural concerns. The responsible person is accountable for reporting via the MRG website alongside the Educators who have witnessed signs who must complete a child protection report document.</p>
<p>It is policy to communicate with the school about incidents occurring during OOSH periods or information found, when necessary, to ensure children are supported throughout the day as well as at OOSH. The principal makes the decision whether class teachers are informed and involved in communications. Families are only informed of issues if the issue does not relate to the child being at risk at home and if the information being relayed will not put the child at further risk.</p>
<p>All staff are constantly reminded of their obligations as a mandatory reporter. This is discussed during team meetings and a child protection report form is available for staff members to complete if they believe a child is in risk of harm. They are instructed to inform the person in charge, complete a child protection report form and also complete a MRG to get further guidance.</p>

## Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
2.1.1	More opportunities for calm / quiet play	Children having more access to calm or quieter play during care times	Medium	1. Reinforcing calm zone 2. Could create a 'calm timeframe' between 4:30-5pm for children who need this time to regulate. All other children could be redirected outside or away from this area 3. Asking our stakeholders/children what they think	Further support of children's needs and wellbeing. Emotional regulation	End of Term 3	7/23/25 10:20 AM	Calm zone is monitored consistently by Educators and louder play is redirected	In progress
2.1.2	Medication that is taken outside in first aid bag is hard to access	Trolley or similar tool to be used to carry medication and allow easier access	Medium	1. Shop for trolley 2. Implement practice	To provide easier access to medication for Educators	End of Term 2	7/23/25 10:28 AM	Trolley bought and implemented	Completed
2.1.1	Documentation of monitoring sleep	Appropriate documentation when a child sleeps in our care	High	1. Locate or create documentation that records Educators checking on	To have Educators know where to find documentatio	Middle of Term 3	7/23/25 10:22 AM	Documentation found on Red Nose Aus	In progress

## Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
				children when sleeping 2. Implement	n and use accordingly				
2.1.2	Incident reports should be easily accessible by parents - potentially online	Incident reports being more accessible and easier to complete	Low	1. Find electronic incident report or equivalent 2. Source ways to send to families 3. Implement	Parents and Families to easily access incident reports and Educators to be able to complete them faster	End of 2025	7/23/25 10:25 AM		Not started
2.2.1	Vacation care ratio monitoring documentation	To better monitor vacation care ratios	Medium	1. Creating a headcount sheet for Vacation care 2. Using headcount sheet on care days	To ensure all children are safe and accounted for during Vacation care	Winter Vacation Care 2025	7/23/25 10:43 AM		Completed

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"> <li>There is the required amount of unencumbered space for the number of children in attendance at the service</li> </ul>	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:</p> <ul style="list-style-type: none"> <li>Have you ensured that all educators' residences or approved venues are assessed as safe before children are placed in care, and at least annually?</li> <li>Have you ensured that glazed areas of all educators'</li> </ul>	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

There is appropriate accessibility to sheltered areas in care periods. COLA areas are used in mild weather conditions such as really hot days or rain. There is pathways to these areas that are completely sheltered to assist with safety. The school is fully accessible by ramps so has disability access for children and families. OOSH building is safe and used for shelter and as a safe area in extreme weather days such as storms, hail or extreme heat with equipped air conditioning and ventilation.

The sports shed and storage sheds are located behind the OOSH building and locked at all times. The sports shed houses equipment for gardening and sport while the storage shed is home to arts and crafts supplies, activity materials, seasonal decorations, old files and vacation care storage.

Toy storage is appropriately accessible for the children. Years K-3 have a lower shelf with age appropriate materials while years 4-6 have a larger cupboard area, in alignment with height facilitating easy access. Toys that can be used by children of any age are located closer to the ground to enable all children to easily access them. Toys are kept in zones in the room to avoid confusion and ease pack up times. Toys that require extra supervision are kept in storage areas accessible by Educator

Kitchen facilities are appropriate for there uses. Children can access the refrigerator and the bowls/cups/plates cupboards outside the main kitchen area. These cupboards still have soft child locks located on them to encourage children to ask Educators when entering these spaces. The oven, stove, urn and sinks are contained within the kitchen where they cannot be easily accessed by children. Food storage is located inside the kitchen area and broken up into different sections as necessary.

Play spaces are given clear labels. There are 'zones' inside that are allocated for different types of play e.g calm corner, construction zone, drawing zone, imaginary zone etc. Outside areas are referred to with clear names e.g concrete area, oval, playground and trees. This enables children to have familiarity with play areas and also supports them in knowing where to play and what to play in each area.

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

It is a part of the daily educator job list to sanitise the centre daily. This process involves Glen20 spray after sessions as a light sanitiser. Educators are required to sanitise the bathrooms with boiling water and hospital-grade sanitiser as well as Glen20. High touch areas are sanitised using a 99.99% sanitiser and the room is cleaned daily by a cleaner.

WHS checklists are completed twice daily which includes the checking of premises used for safety concerns and acts as a maintenance guide. Educators are required to make note of any hazard and report it to the nominated supervisor or person in charge. The hazard is then dealt with or the centre avoids the area until it is corrected.

The WHS officer and WHS checklist ensures equipment is safe and safety concerns are regularly documented and resolved. Cleaning jobs are delegated to Educators to ensure the room stays clean, tidy and safe for children's access. This includes shelf cleaning, bookshelf organising, sanitising toys with disinfectant, organising toys into boxes, throwing out old/breaking toys etc.

New furniture and equipment is bought on an annual basis as the room is continually being refreshed as furniture breaks down. Replacements help children engagement in the room and allows greater room zoning, accessibility and cultural inclusion.

During the Christmas closure break, carpet cleaners are employed to fully sanitise and clean over carpeted areas. The Kitchen and Lino areas are also resealed and cleaned appropriately.

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.	Met

Identified Evidence and /or Key practices

Children take responsibility for caring for the fish. They offer to help feed the fish and check the fish tanks to ensure they are healthy. They enjoy watching the fish and like to set up chairs to watch them which they call 'Fish TV'.

The OOSH room zones facilitate different activities and encourages use of various areas of development and skills. Children are free to choose where they would like to play and what with, each morning / afternoon or vacation care. There is a wide variety of resources, supplies and toys that are available throughout the room and in outdoor areas.

We aim to create flexibility between indoor and outdoor environments. The room is regularly assessed and updated as necessary to support the children's needs within play environments. Outdoor play areas are flexible but also remain consistent to allow children to feel secure and safe but have freedom to develop accordingly. Inside toys are often taken outside to help encourage play on different terrains and to provide monitored change.

The children are creative in their use of outdoor and indoor spaces in regards to program suggestions and follow up activities. They offer ideas and suggestions based on activities they have created, thought of, previously played or would like to do which is then included in future programming weeks. Children often approach educators and discuss ideas or suggestions and are also given opportunity during children's meetings, observations and journaling times.

During morning and afternoon sessions, multiple activities occur at one time. The program format supports this allowing for a variety of areas of development to be supported. Children have flexibility to choose which space they would like to play in. We use the oval for running and big games, and the concrete area for activities such as handball and basketball. Indoor spaces allow for use of imagination and creative freedom as it is separated into zones e.g calm corner, construction zone etc

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.	Met

Identified Evidence and /or Key practices

Toy storage is appropriately accessible for the children. K-3 have lower shelves while 4-6 have a higher shelf. General toys are kept relatively low to the ground to allow accessibility for all children of any age.

Craft supplies and creative construction materials are sufficient in number and various. There is a storeroom of supplies including containers full of loom bands, Hama beads, beads and painting and crafts supplies. There is additionally sufficient building materials, imaginary toys, drawing materials and more for children to freely be creative with.

The shed spaces allow for the centre to keep and store materials for activities seasonally and accessible at any time. This includes crafts, vacation care themed activities, paper, drawing, extra toys, decorations and more.

In the OOSH room, there is different shelves and activities for the age groups. There is a K-3 shelf and a 4-6 shelf full of toys and resources. We additionally offer a 5/6 self-run club and technology time allowing them to have leadership opportunities and develop in a safe and age appropriate environment.

Each afternoon, we supply multiple baskets of outdoor equipment and resources such as balls, skipping ropes, mini games and mats for the children to access. They have freedom to play with these resources as they wish while using the outdoor environment.

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.	Met

### Identified Evidence and /or Key practices

Our garden is regularly maintained by the Educators and Children. This serves as an opportunity for children to understand responsibility and collaboration in terms of reducing pollution, conserving water, and supporting wildlife. The produce from the garden is also utilised in meal times to help model environmental sustainability.

#### Access to bins and correct disposal

We aim to reuse products, resources and waste for purposes within the centre. For example, painting and decorating Coles paper bags, utilising plastic bags for dirty clothes or keeping cooking jars for crafts and paint pots. This helps to model to the children, the importance of being sustainable and recycling materials when applicable. The children are also encouraged to use paper out of the recycling bins and we had a tray for recycled paper that children can freely reach for.

Encouraging environmentally responsible individuals is achieved through having separate recycling and garbage bins to encourage correct disposal of waste. Children seek opportunities to assist educators with the bins and are shown the process of waste disposal within the school utilising the general waste and recycling bins.

Leftover foods in afternoons or vacation care periods is offered to families or educators to reduce food wastage and support busy or financially struggling families who use our services. This is also applied for items expiring over the weekend that haven't been used during the week.

### Continuous Improvement Opportunities

## Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
3.2.1	Children should have access to many areas during care times	Accessible areas during care	Low	1. Supervision to be interactive and allow more spaces to be used		Start of Term 3	7/25/25 4:25 PM		Completed
3.2.2	Better arrangement of K-3 and 4-6 toys	Children to know which toys are for their year group	Low	1. Organising shelves 2. Re-establishing which toy lives where		End of 2025	7/25/25 4:28 PM	Shelves are designated	In progress

## 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"> <li>Records for nominated supervisors, each educator, educator assistant, coordinator and staff member,</li> </ul>	
R.153, R.154	STD4.1	For family day care services; <ul style="list-style-type: none"> <li>Have you ensured that you maintain a register of educators, coordinators and assistants?</li> <li>Does the register include details of exceptional circumstances when the approved provider has</li> </ul>	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"> <li>Have you ensured that all educators and educator assistants are at least 18 years of age?</li> <li>Have you ensured that all coordinators hold an approved diploma level qualification?</li> </ul>	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"> <li>Have you ensured that educators who are under 18 years of age do not work alone and are adequately supervised?</li> </ul>	Compliant
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.	Met

### Identified Evidence and /or Key practices

The Educators offer variety in personalities and interests providing the children a large pool of experiences to investigate and take from. Children often approach the Educator they most closely relate to and are directed to specific Educators when they are interested in specific topics. Educators familiarize themselves with all children and make their strengths and weakness known so children are able to choose who can best fulfil their needs and wants in terms of knowledge and support.

There is consistency in which educators are generally inside and outside. The outside Educators generally have stronger sporting interest to allow the children who would like to play outside to be supported by Educators with similar interests, challenging their learning and development. Inside Educators tend to be more creatively inclined and are responsible for serving afternoon tea and doing crafts. We try to ensure there is a spread of male and female educators in environments.

Educators study different fields outside of OOSH which assists the centre as each individual has a different area of expertise and brings in different skill sets. We currently have staff studying in fields such as primary education, early childhood, law, psychology, occupational therapy and marketing.

Educators participate in staff bonding and regularly communicate with one another. These professional relationships strengthen bonds within the centre which assists with teamwork and collaboration. Educators become familiar with one another and pull from each other strengths which positively impacts in children's learning and development.

Within the staff team, there is cultural diversity and a mix of genders enabling children to gravitate with Educators they feel they connect most with. These connections help to model functioning and respectful cross-cultural relationships while also allowing children to bond with the Educator they are most like and feel more comfortable and safe around. This creates peer culture and connection which facilitates learning and easier redirection of play ensuring safety.

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.	Met

Identified Evidence and /or Key practices
<p>The leadership team have been at the centre for a few years and there is a few senior staff who have been at the centre for 2+ years. These Educators are kept through positive rapport with leadership and management team, staff bonding and feedback opportunities such as surveys and good relationships. This allows for consistent authority and familiarity for children as they get to know Educators as they grow up and feel safe and comfortable around them.</p>
<p>Educators can approach the leadership team or P/C committee when interested in part time or full time employment. These bodies are able to offer contracts and create agreements based on Educators preferences and wants. Most Educators enjoy being casuals as it provides flexibility when studying or juggling life commitments in between work. Availabilities are requested fortnightly providing this freedom and flexibility.</p>
<p>Educators are required to go through appraisals every 6 months. During this time, they meet with leadership team members and discuss strengths and improvements. This is also an opportunity for Educators to speak to the leadership team about their pay, employment status and goals or achievements. This is documented and kept in educator files.</p>
<p>The rostering of permanent staff members is consistent meaning the children always have an Educator they are familiar with. Many of the casuals also work at least twice a week which helps children and Educators to build secure relationships so that they can promote continuation in learning and development. New Educators are introduced slowly and added as necessary when staff move on.</p>
<p>Educators aim to build and maintain relationships with families, including daily conversations or interactions during drop off and pick up periods. This facilitates consistency within home life and at OOSH enabling children to feel more comfortable and safe. This creates these secure relationships as Educators identify children's wants, needs, strengths, capabilities, curiosities and area's of support which has positive impacts on families and Educators.</p>

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
Regularly scheduled team dinners occurs, usually before staff meetings. During this time the team is able to bond with each other and strengthen the existing relationships, as well as develop professional relationships with new staff members. The team also engage in team bonding activities once or twice a year (typically at Christmas) where they are able to strengthen bonds and get to know each other.
Staff meeting agendas include staff bonding activities and discussion of strengths and weaknesses in the centre. This enables the team to grow understanding of each other's personalities and lives, building respect for each other while learning to collaborate. This is demonstrated in our strong professional relationships and friendships and can be seen and documented within staff meeting notes.
The team's general professional day-to-day relationships highlight the genuine empathy, respect and appreciation for each other. The team is efficient with their time and is able to enjoy one another's company and help. Feedback from external training providers and families at the centre indicate our team has a family-like approach as well as strong and unique friendships. This can be seen through interactions between 2-3pm periods and during care times and in feedback surveys.
The Team regularly communicates openly, shares information, plans together and creates understandings and objectives during day to day care. During 2-3pm periods, Educators often engage in both group and individual conversations about children's learning endeavours, area's of support and share constructive feedback and problem solve about recent situations or specific children when necessary. This allows the children to receive the best support possible and encourages responsiveness.
Leadership team often remind Educators about the important information about the centre to maintain and update knowledge. This encourages the Educators and team to work together to challenge practice and consistently show up for the children as best as they can. Educators are encouraged to make contributions and suggestions freely.

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
Staff have completed behavioural management training with WeBelong Education enabling them to grasp the neurological and physiological contexts of a child's development. They additionally get the opportunity to do first aid and CPR every year as a refresher. Within staff appraisals, staff create goals and speak about professional development and how the leadership team can facilitate this.
The staff handbook and 'How to be an Educator' cheat sheet includes professional expectations, leadership structure information and other essential information regarding employment at Ermington OOSH. It also gives tips on dealing with certain issues to help support staff. These serve as a code of conduct for staff to use as the foundation for professional conduct, guiding their practice and interactions with Educators, families and children.
Educators utilise the approved national framework 'My Time, Our Place' in their practice within the journals, club books, observations and data collecting documents. They can find copies of this on the Educator desk and have access to laptops or ipads if they need more information or to clarify confusion. Our Educational Leader attended the MTOP V2.0 Update Network Training in 2024 to assist Educators with understanding the changes to the framework.
Staff are educated on all Quality Areas, National law, regulations and Standards during staff meetings and one to one appraisals sessions with senior staff members. This includes reading and understanding elements of the quality improvement plan. Educators learn to be respectful, care and be empathetic within their interactions with children through understanding of these, regular discussions and time.
Educators are required to do a reflection question based on 'Reflective questions based on Quality Areas 1-7' weekly to reflect on practice and complete the planning cycle. This allows them to become knowledgeable on the quality areas and reflect on their interactions within the past week as seen in their educator journals. Within these journals, they also have copies of the centre's philosophy and information about child protection.

## Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
4.1.2	Staff appraisals were not occurring every 6 months due to previous management	All staff to sit an appraisal every 6 months	High	1. Reminders of 6 month periods after staff begin 2. Set appraisal for staff now and then all appraisals every 6 months after	All staff to have appraisals every 6 months	End of 2025	8/6/25 10:25 AM	All current staff who have been here 6 months or longer have attended appraisal in May 2025. New staff to have appraisal in September	In progress

## 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"> <li>• Encourage children to express themselves and their opinions?</li> <li>• Support children to develop self-reliance and self-</li> </ul>	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.	Met

### Identified Evidence and /or Key practices

The children's comments within the journal and feedback survey responses indicate the strong relationships that the children have with Educators as they reflect on activities and experiences in care times. Educators also often receive verbal praise and written feedback through survey's sent to families after Terms and Vacation care periods.

When a child is new, Educators will ensure that the child settles into the service by meeting them at the door in mornings and helping guide them to activities they want to do during care times. Educators use the first few attendances as a time to familiarise themselves with the child's interests, needs and knowledge and collaborate with families to ensure a smooth transition into the service which is then upheld as the child continues to come. Kindy children are heavily supported during T1.

Daily interactions with the children and families (during pick up and drop offs) allow the educators to develop positive relationships and learning about the children as individuals including their culture, individual attributes and other important information. Educators prioritise these conversations during meal times, indoor and outdoor experiences providing direction and support and facilitating individualised care.

Staff journals, centre journals, club books, observations and document tracking documents interactions with children reflecting trusting relationships and understanding of children's uniqueness and differences. Educator meetings and conversations during care times and during 2-3pm periods also reflect the ongoing support and efforts that Educators make.

Educators have unique relationships with children which are developed through bonding in activities, emotional confidence, shared meals and building a relationship with families. This can be seen through daily interactions, children's responsiveness, photos within the journals and feedback received from families during the term and in vacation care.

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.	Met

Identified Evidence and /or Key practices
Educators often have conversations with children about their sense of identity, accepting each other, cultural diversity/inclusion and being kind during group times in mornings or afternoons and in vacation care. This can be seen in the children's meeting books and within vacation care journals.
Cultural diversity is celebrated as we aim to include important worldly dates within our program. This is evident through our cultural wall displays including 'We are from' wall, Aboriginal and Torres Strait Islander wall, flags displayed on the beams, birthday tree, what makes us happy walls and the puzzle pieces that display different ways of saying hello in languages from around the world. These artworks are completed in cultural club or cultural themed days in vacation care.
Educators honour the UNCRC as they do everything with the best interests of the children as their guide of all practice. These rights are displayed in the room and we have a children's rights wall to remind Educators and inform children of these rights.
Educators have regular conversations with parents during collection and drop off periods to stay up to date and informed about children and their individual needs or family preferences. Families are given opportunities within enrolment to specify cultural requirements or preferences and traditions. Dietary requirements and this information is located on our Medical Qikklist and in the kitchen to inform Educators.
Children's dignity is honoured through practice as Educators offer opportunities for one on one conversations in relation to misbehaviour or when incidents occur. Children are able to freely speak and are given opportunities to have space and have opportunities for emotional regulation during these times. This is where they are supported to make choices decisions and experiences consequences of these in a safe environment. The office and calm corners are spaces used during this time.

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.	Met

### Identified Evidence and /or Key practices

Educators often will host children's meetings about kindness, inclusion and fair play and behaviour. We often will go over the centre agreements that are located on the wall at the front door during roll times to remind children to play fairly and of concepts such as 'hands and feet to yourself' and speak of asking permission to hug or touch other people.

We aim to use an understanding and kind approach when interacting with the children. We encourage them to act like a family and work together during care times including playing together, being kind, helping with pack ups, supporting each other and engaging in conversations. This can be seen through documentation in journals, club books and through feedback from families/children.

The OOSH clubs provide opportunity for collaboration and for children to learn from and help each other as they bond through similar interests and are able to share and exchange ideas and concepts. This is documented in the club books and daily journal's through photos.

In alignment with Vygotsky's theory, children scaffold learning to other children. This is achieved in all OOSH contexts such as breakfast, meal times, sports, drawing, building and cooperative interactions. Leadership opportunities are also provided through club opportunities, year 5 and 6 privileges and other activities through care times.

Children are encouraged to engage in mixed graded play across all year groups to create an inclusive environment. This is supported through the educational program that includes group activities such as survival tag, Bin ball, playground, bullrush and musical bobs. Clubs also promote this as children engage in collaborative play, projects and experiences with one another and bond through similar interests.

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.	Met

Identified Evidence and /or Key practices
Children's conflict management is mediated by Educators until the children are able to manage problems themselves effectively in a safe way. Children often direct conflict to Educators who then guide children in problem solving and conflict resolution. Children are eventually able to manage some conflicts on their own, ensuring all parties involved feel regulated and calm afterwards. Educators will use this time to remind children about how they would want to be treated by others.
The centre agreements allow children to have autonomy in creating rules that they all agree on and think of themselves. Children create these at the start of the year based on what they believe creates a caring and inclusive OOSH environment. This provides the children opportunity to set standards for their own behaviours and collaborate ideas on what they expect of each other while at OOSH.
Children are supported as individuals through Educators creating relationships with the child and their families over time. This creates a path for communication, openness, comfortability and safety for the families and children allowing them to freely express themselves, work with Educators to enhance emotional and social learning and promote proper self regulation. This is seen through the children's interactions with Educators documented in photos and Educator communication with parents.
Children's meetings and group conversations during care times allow the children to have a space where they can process and break down different topics such as kindness and conflict resolution. Educators lead these discussions and allow the children to offer their ideas and contributions. This is documented in the children's meeting book as well as Vacation care journals.
During most care periods, the leadership team will organise an extra Educator as extra support. The centre utilises IDFM and rosters Educators accordingly to assist children who may require more support in self regulation and emotional/social learning. Educators are reminded to treat all children equally but understand that children have individual needs that must be met.

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"> <li>• Allowing the parent to come into the service poses a risk to the safety of children or staff?</li> <li>• Allowing the parent to come into the service would</li> </ul>	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.	Met

### Identified Evidence and /or Key practices

Emails, Newsletter, school newsletter features, journal, slack team app, community channels, wall displays and the website allows Educators to have consistent communication with families providing them with information about the centre and what has been happening.

Enrolment time allows families to identify children's needs or any specific requirements they have/ what they expect from the service. There is sections in the enrolment where families can specify medical, behavioural or other individual needs. During new enrolments, families are introduced to Educators and the chain of command through verbal communication as well as introductions in Newsletters or Kindy orientation. New students are also often given a buddy to help transition into the service.

Every parent is given the opportunity to join our Committee. Ermington OOSH is parent and committee run which allows our parents the opportunity to engage with the daily operation of the service. Emails and information in the website and newsletter remind parents and families of how to join this committee. The president and leadership role contact details are also found on the notice board and inside the centre.

A suggestion box is available for parents and families to make suggestions or offer feedback to the service. Feedback surveys are also sent out during Terms and in Vacation care for parents to contribute to service decisions. There is additionally a QR code at the front of the service with an anonymous feedback survey link as well as paper survey sheets on the sign in and out table. This allows consideration of strengths and areas of improvements at the centre.

Constant communication between Educators and parents/families is upheld. This can be seen through interactions on pick up and drop off periods, email chains and phone calls. These chains of communication are used to inform parents of children's learning expeditions, needs, wants, conversations, conflicts and behaviour during care times as well as centre and enrolment information.

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.	Met

### Identified Evidence and /or Key practices

Cultural club, cultural themed vacation care days and collaboration with the community allows for families and children to flourish within their own culture and celebrate one another. This allows children the opportunity to speak about their values and beliefs and Educators highlight the importance of cultural sensitivity and appreciation.

The newsletter gets sent out monthly with updates about children's learning expeditions, development, wellbeing and other important information. This allows families to have an understanding of what is happening at OOSH in relation to learning and wellbeing.

Yearly enrolments provide Educators and the centre individualised information about each child including dietary, medical or other needs. Families are encouraged to book meetings with the Directors at the beginning of the year to discuss any needs or concerns they have. Educators also often query families about homelife and characteristics, needs and other information in relation to their children at drop off and pick up times. These conversations then have follow ups later in the year.

Feedback surveys allow families to have opportunities to critique, provide improvements and discuss strengths of the Educational program for the Educational Leader to look through and utilise as feedback. There is Vacation care surveys sent out after each holidays as well as a general feedback form that is accessible for families all year round. The centre also encourages families to email, call or speak to leadership team when they feel as though they need further discussion about their child.

Parents are given plenty of opportunities to engage with and be apart of decisions in relation to their children and the centre. These include committee meetings, feedback forms, verbal communication before and after care, emails, phone calls and the suggestion box. These opportunities facilitate flow between home and OOSH life allowing consistency for the children and individualised plans for learning and development.

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.	Met

Identified Evidence and /or Key practices
Community service book is accessible at the front of the centre and is updated yearly with resources and services within the local community to support parents and family wellbeing.
Families are able to access the centre Directors via email, phone or in person Monday-Friday. The Directors make themselves familiar with families to ensure that they feel comfortable speaking to them when necessary and offer support and guidance when requested.
Permission notes and documents requiring signatures are often provided to families to provide information and get permission for children to engage in things such as activities and excursions as well as the Code of Conduct, incident reports, behaviour logs and photo permission.
Important OOSH updates are displayed on the sign in and out table, through Stack Team app, community channels, emails, Qikkids messaging, in the journal, newsletter and around the room. This enables families to be updated about the service regularly.
The newsletter acts as an information tool for families and the community to access recent and new information about the centre monthly. Parents are invited to give feedback from this information via surveys or physically through use of the suggestion box or verbal feedback during sign in and out times. The newsletter also includes photos of what's happening around the centre as well as blurbs to explain important information or recounts of 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.	Met

### Identified Evidence and /or Key practices

Excursions are planned weeks in advance with detailed plans, times and risk assessments providing guidance for Educators. Ratios and staffing arrangements are discussed amongst leadership team and then expectations of safety and duty of care is communicated to staff during staff meetings (when necessary) and debriefs on the day of the excursion.

The pack up song and verbal response cues are utilised within the service to initiate a change or transition period within care times. The song is chosen at the beginning of term by the children and is an aural cue to all children that it is time to clean the room and reset before we transition. This occurs during school term and vacation care. The Educators also utilise a 5 clapping pattern as a tool for the children to look and listen for the Educators.

Educators are encouraged to develop and maintain relationships with families through regular conversations, acknowledgement, daily contact and updating them on children's days. Communication is attentive to families needs and involves follow ups on prior conversations as well as email threads, phone conversations and feedback opportunities.

Extracurricular forms are provided to families to inform the centre of children transitioning from before or after school activities to OOSH. This information is kept in the office for Educators to access daily to identify where children are and where they may need to transition to. Children must sign into OOSH before attending these activities and are walked there and back by the adult supervising. A risk assessment has been completed for this transition.

Every year, Kindy children and their families are introduced and welcomed to the service during school orientation where the leadership team presents a PowerPoint and brochures are available for extra information. Families are encouraged to come and speak to educators in person or can call or email about enrolment information. Kindy children and families go through a transition period in term 1 of school where children are walked to and from school and met at the door during drop offs to assist.

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.	Met

### Identified Evidence and /or Key practices

Behavioural management training, first aid, food safety, CPR, Educational Leader and MTOP training has been offered to relevant staff allowing them to be supported in professional development and supporting all children. Educators are also given a 'cheat sheet' upon orientation allowing them insight on what their job is as an Educator in terms of children's health, safety and inclusion within the centre.

The centre shares relevant information as necessary with the school, agencies or government department such as child protection services, school principal, IDFM, school counsellors and support companies. While still ensuring confidentiality, this allows the centre to be more informed of specific needs for children and allows Educators to have more support in terms of individualised care. The centre directors often have meetings at the school to facilitate this.

The service has established relations with KU support agency in the provision of funding and additional support and training for the inclusion of a child with high support needs. This funding is reviewed half yearly and requires Educators to include a support plan and strategies to help the children who require it.

The service ensures that the environment is welcoming to families and children within the community by having available resources and information both online and printed and displayed at the centre. Educators put up information regarding enrolments to help guide families and this is also often found in paper work in vacation care and within the newsletter. The website is also clearly laid out to be as accessible as possible for families.

The centre donates and contributes to the school to assist with maintenance and up keep of resources such as the basketball hoops, cricket pitch, floor markings, wall murals and computer labs. The centre additionally helps with baking for fundraising and will work with the school on fundraising days to ensure the day runs smoothly.

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

### Identified Evidence and /or Key practices

The centre utilises important community dates within its program to strengthen children's connection with and understanding of their community. Programmed activities often align with these important dates offering opportunities for children to be culturally competent and committed to engaging with the community.

Acknowledgement of Country is completed before roll every afternoon to encourage connection to land and culture for those individuals as well as teach the children cultural sensitivity and competency. Vacation care periods also often have a Aboriginal and Torres Strait Islander themed day or another culture themed day / excursions to places within the local community to ensure children are supported in understanding cultures within the world.

The centre has a close relationship with the day care next to the school and works alongside them to provide learning experiences for the children. The day care children have come to our Centre on excursions to visit the fish and look at the primary school environment and our centre also donates plants, old furniture or toys to the day care. They also provide feedback on the centre including the quality improvement plan.

The centre reaches out yearly to the local police and fire station to invite them to come and speak to the children about safety and community issues. This allows the children to ask questions and be inquisitive about the world around them connecting them with the community. The centre also utilises the local butcher to source Halal fresh meat and support a local business.

The centre has a close working relationship with the school. The centre directors often go up and speak to school teachers, staff or principal throughout the year in regards to wellbeing issues, individual needs, advice, support or to share important information. The centre and school also communicate regularly for newsletter updates and any security information in relation to closing or opening the school via phone or emails. The centre has also donated to the school on numerous occasions.

## Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
6.2.3	Reach out and collaborate with more people in the community	To have more collaborations and partnerships with people in the community	Medium	1. Identify local groups/people 2. Reach out 3. Establish partnership/relationship 4. Maintain		End of 2025	8/6/25 10:58 AM		In progress

## 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

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
S.173-174, R.174-176	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
R.146, R.147, R.154, R.163	STD7.1	Have you ensured that, where applicable, records of working with children clearances are kept for <ul style="list-style-type: none"> <li>The nominated supervisors, educators, coordinators and staff?</li> <li>Family day care educator assistants?</li> </ul>	Compliant
R.118, R.148	STD7.1	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?	Compliant
R.55-56, R.31	STD7.2	Have you ensured that your Quality Improvement Plan <ul style="list-style-type: none"> <li>Contains a statement of the service philosophy?</li> <li>Is reviewed and revised at least annually?</li> </ul>	Compliant
R.185	STD7.1	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?	Compliant

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.172	STD7.1	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?	Compliant
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

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
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
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?	

**Steps being taken to rectify Non-Compliance**

STD7.1 - Governance supports the operation of a quality service.

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

The centre philosophy speaks about valuing and respecting all children as unique individuals which is seen through our practice as Educators focus on meeting the individual needs of all children. Culture, race, gender, identity and age is embedded and accepted into each and every practice. The program offers opportunities for children to thrive in both their similarities and differences teaching them the important of culture competency and respect for all.

The centre aims to include all children in the program and planning cycle. To achieve this, the educational leader creates a tracking document outlining when each child had a document written about them such as observation or children's mini meeting. This allows Educators to see the spread of observational documents created termly and see gaps within the program. These gaps are spoken about during staff meetings and afternoon team chats.

Educators are given a copy of the service philosophy to keep within their journals. Educators review the philosophy at staff meetings and discuss whether they believe it truly represents the service or if we can alter it to better suit. This is reflected in the meeting minutes.

The children created a children's philosophy based on the question 'What do you expect from OOSH?'. This philosophy is a collation of statements collected from a variety of children which defines OOSH and makes up their philosophy based off of their own words and expectations of this environment. This philosophy is rewritten every year.

The centre philosophy ensures that all children feel safe, secure and supported while at the centre through positive relationships with families and children, individualised care and inclusion in all areas of the Educational Program. It covers the core aspects and focuses for the centre allowing families and stakeholders to understand our goal as a centre.

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.	Met

### Identified Evidence and /or Key practices

Filing is renewed once a year and all records are kept in a storage facility or online files for record management and retention purposes. This includes past staff documents, children who have graduated or left, and other important documentation. All documents from the year at hand are kept within the centre to be easily accessible for relevant personnel. All files are kept safely and securely in the office, away from children's reach.

Documents such as Public Liability, Responsible person and Educational leader acknowledgement, COC, service approval, accountability structure and provider details is on display for families/Educators to view. The roster, program and Educator profiles are on display and available for educators and families to view. Records of Educator sign in and outs, rosters, filing and documents are kept within the office or on secure online files.

Every year Educators have the choice of renewing their first aid and are offered opportunity to do CPR training. This is mandatory for all RP's. Additional training is also provided throughout the year based on Educator needs and legal requirements such as behavioural management training and food safety.

Volunteers, students and visitors must sign in using the visitor sign in folder which is located at the Educator desk in the centre. This keeps a record of individuals who may come in to do maintenance, run programs or for other reasons. There is both a written sign in and out and a QR code for visitors to use.

The centre directors and leadership team meet with Committee members to assess the Centre's policies and procedures at least every 6 months. During this meeting, Educators will bring information such as a directors report/evaluation report to the committee to collaborate with and look at the development of the centre and improvements required. The Educators meet once every 2 months for a meeting to discuss developments/ effectiveness of the service and committee members are invited to attend.

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
The centre has two Co-Directors in place who make sure all other educators are aware of personal job responsibilities and this is discussed through interview, paperwork, contract, appraisals, meetings and regular communication. The Co-Directors host team meetings every 2 months to update and discuss expectations and remind Educators of their roles and responsibilities.
The centre being run by a non-for-profit category A committee which understands individual roles and responsibilities in order for an effective operation of the service. Upon appointing these roles, the executive committee are given job roles and responsibilities which they sign and give back with the required paperwork.
The committee works in conjunction with the Directors to outline clear expectations of Educators often discussing the team and changes in employment status or contracts/pay. The committee create the Directors contract and outline all roles and responsibilities within this document. Committee meetings occur once a term allowing the executive team to discuss expectations of Educators with the leadership team and then this is communicated to the team of Educators via the directors.
The centre has a designated Educational Leader and WHS officer as well as Responsible persons. These individuals uphold policies and procedures whilst helping manage, direct and support the team. They receive the appropriate training in order to undertake this task and expectations for their roles are set out through printed ACECQA posters clearly outlining the requirements for RP, nominated supervisor and approved provider roles.
Educators are given an 'Educator cheat sheet' upon orientation which outlines specific responsibilities and expectations that the centre has for all Educators. This is given alongside orientation documents which outline all roles and responsibilities collectively. Senior educators also assist new Educators settle in and role model expectations of Educators. We often give new educators a buddy on the first few shifts who they can shadow to help clarify understanding.

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

Daily conversations and communications between Educators provide opportunity for continuous improvement as Educators are encouraged to give feedback to leadership team or vice versa and discuss suggestions of best ways to improve practice. These conversations occur during 2-3pm periods before children come in during the afternoons allowing the Educators to plan ahead and collaborate before the children arrive. 6 monthly Staff appraisals is also an avenue for this.

The Co-Directors utilise the self assessment and quality improvement planning portal as a working document that is reviewed weekly. This document is utilised all year round and is often discussed during Team meetings where Educators critically reflect on the centre as a team. During this time, the team reads over a part of the self assessment tool and discusses as a group how we can improve the centre and what is our evidence for particular elements.

The leadership team organise trainings and improvement opportunities for Educators throughout the year such as renewal of first aid and CPR yearly, behaviour management and Educational Leader training. The leadership team also inform Educators of industry changes to be aware of and print current available resources for Educators including critical reflection questions which educators are required to do once a week in their journals.

The management committee is made up of parents and families volunteers who meet every term or more frequently depending on the centres needs. During these meetings the directors or leadership team can present concerns, suggest improvement and discuss strengths of the service. The committee often task leadership team with tasks throughout the year and within these meetings allowing the centre to have the opportunity to constantly improve.

Feedback forms, surveys, emails and conversations with families and children are included as data collection for the QIP. This allows Educators to acknowledge improvements suggested directly from stakeholders providing an outside perspective and encouragement of continuous improvements as families use these avenues to evaluate and assess their satisfaction with the centre. Survey feedback is

Identified Evidence and /or Key practices

collated and entered into the evaluation reports for each term and vacation care when applicable.

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

Educators take ownership of their planning and professional growth. They are required to complete observational documents such as obs, journal entries, children's meetings and surveys as well as evaluations of observations after activities have been planned and implemented and reflection questions weekly. The Educational Leader oversees all aspects of the planning cycle and assists Educators in completing these responsibilities and upholding program expectations. The Directors also oversee this.

The Educational Leader completes the cycle of planning all year round through guiding Educators to complete observation documents and assessing learning. They plan and assist Educators to implement weekly programs and Vacation care programs. Evaluation is also completed all year round through observations and termly/vacation care evaluation reports. These documents are collated using feedback from families, Educators and children as well to provide suggestions for improvements.

Educational Leader training is offered to the educational leader upon acceptance of role to support them with effectively implementing the educational program and assessment and planning cycle. This is partnered with other trainings such as My Time our Place Version 2 training and other available training offered by organisations such as Network.

Identified Evidence and /or Key practices

New Educators are mentored by the Educational Leader and other senior staff in terms of implementing the educational program. During this time, new educators will be given an understanding of requirements of the program and their roles and responsibilities in terms of the program. This is where they are shown observations, given a work journal and often buddied up with a more senior educator to help them.

During 2-monthly meetings, the Educational Leader discusses aspects of the program with the Educators including reestablishing expectations and reminding the team of important information in regards to the Educational program. Educators openly discuss areas of strengths and improvements and

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

Educators are required to evaluate and assess their individual performance weekly using the critical reflection questions based on the quality areas. This encourages continuous learning and improvement as they write these down in their journals and the Educational Leader reviews them each week.

The centre directors meet with the committee on an annual basis to perform a staff appraisal with them. This also includes personal or service goals and any concerns that the team may have.

Educators are required to do a bi-annual staff appraisal with the centre directors where they discuss strengths, improvements and goals. This is an opportunity for an educator to give feedback to the leadership team and vice versa. Educators are required to fill out reflection questions and are assessed based on different aspects of their role as an Educator by the Directors. This is then discussed in detail privately with the Educator and directors creating an open and safe environment.

Each afternoon before the children come in, a mini team meeting is carried out. This is where the responsible person will outline their expectations for the Educators as well as supervision points, behavioural concerns, follow up information from previous days,

## Identified Evidence and /or Key practices

medication, dietary requirements and medicals, jobs for the day and responsibilities. This is kept within the daily teams meeting folder on the computer. This information is also reflected on the whiteboard for the families/children.

The centre holds 2-monthly meetings with all Educators to go over policies, procedures, updates from ACECQA, program, behavioural concerns, team work and other important topics. The directors create a meeting agenda before the meeting and then during the meeting will take minutes based on contributions from team members. This time allows for collaboration and team bonding as well as discussion of strengths, weaknesses and improvements. Absent Educators can access these minutes when they return.

## Continuous Improvement Opportunities

Standard/Element	Issues identified during selfassessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this	Success Measure	By when?	Date Created	Progress Notes	Status
7.2.3	Bi-annual staff appraisals were not occurring with previous management	Staff to have half yearly appraisals	Medium	1. Organise 6 monthly appraisals 2. Book in with staff 3. Hold appraisals at 6 and 12 month marks of each year	Staff to be satisfied with appraisals and receive them every 6 months	End of 2025	8/13/25 9:46 AM	Staff appraisals held in May 2025 for staff	In progress