



Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan template

OCTOBER 2011

Service details

Service name	Service approval number
St Paul's Children Centre	SE-40007367
Primary contact at service	
General Manager – En Bo 0421 103 289	
Physical location of service	Physical location contact details
Street: 57 Princes highway Suburb: Kogarah State/territory: NSW Postcode: 2217	Telephone: 02 8057 4335 Mobile: 0421 103 289 Fax: None Email: team@spcckogarah.nsw.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Organization representative Telephone: 02 8057 4335 Mobile: 0421 103 289	Name: Maria Mihas Telephone: Mobile: 0490 704 337

Fax: - Email: en.bo@spcckogarah.nsw.edu.au	Fax: - Email: maria@stpaulskogarah.com.au
Postal address (if different to physical location of service)	
Street: Same as Physical location Suburb: State/territory: Postcode:	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

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

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	07:00	07:00	07:00	07:00	07:00	Closed	Closed
Closing time	19:00	18:00	19:00	19:00	19:00	Closed	Closed

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

Separate parking is available at the centre for staff and parents/guests

Vacation care is offered unless stated otherwise, public holidays not included.

OSHC provided on all NSW Eastern division school days

How are the children grouped at your service?

Our centre offers both LDC as well as OSHC

Children from two services are in separate spaces which do not meet.

LDC is a single room with the max capacity of 15, age between 3 to 5 with an outdoor play space not shared with OSHC

OSHC occupies a quiet room for arts and crafts, great hall for indoor group activities and outdoor play ground separate from LDC.

OSHC is grouped by activity and not age.

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

General Manager – En Bo



Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

Separate parking is available at the centre for staff and parents/guests

Vacation care is offered unless stated otherwise, public holidays not included.

OSHC provided on all NSW Eastern division school days

Service statement of philosophy

Our Philosophy:

Children...nurtured by Christian love

At St Paul's Children Centre, we strive for excellence to provide a safe and secure environment (both physical and emotional) for our children.

We believe that every individual child is a precious gift from God, each with shaped with their unique background, knowledge, abilities and interests.

As such, we provide programmes which caters for the children's interests, needs and strengths to make play based learning plan. The aim of our programmes is to help our children connect with people, place, technologies and natural and processed materials.

Children...inspired by Christian hope

At St Paul's Children Centre, we are excited by the potential that God has given to every individual child.

We believe that each child is like a seedling with unique, God-given potential.

As such, our educators will observe, reflect and assess each child's development and will work together with the parents / guardians to help each child grow to their potential.

Furthermore, while we don't have a formal religious programme, we will freely share the hope of the Christian faith with our children each day. There will be times when the children of St Paul's Children Centre will be invited to go to special services at St Paul's Anglican Church. All families who attend St Paul's Children Centre are welcome to come but there is no obligation to attend.

Children...contribute as compassionate members of our community

At St Paul's Children Centre, we value the importance of healthy and respectful relationships in a child's development.

We believe that developing compassion is vital for a child's development in their relationship with other members of the community.

As such, we provide programmes that actively helps each child not only to appreciate the diversity in our community but also to actively assist those who are vulnerable and disadvantaged.

Furthermore, we will actively provide opportunities to engage with the wider community, including other families in the Children Centre, the local Church and the local schools to widen our children's perspective on their community.

Children...contribute as capable members of our community

At St Paul's Children Centre, we aim to improve our children's understanding of and interaction with the world

We believe that there is much in the created world which reflects the wisdom, beauty and the glory of God and we want our children to be actively engaging with it.

As such, we provide a safe outdoor area where we actively engage and support our children's creativity, imagination, language & social skills. This outdoor area includes organic fruits and vegetables where children are invited to plant and maintain the garden, teach them to value themselves as keepers of the natural world.

Furthermore, for the older children, we provide a curriculum to teach children use technology as a medium for innovation and self-expression. These programmes promote skills using new multimedia teaching aids in the STEAM educational framework (Science, Technology, Engineering, Art and Mathematics).



Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
	Element 1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	The documentation about each child's program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.

Element 1.2.3

Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1	section 168	Offence relating to required programs
1.1	section 323	Approved learning framework
1.1	regulation 73	Educational programs
1.1	regulation 75	Information about the educational program to be kept available
1.1	regulation 76	Information about educational program to be given to parents
1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths

SPCC education program and practice is informed by 'THE EARLY YEARS LEARNING FRAMEWORK FOR AUSTRALIA'.

As a not-for-profit childcare operated by a management committee of volunteers including parent representatives, the centre is responsive to voices from parents and community members when designing its educational program.

SPCC OSHC service has an emphasis on group discussion time where feedback from children is often incorporated into program planning.

SPCC LDC service has designed daily routines around the seasonal changes in our organic outdoor space, in order to support children's development and learning.

Key improvements sought for QA1

Standard/element
Element 1.1.3

The program, including routines, is organised in ways that maximise opportunities for each child's learning.

Identified issue

The LDC program does currently distinguish between development goals for different age groups

Standard/element
Element 1.1.4

The documentation about each child's program and progress is available to families.

Identified issue	Families do not have easy access to each child's program and progress.
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Standard/element
Element 1.2.1

Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.

Identified issue	The link between planning and evaluation is not clear.
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Standard/element
Element 1.2.3

Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Identified issue	Little or no opportunity for critical reflection in a group setting for part-time educators.
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Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.3	Improve our LDC program to better cater to differing needs of younger children.	H	<ol style="list-style-type: none"> 1. Start creating two sets of monthly LDC programs (one for toddlers, and one for preschoolers). 2. Implement and review these programs over a four month period. 3. Review and finalized the new practice by add new LDC planning method into centre policy. 	<p>Able to plan and implement two sets of LDC programs consistently over four month. (August - November)</p> <p>Able to show one link between child observation and corresponding program for each child currently enrolled.</p>	15 th November 2019	Two separate programs created to better reflect the main age groups (Toddler and Preschooler) - August
1.1.4	Improve parent access to the LDC program	M	<ol style="list-style-type: none"> 1. Include the LDC learning schedule in the weekly newsletter for two months. 2. Collect parent feedback regarding the newsletter. 3. Review and update centre policy based on feedback. 	More than two parents reads and the learning schedule included in the LDC weekly newsletter.	27 th September 2019	Added learning schedule in LDC weekly newsletter.
1.2.1	Make clear the link between planning and evaluation in our programming.	L	<ol style="list-style-type: none"> 1. Put into practice a new method to annotate current written records. 2. Review the new practice with service supervisor after one month time. 3. Update centre policy based on feedback. 	<p>Service supervisors does not find the new method too convoluted.</p> <p>A staff (not the author of the note) can find the original document through the annotated link with a success rate of higher than 80%.</p>	27 th September 2019	Trialling new method of written documentation to show link between observation and planning.
1.2.3	Create new a way to engage all part-time and casual educators in a group setting to reflect on current practice.	M	<ol style="list-style-type: none"> 1. Plan and implement a monthly staff general meeting. 2. Trial the format of the meeting over three months while making adjustments time, duration and content. 3. Review and finalized the meeting 	<p>New method of engagement have a staff participation rate of over 90%</p> <p>Able to record more than two QIP items from part-time or casual staff feedback.</p>	30 th October 2019	<p>Held our first monthly general meeting for August, discussion around building positive relationships.</p> <p>September meeting is planned for 27th</p>

			format by making add it to centre policy.			
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Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1	Each child's health is promoted.	
	Element 2.1.1	Each child's health needs are supported.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

Quality Area 2: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.3.1, 2.3.2	section 165	Offence to inadequately supervise children
2.3.2	section 167	Offence relating to protection of children from harm and hazards
2.1.3, 2.1.4, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.2.1	regulation 78	Food and beverages
2.2.1	regulation 79	Service providing food and beverages
2.2.1	regulation 80	Weekly menu
2.1.2	regulation 81	Sleep and rest
2.3.2	regulation 82	Tobacco, drug and alcohol free environment
2.3.2	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs

2.3.4	regulation 84	Awareness of child protection law
2.1.4, 2.3.3, 2.3.4	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.4, 2.3.3, 2.3.4	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.4, 2.3.3, 2.3.4	regulation 87	Incident, injury, trauma and illness record
2.1.4	regulation 88	Infectious diseases
2.1.4	regulation 89	First aid kits
Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication

2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions
	Related requirements	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record
2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures

2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to: (i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water based activities; and (iv) the administration of first aid
2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	regulation 168(2)(d)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 177	Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92



Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths

SPCC childcare menu at times features vegetables grown in it's own organic garden, this helps educators promote healthy eating through the children's participation in the planting and harvest process.

SPCC OSCH staff and children enters and exits Kogarah public school through a private gate. This reduces risks during after school care pick up and before school care drop off.

Key improvements sought for QA2

Standard/element 2.1.2

Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.

Identified issue

Current ASC room set up does not provide many options for children who would like to relax in a quiet space.

Standard/element 2.1.1

Each child's health needs are supported.

Identified issue

The childcare centre operates inside of a church hall, which accommodate for other community users who are licensed to use the space during different hours. It's next to impossible to make sure the centre is nut free.

**Standard/element
2.2.1**

Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.

Identified issue

The location where the weekly menu is displayed is not prominent enough, causing confusing among the parents regarding where to access the information.

**Standard/element
2.3.4**

Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

Identified issue

The current staff induction process leaves many gaps in understanding, causing some of the newer staff members without formal training in childcare to be without adequate knowledge of child protection laws.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.2	More appealing option for children seeking relaxation during ASC	M	<ol style="list-style-type: none"> 1. Research and discussion on how to improve the space to better cater to children's need to relax. 2. Implement the plan according to 	Staff able to maintain the	15 Dec 2019	Added 'Relaxation in ASC' discussion topic for next meeting - 16 Sep
2.2.1	Allowing parents easy access to weekly menu	L	<ol style="list-style-type: none"> 1. Create a bigger label above the weekly menu to draw attention to its location. 2. Include a picture of this menu in the next parent news sheet. 	Reduce the number of parental complains regarding weekly menu to zero for three consecutive months.	5 th June 2017	-
2.3.3	Create easy access to key authorisation records for staff members.	H	<ol style="list-style-type: none"> 1. Renovate a storage room to serve as a new office, where key records are kept. 2. Move all existing document to cabinets in the new office. 	Reduce time spent on document retrieval by half during emergency drills	21 th April 2017	-
2.3.4	Making sure that all staff working at the centre has adequate knowledge of child protection law obligations.	H	<ol style="list-style-type: none"> 1. Add agenda during next group meeting to discuss changes that could be made to staff induction to address this issue. 2. Create a twenty question test on key concepts of child protection law. 3. Test all existing staff knowledge regarding child protection law. 4. Hold an internal workshop on child protection obligations. 	Conduct monthly quizzes during staff meetings about key aspect of child protection law. Staff score above 80% for three consecutive months.	21 th April 2017	-

	<p>St Paul's Children's Centre, gives plenty of opportunities throughout the term and break between terms to actively contribute and connect with the SPCC family. Through our newsletter forums and our term projects everyone is equally involved.</p>		5.		<p>2.1, 2.3 – Separated Rooms where each room has its own set of responsibilities; Commenced August 23rd</p>
			6.		<p>2.1, 2.4 - Gardening/ Allocated times - Commenced March 10th. Children take part in looking after their environment by Recycling Activities (June 30th – Present), Tidy up time (Daily 5.30pm)</p>

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element 3.3.1	Sustainable practices are embedded in service operations.

	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.
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Quality Area 3: Related sections of the National Law and National Regulations

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

3.1.1	regulation 114	Outdoor space—shade
3.1.3	regulation 115	Premises designed to facilitate supervision
3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care
	Related requirements	
	Part 3 of the National Law: Service Approval	
	regulation 25	Additional information about proposed education and care service premises
	Regulations 41-45	Service waiver and temporary waiver

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths

Our centre philosophy has a strong focus on promoting the love of nature and concepts of sustainability. Our natural outdoor spaces reflect that. The natural grass lawn as well as organic garden all assist in helping educators with providing material to support an environment centric programming. It is our vision that just as STEM promotes interdisciplinary problem solving, our centre will teach agriculture, sustainability and nutritional knowledge as a whole. Recycling and growing organic vegetables and cooking activities will hopefully allow kids to join the dots in these vital concepts.

St Paul's Children's Centre promotes all activity that involves in positive development. If there is an event going on in the community or in the school that the children take part in we extend it to after care. Through our daily discussions we like to focus on the positive elements for promotion of

emotional, social and physical wellbeing.

Key improvements sought for QA3

Standard/element 3.1.1

Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.

Identified issue

While administrative spaces are sufficient for the storage of sensitive documents, we lack a single space close to the main hall where private conversations can be conducted.

Standard/element 3.1.1

Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.

Identified issue

While all rooms are equipped with air conditioner, some windows are not easily opened, preventing cross ventilations on days where an air conditioners are not required.

Standard/element 3.1.1

Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.

Identified issue

The second outdoor play area on the west side of the hall has only 30% natural shade coverage according the guidelines set by the cancer council, which is adequate when combined with moveable shade and our activity scheduling which avoids the highest risk part of the day. But in the long term, much more expansive shade need to be installed as a permanent solution to outdoor

sun protection.

**Standard/element
3.1.2**

Premises, furniture and equipment are safe, clean and well maintained.

Identified issue

Due to early budgetary constrains, many of the chairs and tables used in the facility is not brand new, but in clean and useable condition. Some of this equipment will require replacement.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.1	A space that is readily available for parents and educators to conduct private conversations in.	H	<ol style="list-style-type: none"> 1. Clear out a storage space and renovated it. 2. Furnish the space appropriately so it may become an enclosed comfortable meeting room. 3. Include an announcement in the newsletter to parents which tells them that this room is now available. 4. Inform staff to conduct private conversations in this meeting room where appropriate. 	<p>The meeting room is fully equipped to operate.</p> <p>Parent meetings are held in the meeting room more than once every week.</p>	28 th April 2017	<p>The storage space has been cleared out and painted. The floor boards still must be laid, and the furniture still must be purchased.</p> <p>The upstairs staff resting room is used for conducting private conversations as a temporary measure.</p>
3.1.1	All rooms used for childcare must have all windows fully operational. Enabling easy opening and	M	<ol style="list-style-type: none"> 1. Make a list of all windows that tends to jam. 2. Contract professional to make repairs. 	<p>All windows are fully repaired and operates as intended.</p> <p>All staff are aware of the correct operation of windows,</p>	5 th June 2017	-

	closing for purposes of ventilation.		3. Conduct a staff meeting where correct operation procedures are outlined.	and abide by the ventilation procedures.		
3.1.1	The outdoor space on the west side of the hall becomes sufficiently shaded at all hours of the day.	M	<ol style="list-style-type: none"> 1. Make a budgetary allowance for the construction of Shade sail. 2. Seeks board approval and apply for development approval if required. 3. Construct and maintain the sun shade sails. 	70% of all western outdoor play area is under 90% UV protection at all hours of the day. (standard of UV protect is according to cancer council guide)	1 st December 2017	A company has been contracted and an onsite quote was given for a 12m by 12m solar sail.
3.1.2	Premises, furniture and equipment to be in excellent condition	L	<ol style="list-style-type: none"> 1. Make a list of all items which does not meet our standard 2. Purchase replacement furniture and equipment as soon as possible. 3. Create an survey for the parent who inspect the centre. 4. Continue with step 1 every month. 	Do an opinion survey on all parents who booked an inspection to the centre, improve the use rating for our facility and equipment to above 90% satisfaction.	1 st December 2017	-

			5.			<p>3.1 – Get Involved section of newsletter – Deadline 1st September – Children take part in set activities which go along with our program in their spare time. Examples include Show and Tell, Bringing a Selfie for the SPCC family tree.</p>
			6.			<p>3.2. – Children requested challenges/ competitions in sporting activities. We began with Beep Test to compliment the Kogarah Public School's program. (June 1st- June 30th). Continued with Skipping by also purchasing extra skipping ropes (August 1st- September 23rd) .</p>

						Perhaps considering to also purchase gymnastics mats for the warmer months deadline decide by October 15th .
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Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Quality Area 4: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulation 169	Offence relating to staffing arrangements

4.1	regulation 118	Educational leader
4.1	regulations 119–120	Age and supervision requirements
4.1	regulations 121–124	Minimum number of educators required
Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125–128	Educational qualifications for educators
4.1	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137–143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145–15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	Related requirements	

4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46–54	Supervisor certificates
4.2	regulation 55	Quality improvement plans
4.1	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths

St Paul's Children's Centre promotes the personal learning of every child. We are always willing to assist in all kinds of homework and extra curricular activities. When possible we even bring in Virtual Reality for educational and recreational purposes.

Key improvements sought for QA4

**Standard/element
[number]**

[Include the element number (left) and description from QA4 table]

Identified issue

[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

**Standard/element
[number]**

[Include the element number (left) and description from QA4 table]

Identified issue

[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

**Standard/element
[number]**

[Include the element number (left) and description from QA4 table]

Identified issue

[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

**Standard/element
[number]**

[Include the element number (left) and description from QA4 table]

Identified issue

[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
						<p>4.1. – Children are involved in science and STEM activities, these are decided through the use of various media (YouTube – Backyard Science, Pinterest, STEM Australia) which are accessed with the supervision of an educator or coordinator after receiving feedback from children of the type of experiment they would like to do. Officially began in the week beginning July 18th and is ongoing. Some of the favourite activities include (Slime, Mechanical arm, Cupcakes, Static experiment, floating teabags).</p>
						<p>4.2 – Children are involved in construction activities and stem, they are given light directions although the problem solving is reserved for the children to overcome hurdles. For example, Push and Pull activity, children had to come up with a solution to solve the riddle behind the experiment</p>

						(July 18 th onwards).
						4.4 – Parents have requested for children to do their Mathletics and Edmodo activities using the centre's computer. This is unfeasible as we have one computer therefore it is only conducted during homework time which warrants time for an educator to monitor the computer usage. (August 20 th onwards).



Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.



Quality Area 5: Related sections of the National Law and National Regulations

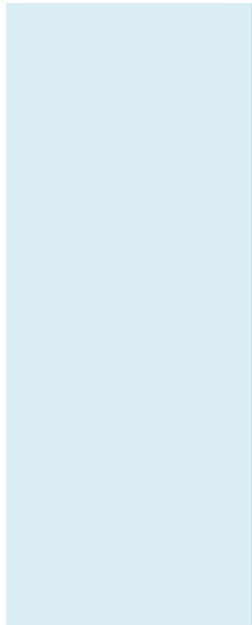
Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
	Related requirements	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths

St Paul's Children's Centre; Invites every child, parent, guardian to openly and effectively communicate whether it be in writing or via a documented meeting or even through emails/letters. It makes us happy to receive feedback as it allows us to know that we are trusted enough to hear feedback to further improve our quality service.



Key improvements sought for QA5

Standard/element 5.1.2 & 5.2.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.		
	<table border="1"> <tr> <td data-bbox="349 1058 584 1177"> Identified issue </td> <td data-bbox="584 1058 2134 1177"> Girls from the ASC senior group wanted more input into the programs and room layout, they felt as though the stand method of weekly group discussion time did not offer enough depth or variety for feedback. </td> </tr> </table>	Identified issue	Girls from the ASC senior group wanted more input into the programs and room layout, they felt as though the stand method of weekly group discussion time did not offer enough depth or variety for feedback.
Identified issue	Girls from the ASC senior group wanted more input into the programs and room layout, they felt as though the stand method of weekly group discussion time did not offer enough depth or variety for feedback.		
Standard/element [number]	[Include the element number (left) and description from QA5 table]		



Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
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Standard/element [number] [Include the element number (left) and description from QA5 table]

Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
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Standard/element [number] [Include the element number (left) and description from QA5 table]

Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
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Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.2 & 5.2.2	Improve the process in which we receive feedback by providing older children with deeper more involved method of communicating with staff.	M		Creating and implementing at three additional method of feedback for children to engage with (with particular emphasis		<p>The senior girls designed a suggestion box where all the children can leave anonymous suggestions or complaints. – Commenced from 23rd April 2017 ongoing. This was also followed up with an online survey that children could then access from home computer or personal phone using a QR reader. Commenced September 8th 2017. Using a voice recorder and receiving consent from families, we also recorded the children stating their likes and dislikes for a more honest and integrity filled document. Commenced also on September 8th 2017.</p>
						<p>5.2 – Bookshelf has been topped up with a bigger variety of books for children to be further challenged with a range of texts. These include both fiction and nonfiction selections appropriate for their age. Commenced</p>

						from April 2017.
						5.5 – Children wanted access to ideas for craft, science investigations and cooking activities. Using the access to the projector, internet and speakers. They are able to research from websites like Pinterest with the supervision of educators as well as being able to collaborate with other children in the centre. Commenced from April 2017.

Improvement plan

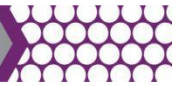


Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

Standard 6.1	Respectful supportive relationships are developed and maintained.	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.



Element 6.3.4

The service builds relationships and engages with their local community.



Quality Area 6: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents
	Related requirements	
6.1, 6.2	section 172	Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175	Offence relating to requirement to keep enrolment and other documents
6.1, 6.2, 6.3	regulation 73	Educational programs
6.1, 6.2, 6.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1, 6.2, 6.3	regulation 75	Information about the educational program to be kept available
6.1, 6.2, 6.3	regulation 76	Information about educational program to be given to parents
6.1, 6.2, 6.3	regulation 80	Weekly menu
6., 6.2, 6.3	regulation 86	Notification to parents of incident, injury, trauma and illness
6.3	regulation 99	Children leaving the education and care service premises
6.3	regulation 102	Authorisation for excursions

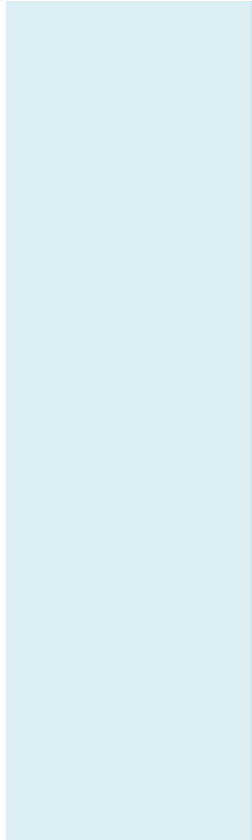
6.1, 6.2,6.3	regulation 111	Administrative space (centre-based services)
6.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
6.1, 6.2, 6.3	regulation 171	Policies and procedures to be kept available
Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures
6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1, 6.2, 6.3	regulation 181	Confidentiality of records kept by approved provider
6.1, 6.2, 6.3	regulation 182	Confidentiality of records kept by family day care educator
6.1, 6.2, 6.3	regulation 183	Storage of records and other documents

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths

[Summarise strengths identified in the self-assessment process. Delete if not required.]



Key improvements sought for QA6

Standard/element [number]	[Include the element number (left) and description from QA6 table]
	Identified issue [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]



Standard/element [number] [Include the element number (left) and description from QA6 table]

Identified issue [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Standard/element [number] [Include the element number (left) and description from QA6 table]

Identified issue [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Standard/element [number] [Include the element number (left) and description from QA6 table]

Identified issue [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.

Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

Quality Area 7: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records

7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4, 7.3.5	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181—184	Confidentiality and storage of records
	Related requirements	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual
7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

Quality Improvement Plan for QA7

Summary of Strengths

Strengths

[Summarise strengths identified in the self-assessment process. Delete if not required.]



Key improvements sought for QA7

Standard/element [number]	[Include the element number (left) and description from QA7 table]
	Identified issue [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA7 table]
	Identified issue [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA7 table]
	Identified issue [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA7 table]
	Identified issue [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes