

MacGregor OSHC

Quality Improvement Plan

The Quality Improvement Plan (QIP) for MacGregor Outside School Hours Care (MOSHC) outlines the organization's commitment to continuously improving the quality of care and services provided to children and their families. This plan aims to identify areas for improvement, set measurable goals, implement strategies, and monitor progress to enhance the overall quality of the OSHC program.





MacGregor OSHC is an Exceeding service



In the previous assessment conducted in 2016 under the National Quality Framework (NQF), MacGregor Outside School Hours Care (OSHC) was rated as "Exceeding" the National Quality Standard (NQS). This exceptional rating highlights our commitment to providing high-quality care and education for children in our program. Building on this achievement, our Quality Improvement Plan aims to further enhance our services and maintain our strong track record of exceeding expectations in the care and development of children.



Feedback is important to us

We highly value feedback on our Quality Improvement Plan (QIP) from both families and members of the MacGregor community. Your input is invaluable to us as we strive to continuously improve our services and create a nurturing environment for the children in our care. We encourage you to share your thoughts, suggestions, and ideas through our QIP feedback form and termly surveys. Your feedback will help us better understand your needs and expectations, and together, we can work towards achieving the highest quality of care and education for all children at MacGregor Outside School Hours Care (MOSHC).



Service details

Service name		Service approval number	
MACGREGOR OUTSIDE SCHOOL HOURS CARE		1-631-5054 (ASC) 1-631-5226 (BSC) 1-631-5205 (VC)	
Primary contacts at service			
AMANDA LOWE (DIRECTOR)			
Physical location of service		Physical location contact details	
Street	54 CARNABY STREET	Telephone	(07) 3349 4836
Suburb	MACGREGOR	Mobile	0411644384
State/territory	QLD	Fax	n/a
Postcode	4109	Email	macgregorshc@gmail.com
Approved Provider		Nominated Supervisor	
Primary contact	Jishu Das Gupta (P&C PRESIDENT)	Name	AMANDA LOWE
Telephone	n/a	Telephone	(07) 33494836
Mobile	0423 246 225	Mobile	0411644384
Fax		Fax	n/a
Email	president@msspc.org.au	Email	amandahansford@hotmail.com
Postal address (if different to physical location of service)			
Street	PO BOX 8221	State/territory	QLD
Suburb	SUNNYBANK	Postcode	4109

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.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than ‘AM’ and ‘PM’.

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.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	06:30 BSC	06:30 BSC	06:30 BSC	06:30 BSC	06:30 BSC	N/A	N/A
	06:30 ASC	06:30 ASC	06:30 ASC	06:30 ASC	06:30 ASC		
	06:30 VC	06:30 VC	06:30 VC	06:30 VC	06:30 VC		
Closing time	09:00 BSC	09:00 BSC	09:00 BSC	09:00 BSC	09:00 BSC	N/A	N/A
	18:00 ASC	18:00 ASC	18:00 ASC	18:00 ASC	18:00 ASC		
	18:00 VC	18:00 VC	18:00 VC	18:00 VC	18:00 VC		

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.

MacGregor Outside School Hours Care is located at the back of MacGregor Primary School Campus (across the oval). The facility is best accessed through Carnaby Street where there is ample parking for visitors and parents in the **MacGregor Primary School Staff Car Park**. The service operates for 50 weeks a year, only closing for 2 weeks over the Christmas/New Year holiday period. The service operates from 6:30am - 9:00am on school days for Before School Care and from 3:00pm - 6:00pm for After School Care. On School holidays and Pupil Free Days the service operates as a Vacation Care program from 6:30am - 6:00pm. The service is closed for all Public Holidays. Management and some key personnel are usually on site between the Before School Care and After School Care sessions for non-contact time (e.g.: finances, program planning, evaluations, communication with families, community and school etc).

How are the children grouped at your service?

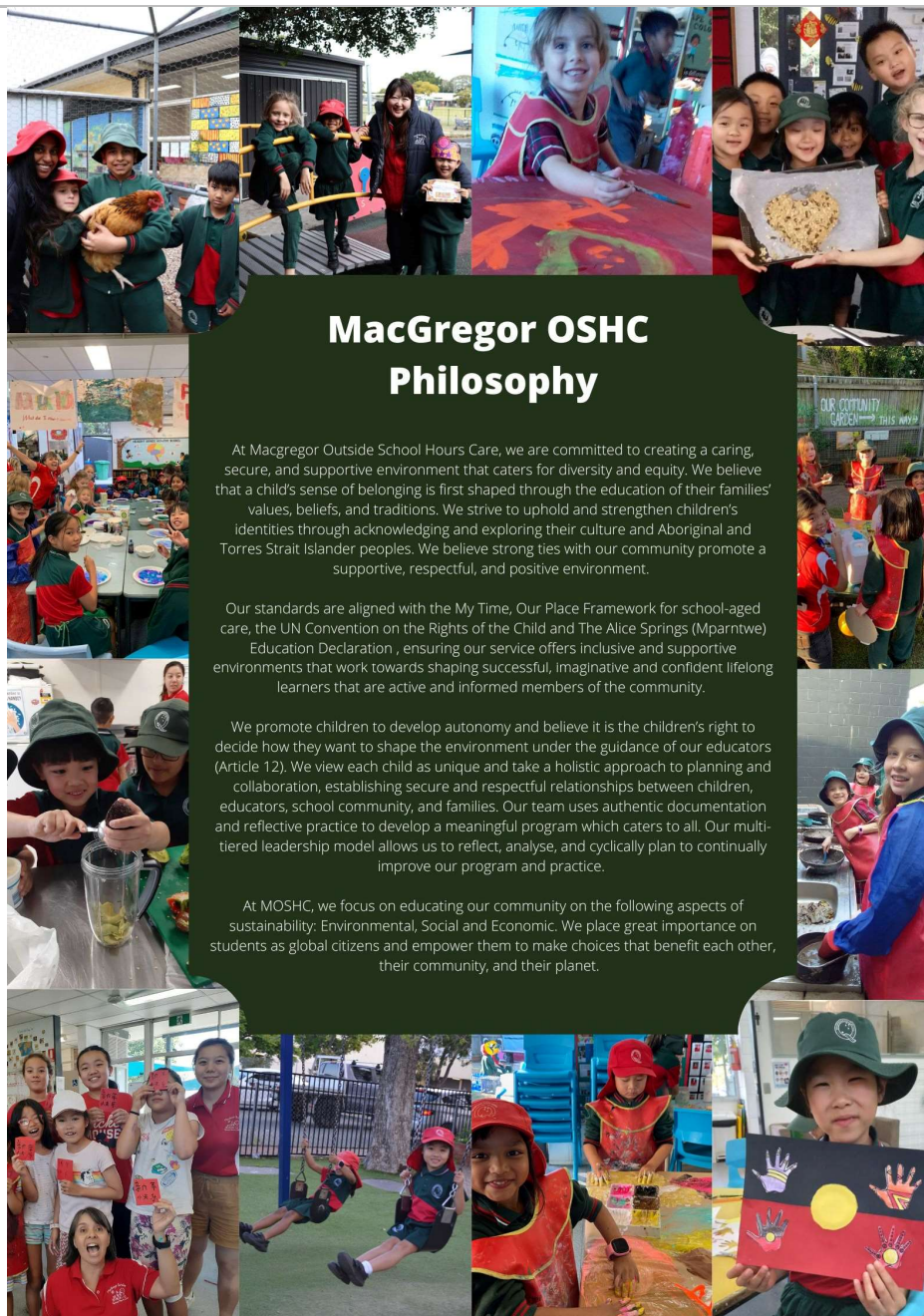
MacGregor Outside School Hours Care is licensed for 270 students for Before, After and Vacation Care. The service currently is close to capacity for most After School Care sessions, Before School care numbers sit on average of 70 in a morning and Vacation Care numbers are usually on average 110 depending on the activities scheduled and the time of the year. Only MacGregor State School students may attend the service and there are over 1200 students enrolled.

Name and position of person(s) responsible for submitting this Quality Improvement Plan

Operational Manager Amanda Lowe & Compliance Coordinator Katherine Gotera

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators: n/a



MacGregor OSHC Philosophy

At Macgregor Outside School Hours Care, we are committed to creating a caring, secure, and supportive environment that caters for diversity and equity. We believe that a child's sense of belonging is first shaped through the education of their families' values, beliefs, and traditions. We strive to uphold and strengthen children's identities through acknowledging and exploring their culture and Aboriginal and Torres Strait Islander peoples. We believe strong ties with our community promote a supportive, respectful, and positive environment.

Our standards are aligned with the My Time, Our Place Framework for school-aged care, the UN Convention on the Rights of the Child and The Alice Springs (Mparntwe) Education Declaration, ensuring our service offers inclusive and supportive environments that work towards shaping successful, imaginative and confident lifelong learners that are active and informed members of the community.

We promote children to develop autonomy and believe it is the children's right to decide how they want to shape the environment under the guidance of our educators (Article 12). We view each child as unique and take a holistic approach to planning and collaboration, establishing secure and respectful relationships between children, educators, school community, and families. Our team uses authentic documentation and reflective practice to develop a meaningful program which caters to all. Our multi-tiered leadership model allows us to reflect, analyse, and cyclically plan to continually improve our program and practice.

At MOSHC, we focus on educating our community on the following aspects of sustainability: Environmental, Social and Economic. We place great importance on students as global citizens and empower them to make choices that benefit each other, their community, and their planet.

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		
The educational program enhances each child's learning and development.		
Approved learning framework	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.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2		
Educators facilitate and extend each child's learning and development.		
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3		
Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.		
Assessment and planning cycle	Element 1.3.1	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.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1

Quality Improvement Plan for Quality Area 1

STRENGTHS Standard 1.1 Program: The educational program enhances each child's learning and development

Concept	Element		Identified practice/evidence from self-assessment
Approved learning framework	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.	<p>MOSHC curriculum decision-making is an ongoing and interconnected process based on educators' understandings about, and a close collaboration with children, MOSHC staff, families, community members and professional partners. The team approaches planning through a holistic lens with different decision levels:</p> <ul style="list-style-type: none"> • Long-term decisions (e.g.: Greening MOSHC project going for several years, MOSHC/school sustainability collaborations like Eco marines, Bottlers for change, Cleaning MOSHC school, Preps in Transition collaborations etc). • Medium-term decisions (e.g.: creating new Lead Educators' roles, AVEO intergenerational program, embedding gender diversity in curriculum, Pride Month activities etc). • Short-term decisions (e.g.: L. & F. A & J. are very interested in Pokémon characters, and it is evolving into several projects like Pokémon paper balls, designing Pokémon games. Children's spontaneous chalk drawing moving into Aboriginal symbols and the use of ochre etc.), these decisions consciously address and respond to children's emerging strengths, interests, ideas and needs as well as community and world events. <p>The centre's decision-making process is guided by contemporary theories in ECEC, included are our philosophy and values, children's rights, MTOP, NQS and our code of ethics amongst others. At MOSHC children are considered agentic, capable and competent learners and nurturing relationships underpin the work we do with them. This deep knowledge we have of children and the collaborations we do with them truly inform the program. Our team of dedicated educators understand the crucial importance of meaningful conversations with children to support co-construction of knowledge, shared thinking, and reflecting on new ways to make sense of the world.</p> <p>Our team comes from diverse cultural and professional backgrounds, they are multiage and multilingual, offering a great range of strengths and knowledge as well as specific professional needs. MOSHC also acknowledges that our personal experiences, biases and prejudices can influence our professional pedagogical practices; the value of interactions between children, families and educators; and the ability of stakeholders to work cohesively as a team and as such we are committed to ensuring the best professional development we can offer.</p>

Some examples of our training are:

Inspired environments-Reggio Emilia, Cultural awareness workshop, Aboriginal History and cultural awareness run by Steve, QCAN Conference (where we have presented 2 action research projects), Network meetings, Hidden Histories sessions with Steve, ECEC Cultural Competence training with Aunt Merle, AEDC Data seminar, current research in inclusive practices training, etc. Furthermore, the centre provides a healthy budget for educators to access training of their choice or according to the needs of the service. These educators share what they have learned at a staff meeting so the new learning can be used to enrich the curriculum.

Every team member is considered a leader and as a team we are a community of committed learners who can share and co-construct knowledge through action groups involvement, leadership opportunities, collaborations with other educators, involvement in developing and running children's workshops, involvement in programming etc...

At times a family's traditional or cultural expectation about child rearing practices and/or education may conflict with contemporary early childhood philosophies and theories, and we will endeavour to work with families to ensure the best balance possible. We support families in their parenting role in many ways (e.g.: MOSHC Times packed with resources for families and information like "Be You Family", Kyabra free parenting courses, open door policy for parents/primary cares who wants to have a chat or share their concerns about their child or other family issues etc.). We advocate for children's right to play and leisure and the Convention on the Rights of the Child.

We avoid tokenistic one-off 'cultural celebrations' by researching them thoroughly and by raising questions like why are we celebrating it? and for whom are we celebrating it? These festivals and celebrations are child focused, age appropriate and culturally relevant. The centre also embeds cultural diversity in the daily menu, the great variety of cultural celebrations across the year, end of term BBQ with cultural connections, Aboriginal and Torres Strait Islander knowledges are embedded in practices across the year (our commitment has given us the honour to receive the Coolamon award, cultural workshops for children etc. Children are encouraged to speak their languages, and we offer cultural activities like Chinese writing, learning about First Nation's art movements, listening to music in different languages, learning about artists around the world etc. Educators are also encouraged to use their cultural and linguistic knowledge to enrich the curriculum.

Feedback channels that guide curriculum decisions may include the children's voices iPad, on-the-spot feedback, conversations with children, reflection and programming meetings, observations, learning stories, roster memos, family feedback (via email, surveys, or in-person), children's choices and emergent planning, team meetings, and various community links. Some of our community links are MacGregor State School, ECEC centres, Inclusion Support Agency, Indigenous Education Liaison Elder Stephen Chadburn, QCAN, ACECQA, Narragunnawalli, local community

groups, Brisbane City Council library at Garden City, Brisbane City Council litter program, Reverse Garbage, Parks, local businesses, Cancer Council Qld, in Safe Hands, Nutrition Australia, Be You learning Community, Acon Welcome Here Project, IPAR Strong for Life, Qld Children's Activities Network, and Nature Play Qld.

During staff meetings, collaborative group observations are discussed and utilized to develop program plans and further observations, which contribute to enhancing the child's learning and development in Quality Area 1: Educational program and practice. Furthermore, individual observations and program focuses are developed to provide additional support for children's social and emotional wellbeing, further enriching their learning and development in this quality area.

To maximize the curriculum and cater to children's strengths, needs, and interests, we have implemented several strategies, including:

- Developing the Lead Educator role to enhance program development in multiple areas based on feedback from children, educators, and families: STEM, Visual Arts, Performance Arts, Motor Skills and Sports Program, Community & The World Around Us Program, Sustainability, Ludic & Games Hall Program.
- Establishing working groups for various purposes such as Quality Improvement Plan, Sustainability Club, Reconciliation Action Plan, Ludic Program, Strategic Inclusion Plan, Wellbeing and Child advocacy Program, Seniors in Transition Group, and Preps in Transition Group.
- Offering MOSHC extension programs like homework club, sports workshops, art workshops, science workshops, cooking program and many more depending on the needs and interests of groups of children as well as on educators' strengths and skills.
- Implementing reflection strategies in the Quality Improvement Plan (QIP) for educators, families, and children.
- Educators' pedagogical approaches and curriculum decisions are informed by contemporary theories. To bridge theory into practice (praxis) the centre sources carefully crafted in house and outsourced professional development as well as a Distributed Leadership Model that supports layered capacity building programs and mentorship opportunities for staff at all levels. Such a strong theoretical model provides a curriculum that promotes best outcomes for the children.
- We promote an education for change with citizenship and social justice principles at its core. Children are supported to reflect on and find tangible solutions to local and global issues on sustainability, poverty, homelessness, human/children rights and other matters that may affect their lives. Children are encouraged to identify a cause to advocate, through activism practices.
- The centre is well resourced, with an abundance of resources available and accessible to support children's engagement in the program. Resources are acquired according to children's, interests, needs and

			development in mind. Whenever possible resources are sourced from sustainable and ethical organizations and children, families and staff can provide feedback on resources every term. The centre mainly purchase open ended resources with a multiplicity of uses in mind. Resources and materials are adaptable, aiming to be inclusive to the diversity of groups and individual children we cater for.
Child-centred	1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	<p>The service prioritises Quality Area 1: Educational program and practice, as outlined in the National Quality Framework (NQF). To ensure that children's current knowledge, ideas, culture, abilities, and interests form the foundation of the program, we employ various strategies, including:</p> <ol style="list-style-type: none"> 1. Gathering input and information from families through avenues such as the children's interests' section and health needs in the services' enrolment form, biannual updates of enrolment forms, and family input forms through face-to-face interactions. 2. Observing and incorporating diverse cultural and religious celebrations into the program, to mention a few: Mooncake Festival feast, Chinese New Year feast & dragon dance, Diwali, Eid ul-Fitr/Ramadan feast, Anzac commemoration, Reconciliation Week activities, Sorry Day activities, NAIDOC Week, Black History Month activities, Clean Australia Day, Earth Day, Holi, Pride month, and other relevant community dates and celebrations. 3. Developing and participating in various programs and events, including partnerships with schools and P&C activities, food trails at Sunnybank Shopping Centre, Christmas trees decoration with Sunnybank Shopping Centre, Fresh Food Kids discovery tours at Woolworths, movie screenings at Hoyts cinema in Sunnybank, loose parts program at Queens Park, and Forest Friday Park program, MOSHC art exhibition at BCC Library Garden city (twice a year), School/MOSHC art exhibition. We also engage in community litter prevention programs like Clean Australia action day, Clean up MacGregor school event, BCC litter program etc. <p>Vacation care themes, incursions and excursion are based on children's observed interests and suggestions with catered programs to meet specific interests. For example, we visit the Gallery of Modern Art Qld and Home of the Arts Gold Coast targeted to the growing number of artistic children. We have developed age specific excursions like The Amazing Race around the City for seniors to build life skills and high school readiness, age specific parks and movie sessions for Juniors and older children to promote better engagement etc.</p> <p>Reflection is embedded at all levels of the program development. For example, lead educators and managers are required to evaluate their programs at the end of each term and develop individual QIPs for their stream/role ensuring we uphold high standards on program development. Child observation groups help us identify current interests and needs of children, so they are reflected timely on the program. Children are active participants of these observations, which are done in the most respectful way using a strengths-based approach.</p>

		<p>Other sources that contribute to program quality include:</p> <ul style="list-style-type: none"> • Observations of children within the environment • Feedback from children, staff, and families • Input from the broader community • Children's voices Ipad (Microsoft Forms) • On-the-spot children's feedback • Children-staff excursions and interactions • Children's voices within the program • Evaluation forms and conversations • School and MOSHC newsletter and events • Input from the Senior Leadership Initiative • Input from working groups • Input from juniors in transition program • School partnerships • Sessional online program evaluation (Microsoft forms) • Online program discussions' notes (debriefing) • Team observations • Learning stories written by educators and children • Roster memos • Family feedback via email, surveys, or in-person • Children's choices and emergent planning • Team meetings (e.g., BSC and ASC debriefings, management meetings, VC programming meetings, all-team meetings, lead educators' meetings) • Individual meetings with families • Quality Improvement Plan (QIP) meetings • Community links are integral part of the MOSHC program (e.g., Inclusion Support Qld, MOSHC Indigenous education liaison, QCAN, MacGregor School, other OSHC partnerships, ACECQA, AVEO Aged Care, Army visits, community groups, Brisbane City Council Libraries & services, Parks, local businesses, Nature Play Qld and many more. <p>Self-determination and agency: In our program, children have the autonomy to decide whether they want to participate in planned activities or pursue their own ideas (emerging curriculum). Educators act as facilitators,</p>
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			extending children's learning through various scaffolding strategies. Children have plenty of opportunities to lead activities and projects, promoting confidence and leadership development. This approach reflects the principles of Quality Area 1 and supports children's agency and engagement in their educational journey.
	1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's	<p>Each child's involvement and engagement in the learning environment are maximized through various initiatives that align with Quality Area 1: Educational program and practice, specifically addressing 1.1.3. These initiatives include:</p> <ol style="list-style-type: none"> 1. Distributed leadership: The team has defined leadership roles where they can collaborate with each other at different levels like practice development, programming, inclusion etc to ensure the center exceeds in all areas of the program. 2. Improved sign-in routine and afternoon tea areas: Progressive meal times allows for children to eat when it suits them providing autonomy and flexibility 3. Varied environments: A wide variety of indoor and outdoor environments offer children a range of activities and resources. 4. Seamless indoor-outdoor flow: Children move freely and safely between areas according to their social and play needs. 5. Balanced program: A balanced mix of planned and spontaneous play, along with free-access leisure areas such as the games hall, loose parts play space, library, basketball courts, senior's playground, oval, senior's retreat, loose parts play space, tennis courts, state of the art kitchen, Art hub, yarnning place, the lab, and junior's playground. This program is designed to meet the needs of each child in our care. 6. Feedback gathering: Educators gather feedback from various sources such as learning stories, debriefing notes, children's feedback, programs' evaluations, families' requests, educators' feedback, and working groups. 7. Inclusive environment: Improved child-staff ratios ensure that the environment is inclusive and adapted to the needs and interests of children. Many interests are programmed in real time, and children have opportunities to provide feedback through various channels. 8. Outdoor/nature play commitment: Initiatives such as Forest Friday, sustainability club, loose parts play, and outdoor vacation care experiences promote outdoor and nature play. 9. Opportunities for children to influence events and their world: Partnerships and activities such as BCC library art exhibitions, AVEO Aged Care partnership, RSPCA partnership, movie nights for families, shoe boxes Christmas gifts program, Halloween party, Art hub annual exhibition, The Food Drive program, end-of-term events, and Eco Warriors provide children with opportunities to make an impact.

		<p>10. Gathering family feedback and strengthening relationships: End-of-term breakfast buffet, sausage sizzles, cultural celebrations (Diwali, Chinese New Year), Art hub annual exhibition, Moon Festival, Eid ul-Fitr celebration, foster a sense of belonging and community engagement.</p> <p>11. Supportive staffing structure: Float management person, lead educators on the floor, relief assistant coordinator positions, management, and RAC staff provide support and ensure a strong team approach. Permanent positions, both full-time and part-time, contribute to a dedicated and familiar team of educators.</p> <p>12. Adapted management structure: Permanent positions for coordinators, assistant coordinators, operations manager, and administration personnel, along with an additional group of lead educators, support all aspects of the program, enhancing opportunities for each child and strengthening the capacity of educators to support children and families.</p>
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STRENGTHS Standard 1.2 Practice: Educators facilitate and extend each child’s learning and development.

Concept	Element	Identified practice/evidence from self-assessment
Intentional teaching	1.2.1 Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	<p>In line with Quality Area 1: Educational program and practice, specifically addressing 1.2.1. MOSHC is committed to provide high quality, effective services for children and families through ongoing learning, professional development and reflective practice. Through these venues the MOSHC team ensures that all our decisions and action promote environments that are respectful and responsive to children, families and the communities... a place to belong, to be and grow together.</p> <p>Our decisions and actions are informed by a range of reflective venues such as BSC & ASC debriefing sessions, staff meetings, lead educators' meetings, programming and several online communication systems (Line, Messenger, Facebook), collaborative child observation groups, and programming groups. This information is regularly shared with the team through email memos, staff meetings, management meetings, and casual conversations. Educator training is an active process and a way of relating to the children that embraces and builds on their strengths. The program incorporates space for children's emerging ideas and interests, with the daily schedule taking into consideration feedback from children, educators, and families. Children's rights are deeply embedded in the MOSHC philosophy and guide the actions of the team. Improved child-staff ratios are prioritized to ensure quality care for children and children with additional needs.</p> <p>Action groups focus on areas such as Strategic Inclusion Plan, Quality Improvement Plan, Sustainability and Reconciliation Action Plan, Preps in Transition, and Seniors in Transition encouraging reflective practice and practice innovation.</p>

		<p>The service offers diverse life skills programs facilitated by educators based on their strengths and children's interests. Children are also encouraged and supported to run programs according to their own interests and skills. Educators and children are viewed as co-constructors of knowledge, fostering agency, leadership, and collaboration among children.</p> <p>Continuous professional development is a priority, with extensive training provided throughout the year. In-service training is tailored to address identified needs from educators and management, as well as feedback on the yearly professional development plan. Educators are encouraged to participate in the QCAN OSHC professional standards.</p> <p>MOSHC creates numerous collaborative learning opportunities for the team, such as opportunities to be involved in policy and procedure updates, national framework review, action research, consult opportunities with ECEC, QCAN, NOSHCA and other key stakeholders and QIP summit brainstorm sessions. The service follows clear components of program planning, including staying updated with contemporary theory and research, building educator skills and knowledge, fostering strong partnerships with stakeholders, connecting the curriculum to cultural and social contexts of children, families, and communities, and promoting best practices through an ongoing cycle of inquiry in curriculum planning.</p>
Responsive teaching and scaffolding	1.2.2	<p>Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions, and feedback.</p> <p>Educators at MOSHC respond to children's ideas and play and extend their learning through open-ended questions, interactions, and feedback, in alignment with Quality Area 1: Educational program and practice.</p> <ul style="list-style-type: none"> • Lead Educators' programs at MOSHC are enriched by incorporating children's interests and ideas, as well as the cultures and communities of families. This approach indicates that educators actively engage with children, listen to their ideas, and incorporate their input into the program. • Educators comment on children's learning dispositions and provide encouragement, indicating that they are attuned to children's individual interests and progress. By extending on ideas, educators foster critical thinking, problem-solving skills, and deeper exploration of concepts. • The MOSHC planned learning programs are flexible and responsive to the spontaneous and emerging interests of children, which implies that educators actively observe and listen to children's ideas and adjust the program accordingly. This responsiveness reflects educators' engagement with children's play and ideas, as well as their willingness to adapt the program to meet the evolving needs and interests of the children. • Free flow across all areas at MOSHC allows children to move freely and engage in uninterrupted play experiences. This openness and freedom support children's exploration, self-directed learning, and the opportunity to pursue their own ideas and interests. Educators likely facilitate these experiences by

			<p>encouraging open-ended questions, promoting interactions among children, and providing feedback that encourages further exploration and learning.</p> <p>By considering and incorporating children's ideas, providing open-ended questions, engaging in interactions, and offering feedback, educators at MOSHC actively respond to children's play and extend their learning. These practices align with the principles of Quality Area 1, promoting child-led learning and fostering an environment that encourages exploration, curiosity, and growth.</p>
Child directed learning	1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	<p>Educators at MOSHC ensure each child's agency is promoted and provide multiple opportunities for their ability to make choices and decisions that influence events and their world. Here's a summary of how MOSHC values child-directed learning within this context:</p> <ul style="list-style-type: none"> • The program at MOSHC focuses on emergent curriculum and inquiry-based, play-based learning. This approach emphasizes ongoing responsiveness to children's interests, strengths, and aspirations, allowing them to take an active role in shaping their learning experiences. • The utilization of Gardner's multiple intelligences theory in programming ensures that the environment caters to the diverse learning styles of children, acknowledging their individual strengths and preferences. • Post-structural and critical theories are integral to MOSHC's pedagogical approaches. By unveiling the hidden curriculum, dissecting dominant discourses, and discussing social justice issues, children's agency is fostered in an environment that encourages critical thinking and questioning. • Children's investigations, ideas, and projects are actively encouraged and supported within the theoretical framework of the My Time, Our Place (MTOPI) curriculum. This framework provides a basis for educators to engage with children's interests and extend their learning. • Attachment theories support a relational approach between staff and children, creating a sense of safety and trust. This environment allows children to feel secure in making choices and decisions at MOSHC, knowing that they have support and guidance from caring educators. • Educators at MOSHC respond to children's ideas and use their interests as a foundation for further learning and exploration. They create opportunities for children to guide their own learning and scaffold their peers' learning, fostering independence, confidence, and active engagement in the learning process. <p>Overall, MOSHC prioritises child agency, providing an environment where children's interests, ideas, and choices are valued, and where they are actively involved in shaping their own learning journey. This aligns with the principles of Quality Area 1 and empowers children to become active participants in influencing events and their world.</p>

STRENGTHS Standard 1.3 Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child

Concept	Element	Identified practice/evidence from self-assessment
Assessment and planning cycle	1.3.1 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.	<p>The educators are MOSHC relate to the National Quality Framework (NQF) and specifically to Quality Area 1.3.1, which focuses on assessing and evaluating each child's learning and development within an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection. Here's a summary of the identified practice/evidence form our self-assessment:</p> <ul style="list-style-type: none"> • MOSHC follows an ongoing cycle of planning, documenting, and evaluating each child's learning and development. • Educators work collaboratively in scheduled program sessions to review their learning stories and identify emerging themes that inform the program. • The program is evaluated daily, aligning it with the My Time, Our Place outcomes, and the National Quality Standard (NQS). • Lead educators meet to discuss and evaluate how their programs meet the specific needs of children. These evaluations are shared with the team. • Programs and workshops are evaluated by children and educators at the end of each term. • The management team collaborates with the school principal, counsellor, special needs building team, and parent committee to support children's specific needs and ensure a collaborative approach. • Conversations and feedback exchanges occur between educators and schoolteachers, providing support for informed transitions. • Daily feedback is provided to families regarding their child's engagement in the program. • Debriefing notes and briefing memos are reviewed and shared with the team daily and a summary provided weekly in the internal staff memo. • Individual observations and focused well-being programs are developed for children requiring additional support, documentation conducted ethically through "line" with a strength-based approach. • The Strategic Inclusion Plan (SIP) is developed in consultation with the team and community. • Menu evaluations, vacation care evaluations, and evaluations of all programs are conducted by the team, children, and families. • Working groups maintain they're our QIP's or action plans and present routinely to evaluate progress and identify new goals.

			<ul style="list-style-type: none"> • Lead educators, with the input of children, educators, and management, evaluate their programs at the end of each term. • Families have opportunities to provide input into the Quality Improvement Plan through conversations, emails, and surveys. • Educators and management engage in critical reflection through various avenues such as meetings, collaborative programming, child observations, and debriefings. • Our Lead Educator program roles are fluid to ensure they remain responsive to the needs of the Community and children. <p>These practices align with Quality Area 1.3.1, ensuring that each child's learning and development are continually assessed and evaluated, leading to responsive planning and support for their individual needs. It reflects a commitment to ongoing improvement and the provision of high-quality care and education for children at MOSHC, in accordance with the NQF.</p>
Critical reflection	1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation	<p>The team at MOSHC believe multi-faceted critical reflection on children's learning and development drives high quality program planning and implementation. Therefore, we feel it is essential to ensure critical reflection is embedded in all areas of our operations, this can be identified through the following practice:</p> <ul style="list-style-type: none"> • Educators are provided with opportunities for critical reflection, ensuring that each child's learning and development is at the core of the program. Reflection encompasses both individual child progress and the dynamics of diverse group interactions. • The service employs additional staff funded under the inclusion support subsidy to support the inclusion of children with additional needs. All educators actively participate in implementing the Strategic Inclusion Plan, promoting an inclusive learning environment for all children. • MTOP and the NQS are thoroughly discussed and linked to practices in staff meetings, in-home training, and planning sessions. Educators regularly reflect on NQS practice examples during debriefing sessions and connect them to relevant National Quality Areas, informing the Quality Improvement Plan (QIP). • Documentation about each child's engagement in the program and development is collected from educators and relevant stakeholders and shared with families through verbal exchanges with management. This real-time communication fosters responsiveness and fluidity in sharing information. • Face-to-face communication is prioritized as an accessible and meaningful format for providing families with updated information and opportunities for further discussion.

			<ul style="list-style-type: none"> • Educators and lead educators create learning stories every week to document children's learning. These stories are compiled in an engaging format for parents and children to enjoy and serve as a valuable reflective tool for the team and children to revisit and celebrate learning moments. • The team has been actively engaged in many years of action research projects, including meaningful documentation, review of current P&C award and pay conditions and a successful application to the tribunal for reclassification, the impact of a multi-tiered leadership model on job satisfaction and retention of educators, and the seniors in transition project. These initiatives demonstrate a commitment to ongoing reflection, advocacy and improvement. • The team's involvement in the 2021 review of the Australian learning framework includes educators, parents and caregivers, and children's voices. Families are encouraged to participate, emphasizing the collaborative approach to program enhancement. <p>These key points collectively exemplify the service's commitment to Quality Area 1, where critical reflection on children's learning and development informs program planning and implementation. The service actively seeks to create an inclusive, responsive, and engaging learning environment for all children, with ongoing collaboration and reflection among educators, families, and stakeholders.</p>
Information for families	1.3.3	Families are informed about the program and their child's progress.	<p>MOSHC acknowledges that a high-quality program involves all stakeholders and in particular Families. In turn it is imperative that families are informed about the program and their child's progress. MOSHC achieves this through the following avenues:</p> <ul style="list-style-type: none"> • Concerns regarding children's development and wellbeing are identified, monitored, and documented. These concerns are communicated to families and relevant partners through formal or informal meetings, ensuring collaboration and alignment in supporting the child's goals and outcomes. • Pick up and drop off communication plays a crucial role in building strong relationships with families and keeping them informed about their child's daily engagement, progress, and any supports required. • A systematic review of the Quality Improvement Plan (QIP) has been developed, involving a dedicated group of educators who create resources for the review process. Ongoing feedback from families, children, and staff is sought to continuously review and improve each Quality Area. • The inaugural QIP summit in 2021 was designed to enhance educators' engagement in the quality journey of MOSHC, while additional reflection meetings strengthen educators' knowledge. Relevant information from the QIP is shared with all stakeholders. • Newsletters, social media platforms, emails, and phone calls are utilized to regularly communicate with families, providing them with information about the program and upcoming events.

			<ul style="list-style-type: none"> Special activities, such as end-of-term breakfasts, family barbecues, Chinese New Year celebrations, Diwali feasts, and movie nights, are organized to gather feedback from families, foster their sense of belonging to the MOSHC community, and provide networking opportunities. <p>Through proactive communication, engagement in the QIP process, regular newsletters, and special activities, MOSHC ensures that families are well-informed about the program and their child's progress. The service values collaboration, feedback, and a strong sense of community to support ongoing partnership with families in their child's learning and development journey.</p>
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Standard 1.1 – Program: The educational program enhances each child’s learning and development.

Exceeding themes	Please see the MOSHC website for more evidence of Exceeding Themes: https://www.macgregorshc.com.au/qip
1. Practice is embedded in service operations	<p>Individualized Learning:</p> <ul style="list-style-type: none"> - The OSHC setting recognizes and respects the unique strengths, interests, and needs of each child. - Educators create individualized learning plans and experiences tailored to the specific requirements of each child. - They provide opportunities for children to pursue their passions and extend their learning in areas of personal interest. <p>Holistic Approach:</p> <ul style="list-style-type: none"> - The educational program takes a holistic approach, addressing all aspects of a child's development - cognitive, physical, social, emotional, and creative. - Activities and experiences are designed to foster growth across multiple domains, promoting well-rounded development.
2. Practice is informed by critical reflection	<p>Play-Based Learning:</p> <ul style="list-style-type: none"> - The program embraces play as a fundamental mode of learning and exploration. - Educators provide a wide range of play experiences that encourage children to engage, experiment, and problem-solve. - Play-based activities are intentionally designed to promote critical thinking, collaboration, and creativity.
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Enrichment Activities:</p> <ul style="list-style-type: none"> - The program offers a variety of enrichment activities that extend beyond basic care. - These activities may include art, music, sports, science experiments, cultural celebrations, and community engagement initiatives. - Educators facilitate these activities to provide opportunities for children to explore new interests and develop new skills. <p>Continuity and Collaboration:</p> <ul style="list-style-type: none"> - The OSHC setting establishes strong partnerships with schools and families to ensure continuity in a child's learning journey. - Educators collaborate with schoolteachers to align the OSHC program with the school curriculum, fostering seamless transitions and consistent learning experiences. - Regular communication with families ensures that the program reflects the values, goals, and aspirations of each child's family. <p>Reflection and Evaluation:</p> <ul style="list-style-type: none"> - Educators engage in ongoing reflection and evaluation of the educational program. - They analyse the effectiveness of learning experiences and adjust based on observations, feedback, and assessment data. - Regular review meetings involving educators, families, and children support continuous improvement and the refinement of the program.

Summary of strengths in practice where there is evidence of Exceeding NQS themes
Standard 1.2 – Practice: Educators facilitate and extend each child’s learning and development.

Exceeding themes	Please see the MOSHC website for more evidence of Exceeding Themes: https://www.macgregorshc.com.au/qip
1. Practice is embedded in service operations	<p>Intentional Teaching:</p> <ul style="list-style-type: none"> - Educators are deliberate, purposeful, and thoughtful in their interactions and decisions to support children's learning. - They plan and provide engaging learning experiences that align with children's interests, abilities, and developmental stages. - Educators actively observe and assess children's progress to inform their teaching strategies and tailor interventions accordingly. <p>Responsive and Individualized Approach:</p> <ul style="list-style-type: none"> - Educators respond to children's ideas, play, and interests, using open-ended questions, interactions, and feedback to extend their learning. - They provide individualized support and scaffolding to meet the specific needs of each child, promoting their growth and development. - By recognizing and valuing children's unique strengths and capabilities, educators foster a sense of agency and self-confidence. <p>Play-Based Learning:</p> <ul style="list-style-type: none"> - Educators recognize the value of play in children's learning and development. - They create a play-based environment that encourages exploration, creativity, problem-solving, and collaboration. - Through play, educators provide opportunities for children to develop social skills, critical thinking abilities, and emotional regulation. <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> - Educators adapt their teaching strategies and approaches to meet the diverse needs and learning styles of individual children. - They offer a range of activities, materials, and resources that cater to various interests, abilities, and preferences. - Differentiated instruction ensures that each child is appropriately challenged and supported in their learning journey. <p>Reflection and Professional Growth:</p> <ul style="list-style-type: none"> - Educators engage in continuous professional development to enhance their knowledge and skills. - They actively reflect on their practices, seeking feedback and incorporating new research-based approaches into their teaching. - By continuously improving their instructional strategies, educators create enriching learning experiences for children. <p>Collaborative Partnerships:</p> <ul style="list-style-type: none"> - Educators foster collaborative partnerships with families, seeking their input and involving them in their child's learning journey.
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

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| | <ul style="list-style-type: none">- They communicate regularly with families, sharing information about their child's progress, achievements, and areas for further development.- Educators actively collaborate with other professionals, such as schoolteachers and specialists, to ensure a holistic approach to each child's learning and development. |
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Standard 1.3 – Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Exceeding themes	Please see the MOSHC website for more evidence of Exceeding Themes: https://www.macgregorshc.com.au/qip
1. Practice is embedded in service operations	<p>Individualized Assessment:</p> <ul style="list-style-type: none"> - Educators conduct ongoing assessments of each child's learning and development, using a variety of observation methods and assessment tools. - They gather information about children's interests, strengths, and areas for growth to inform their planning and program implementation. <p>Reflective Practice:</p> <ul style="list-style-type: none"> - Educators engage in regular reflection on their own practices, seeking feedback from colleagues, families, and children. - They critically analyse assessment data and reflect on the effectiveness of their teaching strategies, adjusting as needed to support each child's progress. <p>Collaborative Planning:</p> <ul style="list-style-type: none"> - Educators collaborate with colleagues and coordinators to develop individualized learning plans for each child, based on their assessment outcomes and identified goals. - They involve families in the planning process, seeking their input and incorporating their perspectives and aspirations for their child.
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Continuity and Progression:</p> <ul style="list-style-type: none"> - Educators ensure that there is continuity in the child's learning journey by considering their prior experiences, strengths, and areas for further development. - They plan and implement activities that build upon the child's existing knowledge and skills, facilitating their progress and growth. <p>Flexible and Responsive Programming:</p> <ul style="list-style-type: none"> - Educators design and adapt the program to meet the changing needs and interests of individual children. - They provide a balance between child-initiated and educator-guided activities, allowing for flexibility and responsiveness to children's emerging interests and ideas. <p>Documentation and Communication:</p> <ul style="list-style-type: none"> - Educators document and communicate children's learning progress and achievements to families on an ongoing basis. - They share observations, work samples, learning stories, and assessment summaries to provide a holistic view of the child's development and inform discussions about their goals and future planning.

Continuous Improvement:

- Educators and coordinators engage in regular review and evaluation of the program's effectiveness, using assessment data and feedback from stakeholders.
- They identify areas for improvement, set goals, and develop action plans to enhance the quality and outcomes of the program for each child.

Key improvements sought for Quality Area 1

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.2	Service to increase levels of cultural competency from an Indigenous perspective. The service has also assessed the need for this development to happen in an enquiry-based manner.	Work at a grass roots level to gain cultural competency from an Indigenous perspective. The service will be engaging with the community to create and embed a rich and multi-faceted program within the service.	M	<p>Contact ISS and community members to gauge support to begin this process.</p> <p>Communicate with parents and the community through the centre newsletter the journey we will be undertaking</p>	Indigenous Perspectives are embedded into the service in a non-tokenistic way. It is holistic, and all aspects of the program will be led through an inquiry process both with staff, families and children.	Review quarterly to assess the ongoing success and direction the program is taking.	<p>February 2016 Contact with review of Australian Learning frameworks submission, QIP summit, Elizabeth Sullivan (ISS Officer) made in regard to hosting a Professional Conversation workshop to explore this topic further.</p> <p>March 2016 Newsletter communicated to parents that as a service we will be looking at how we represent Indigenous Perspectives.</p> <p>March 2016 Yarning mat purchased in response to popularity to Yarning Circle</p> <p>March/April 2016 ongoing communication with School reopened to gauge an updated understanding of their current knowledge and process in regard to Indigenous Perspective.</p> <p>April 2016 Anzac Wall display implemented and enquiry around 1st Indigenous Anzac enlisted undergone.</p> <p>April 2016 Children exploring a re-write of our current acknowledgement to Country to ensure the acknowledgment represents their voice not the Educators.</p> <p>April 2016 Additional dreamtime stories purchased to replace existing dreamtime stories that had become old and unusable.</p> <p>April 2016 Hosted Professional Conversation with Elizabeth Sullivan (ISS) and other centre coordinators.</p> <p>April 2016 in response to reflection during Professional Conversation Management have identified that the bush tucker plants in our existing Garden to Kitchen program do not support a deeper understanding of their use and connection to Country. A new prominent area is being scouted to run a Bush Tucker Program.</p> <p>May 2016 Acknowledgement to Country complete, senior leadership initiative undergoing conversation of where and why this should be displayed.</p>

						<p>May 2016 In response to Anzac Day program Deadly Cards purchased to run enquiry-based activity around reconciliation.</p> <p>September 2016 – Matthew Bond an indigenous member of the community attending the September Vacation Care period and ran an in-service with students at Vacation Care. Activities included throwing boomerangs and indigenous music.</p> <p>April 2017 – Janice Rocca ran an in-service with staff on Indigenous Perspectives in an OSHC setting. Staff enjoyed the session and felt the information discussed was useful and meaningful for their everyday practice. Management also worked with Janice to develop a cultural competency journey for the service and will continue to work with her in 2018 to develop a RAP</p> <p>April 2017 Aboriginal map of languages and tribes wall display</p> <p>1 June 2018 June-July 2017 Indigenous Australian heroes' wall. Made by children and educators. Bush tucker wall display</p> <p>4 June 2018 Meeting with Aboriginal leader/consultant (Steve, Missy, PJ) to discuss Aboriginal and Torres Strait Islander's capacity building initiatives for educators/families and children at MOSHC. Aiming for weekly or fortnightly sessions plus whole day sessions during relevant ATSI dates. To meet him again 8th June with other 2 Aboriginal consultants. Consultant group run a full day session during 2nd term VC.</p> <p>July 2018 term3 Educator Ryan offered to link the centre to his grandmother to support us with menu development from an Indigenous perspective. She has shared with the team a book of traditional recipes.</p> <p>June/July VC period with a big focus on INDIGENOUS PERSPECTIVES. The centre will trial kangaroo & crocodile meats tasting sessions with children and families to get feedback on possible inclusion in MOSHC menu.</p> <p>MOSHC Menu now includes several dishes from Aboriginal and Torres Strait Islander's cultures on an ongoing basis. Children and families have been informed during tasting sessions and via newsletter.</p> <p>Term 4 2018/term 1 2019 Big NAIDOC day with Steve, Missy and DJ this VC period plus Steve is coming once a fortnight to work with the children. Building the community's capacity in this area.</p> <p>2020 Steve come every fortnight to build educators' capacity in Indigenous cultural inclusion and to work with children.</p> <p>Steve is a co-collaborator in the BUSH MOSHC program</p> <p>Missy to join in the Indigenous mural project in collaboration with MOSHC children (undercover area)</p>
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						<p>Centre applies for the BCC free tree programs to start Greening MOSHC project” to support the healing of country</p> <p>Sustainability club applies for the Yates funding to start and Indigenous Garden</p> <p>RAP group develops a reconciliation action plan with Steve's support and the support of stakeholders. The document is accepted by Narragunnawali Reconciliation in education and uploaded to their website. Centre works towards achieving the agreed goals.</p> <p>Steve ran several professional conversations with MOSHC team and schoolteachers around history, culture, past policies, and new directions.</p> <p>Children, Steve, management and educators get involved in the planning of the Indigenous sensory garden/ year 6 Legacy project.</p> <p>Small groups of Educators participate in culture in community training and cluster meetings with ECEC facilitated by Aunty Merle. MOSHC hosts a culture in community cluster meeting. MOSHC submits and republishes its RAP through Narragunnawali website.</p> <p>MOSHC nominated for and becomes the first OSHC to win a Coolamon award for embedding Indigenous perspectives into an early learning centre. MOSHC is nominated for and becomes a finalist for a national award through Narragunnawali. Small groups of Educators participate in culture in community training and cluster meetings with ECEC facilitated by Aunty Merle</p>
1.2.1	Revisit practices to enhance the inclusion and participation of children with behaviour support requirements.	Every child at the centre feels supported and have a safe environment to play, learn and socialise.	H	Educators are trained in current behaviour guidance perspectives. Inclusion Support continues to be accessed and plan shared with the team. Continue to work collaboratively with school and families. Update special needs folder for relevant children. Apply some ideas from QCAN behaviour guidance training 29.5.18 (e.g: Behaviour support plans are developed for individual children).	children with behaviour support requirements are observed engaging more successfully in the program, having more opportunities for social success.	<p>31st May 2018</p> <p>January 2018</p> <p>29th May 2018</p> <p>7th June 2018</p> <p>Need/goal established at staff meeting</p> <p>Special needs book updated when new information is given to parents. Read by new staff at the star or team read updates.</p> <p>QCAN training Behaviour Guidance</p> <p>Dani, Emma, Stella and Josie attend National Quality Standard: Inclusion in Practice Forum. To share with team at next staff meeting</p> <p>BSC roll for seniors and another for preps to grade 2. It has supported an easier transition for both groups.</p> <p>BSC Transition games for children reduce the likelihood of behaviours</p> <p>QCAN training 2018 29.05.18 Supporting Challenging Behaviours training for all staff available to attend</p>

				<p>Practices to support children with behaviour support requirements are reviewed/assessed frequently to show if children with specific behaviours are engaging in the program.</p> <p>Children are encouraged to have a voice in long term goals</p>		<p>Aug 2018</p> <p>2019</p> <p>2020/2021</p> <p>2021</p> <p>Jan 2022</p>	<p>QCAN Conference action research project on loose parts to be accessed to be trialled at the centre to support children's engagement, inclusion and reduce behaviours due to disengagement.</p> <p>Loose parts play space is open. MOSHC Extension programs offers a new level of engagement to cater for the diverse interest of children. Lead educators' programs are well established to support the diverse interests, needs and ideas of children. The richness of the program is demonstrating children's deeper engagement. The development of a dedicated Strategic inclusion plan working group keeps the team accountable for actions in this area.</p> <p>Systemic change in PD approaches. Systematic induction training, peer mentoring programs, inhouse training, several meetings across the week that support critical reflection and communities of learners. Working groups cater for diverse needs in the program for example the seniors in transition working group: Children and educators design programs that support the physical/mental health and wellbeing of seniors, catered activities and projects that address their interest, needs and development. Program that supports grade 6s transitions to high school. Development and actioning of meaningful community engagement projects. Distributed leadership maximises educators use of strengths and knowledge impacting on the richness of the program thus more inclusive pedagogical approaches.</p> <p>The Preps in transition program reflects on curriculum decisions to best meet the needs of prep children in all areas. Holistic approach to children's observations, done in groups of team members using a strengths-based approach and collaborative practices. Childrens and families' voices are included. Identification of supports successes, children's knowledge, strengths and interests and barriers to inclusion. This information is then shared with the team and actions moved forward.</p> <p>Creation of an industrial kitchen and eating spaces to facilitate progressive afternoon tea. MOSHC aims to provide children with agency to decide when to eat and play, and relaxing spaces for eating as a a social activity. Centre aims to engage on the National Children's Mental Health and Wellbeing Strategy. Accessing resources and PD on children's social and emotional learning and mental health and wellbeing programs by Be You-and Emerging Minds/Government initiatives for early childhood education and care. To be discussed in the management and lead educators' planning retreat 2022</p> <p>Meetings and planning sessions scheduled to ensure smooth transition of new preps and students transferring from different schools.</p>
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						Nov 2022	Invites new Educators to participate in PIT crew project. PIT crew present their progress at the QIP summit 2022. Planning begins for 2023 cohort of children. Contact made with School to assess new students coming in and plans developed to respond to their needs.
						Term 1, 2023	In Term 1 2023 PIT crew, WAP group, LE and Management meet regularly to pivot and adjust program to best suit the needs of the new students and new preps. Stakeholders consulted and several plans developed for individual child support. A new line chat created with a strength-based approach to document strategies that work.
						Term 2, 2023	During Term 2 meetings continued as the service continues to adjust levels of support, set goals and work with key stakeholders to ensure each child's needs are met. Routine meetings with School, Families and allied health professionals provide support to the team to ensure their approach is responsive and inclusive.
						Term 4, 2024	Educator Lura and Coordinator Nathan facilitated a Inclusion and Positive Behaviour Management Workshop for all educators. Educator Lura to organise external professional development opportunities to be run at MOSHC.

1.2.3	Children need more opportunities to engage in documenting their own participation at the centre	Develop more opportunities for children to engage in documentation	M	<p>Educators who are already supporting children's documentation share their experience.</p> <p>This type of documentation is placed in a visible area (children's permission)</p> <p>Share at feedback meetings. Develop a documentation station for children.</p> <p>Children to be encouraged to have a voice in long term goals.</p> <p>Electronic surveys that are fast, concise and child friendly.</p> <p>Electronic feedback form for children at the exit when leaving.</p> <p>Consistently ask children to provide ideas for the program during transition.</p> <p>Children have multiple venues to express their ideas & feedback on program, processes and transitions at MOSHC.</p>	An increased number in documentation that is developed by children	<p>31st May 2018</p> <p>Term 2 2019</p> <p>2019</p> <p>2021</p> <p>July 2021</p> <p>Term 1, 2022</p> <p>Term 2, 2022</p> <p>Term 2, 2022</p> <p>Term 4, 2022</p> <p>Term 2, 2023</p>	<p>Need/goal established at staff meeting.</p> <p>Print some story examples from staff share during training sessions, staff meetings, staff room etc.</p> <p>Community lead educator and Coordinator Dani revamping children's voices wall.</p> <p>Child friendly program print out with a space for children to evaluate the program daily.</p> <p>Children's story of the week: Displaying best children's stories every week to encourage children to write about their engagement at MOSHC.</p> <p>Spotify wall area where children can petition for new songs to be added to the list.</p> <p>Item raised in the lead educators' meeting to create an Ipad station for children to add feedback, program ideas and document their learning, work in progress.</p> <p>Survey proposition was discussed at the Lead Educators meeting and responsibility was assigned to the Community Lead Educators</p> <p>Student surveys developed in line with Family and Staff surveys on quality areas.</p> <p>Student survey results collated, and recommendations provided to the team for opportunities to be more responsive to student's voices. Results also shared in stakeholder meetings to demonstrate student voice and satisfaction with the service MOSHC is providing.</p> <p>Children's Choice iPad introduced where students can add a program suggestion and that data is fed directly to the program team each week. Additional iPad purchased so students can video log their own experiences, these are edited by performing arts LE and added to MOSHC Times</p> <p>QIP group present the 2022 student survey results at annual QIP summit.</p> <p>Surveys continue to be collected and results shared to key stakeholders and plans are made to add the results to the new MOSHC website for easy reference. Based on the success of children's choice iPad it is decided that additional iPad should be installed in Art Hub and Games Hall.</p>
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						2024	Children's choice iPad have been expanded to include the Lab, Arthub, and Gameshall. Learning documentation written by children are encourage and counts as weekly documentation for educators when they help to facilitate this.
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1.2.3	Children's voices in the QIP	Creating opportunities for children to influence decision making at the centre	H	<p>An ongoing space in the QIP for children to review the 7 areas of the NQS</p> <p>Develop a systematic gathering of information by children and from children</p>	<p>Children have an ongoing space in the QIP where we record their feedback, so it can be passed onto management/staff for action.</p>	<p>Aug 8, 2018</p> <p>2018</p> <p>2022</p> <p>Term 3, 2022</p> <p>Term 2, 2023</p>	<p>Children want the following:</p> <ul style="list-style-type: none"> Seniors to play in the junior playground. Be allowed to do gymnastics. Less fights between children More time at senior playground Do not like seniors being released first than juniors. Too much time spent in eating area. There should be 2 staff members serving afternoon tea Chairs in the eating area Fix the Xbox More swings More songs in the morning Playing with flashlights in the dark/being allowed out in the dark Have ice cream and popcorn at afternoon tea/ more desserts. Be able to eat in other areas of playground. Have a calm and relaxing book area to chill out. Tables with no set up activities so we can do our own things. More cooking Let us play in the shade with no hat. Do not ban soccer. Balloons <p>Feedback given to management for further discussion 3.9.18.</p> <p>Educators are constantly reminded to keep the children's voices wall up to date.</p> <p>Children will be asked every term what they want to see in the program and what they do not like/want to change.</p> <p>Educators develop diverse instruments to ask children about every Quality area (e.g.: surveys, interviews, group work etc)</p> <p>MOSHC radio is used to gather children's views of MOSHC and feedback on the program.</p> <p>Children's iPad station to include children's feedback to curriculum (program, educators, transitions, food, resources etc), this information will be added to the QIP.</p> <p>iPad sometimes are taken to other areas and not available so additional iPad purchased for this sole use.</p> <p>Based on the success of children's choice iPad it is decided that additional iPad should be installed in Art Hub and Games Hall.</p>
1.2.3	Identify how an emerging curriculum is offered across different areas of MOSHC so children's agency is upheld & the weekly program is offered simultaneously	An emergent curriculum is confidently offered across the centre	M	An emergent curriculum is offered across the centre, so children's agency is upheld & the weekly program is offered simultaneously	<p>Record children's-initiated activities and add to weekly program as emerging interests.</p> <p>Create an electronic survey for children</p> <p>"TODAY I DID/PLAY...."</p> <p>Have a well-resourced centre in all areas</p>	<p>Term 1 2021</p> <p>Term 3/term4 2021</p>	<p>Seniors' leadership program children run transitions and other leadership opportunities.</p> <p>Discussed at QIP summit and lock down QIP sessions.</p> <p>Art hub will record emerging interest via messenger and add to weekly program as usual.</p> <p>Educators in all areas will record emerging activities and send to Friday's programming group via?</p>

					according to emerging interests. Offer inspiring environments and provocations in carpet areas and tables. Have over the ratio staffing so we educators can extend/scaffold on many interests and ideas in a free flow environment. Identify not engaged children and how to support their engagement. Educators modelling behaviour	Term 3 2021 Term 3 2021 Term 1, 2022	A focus on inspiring environments/ hands-on capacity building initiatives for educators (discussed during debriefing sessions weeks 1, 2 & 3 and at staff meeting end of Aug 2021) Community lead educators to develop children's survey to capture children's interest. Art hub test what I did today iPad notes where children add what they do every day at the art hub. Lead Educator Stella develops and delivers PD to team on environment as the third teacher.
1.3.1	Add evaluation of all programs (workshops, working groups, program, VC, term evaluation) feeds into QIP	Team gathers and uses evaluations of all programs to spark conversations on quality, identifying strengths and opportunities for improvement	M	Clear expectations of whole team to participate in the evaluation of all programs they are involved in. Create spaces to read and reflect on these evaluations, add to QIP. Identify successes, need for improvement and future directions. Training on evaluation of programs Create tools that may facilitate evaluation. Create evaluations tools for children, educators and families.	All programs are evaluated to support improvement and quality practice	Term 3, 2020 2021 Term 2, 2023	The service's procedures are regularly evaluated by management and educators which led to the placement of a manager at the gate to ensure connection and communication with the community during and post-covid. Management is ensuring that program evaluations are effectively completed to ensure future program improvements. LE program evaluations not all the same standard Identified the need to streamline program evaluations and make digital through forms for easy access. Discussions to be had in Semester 2, 2023 how to achieve this
1.3.3	Covid has impacted on family's engagement in the everyday life at the centre including being less informed of programming & child's engagement	Families have a variety of opportunities to be engaged in the everyday life at the centre post covid, including being informed of programming and child's engagement	H	-Showcase programs during end of term breakfast and BBQ (e.g., STEM, performance and visual arts, extension programs outcomes, evaluations of programs, learning stories display, photo display of the term) -End of year family party -Digital bulletin board at pick up/drop off area with photo display/snapshots of	Families have a variety of opportunities to be informed of the everyday happenings at the centre including information on programming and children's engagement	Term 3, 2020 Term 3 2021	The service's procedures are regularly evaluated by management and educators which led to the placement of a manager at the gate to ensure connection and communication with the community during and post-covid. Pick up and drop off gate has been moved to games hall veranda, where the Indigenous sensory garden is been built. There is comfortable sitting areas and beautiful gardens for families to engage in conversation according with COVID regulations. Families will be able to have opportunities to catch up with staff and observe the happenings in outdoor areas.

				the session or week, learning stories that families can enjoy whilst waiting for their children		Term 1, 2021	The display board at the gate is updated weekly with before and after school care programs to ensure families are informed on the services activities.
						2022	MOSHC Times continues to be a great source of communication and allows Parents to keep up to date with program and practice.
						2023	Entrance gate moved permanently to Games Hall area, Notice board near gate disposed of and wall displays added to games hall wall. Parents now rely mostly on MOSHC Times, Facebook page and website for MOSHC updates and program information.
						2024	MOSHC has facilitated several paint n sip session that encourages parents to be involved in the program with their children.

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 and physical activity is supported and promoted.	
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2	Each child is protected.	
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

National Law and National Regulations underpinning Quality Area 2

National Law and National Regulations		Associated Element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	2.2.1
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1

National Law and National Regulations		Associated element
Regulation 82	Tobacco, drug and alcohol-free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2
National Law and National Regulations		Associated element

Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1
Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

STRENGTHS Standard 2.1 Health: Each child's health and physical activity is supported and promoted.

Concept	Element		Identified practice/evidence from self-assessment
Wellbeing and comfort	2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	<p>At MOSHC Educators identify that Each child's wellbeing and comfort is integral to their health and ability to engage in the program, Educators understand that they must meet each child's need for sleep, rest and relaxation. Identified practice to meet this element include:</p> <p>Catering to Different Interests:</p> <ul style="list-style-type: none"> - The service provides various areas and spaces that cater to different interests and activities, ranging from relaxing to energetic ones. This ensures that children have appropriate opportunities to engage in activities that meet their individual needs and preferences. - These areas include the home corner, blocks area, multiple intelligences room, reading nooks, Lego land, art hub, loose parts play space, the lab, chicken coop, veggie patch, games hall, basketball court, tennis courts, senior retreat, oval, senior playground, junior playground, mud kitchen, undercover area, yarnning place and

		<p>picnic areas. These diverse spaces contribute to promoting children's wellbeing by offering a range of options for play, rest, and relaxation.</p> <ul style="list-style-type: none"> -The Zen zone is being developed in the oval area to cater for senior children's needs for relaxation and to have a space to "hang out" with friends. <p>Rest and Sleep:</p> <ul style="list-style-type: none"> - Educators are attentive to children's needs for rest and sleep. When children feel tired and want to rest or sleep, educators organize cosy and comfortable areas for them. - Soft areas with cushions, blankets and sofas are available, creating a calming environment where children can relax and/or sleep. Specially during cold weather heaters are available indoors and blankets and soft furniture for outdoors. <p>Future Development:</p> <ul style="list-style-type: none"> - The service has plans for a playground refurbishment which will offer more opportunities for quiet play and relaxation. This forward-thinking approach demonstrates a commitment to providing appropriate spaces to meet children's needs for relaxation and to address their health requirements. <p>Free Flow Environment:</p> <ul style="list-style-type: none"> - The centre offers a free flow environment where children can move between different areas as they please. This flexible arrangement allows children to engage in activities according to their preferences and supports their sense of autonomy and wellbeing. - Educators have received training to effectively manage supervision in this ever-changing environment. This ensures that children's safety is maintained without major disruptions to their play experiences. - An on-the-spot headcount at 4:30pm further enhances children's safety, providing an additional layer of supervision while minimizing interruptions to their play. Educators have alarms in all the phones to remind of head count, children also support this process. <p>Overall, these key points reflect the service's commitment to ensure each child's wellbeing and comfort, including their need for sleep, rest, and relaxation are met. By offering diverse areas, providing cosy spaces for</p>
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			rest, planning for future development, and creating a free flow environment, the service aligns with the principles of Quality Area 2 and addresses the specific requirements outlined in Standard 2.1.1 of the NQF.
Health practices and procedures	2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.	<p>The team at MOSHC identify that to ensure that each child’s health and physical activity is supported and promoted, effective illness and injury management and hygiene practices must be promoted and implemented. The service evidence this by:</p> <p>Immunisation and Exclusion Guidelines:</p> <ul style="list-style-type: none"> - Unimmunised children are identified, and exclusion periods are upheld according to the "Staying healthy in childcare" guidelines. This ensures the safety and health of all children in the service. <p>Health and Dietary Support:</p> <ul style="list-style-type: none"> - Each child's health and dietary needs are consistently supported by liaising with parents during enrolment procedures and maintaining regular updates. This ensures that the service is aware of any changes in a child's health or dietary requirements. - Staff members are made aware of children with dietary requirements and allergies through visual aids such as children's photos displayed in staff areas and books with photos and dietary information available at serving stations. This promotes a safe and inclusive environment for children with specific needs. <p>Communication and Training:</p> <ul style="list-style-type: none"> - Management keeps staff informed of changing children's needs through various channels such as staff memos, notice boards, roster emails, debriefing sessions, and staff meetings. This ensures that all staff members are aware of any updates or changes related to children's health and wellbeing. - All staff members receive training in first aid and any other relevant training, ensuring they have the necessary skills and knowledge to respond to any injuries or illnesses that may occur. Thorough procedures for first aid and recording of injuries/illnesses are in place, prioritizing the health and safety of all children. -Thorough health and safety training for new educators, one on one cleaning training procedures with a senior educator are provided. <p>Cleanliness and Hygiene:</p>

		<p>- The service maintains high-quality cleaning standards through a colour-coded cleaning system, regular checklists for cleaning practices, and a dedicated assistant educator overseeing cleaning practices. This helps control and manage the spread of injury, illness, and infectious diseases. - Educators clean and sanitize before and after sessions, and professional cleaners and gardeners are employed to maintain a clean environment. Cleaning chemicals are environmentally friendly and a thorough training for educators is provided.</p> <p>- Work Health and Safety procedures and policies are overseen by a compliance coordinator who ensures overarching health and safety requirements are met. Policies and procedures are reviewed regularly to align with legal requirements and best practices.</p> <p>Sun Safety and Hydration:</p> <p>- The service has a comprehensive sun safety policy that includes practices such as "no hat, no play" and providing ample shaded areas for outdoor play. UV readings are monitored, and children are educated on the correlation between UV rays and health. Water bottles are encouraged, and water fountains are available for children to refill their bottles and stay hydrated.</p> <p>- Hygiene practices are promoted through proper handwashing techniques, with hand washing hand procedures in relevant areas and staff stationed in hand wash areas to ensure all children use the correct method. Sanitizing stations are also available throughout the centre, and posters with handwashing instructions are displayed. Educators observe and support children in following proper hygiene practices.</p> <p>Waste Management and Training:</p> <p>- The service maintains clean and well-maintained bins in all areas, with regular changes of bin liners. Educators and children are encouraged to clean and pick up litter, promoting a clean and safe environment for everyone.</p> <p>- All staff members are required to attend regular training sessions to update their CPR, Anaphylaxis, and Asthma training, ensuring they have the necessary skills to respond to emergencies.</p>
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			<p>-The sustainability group develop activities to support children and educators to learn about efficient and sustainable waste management (children shred used paper and then it is used for the chicken's coops, cardboard material is used for art experiences etc).</p> <p>Overall, these key points highlight the service's commitment to ensuring the health, safety, and wellbeing of children in alignment with Quality Area 2 of the NQF. By adhering to guidelines, promoting cleanliness and hygiene, providing appropriate support for health and dietary needs, implementing sun safety measures, and maintaining a safe environment, the service creates a nurturing and protective space for children to thrive.</p>
Healthy lifestyle	2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.	<p>Healthy eating and physical activity are promoted and appropriate for each child at MOSHC, this is evidenced through the following examples:</p> <p>Healthy Eating:</p> <ul style="list-style-type: none"> - Families are provided with resources and information on healthy living choices through the parent resource library and the newsletter "MOSHC Times." This promotes a culture of healthy living and informs families about support agencies. - Wholesome meals are offered to children, which are approved by Nutrition Australia and aligned with the Healthy Choices Guidelines. This ensures that children have access to nutritious and balanced meals. - Special food choices are provided for children with cultural food requirements and allergies, ensuring their dietary needs are met. -Food is an essential part of being together and building relationships at MOSHC and food reflects the diversity of our families and staff. - Qualified kitchen chefs with extensive cooking skills and knowledge prepare the meals. Educators also have opportunities to be involved in cooking experiences with children and families, promoting their understanding of healthy eating. A state-of-the-art kitchen is available to create wholesome foods for children, staff and families. -During vacation care the service provides healthy vegetarian options for breakfast, morning tea, lunch and afternoon tea supporting families in terms of providing any foods to children during this period. -During BSC the centre provides children with a wide variety of fruits, vegetables and cereals and warm breakfast options. The centre also provides those children that may not have brought their school morning tea or lunch with a variety of fruits and sandwiches to take to school.

		<ul style="list-style-type: none"> -During ASC the centre provides a progressive afternoon tea that includes fruits and a vegetarian main dish (special). The centre provides a bowl of fruits for those children who go home late. - The menu offers a wide variety of foods, including seasonal fruits and vegetables, organic produce, wholemeal breads and grains, dairy and a range of dairy alternatives. This promotes a diverse and nutritious diet for children. -The centre run cooking programs for children to learn life skills like cooking, handling utensil and kitchen equipment. -The program follows on children's suggestions to cook their favourite food or program an activity for them to cook them. -Culture is embedded in the menu and every term food from every corner of the world and First Nation's food (bush tucker) is offered. Children, educators and families can request and feedback on the program. - Sustainability education is integrated into the healthy eating program, teaching children about the impact of food production (animals' rights, sustainability), consumer choices, and other related topics. - The service conducts yearly menu evaluations with input from children, families, and staff to ensure high nutritional value and adherence to Smart Choices Guidelines. - Hands-on education about healthy lifestyles and access to fresh produce are provided through the garden-to-kitchen program, workshops on food awareness, and oral hygiene programs. - Each child's health and dietary needs are consistently supported through communication with parents during enrolment procedures and regular updates. Staff members are kept informed of any changes through various communication channels. <p>Physical Activity:</p> <ul style="list-style-type: none"> - Physical activity is promoted through planned games and sports appropriate for children's ages, skills, interests, and needs. Specific activities are designed to support children's gross motor development. - A dedicated sports and motor development lead educator ensures high-quality programs for different age groups. Educators with an interest in outdoor play and physical activity support the provision of a sound outdoor program. - The loose parts play space encourages outdoor play, creativity, nature play, exploration, and physical activity. - Forest Friday activities aim to instil a love for nature and outdoor play in children.
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			<ul style="list-style-type: none"> - The service brings indoor activities outdoors to encourage children who prefer to be inside to engage in physical activity outdoors. - Outdoor trolleys and bins provide children with free access to a wide range of outdoor resources and sports equipment. - Floaters are available on days when the school has extension programs, ensuring that children arrive on time and are well-fed for these sports activities. - The BCC litter awareness and Eco Warrior programs encourage outdoor physical activity and environmental consciousness.
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STRENGTH Standard 2.2 Safety: Each child is protected.

Concept	Element	Identified practice/evidence from self-assessment
Supervision	2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	<p>At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard, this is highlighted by the below evidence:</p> <ul style="list-style-type: none"> - The service adheres to the legal requirement of a 1:15 staff-to-student ratio on site, but management goes above and beyond by rostering a 1:12 ratio to prioritize safety and wellbeing. - Thorough risk assessments are conducted for excursions or out-of-routine activities, and extra staff, including floaters, are rostered to provide additional support and supervision. - All educators carry mobile phones for communication, using the Line app. - Strict procedures are in place for pick up and drop off, and senior educators act as floats to support smooth transitions for prep and Grade 1 children. - All educators are trained in supervision, and peer support programs are implemented to build their capacity on the floor. - Float educators have clipboards with clear procedures and a map of the school, and rolls are regularly updated during transitions. - Educators are strategically spread across various areas of the school, such as the oval, senior areas, Grade 1 classrooms, and prep classrooms, to ensure children's safety during drop off and pick up.

			<ul style="list-style-type: none"> - Procedures are in place for children to move between the oval and the MOSHC building, including the use of cones to highlight boundaries and the use of vests to distinguish between children playing in the oval and those going to extracurricular activities. - All educators carry a first aid pouch to handle any injuries that may occur. - Supervision maps have been designed, taking into consideration all areas and blind spots at the centre. <p>These practices ensure that students are adequately supervised, with clear communication channels, appropriate staff-to-student ratios, and comprehensive procedures in place for pick up, drop off, and transitions. The service prioritizes student safety, wellbeing, and positive transitioning, aligning with the principles of Quality Area 2 of the National Quality Framework.</p>
Incident and emergency management	2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented	<p>Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented at MOSHC and evidenced through the following:</p> <ul style="list-style-type: none"> - All staff are trained in policies, procedures, and dealing with serious incidents, ensuring they are equipped to handle and document such situations. - Staff members are aware of children's allergies, action plans, and dietary requirements. A book containing this information is accessible during serving times and updated daily. - Serious injuries are reported to the regulatory authority and key stakeholders within 48 hours by management. - Staff members are trained to identify and communicate any circumstances that may pose risks to children's health, safety, or wellbeing. - Daily safety checks are conducted inside and outside the premises to ensure a safe environment for students. Identified issues are documented and communicated to management for further action. - The presence of a coordinator and assistant coordinator focuses on health and safety, building the team's capacity in this area. - Risk assessments are developed for play environments within and outside the center, promoting safe yet challenging spaces for learning and risk-taking. - Risk assessments are conducted in collaboration with the WH&S Officer and presented to the Parent Committee, P&C, LE's and key personnel for discussion and approval. Staff members are informed of updates through memos, staff meetings, and verbal communication.

			<ul style="list-style-type: none"> - Staff members are rostered to specific areas based on the age levels, number of children, group dynamics, and associated risks. Float staff are available to maintain appropriate child-to-staff ratios during children's movement between areas. - Debriefing sessions provide channels for communication and identification of children requiring support or program adaptations. - An annual report conducted by the Compliance Coordinator ensures the protection of children from harm and hazards. - Electrical items undergo testing to ensure safety, and fire safety checks are performed within required timeframes. - Approval from management is required for chemical substances or new equipment, allowing for risk assessments, procedures, and training to be implemented. - Regular training sessions on child safety, WH&S, and food handling are conducted to protect children from harm. - Incident and emergency policies and procedures are reviewed annually, and staff members receive training on updates. - Policies were reviewed to align with changes to the National Quality Standard, and the team, P&C, and families were informed of these changes. - Regular drills are conducted to familiarize all parties with emergency procedures and regulations. - Staff members are encouraged to be first aid trained and up to date. - Policies were reviewed to align with changes to the NQS, and the team, P&C, and families were involved in the collaboration and informed through newsletters, face-to-face communication, and meetings. - Extreme weather procedures during school/OSHC and OSHC/school transitions were discussed and reviewed. <p>These practices and procedures ensure the safety, wellbeing, and preparedness of staff and children in the OSHC setting, aligning with the principles of Quality Area 2 of the National Quality Framework.</p>
Child protection	2.2.3	Management, educators, and staff are aware of their roles and responsibilities to	<p>T MacGregor OSHC Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. This is evidenced through the following actions:</p> <ul style="list-style-type: none"> - The development of a Child and Youth Risk Management Strategy showcases a proactive approach to protect children from harm.

		<p>identify and respond to every child at risk of abuse or neglect.</p> <ul style="list-style-type: none"> - Staff's awareness of their duty of care and reporting requirements, along with their training in handling disclosures and documenting incidents, ensures a strong safeguarding framework. - The emphasis on a relational approach and building trusting relationships with children promotes a sense of safety and security. - The service adopts a family and community-based approach, fostering open and honest communication regarding children's concerns. - Regular training, such as in-service In Safe Hands sessions and critical reflection, equips coordinators, educators, and staff with the necessary knowledge and skills to protect children from harm. - All staff members are trained to identify and respond appropriately to disclosures of abuse or allegations, as well as sexualized behaviour in children. - Daily communication among the team regarding children's concerns, along with proper documentation and follow-up, ensures a proactive approach to addressing potential risks. - Safety improvements, such as closing one entrance/exit and relocating the main exit for better supervision, demonstrate a commitment to providing a secure environment. - The deliberate creation of a multidisciplinary team, comprising professionals from various fields, enriches the service's capacity to offer programs that make children feel safe, engaged, loved, and cared for. <p>These practices align with Quality Area 2 of the National Quality Framework (NQF), which emphasises the health, safety, and wellbeing of children in OSHC settings. They provide evidence of a high-quality OSHC service that prioritizes child protection, promotes trust and communication, and continually seeks to improve its risk management strategies.</p>
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Standard 2.1 – Health: Each child’s health and physical activity is supported and promoted.

	Please see the MOSHC website for more evidence of Exceeding Themes: https://www.macgregoroshc.com.au/qip
Exceeding themes	
1. Practice is embedded in service operations	<p>Comprehensive Risk Management: MacGregor OSHC has a well-developed Child and Youth Risk Management Strategy that outlines policies and practices to protect children from harm, ensuring a safe and secure environment.</p> <p>Staff Training and Awareness: All staff members are aware of their duty of care and reporting requirements under the law. They receive regular training on identifying and responding to potential risks, including abuse, disclosures, and sexualized behaviour in children.</p>

2. Practice is informed by critical reflection	<p>Open Communication and Documentation: A focus on building trusting relationships with families and the community fosters active and honest communication regarding children's concerns. The team communicates daily on concerns about children attending the centre and ensures proper documentation and follow-up.</p> <p>Safety Measures and Improvements: MacGregor OSHC conducts regular safety checks, both indoors and outdoors, to identify and address any hazards or risks. Improvements are made to the physical environment, such as closing unnecessary entrances/exits and relocating them for better supervision.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Health and Hygiene Practices: MacGregor OSHC follows stringent health and hygiene practices, including staff training in first aid, proper handwashing techniques, and safe food handling. They conduct regular checks on equipment, maintain clean premises, and adhere to relevant regulations.</p> <p>Staff Collaboration and Multidisciplinary Team: MacGregor OSHC fosters a collaborative approach and employs a diverse multidisciplinary team with professionals from various fields. This team enhances the service's ability to provide a safe and caring environment for children, considering their holistic needs.</p> <p>Continuous Improvement and Review: Policies and procedures related to child protection and safety are regularly reviewed to align with NQF requirements. Staff training is provided to ensure ongoing compliance, and regular drills are conducted to familiarize everyone with emergency procedures.</p> <p>Risk Assessments and Planning: MacGregor OSHC conducts comprehensive risk assessments for play environments, both within and outside the centre, to create safe yet challenging spaces that promote learning through play and risk-taking.</p>

Summary of strengths in practice where there is evidence of Exceeding NQS themes
 Standard 2.2 – Safety: Each child is protected.

Exceeding themes	Please see the MOSHC website for more evidence of Exceeding Themes: https://www.macgregoroshc.com.au/qip
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1. Practice is embedded in service operations	<p>Comprehensive Risk Assessment: MacGregor OSHC conducts regular and thorough risk assessments of the physical environment, equipment, and activities to identify and address potential hazards or risks. This includes assessing outdoor play areas, indoor spaces, and any off-site excursions or activities.</p> <p>Well-Defined Policies and Procedures: MacGregor OSHC has clear and comprehensive policies and procedures in place regarding child safety. These policies cover areas such as supervision, arrival and departure protocols, emergency procedures, and incident reporting. Staff members are trained and familiar with these policies to ensure consistent implementation.</p>
2. Practice is informed by critical reflection	<p>Adequate Supervision: MacGregor OSHC maintains appropriate staff-to-child ratios to ensure that each child is adequately supervised at all times. Staff members are trained in effective supervision strategies and actively engage with children to ensure their safety and wellbeing.</p> <p>Child Protection Training: All staff members receive regular training on child protection, including recognizing signs of abuse or neglect and knowing how to respond and report any concerns. This training enables staff to proactively protect children from harm and take appropriate action when necessary.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Safety-conscious Environment: The physical environment is designed and maintained with safety in mind. This includes regular checks and maintenance of equipment, ensuring that play areas are free from hazards, and implementing safety measures such as age-appropriate fencing, secure gates, and appropriate signage.</p> <p>Health and Hygiene Practices: MacGregor OSHC promotes and maintains high standards of health and hygiene. This includes implementing regular handwashing routines, providing access to hand sanitizers, ensuring proper food handling and storage, and conducting routine cleaning and sanitization of facilities and equipment.</p> <p>Emergency Preparedness: MacGregor OSHC has well-developed emergency response plans in place, including procedures for evacuations, lockdowns, and natural disasters. Staff members are trained in these procedures and participate in regular drills to ensure preparedness and familiarity with the protocols.</p> <p>Regular Safety Reviews and Updates: MacGregor OSHC conducts regular reviews of safety practices and procedures to identify areas for improvement and ensure compliance with regulations. Staff members are encouraged to provide feedback and contribute to ongoing safety enhancements.</p>

Key improvements sought for Quality Area 2

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1	Limited areas available for children who wish to rest, sleep or just need a quiet and relaxing environment.	Quieter and cosy environments for children to feel comfortable and relaxed.	M	<p>Facility upgrades – new building.</p> <p>Create cosy nooks and soft areas around MOSHC</p> <p>Promote inspiring environments that encourage small group's experiences</p>	Children are familiar and feel comfortable utilising these spaces when they are in need of a quieter and relaxing atmosphere.	<p>July 2021</p> <p>2022</p> <p>2022</p> <p>2023</p>	<p>Strategic infrastructure plan including update from 2018.As evident from MOSHC new building timeline.</p> <p>MOSHC facilities are now included in the school strategic plan as next step to getting a new building.</p> <p>UPDATE: New building not going ahead due to increased construction costs. Plans for renovated playground started with consideration given to quiet play spaces and rest areas.</p>

2.1.2	A great number of children are not habitually washing their hands and applying sunscreen without adult prompting	For children to acquire the hygiene habit of applying sunscreen and hand washing, when necessary, with minimal adult prompting. Children to understanding why it is important to acquire these habits for life.	H	<p>Facility upgrades – games hall will have a new sink.</p> <p>Implement the “be a soapy hero” training at MOSHC Hand Hygiene for better health in schools betterhealth.vic.gov.au or the ‘Hand Hygiene for all initiative’ developed by World Health Organization & Disney.</p> <p>Re-introduce in the MOSHC program the “Slip, Slop, Slap, Seek, Slide campaign from Cancer Council. Adapt resources to different age groups.</p> <p>MOSHC educators role model expected behaviour on children: applying sunscreen in front of children, wearing a hat when outdoors, checking UV rays’ factor and confidently communicating the importance of hand washing and sunscreen too children.</p> <p>Develop a strategy using the SunSmart App to learn about UV rays, impacts on health and be aware of UV forecast every morning and afternoon. Involve children in all cohorts.</p> <p>Involving children, revamp the UV forecast board and ensure it is used by children and adults every day.</p>	MOSHC children have acquired the habit of washing their hands, using hand sanitizer and applying sunscreen properly and with minimal adult prompting.	2022 Term 2, 2023	<p>Issue identified after introducing progressive mealtimes Strategies implemented to ensure students wash hands correctly such as using stamps and creating procedure where students receive sunscreen at roll call times during BSC and VC.</p> <p>Additional handwash facilities to be added to the new playground/kitchen area design</p>
2.1.2	MOSHC doesn’t have a purpose designed first	MOSHC has a well-equipped, purpose designed first	L	Creating a purpose designed first aid room/sick bay area.	Children have access to a well-equipped, purpose designed first aid area	Term 3, 2021	A dedicated first aid area with purpose designed facilities has been planned in the MOSHC 1 building, awaiting the

	aid/sick bay room where they can receive first aid care in a private, safe, relaxed and comfortable manner.	aid/sick bay room where children receive care in a private, safe, relaxed and comfortable manner.			where they receive care in a private, safe, relaxed, and comfortable manner.	<p>2022</p> <p>Term 4, 2022</p> <p>Term 2, 2023</p> <p>2024</p>	<p>movement operational managers office to MOSHC 2. Expected for completion by end of 2021.</p> <p>Unfortunately, due to rising building costs the new building is no longer going ahead. Plans made to move the sick bay to the new Office in Games Hall.</p> <p>Sick Bay bed purchased.</p> <p>Awaiting internet connection to Games Hall so we can use the new sick bay area.</p> <p>Sick Bay area has been developed and embedded. Item can be removed at next QIP review in 2025</p> 
2.1.2	It has been identified that hazards may be missed in hazards checks.	Hazards are effectively managed through the training and retraining of staff in risk and hazards management and identification.	H	<p>Running back to basic sessions to ensure staff is up to date with procedures to identify hazards and risk.</p> <p>Management and lead educators to preform spot checks to ensure that hazards checks are effectively being completed fully.</p> <p>Streamlining hazard check books to ensure clarity of task and evaluate necessity of some actions.</p>	All educators are well trained and equipped to identify and manage hazards and follow the risk assessment procedures.	<p>Term 4, 2021</p> <p>2022</p> <p>2023</p> <p>2024</p>	<p>RAC educator runs a back to basic PD to ensure all staff members are up to date with current procedures.</p> <p>Assistant Coordinator allocated to keep up to date and follow up with Educators who are not completing them.</p> <p>New process is going well but requires constant supervision to ensure checks are signed off correctly. Assistant Coordinator also developing tutorial videos on how to ensure checks are completed to a high standard</p> <p>Spot checks regularly conducted to ensure educators are supported in completing hazard checks effectively.</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 of the facilities is appropriate for the operation of a service.		
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2		
The service environment is inclusive, promotes competence and supports exploration and play-based learning.		
Inclusive environment	Element 3.2.1	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.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	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	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1
National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
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)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths Standard 3.1 Design: The design of the facilities is appropriate for the operation of the service.

Concept	Element		Identified practice/evidence from self-assessment
Fit for purpose	3.1.1	Outdoor and indoor spaces, buildings, fixtures, and fittings are suitable for their purpose, including supporting the access of every child.	<p>MacGregor OSHC acknowledges that for a service to operate at a high standard the outdoor and indoor spaces, buildings, fixtures, and fittings must be suitable for their purpose, including supporting the access of every child. This is evidenced at our service through the following practices:</p> <ul style="list-style-type: none"> Any proposed renovations to our facility must prioritise inclusion and create a safe and challenging environment for all students. Furniture, equipment, and resources are regularly checked and restocked to ensure equal access for all students. MacGregor OSHC has dedicated Loose Parts Play Space that was created through consultation with Nature Play Qld to enhance play opportunities. Clear and easy access from the school to the facility enables independent movement for all students, with staff assistance for those with mobility challenges. The service ensures clear and easy access to all areas, including inclusive playgrounds and facilities such as a special needs toilet, accessibility ramps and assistance rails.

			<ul style="list-style-type: none"> • Children are encouraged to freely move between indoor and outdoor play areas, with an outdoor covered area for continued play during inclement weather or peak UV exposure times. • The service has undergone expansion to accommodate more children, replacing outdated buildings and introducing height-adjustable tables and a new industrial kitchen. • The facility features designated wall spaces for documenting, displaying, and revisiting learning and play experiences. • Play spaces are designed in collaboration with children, prioritising their voices and fostering a sense of agency. • An exciting outdoor play space has been planned for 2024 including the feedback of children, educators, P&C, the school, families, Nature Play Australia, and other professionals in outdoor play space design.
Upkeep	3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	<p>MacGregor OSHC acknowledges Quality Area 3.1.2 of the National Quality Framework (NQF), which focuses on ensuring that the premises, furniture, and equipment are safe, clean, and well-maintained. Our service demonstrates its commitment to upholding this element through the following practices:</p> <ul style="list-style-type: none"> • Educators are required to thoroughly read and sign risk assessments, which are treated as living documents. They assess and review the risks before, during and after each session. • Daily cleaning rosters ensure that all areas, including craft areas and the kitchen, are cleaned after use. • The centre has dedicated professional cleaners, a handyman and a gardener to maintain daily cleanliness and organisation. • Educators receive extensive training on cleaning procedures, risk assessments, and hazard identification. All staff are trained to address and manage any identified risks. • The centre is thoroughly cleaned and sanitized after each session. • A color-coded cleaning system is implemented to maintain high cleaning standards. • Utensils are color-coded to separate handling for vegetarian and meat items, preventing cross-contamination. • Health and safety books are used to record daily hazard checks, ensuring ongoing monitoring. • Books are also used to document daily cleaning procedures.

STRENGTHS Standard 3.2 Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Concept	Element	Identified practice/evidence from self-assessment
Inclusive environment	3.2.1 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.	<p>At MacGregor OSHC, outdoor and indoor spaces are organised and adapted to support every child's participation and engagement in quality experiences in both built and natural environments. These practices are evidenced through the following procedures:</p> <ul style="list-style-type: none"> • The environment is designed with open-ended resources that allow children to freely create and re-create their own play environments, promoting agency, dramatic play, creativity, and spontaneous ideas. • All changes to the environment are made through collaboration between children, families, school, and MOSHC staff. • Educators are strategically placed throughout the play environment to engage with children, observe their interests, and adapt the environment to meet their needs. • Various physical and natural environment projects have been undertaken, such as greening MOSHC, Forest Friday, a new industrial kitchen, loose parts play space and Indigenous sensory garden. These projects cater to the evolving needs of the service, children, families, and the community. • Risk assessments are conducted to create safe yet challenging play environments that promote learning and risk-taking. • Children have the right to alter the physical environment as part of their play experience and are supported to risk assess these changes. • Assessments are developed in collaboration with the Compliance Coordinator, discussed with the Parent Committee and P&C, and shared with staff to ensure awareness and quality. • Facilities such as a mud kitchen and sandpit are provided to support messy play. • Partnerships with organisations and companies enable access to high-quality play spaces and leisure experiences beyond the centre, including local community spaces like parks, art galleries, cityscapes, businesses and libraries.

Resources support play based learning	3.2.2	Resources, materials, and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	<p>The following practice identifies how MacGregor OSHC ensures the resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning:</p> <ul style="list-style-type: none"> • MacGregor OSHC ensures that all toys, games, resources, and equipment (both indoors and outdoors) are easily accessible to children, fostering their agency and promoting their competency. • Purchases and options for resources are discussed with the children, capturing their interests, and giving them a sense of ownership and responsibility. • A healthy budget is provided to access a wide range of new and pre-loved resources. • Routine monitoring of equipment ensures that appropriate and diverse resources are available for all children, meeting their creative needs and aiming for multiple uses. • A team of dedicated lead educators work on different areas, ensuring well-equipped environments, enhanced play-based learning, and the inclusion of both the children and community's voice. • The service actively involves the community and families, receiving frequent donations of resources and materials that enrich the program.
Environment ally responsible	3.2.3	The service cares for the environment and supports children to become environmentally responsible.	<p>MacGregor OSHC cares for the environment and supports children to become environmentally responsible through the following practices:</p> <ul style="list-style-type: none"> • MacGregor OSHC incorporates weather as part of the nature play experience, utilizing rain and puddles when relevant. • Sustainable practices are implemented, such as replacing fluorescent lights with energy-efficient halogen lights and installing environmentally friendly fans. • A Sustainability/Eco Warrior program engages educators and children in initiatives to embed sustainability in the curriculum and reduce the service's carbon footprint. • The educational programs raise awareness of environmental responsibility through planned projects, community involvement, and spontaneous learning moments. • Families are encouraged to bring in recyclable materials, reducing waste and teaching children about responsible consumption. • The service promotes the use of industrial quality equipment that has longer lifespans, reducing waste from broken toys. • Recycling, composting, and responsible water usage are integrated into daily practices.

			<ul style="list-style-type: none"> • Partnerships with organizations like Reverse Garbage and Containers for Change support recycling efforts and resource acquisition. • The service purchases organic and local products, promotes fair trade, and utilises electronic systems to reduce paper waste. • Gardens, shade trees, and natural elements are incorporated into the environment to provide learning experiences and promote sustainability. • A Sustainability/Garden Working Group supports the integration of sustainability into the program and enhances the team's capacity in this area. • The menu is fully vegetarian and organic products are purchased whenever possible to reduce the centre's environmental footprint. • Brisbane City Council litter program aims to raise children's awareness of the impact of littering on the environment, the wildlife and humans. • The greening MOSHC program access free Australian native plans that children can plant and care for to support healing of Country. • MOSHC First Nations' liaison officer 'Steve' offers experiences to teach children about looking after Country, eating bush tucker, First Nations history, and forest Friday's adventures. • Children are involved in the mobile muster school competition to raise awareness in the community of the importance of recycling old mobile phones. • Children are encouraged to participate in the bottles for change program taking all the bottles collected to the school collection site.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes
 Standard 3.1 – Design: The design of the facilities is appropriate for the operation of a service.

Exceeding themes	Please see the MOSHC website for more evidence of Exceeding Themes: https://www.macgregoroshc.com.au/qip
1. Practice is embedded in service operations	<p>Design that supports the service's philosophy: The facilities at MacGregor OSHC are intentionally designed to align with the service's philosophy, values, and goals, creating a cohesive and purposeful environment for children's learning and development.</p> <p>Flexibility and adaptability: The design allows for flexibility and adaptability, enabling MacGregor OSHC to meet the changing needs of children, families, and the community. Spaces can be easily modified or reconfigured to accommodate different activities and programs.</p> <p>Collaboration with the community: The service actively involves the community in the design process, seeking input and feedback from families, children, educators, and external stakeholders. This collaborative approach ensures that the facilities meet the diverse needs and preferences of the community.</p>
2. Practice is informed by critical reflection	<p>Reflective practice: The design reflects ongoing critical reflection by the service and its staff. Regular evaluations and assessments of the facilities are conducted to identify areas for improvement and make necessary adjustments to enhance the learning environment.</p> <p>Inclusive design: The facilities at MacGregor OSHC are designed with inclusivity in mind, ensuring accessibility for children with diverse abilities and needs. Features such as ramps, wide doorways, and sensory elements are incorporated to promote full participation and engagement of all children.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Safety and risk management: The design prioritizes the safety and well-being of children. Risk assessments are conducted to identify potential hazards, and appropriate measures are implemented to mitigate risks and create a secure environment for children to explore and learn.</p> <p>Integration of natural elements: The design incorporates natural elements such as outdoor spaces, gardens, and natural materials, fostering connections with nature and providing opportunities for children to engage in outdoor play and environmental learning.</p> <p>Effective utilization of spaces: The design optimizes the use of spaces to support a range of activities, promoting active engagement, creativity, and exploration. Different areas are designated for various purposes, such as quiet reading corners, art and craft spaces, and active play zones.</p>

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Standard 3.2 – Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Exceeding themes	Please see the MOSHC website for more evidence of Exceeding Themes: https://www.macgregoroshc.com.au/qip
1. Practice is embedded in service operations	<p>Inclusive environment: The team from MacGregor OSHC ensures that the environment is welcoming and accessible to children of all abilities and backgrounds. It incorporates features and adaptations that cater to diverse needs, such as ramps, sensory materials, and adjustable furniture.</p> <p>Promoting competence: The environment is designed to foster children's sense of competence and independence. It offers age-appropriate materials, equipment, and resources that allow children to develop and showcase their skills, abilities, and interests.</p>
2. Practice is informed by critical reflection	<p>Play-based learning: The environment is conducive to play-based learning, providing ample space and materials for children to engage in open-ended and imaginative play. Different play areas are set up to encourage creativity, problem-solving, and collaboration among children.</p> <p>Collaboration with the community: MacGregor OSHC actively seeks input from families, children, educators, and the community in the design and use of the environment. This collaboration ensures that the environment reflects the values, preferences, and cultural diversity of the community it serves.</p>

3. Practice is shaped by meaningful engagement with families, and/or community

Continuous improvement: The service engages in critical reflection to continually assess and improve the use of the environment. Educators regularly observe and document children's interactions and engagement within the environment, using this information to make informed decisions and adjustments to optimize learning experiences.

Varied learning zones: The environment offers a variety of learning zones or areas, each designed to support different types of activities and experiences. These zones may include areas for quiet reading or reflection, creative arts and crafts, construction and building, and physical play.

Nature and outdoor exploration: The service provides opportunities for children to connect with nature and engage in outdoor exploration. Outdoor spaces are designed to facilitate exploration, sensory experiences, and interactions with the natural world.

Integration of technology: The environment incorporates age-appropriate technology, such as tablets or computers, to enhance learning experiences. Technology is used intentionally and purposefully to support children's learning and development.

Key improvements sought for Quality Area 3

Improvement plan.

Stand ard/ eleme nt	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.2	After the decision was made by the MacGregor P&C to close the gate on the oval, an issue arose where no clear and easy path was set out for students to enter and exit the service without walking on road.	Install a pedestrian gate (child safety) that families and children can access when carpark gate is closed.	H	Issue identified by Management and communicated to Committee and School. Parents approached Management with concerns and were assured the safety issue would be rectified ASAP. Management met with committee and School to find solution. Gate was agreed upon.	Pedestrian gate is installed, and families and children safely enter and exit area without moving onto road.	Revisit November 2017 to add progress notes.	September 2017 decision was made to close gate September 2017 issue identified by Management to committee via email. October 2017 management met with School and committee to discuss gate locations. October 2017 management met with Parents to discuss impact of location on their child's day October 2017 gate installation booked for early November. December 2017 gate has been installed and a disability carpark labelled.

				Management would with gate company to install in timely manner. Parents informed.		<p>December 2017</p> <p>December 2018</p> <p>2022</p> <p>May 2023</p> <p>June 2023</p> <p>2024</p>	<p>Carpark door is locked as families and children continue to walk across carpark to access centre. Now parents need to access MOSHC through the pedestrian pathway.</p> <p>Each management member has a key for this area and a sign has been placed at the gates to inform families of carpark gates locking times.</p> <p>An electronic gate with a code is in place for school parking. Educators can have access to the carpark with code. Gate is open early morning before school starts and after 4:30pm to allow families to use the carparks.</p> <p>Management adds frequent reminders in The MOSHC times advising families not to let children walking unattended from carpark to MOSHC entrance.</p> <p>The school reports unsafe behaviour in the carpark to MOSHC. MOSHC reminds Parents around expectations and follows up with any reported incidents to Families who can be identified.</p> <p>The school again expresses concern about unsafe behaviour and makes the decision to close the carpark to MOSHC Families. MOSHC Staff and School Staff can still access.</p> <p>Families using carpark as pedestrian entrance still creating safety concerns, Management at MOSHC remind families to use pedestrian entrance/gate/path.</p> <p>Issue raised at Parent Committee and P&C meetings; further consult required.</p> <p>Walkway arrows and signage have been implemented to support families and community members access MOSHC/School using the appropriate paths. Multilingual signage have been added in the carpark to inform community members about appropriate walking paths.</p>
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3.2.3	Recycling bins and bottles for change bins need to be embedded into service and students utilise them appropriately.	Develop strategies to support children and educator to use recycling bins appropriately	M	Consult with relevant stakeholders about what level of recycling is appropriate and sustainable for the service. Devise a plan to purchase these items and embed in the everyday practice of students. Purchase appropriate materials i.e., bins, posters etc. Source quotes for ways to recycle the materials we collect. Consult with stakeholders regularly to reflect on plan and ensure all stakeholders are involved and have agency over program.	Students are appropriately using the bins and the service is recycling the material collected in an appropriate manner.	<p>December 2012</p> <p>March 2014</p> <p>December 2014</p> <p>September 2015</p> <p>April 2016</p> <p>Revisit August 2016</p> <p>Revisit December 2017</p>	<p>In <u>December 2012</u> the service organised a larger recycle bin for the centre. This has helped the centre recycle more.</p> <p>Bins for inside the centre still need to be purchased and installed.</p> <p><u>March 2014</u> Paper bins allocated at either end of the service in use.</p> <p><u>December 2014</u> New recycle bins for the inside centre have been purchased and installed. This was in response to the students wanting to recycle items other than paper. The students are encouraged to put their food scraps in one bin to be used for compost or to feed the chickens.</p> <p><u>September 2015</u> with the number of students attending the service the use of recycling bins has not proved successful, however the paper bin has worked and as a service we have decided to focus on instilling the practice of recycling paper in our service, before moving on to other recyclable bins</p> <p><u>April 2016</u> the service visited John Paul College OSHC to gain insight into their Practices and processes. The service had some large council style coloured recycle bins that they use to assist students in recycling. Management decided to purchase some of these to trial the use if these at eating time.</p> <p><u>April 2016</u> purchased outdoor recycling bins as seen at John Paul College</p> <p><u>January 2017</u> Recycling bins updated to include colour coding and placed in prominent location with instructions for correct use. Recycling station introduced.</p> <p><u>August 2017</u> – Staff identified food wastage as an issue within the service and requested a program to be run.</p> <p><u>September 2017</u> Program developed and implemented successfully. Children and staff identified new issue – lack of food wastage recycling options other than worm bin.</p>
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						<p>Revisit December 2018</p> <p>October 2017 – Compost bin purchased and installed as a program extension and in response to the reflection of staff and children. Children have conversations about not wasting food, and recycling correctly at morning and afternoon tea. A staff member has bins duty to support children with recycling. Educators and children discuss recycling at group time.</p> <p>2018 Assistant coordinator Ellen leaves the centre- the need for a sustainability focus educator would support this goal. Possible development of a sustainability plan.</p> <p>Educators give feedback about bins not matching colours for different recycling purposes with council bins. To follow up</p> <p>Service aiming to develop a Sustainability Action Plan in 2018</p>	<p>2019</p> <p>Sustainability lead educator changes for a third time so it is identified that a team approach is required.</p> <p>A sustainability club is created. The club meets every fortnight to move program ideas and environmental actions.</p>	<p>2021</p> <p>Recycling bins to be decorated by children.</p> <p>Children are becoming more interested in belonging to the sustainability club after staff run an environmental extension program.</p>	<p>Term4 2021</p> <p>Sustainability is embedded in the everyday experience at the art hub.</p> <p>Waste audit to be run with team and children, data to be gathered and share with school to access funding for waste management.</p>	<p>2022</p> <p>Containers for change bins secured for School and MOSHC. Program collaboration with Eco Marines. A program to support correct use by the community in development process.</p>
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						2023	New recycle bins purchased as old bins old and pedal to open no longer functional.
3.2.2	<p>Waste management issues:</p> <p>Excessive production of waste leads to Littering in some areas</p> <p>High amounts of food waste, especially in junior areas.</p> <p>Play resources, equipment and furniture that is not made for heavy duty has a short life span at MOSHC and produces a great amount of waste.</p> <p>Poor removal and containment of rubbish. MOSHC and BCC garbage bins get overfilled rapidly.</p>	<p>MOSHC reduces its waste production.</p> <p>No garbage bins are overfilled.</p>	H	<p>Further transition to use reusable plates and spoons.</p> <p>Educator and children in bin duties ensure children are not throwing away metal spoons.</p> <p>Educators ensure appropriate number of resources are being used so that waste is reduced, especially during vacation care.</p> <p>Educators make sure children use equipment sensibly and for their actual purpose (racquets are for playing with ball not bashing the floor etc)</p> <p>Centre invest in heavy-duty, high-quality toys, resources and furniture and a predilection for open ended resources that have multiple uses.</p> <p>Educators make sure they check storage rooms before purchasing more resources and plan activities taking first into consideration what we already have in storage.</p> <p>Children are educated on the "secret lifecycle of stuff" and the impact on humans and the environment.</p> <p>Educators are trained on proper recycling and responsible consumer practices, then children follow.</p>	<p>Improved MOSHC waste management system</p> <p>Less waste is produced in the everyday running of the service.</p> <p>Educators are distributing resources more consciously and confidently connect everyday learning experiences with children to sustainability.</p> <p>The centre continues to shift towards a sustainably responsible purchasing of resource and materials.</p> <p>Education in sustainability is embedded in all areas of MOSHC.</p>	<p>2021</p> <p>Term 4, 2021</p> <p>Term 4, 2022</p> <p>Term 2, 2023</p> <p>2024</p>	<p>Partnering with businesses that take packaging back like Hunter chemicals and local shop that takes back fruit and vegetables' boxes.</p> <p>Children in sustainability club have developed a bin duty roster, educators to make sure remind children of duty.</p> <p>A waste audit was completed collaboratively with children to identify waste areas that required improvement to backup grant applications that is done in partnership with the school.</p> <p>Late 2022 Waste grant applied through Ed Qld and awarded. Allows purchase of new compost bins and worm farms.</p> <p>New worm farms and compost bins arrive, and new waste audit done.</p> <p>May 2023 service identifies need to appoint a sustainability liaison officer; Tom appointed.</p> <p>Using reusable plates and cutlery has significantly reduced waste at MOSHC and is a more environmentally friendly option. MOSHC continues to invest in durable reusable plate ware and cutlery.</p>

				Waste management audit is performed by children and educators.			
3.1.1	<p>There is not an area for families to sit and wait for children when wet or too hot weather.</p> <p>Not enough seating area for children with the introduction of progressive afternoon tea as children are crowding in the kitchen area.</p>	There is a welcoming pick up drop off area for families to sit and wait for children	M	<p>Create a welcoming space with nice deco, wooden benches, plants, relaxing music etc.</p> <p>Purchase picnic tables/ benches for children to eat. Potentially in Yarning Place.</p>	Families can access a welcoming area sheltered from weather conditions, when waiting to pick up their children from MOSHC	<p>Term 3, 2021</p> <p>2022</p> <p>2023</p> <p>2024</p>	<p>The gate was moved to a weatherproof location to shelter educators and families.</p> <p>More seating has been created in the indigenous sensory garden for families to wait for children during pickup.</p> <p>Consultation starts to refurbish the eating area seating to accommodate progressive mealtime crowds.</p> <p>Item was raised during staff meeting to install weather blinds for the veranda area. This will enable a larger useable for children and parents area during wet weather.</p>
3.1.1	Bathroom facilities can become busy, especially when children need to get changed for extracurriculars and take more time.	There are more available toilets and dedicated changing rooms for children.	M	Renovate/build new bathroom facilities.	Toilet facilities will not be overcrowded when children need to change for extracurriculars.	2024	Issue was identified at the QIP summit by educators.

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. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Quality Area 4: Standards and elements

Standard 4.1			Staffing arrangements enhance children’s learning and development.
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children’s learning and development.	
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.	
Standard 4.2			Management, educators and staff are collaborative, respectful and ethical.
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills.	
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.	

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor.	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1

National Law and National Regulations		Associated element
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Strengths for Standard 4.1 Staffing Arrangements: Staffing arrangements enhance children's learning and development

Concept	element	Descriptor	Identified practice/evidence from self-assessment
Organisation of educators	4.1.1	The organization of educators across the service supports children's learning and development.	<p>At MacGregor OSHC the organization of educators across the service supports children's learning and development, this is evidenced through the following practices:</p> <ul style="list-style-type: none"> - Educators are intentionally hired based on specific targets, such as language proficiency or specialized skills. This ensures a well-rounded team that contributes to a high-quality learning environment. (e.g., fluency in multiple languages, musical abilities, sports expertise, psychology etc.). - Efforts are made to roster children's preferred educators, who serve as attachment figures, to ease their transitions and provide a sense of familiarity and security. - Supervision maps are used to strategically spread educators across the centre, maximizing play-based learning opportunities and ensuring children's safety and wellbeing. - The centre has expanded its pool of educators to accommodate the growing number of children and comfortably work above the required ratio when needed. - An increment in educators' numbers has been provided to meet Inclusion support plans' needs. - Experienced educators are strategically placed alongside new educators to support their professional growth and provide peer support within the team. - There is a program floater at each session. This person supports all educators to provide a high-quality program for children every day. - Educators are placed in cohorts or areas where they have strong skills and knowledge. This allows them to excel in their areas of expertise, whether it be sports, cooking, supporting younger children, or other strengths (Stella & Sophia in the art hub, Alex and Ryan at the oval). However, educators also could rotate across different areas according to need and children's dynamics. - Rotation of new staff is done purposely so they experience all areas at MOSHC, this will give management and the educator to identify what is their best fit for them to utilise their strengths.

			<ul style="list-style-type: none"> - The centre maintains a child-to-educator ratio that exceeds the minimum requirement set by regulations, ensuring that each child receives ample attention, care, and support. This also include the application of wholesome inclusion plans for specific children. - Clear roles for supervision positioning across rooms and outdoor areas reduce the likelihood of accidents and improves engagement. - Educators can decide closer involvement with children's activities but communication with other educators in the area is paramount for continuing supervision standards.
Continuity of staff	4.1.2	Every effort is made for children to experience continuity of educators at the service	<p>At MacGregor OSHC every effort is made for children to experience continuity of educators at the service, this is evidenced through the following practices:</p> <ul style="list-style-type: none"> - A wholesome wellbeing program for educators ensures a low turnover and a cohesive team. This may include outings, parties, food meetings, celebrations to highlight the value of educators (international women's day morning tea, educators' day, OSHC day etc). Such culture leads to an enhanced sense of belonging. The Wellbeing Lead educator oversees strategies to promote a safe and supportive environment for educators. This creates a strong bond between children because children who grow across the years with the same caring and dedicated educators. - Educators can join different working groups to support curriculum development, transitions, and the specific needs of children, enhancing children's sense of belonging and positive transitions. - Educators are strategically organized across the centre according to their strengths and knowledge, promoting deeper engagement and high-quality performance. - Management facilitates various forms of communication among educators through tools like Communication Books, Notice Boards, Memo's, Emails, debriefing sessions, and Staff Meetings to promote positive transitions for every child. - Ample non-contact time is provided for educators to engage in debriefing, documentation, professional reading, program planning, organization, team building outings, and critical reflection, fostering a cohesive and engaged team. - MOSHC offers part-time and full-time positions to provide employment stability and retain educators, while a multi-tiered leadership model creates greater leadership possibilities at all levels. - Educators can be part of various working groups and enrichment programs, allowing them to apply their skills and knowledge, enhancing job satisfaction and engagement.

			<ul style="list-style-type: none"> - The operational manager participates in an advocacy strategy to improve working conditions for P&C educators, aiming to retain and attract highly qualified educators. - Many ex-MOSHC children return to work at the centre, bringing a sense of belonging and valuable knowledge of the community. - The centre continually reviews employment strategies to cover for educators who move on to employment in their professions, accessing university student pools, recommendations, and graduates to ensure a smooth transition.
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Key improvements sought for Quality Area 4

Strengths for Standard 4.2 Professionalism: Management, educators and staff are collaborative, respectful and ethical.

Concept	element	Descriptor	
Professional Collaboration	4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	<p>At MacGregor OSHC, Management, educators and staff work with mutual respect and collaboration, and challenge and learn from each other, recognising each other's strengths and skills, this is evidenced through the following practices:</p> <ul style="list-style-type: none"> - Staff have many opportunities to engage in meaningful conversations and interactions. This allows for everyone to have a voice and everyone's ideas are respected. - Children's rights and the My Time Our Place (MTOP) framework are integrated into all aspects of the program. - Management facilitates various opportunities for staff to extend their understanding of the MTOP framework through staff meetings, debriefing sessions, training, resources, and individual guidance. - The service uses a strengths-based approach, and contemporary teaching methods (andragogy) to support the training, mentoring, and professional development of educators. - Educators engage in professional conversations, communities of learners, debriefing, working groups, lead educators' meetings, projects, community engagement, and professional development to foster collaboration, critical reflection, and ongoing improvement. - The service provides ample opportunities for collaboration among educators in different tiers, following a distributive leadership model.

			<ul style="list-style-type: none"> - The service maintains close contact and collaboration with the school, including the school counsellor, principal, and P&C, to ensure practice excellence and positive outcomes for children and families. - New staff receive comprehensive orientation and induction processes, along with peer support during their initial period. - Educators' strengths and skills are identified and encouraged, with opportunities for them to run programs that highlight their areas of expertise, enriching the program and improving outcomes for children. - The wellbeing of educators is prioritized, with various initiatives such as team building outings, celebrations, debriefing sessions, and acknowledgments of achievements to support and appreciate their work. - The centre values and acknowledges the cultural diversity of educators, using their backgrounds and languages as important resources to connect with families, children, and communities. - Flexibility and support are provided for educators with university commitments, family responsibilities, or during difficult times. - Initiatives such as "Learning story of the month" and "Educator of the month" celebrate and recognize the pedagogical growth, reflective practice, and outstanding work of educators. - The service ensures compliance with educator-to-child ratios and qualification requirements, providing yearly training and professional development opportunities to maintain qualifications and skills. - A wellbeing program has been developed to support staff's wellbeing, sense of belonging, and cohesion.
Professional Standards	4.2.2	Professional standards guide practice, interactions and relationships.	<p>At MacGregor OSHC Professional standards guide practice, interactions, and relationships, this is demonstrated through the following practices:</p> <ul style="list-style-type: none"> - The new leadership model offers professional pathways within the OSHC industry, providing opportunities for growth and advancement for educators. - Performance reviews are conducted annually to celebrate achievements, identify areas for improvement, and inform professional development plans. - The professional standards document is used as a reflection tool to engage in professional conversations with operational manager aiming to create plans for professional growth for each educator.

			<ul style="list-style-type: none"> - The service encourages educators to extend their qualifications by maintaining connections with quality RTOs. - Proximity to university campuses allows access to a pool of teachers in training, bringing new knowledge and insights to the OSHC industry. - Personal and centre philosophies, including beliefs about childhood, children, learning, curriculum, and cultural competence, are explored and shared to guide practice. - The centre partners with organizations like QCAN, hosting networking meetings and providing high-quality training opportunities to the wider OSHC community, promoting collaboration within the sector. - The Management Team demonstrates care for the pool of educators, ensuring their well-being and showcasing MOSHC as a supportive workplace during times of crisis, such as the COVID-19 pandemic, personal crisis, individual choices and other issues.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Standard 4.1 – Staffing arrangements: Staffing arrangements enhance children’s learning and development.

Exceeding themes	Please see the MOSHC website for more evidence of Exceeding Themes: https://www.macgregoroshc.com.au/qip
1. Practice is embedded in service operations	<p>Thoughtful recruitment: Staff are employed based on specific targets and criteria to ensure a well-rounded team that contributes to a high-quality learning and care environment. This may include hiring educators with specific language skills or unique talents to meet the diverse needs of children and families.</p>
2. Practice is informed by critical reflection	<p>Continuity of educators: Efforts are made to provide children with continuity of educators, taking into consideration their attachment figures and preferred educators. This supports children's sense of belonging and smoother transitions.</p> <p>Professional development and support: Management provides extensive training, mentoring, and professional development opportunities to support the growth and competency of educators. This includes regular staff meetings, debriefing sessions, and collaborative learning approaches like communities of learners.</p>

<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>Collaborative decision-making: Educators, coordinators, and staff members work collaboratively, engaging in ongoing reflection, review, and sharing of ideas. Their strengths and skills are recognized and utilized to enrich the program and improve outcomes for children.</p> <p>Community consultation: Management values the input of the community and seeks consultation when making staffing decisions. This ensures that staffing arrangements align with community needs and expectations.</p> <p>Well-being and recognition: The well-being of educators is prioritized, and measures are taken to support and appreciate their work. This includes providing flexibility, peer support, recognition programs, and opportunities for staff bonding and celebration.</p>
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Standard 4.2 – Professionalism: Management, educators and staff are collaborative, respectful and ethical.

Exceeding themes	Please see the MOSHC website for more evidence of Exceeding Themes: https://www.macgregoroshc.com.au/qip
<p>1. Practice is embedded in service operations</p>	<p>Reflective Practice and Collaboration:</p> <ul style="list-style-type: none"> - Vast opportunities for reflective practice, including working groups, LEs meetings, management meetings, evaluations discussions, QIP summit, collaborative programming, child observations, debriefing sessions, and team's well-being activities. - Emphasis on continuous improvement and learning through regular staff meetings and dinner sessions.
<p>2. Practice is informed by critical reflection</p>	<p>Advocacy for Better Working Conditions:</p> <ul style="list-style-type: none"> - Proactive advocacy for improved working conditions for OSHC educators, including support for better salaries and leadership opportunities. - Collaboration with unions, QCAN, and other organizations to bring about positive changes in the P&C award.

3. Practice is shaped by meaningful engagement with families, and/or community

Systematic Induction and Mentoring:

- Development of a comprehensive induction program and mentoring initiatives to ensure successful transitions for new educators.
- Focus on maximizing knowledge sharing and professional development within the centre.

Restructuring and Distributed Leadership:

- Restructuring of managerial roles to promote distributed leadership and improve job satisfaction and engagement of educators.
- Well-established and defined roles for lead educators, enhancing communication and collaboration.

Engagement in Framework Reviews:

- Active participation in the 2021 Australian Learning Frameworks review, advocating for improved working conditions, professional recognition, and sector support.
- Open dialogue and discussion with the team, families, and children to gather feedback and improve practices.

Key improvements sought for Quality Area 4

Improvement Plan

Stand ard/ eleme nt	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.2	Increase in number of unqualified staff across the Team has been identified.	An increase in qualified educators employed by the service	M	<p>Offer all educators the opportunity and support to enrol in a course that will see them qualified and support them in the knowledge needed in their role (mentorship program).</p> <p>Keep links with Universities and RTOs with Early Childhood courses to access potential candidates for MOSHC.</p>	An increase in the number of qualified educators is evident	June 2016	<p><u>April 2016</u> Management presented unqualified staff with an opportunity to enrol in a Diploma of Children's Services at a reduced rate. Management encouraged those interested in enrolling and offered support whilst they complete their course.</p> <p><u>May 2016</u> 3 unqualified staff have begun the process of enrolled in the course.</p> <p><u>July 2017</u> Only 2 staff on file currently "unqualified". Management has been working hard to ensure all new</p>

				<p>Have a permanent pool of senior educators.</p> <p>Support a traineeship program/ vocational pathway with neighbouring schools-RTO's</p>		<p>2017</p> <p>2018</p> <p>Term 1 2019</p> <p>2020</p> <p>2021</p> <p>2022</p> <p>2023</p> <p>2024 October - 2025 January</p>	<p>Team members are deemed qualified under the act and possess a skill set that adds balance to the Team.</p> <p>Training for 2017: Understanding Play for the 21st Century children in OSHC QCAN 2017</p> <p>Training for 2018: 2018 RTO is invited to an information session for staff about early childhood studies.</p> <p>Emotion Management for Children & Teens with ASD Feb 2018 First Aid refresher 2018 (RTO)</p> <p>Autism training May 2018 (Autism Qld)</p> <p>Behaviour guidance training May 2018 (QCAN)</p> <p>The service has an increased number of qualified educators and educators studying education, early childhood, sport science and other related areas.</p> <p>Educators' part time positions advertised.</p> <p>Educators provided with opportunities to participate in additional training during COVID, Senior Educators developed and delivered training that built capacity. Educators encouraged to enrol in subsidised Certificate and Diploma. QCAN begin developing a Cert 3 in School age care that Operations Manager consults on</p> <p>QCAN's Cert 3 is finalised and released, and Management encourage MOSHC Educators to enrol. Traineeship program is discussed and decided that MOSHC will offer this in 2023.</p> <p>MOSHC attends local Career's Expo for MacGregor High School and St Thomas Moore to advertise this unique opportunity. Management actively seeks to hire staff who are enrolled in approved courses unless they hold a certain skill set that will be of great benefit for the program.</p> <p>MOSHC onboarded an international placement student to support us conduct action research in collaboration with Griffith University. MOSHC will seek to facilitate more placements for students.</p>
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							<p>MOSHC revised recruitment and selection process to a multi-stage system including a pre-screen, interview, and trial/children panel. More qualified educators have been recruited through this process.</p> <p>MOSHC has supported a number of educators to obtain a qualification.</p>
4.1.2	High staff turnover rates impact on managerial consistency and floor practices	Retention and consistency of management staff	M	<p>Have a combination of staff at all levels to discuss possible job applicants (including managerial and on the floor positions)</p> <p>Improved screening process for managerial roles</p> <p>Identify relevant knowledge and experience for the role (working with people, management skills, training skills, ECEC theories etc).</p> <p>Pay above award to retain professionals with teaching degrees, especially for educators who has chosen ECEC as their profession.</p> <p>Plan to improve retention of management to support consistency and team morale.</p> <p>Yearly planning retreats for the team to strengthen relationships, align philosophies and work collaboratively.</p> <p>Have long term workforce plan (5yrs): how to support educators to make of MOSHC their profession.</p> <p>Link with early childhood education programs at tertiary and VET levels.</p> <p>Have a contingency plan to prepare when several</p>	<p>Management staff and educators stay at MOSHC for longer periods of time allowing for consistency.</p> <p>More MOSHC educators decide to make of OSHC their profession</p>	<p>2019</p> <p>2021</p> <p>2022</p> <p>2023</p> <p>2024</p>	<p>Partnership between MOSHC, United union, QCAN, Department of Education helped improve conditions for P&C run OSHC educators.</p> <p>New ward rate introduced this does have a significant impact on the OSHC's ability to retain staff.</p> <p>Wellbeing program for educators is developed. Educators are actively reminded of the employee assistance program.</p> <p>Management investigated other driving forces that will assist in retaining staff not just related to finances. Discussions around ample NCT, staff support, community links, professional development are all discussed and used as a lens when developing staff plans.</p> <p>MOSHC signs for the BE you program to support educators' emotional wellbeing.</p> <p>Operations Manager invited to consult on QCAN consultation on wage increase application for P&C OSHC in Qld.</p> <p>Long term workforce planning survey was conducted to better understand how long educators plan to remain at MOSHC. Survey will support future recruitment and job roles.</p>

				<p>experienced educators leave the centre in one go or when educators are moved to management roles.</p> <p>Educators moving into managerial roles receive relevant training to work in this role.</p> <p>Link with high schools with ECEC certificate students so they can access work experience at MOSHC. Aim to support young people to develop a professional pathway in OSHC</p>			
4.1.1	Extra staff not always available during shifts limiting the ability to provide a free flow environment in some areas like loose parts, garden, art hub etc.	A float person is rostered every day, so they are available to support any area.	H	<p>If a staff member cancels a shift last minute another educator is contacted to fill in</p> <p>A float person is rostered at each session.</p>	There is over the ratio educators to support a free flow environment and supervision standards across all areas of the centre	<p>2022</p> <p>2023</p> <p>2024</p>	<p>Management strategically plans the board and allocate staff based on strengths and capacity and try to ensure there will be extra staff available to float and move with children where they wish to move.</p> <p>The presence of additional children with high needs meant the service needed to apply for additional educator funding to ensure the program could run without being compromised.</p> <p>Funding was secured temporarily in Term 1, 2023 and then permanently in term 2, 2023.</p> <p>Switched to a week-by-week rostering system to allow staff to plan closely ahead and minimise last minute unavailability.</p>

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 maintained with each child.		
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		
Each child is supported to build and maintain sensitive and responsive relationships.		
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths for Standard 5.1 Relationship between educators and children: Respectful and equitable relationships are maintained with each child



Concept	Element		Identified practice/evidence from self-assessment
Positive educator to child interactions	5.1.1	Responsible and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included	<p>The team at MacGregor OSHC value respectful and equitable relationships between educators and children and believe meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included, this is evidenced through the following identified practices:</p> <p>Smaller Ratios and Meaningful Conversations:</p> <ul style="list-style-type: none">- Management roster with smaller than required ratios to promote opportunities for meaningful conversations and experiences between educators and students.- Educators are trained to be warm, responsive, and available to meet children's physical and emotional needs.- Development of groups of educators dedicated to specific age groups (PIT and SIT). <p>Attuned and Supportive Educators:</p> <ul style="list-style-type: none">- Educators develop close relationships with children, attuning to their needs and deciphering verbal and non-verbal signals.- Emotional and physical support provided during children's settling process to achieve positive outcomes. <p>Valuing Children's Voices and Identities:</p> <ul style="list-style-type: none">- Various mediums offered for children to have a voice within the centre, such as children's voices wall, conversations, observations, and surveys.



			<ul style="list-style-type: none">- Children greeted by their names and staff showing genuine interest in their ideas, conversations, needs, and families.- Active support for children's identities, including acknowledgment of family languages, traditions, and routines. <p>Child-Directed Program and Documentation:</p> <ul style="list-style-type: none">- Educators view children as competent learners, following their interests and strengths to create a robust child-directed program.- Meaningful documentation, environment setup, and respectful relationships reflect this approach. <p>Child Youth and Risk Management Strategy:</p> <ul style="list-style-type: none">- Service has a Child, Youth and Risk Management Strategy, ensuring staff awareness and adherence to safety protocols. <p>Community Partnerships and Collaborative Decision-Making:</p> <ul style="list-style-type: none">- Engaging community partnerships to foster children's agency and life skills.- Encouraging families to participate in the program and involving children in collaborative decision-making. <p>Inclusion Support and Individualised Plans:</p> <ul style="list-style-type: none">- Regular engagement with Inclusion Support Qld KU Children's Services to develop a Strategic Inclusion Plan.- Individualised inclusion plans responsive to children's needs, ensuring their safety and inclusion within the environment.
Dignity and rights of the child	5.1.2	The dignity and rights of every child are maintained	<p>MacGregor OSHC ensures the dignity and rights of every child are maintained through the following practices:</p> <p>Upholding Dignity and Rights:</p>

			<ul style="list-style-type: none">- Educators expected to uphold and maintain the dignity and rights of every child. Children have autonomy of what they would like to do- The United Nations Convention on the Rights of the Child underpins all practices at the centre, conveyed to educators upon employment.- Convention highlighted in service philosophy and posted in various locations, including child-friendly version. <p>Strengths-Based Approach:</p> <ul style="list-style-type: none">- Behaviour guidance focuses on each child's strengths and providing opportunities for their success.- Children seen as capable and competent, with high expectations set for them. <p>-All documentation about children is done using a strength-based approach and can be share with their families and children themselves.</p>
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Strengths for Standard 5.2 Relationship between children: Each child is supported to build and maintain sensitive and responsive relationships

Concept	Element		Identified practice/evidence from self-assessment
Collaborative learning	5.2.1	Children are supported to collaborate, learn from and help each other.	<p>MacGregor OSHC strives to build and maintain a sensitive and responsive relationship with each child to ensure they are supported to collaborate and learn from each other. This is evidenced through:</p> <p>Extensive Social Opportunities:</p> <ul style="list-style-type: none">- Various programs (Visual Arts, Sport, Performance Arts, etc.) provide opportunities for children to collaborate and develop social skills.- Engagement in community-linked events (Clean Up Australia, Forest Friday’s, AVEO visits, Cultural festivities, etc.) promotes collaborative learning and citizenship. <p>Co-construction of Knowledge:</p>

			<p>- Children and educators co-construct knowledge, allowing children to guide their own learning and scaffold their peers' learning, this is why an emergent curriculum is at the heart of our practice. Children have plenty of opportunities to initiate and lead ideas, activities, and projects.</p> <p>Addressing Environmental Factors:</p> <p>- Staff identify environmental factors influencing children's behaviour and interactions, incorporating them into quality action plans.</p>
Self-regulation	5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts	<p>At MacGregor OSHC each child is supported to regulate their own behaviour through co-regulation and with the support of educators who are aware of their own regulation processes. Children respond appropriately to the behaviour of others and communicate effectively to resolve conflicts; this is evidenced through:</p> <p>Evidence-based Practices and Partnerships:</p> <p>- MOSHC utilises evidence-based practices and collaborates with trusted organizations (e.g., Centre for the developing child - Harvard University, Be You, Emerging Minds) to access resources, professional development, and support in executive functioning development (co-regulation, self-regulation and emotional well-being).</p> <p>Focus on Self-regulation and Attachment:</p> <p>- The importance of self-regulation, brain development, and secure attachments is understood to support attention, learning, and healthy social development.</p> <p>- Strong child-educator attachments and reciprocal relationships built on trust and respect are prioritized using the Circle of Security approach. Consistency of staff is provided to support children through transitions and challenging periods.</p>

		<p>Emotionally and Culturally Safe Environments:</p> <ul style="list-style-type: none">- Emotionally and culturally safe environments are created, offering vibrant curriculum reflecting children's interests and cultures.- Educators are attuned to children's feelings and emotions, providing dedicated support to help children develop self-regulation. <p>Learning Opportunities from Behaviour:</p> <ul style="list-style-type: none">- Behaviour changes are viewed as learning opportunities, and information is shared through reflection sessions, observations, documentation, and conversations with children and parents.- Extensive training, coaching, and mentoring are provided for educators to become emotionally aware and regulate themselves, creating a supportive environment for children. <p>Child-centred Approaches and Decision Making:</p> <ul style="list-style-type: none">- Children are seen as capable and competent learners, involved in decision making and having a say in matters that concern them.- Positive reinforcement and intrinsic rewards are used to nurture intrinsic motivation and prosocial behaviours. <p>Conflict Resolution and Talking Circles:</p> <ul style="list-style-type: none">- Educators facilitate talking circles where children practice emotional language, develop social skills, negotiate rights, problem-solve, and plan for future situations.- Educators role model positive relationships and provide ample opportunities for children to interact with care, empathy, and respect.
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Collaboration and Holistic Support:

- Staff work as a team, exercising a strengths-based approach in collaboration with primary carers and schools to provide holistic support and shared knowledge for the child's development.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Standard 5.1 – Relationships between educators and children: Respectful and equitable relationships are maintained with each child.

Exceeding themes	Please see the MOSHC website for more evidence of Exceeding Themes: https://www.macgregorshc.com.au/gip
1. Practice is embedded in service operations	Respectful relationships: Educators maintain respectful and equitable relationships with each child, upholding their dignity and rights.
2. Practice is informed by critical reflection	The rights of a child valued and embedded in service operations: The United Nations Convention on the Rights of the Child is embedded in the centre's philosophy and displayed throughout the service, emphasizing the importance of respecting children's rights. The child-friendly version of the United Nations Convention on the Rights of the Child is made accessible to children, promoting their understanding of their own rights and the rights of others.
3. Practice is shaped by meaningful engagement with families, and/or community	Educators are consistent and emotionally responsive: Educators are trained to be warm, responsive, and available to meet children's physical and emotional needs. Trusting relationships and strong attachments are built between educators and children, creating a sense of security, belonging, and trust.
	Children are seen as capable and their voices valued: Children are seen as capable and competent learners, and high expectations are set for them. Children's voices are valued and encouraged through various mediums such as conversations, observations, surveys, and documentation.

	<p>Identity is valued and diversity celebrated: Staff actively support and acknowledge children's identities, including their languages, traditions, and routines. The centre promotes positive and inclusive relationships, fostering a sense of belonging and acceptance for all children and families.</p> <p>Strength based approach: Behaviour guidance approaches focus on recognising and building on each child's strengths, providing opportunities for success and positive experiences.</p> <p>Reflective practice underpins our pedagogy: Educators engage in reflective practice, critically reflecting on their interactions with children and seeking input from the community to continuously improve their practice.</p>
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Standard 5.2 – Relationships between children: Each child is supported to build and maintain sensitive and responsive relationships.

Exceeding themes	Please see the MOSHC website for more evidence of Exceeding Themes: https://www.macgregoroshc.com.au/qip
1. Practice is embedded in service operations	<p>Relationships are meaningful: MacGregor OSHC fosters an environment where each child is supported to build and maintain sensitive and responsive relationships with others. Educators facilitate opportunities for children to engage in meaningful interactions, promoting positive social connections and friendships.</p> <p>We learn from each other and celebrate our differences: Children are encouraged to collaborate, learn from, and help each other, promoting a sense of teamwork and cooperation. Respectful and equitable relationships are emphasized, ensuring that each child feels valued and included. The center values and promotes diversity, fostering an inclusive environment where children appreciate and respect each other's differences.</p>
2. Practice is informed by critical reflection	<p>We are emotionally responsive: Educators observe and respond to children's social and emotional needs, providing support and guidance when conflicts or challenges arise.</p>

3. Practice is shaped by meaningful engagement with families, and/or community	<p>We provide opportunities to learn and model healthy relationships: Children are encouraged to communicate effectively, express their thoughts and feelings, and resolve conflicts in a respectful manner. Educators model and teach empathy, compassion, and respect, helping children develop positive relationship skills.</p> <p>We are a community: The center promotes a sense of belonging and community, engaging children in collaborative decision-making processes and encouraging their active participation. Meaningful interactions and relationships are documented and shared with children, families, and the wider community, celebrating the strengths and growth of each child. MacGregor OSHC actively seeks input and feedback from children, families, and the community to inform and improve their practice in building and maintaining relationships between children.</p>
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Key improvements sought for Quality Area 5

Improvement plan

Standard/element	Issue identified during self-assessment	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	Some new educators are unaware of strategic inclusion plan or diagnosis especially educators without a background in Education	Educators can confidently use strategic inclusion plans and diagnoses to effectively support children special needs and to incorporate appropriate inclusive practices.	H	<p>Clear training process for educators working with children requiring special support prior to being assigned to this role.</p> <p>Child observations done by educators to be added to the child's plan and shared amongst the team.</p> <p>Reinstate the special recommendations folder that includes relevant diagnosis, child observations, behaviour guidance plans, health</p>	<p>There is a clear training process and ongoing support for educators to support children with additional needs.</p> <p>Educators feel confident and well prepared to support children with additional needs.</p>	<p>Term 4 2020</p> <p>Term 3, 2021</p> <p>2022</p>	<p>Child observations meetings (professional conversations) shared at team meetings and debriefings.</p> <p>A running record of child observations for flagged children was created to document and inform practices of all educators</p> <p>Child focus groups established with inclusion in mind Educators are rostered to meet in small groups and create a poster highlighting a particular child who may be experiencing some barriers to participating in the program. Educators brainstorm and gather information about that child and then share their poster with the team.</p>

				<p>professional advice, school feedback, etc.</p> <p>Training in inclusion and additional needs.</p>		<p>2023</p> <p>2024</p>	<p>Strategic Inclusion PI aan groups present at QIP summit Oct 2022 updates with team to ensure greater transparency.</p> <p>Line inclusion support chat created where Educators can log successes and challenges children that session have had accessing the program. All Educators can review this information and all data is downloaded and saved periodically to ensure records are maintained.</p> <p>Building on the success of the inclusion line chat, individualised Line Chats have been created for children with additional needs. These Individualized Line Chats are discussed during debrief and can be accessed in the phones by all staff members.</p>
5.2.2	Need to consistently apply the school peace & the Hi5 model to meet the MOSHC needs	The school peace code & Hi5 model are understood and practiced in a team approach.	M	<p>Reflect on this tool on memo, meetings & debriefings. Feedback from children</p> <p>Team evaluation of how introduction of this tool is going</p> <p>Conversations with school counsellor/principal</p>	<p>Educators feel confident in using the peace code and Hi5 when applicable</p>	<p>Term 3 2021</p> <p>2023</p>	<p>The school is reviewing their peace code and will inform us of changes so we can introduce changes in a team approach.</p> <p>School formed a behaviour guidance committee to review the effectiveness of the current programs utilised and 2 MOSHC representatives will attend meetings and consult</p>
5.2.2	Staff have identified the need for training/approaches to support children to learn how to self-regulate their own behaviour	Access current research and training on self-regulation and executive function development in early childhood & how to link this knowledge to practice at the centre.	M	<p>Source and provide Educators with appropriate training and support resources.</p> <p>Research current best practice regarding self-regulation and executive function development in EC (Centre on the Developing Child Harvard University)</p> <p>Organise staff training sessions to support educators in critical reflection around the practice of evaluation for wellbeing and learning.</p> <p>Consult with Community Groups, QCAN and Inclusion Support Qld. to access relevant training on offer</p> <p>Train educators in talking circles to support children with conflict resolution/self-regulation & emotional language.</p>	<p>Educators feel confident when supporting children to learn how to self-regulate their own behaviour.</p> <p>Staff feedback from yearly reviews reflects the need for further training requirements.</p>	<p>September 2014</p> <p>May 2016</p> <p>May 2017</p> <p>August 2017</p> <p>Feb 2018</p>	<p>September 2014 Action Learning set – focus Behaviour management</p> <p>May 2016 Management have established a need for training all staff on behaviour guidance. Staff have requested specific training on ASD in response to a student in care.</p> <p>May 2017 Possible ASD training discussed with Inclusion Support Team</p> <p>August 2017 ASD training introduced as requested by Staff. Staff encouraged to complete time and 2 hours offered to each member (paid) to facilitate this.</p> <p>Emotion Management for Children & Teens with ASD 2 3 educators attended and shared information with a presentation at a staff meeting.</p> <p>More training to support boys, ADHD, Autism, support positive behaviour across 2018.</p>

					Professional development in sharing information about children's inclusion plans, observations of children, wellbeing and emotional development in children, talking circles, strength-based approach.	2024	<p>School has shared their revised behaviour guidance program with the team, including strategies to embed in our program.</p> <p>Individualised Line Chats have been created for children with additional needs. This has enabled educators to better track the strengths and challenges faced by children. These Individualized Line Chats are discussed during debrief and can be accessed in the phones by all staff members.</p>
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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 relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

Quality Improvement Plan for Quality Area 6

Strengths for standard 6.1 Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Concept	Element	Identified practice/evidence from self-assessment
Engagement with the service	6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions.	<ul style="list-style-type: none"> - The service provides various avenues for parents/carers to be involved in the program, including communication channels such as parent communication books, feedback boards, and regular newsletters. - Management ensures timely and effective communication with families through multiple mediums, such as MOSHC times, emails, phone calls, and learning stories. - Parents/primary carers are invited and encouraged to participate in a wide range of events and celebrations throughout the year. - Efforts are made to accommodate diverse language needs, such as providing enrolment forms in Chinese. Furthermore, the cultural diversity of our centre's staff members enables us to effectively cater to a wide range of language needs within our community. - Parents are welcomed to share their expertise and knowledge with children and staff, fostering a sense of collaboration and partnership. For example, we invited parents who had expertise in clay making. This created a collaborative and engaging environment where participants can learn from each other. - Smooth transitions are facilitated by providing dedicated time and support for both parents and children, including individual goodbye and hello rituals. Additionally, through critical reflection our PIT, SIT, and inclusion-support programs develop specific programs catered to each child's needs to further support families and children in their transition. - Family wellbeing and parent support are prioritized, with current and appropriate information made available through community notice boards and a parent resource library. - Dedicated staff supports families in completing updated enrolment forms on an annual basis. Information about new enrolments are shared through MOSHC chat, debrief sessions, and staff memos, ensuring both children and families feel supported and safe. - A robust grievance procedure is in place, ensuring that queries and concerns from families are addressed in a timely and respectful manner.

			- Policies are shared with families for feedback and input through MOSHC Parent Committee forums, P&C Meetings, and community engagement.
Parent views are respected	6.1.2	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.	<ul style="list-style-type: none"> - Management prioritises diversity and inclusion in staffing, ensuring a team with various cultural backgrounds and language proficiency to effectively communicate with families from diverse backgrounds. - The service celebrates important dates and cultural events to promote understanding and appreciation of the diverse Australian community which are embedded into daily and vacation care programming. - Educators provide support to families during arrival and transition periods, sharing relevant information to ease the child's adjustment. Relevant information is shared with the school as required to ensure continuity of care is maintained. - Ongoing communication between educators and families informed about their child's day and allows for any concerns to be addressed promptly. - Families are guided to approach management with any concerns they may have, and management is committed to making time for discussions and addressing family needs promptly and effectively. - The comfortable and supportive environment is evident through families engaging in conversations with each other at the centre.
Families are supported	6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	<ul style="list-style-type: none"> - Collaborative partnerships with the school, including the counsellor, teachers, and principal, offer comprehensive support for children and families. Activities such as Under 8's Day, Indigenous Mural Project, STEM Fest, Prep Orientation, Prep Information Day, Clean Up Macgregor Day, Macfest, and more, contribute to a holistic approach. - External links and resources such as parenting resources and information about arts and leisure events are shared with community through the MOSHC times and is readily available in the parent library. In addition, information is provided to families based on their specific needs, such as Family and Child Connect, Parenting programs and community links. - Regular updates and communication are provided through various channels, including the MOSHC Facebook page, MOSHC Times, policy updates, emails, phone calls, newsletters, staff, MOSHC Parent Committee, P&C and other community gatherings as well as meetings with parents to create action plans.

Strengths for standard 6.2 Collaborative partnerships: Collaborative partnerships enhance children's inclusion, learning and wellbeing

Concept	Element	Identified practice/evidence from self-assessment
Transitions	6.2.1 Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	<ul style="list-style-type: none"> - Effective orientation sessions and packs are provided for new Prep students and existing school students new to the centre, including tours and pairing with existing students for a smooth transition. "All about Me" forms are used to communicate interests and cultural needs. - The MOSHC Enrolment Form is available in Chinese, and language support is provided for families speaking various languages. Furthermore, our centre employs staff from diverse cultural backgrounds which allows our centre to effectively support families of various ethnicities. - An open-door policy, giving parents/ carers the freedom to stay until they feel comfortable during their child's transition. Additionally, families are encouraged to visit the centre before enrolling to familiarise themselves with our environment and staff. - Educators prioritise attachment and offer a caring and supportive transition which are specifically tailored to children across all ages and needs through our SIT, PIT and inclusion-support programs. A Prep-buddy program and a Prep in Transition Float is implemented to assist and support prep students in the MOSHC environment. Specific programs suitable for younger persons are implemented within our daily and vacation care programs for senior students. Additionally, our inclusion-support program, child observations, communication via Daily memo and debriefs allow us to identify and understand each child's individual needs better and thus ensure more specific and smoother transitions. - We share up-to-date information about community events and resources is shared with families through MOSHC Times, Community Wall, and Facebook post. - Families are actively involved in menu development, policy reviews and program planning via weekly surveys provided in MOSHC times. - Opportunities are provided for families to share child-rearing practices and cultural understandings through various communication channels and Parent Committee Meetings. - Families are invited to participate in diverse cultural and religious celebrations and contribute their expertise to the centre. For example: one of the family came and taught dance for Diwali celebration. - Extensions from learning story documentation allow to maintain continuity of learning for before school care, after school care and vacation care, ensuring security and familiarity for students and families.
Access and	6.2.2 Effective partnerships support children's access,	<ul style="list-style-type: none"> - The service has strong relationships and memberships with key stakeholders in the Early Childhood Education and Care sector, enhancing program experiences for children and families.

participati on		inclusion and participation in the program.	<ul style="list-style-type: none"> - A dedicated working group known as the WIP (Wellbeing and Inclusion Plan) Working Group meet routinely to unpack current practices to ensure our procedures are in line with evidence-based research and community expectations. The Wellbeing and Inclusion Planning Group is responsible for initiatives such as the Student Inclusion Plan, the Be You Mental Health Action Plan and ACON Welcome Here Project. Furthermore, through WIP (Wellbeing and Inclusion Plan) we also do child observation with different child focus each term. - Excursions to local businesses and hosting industry events and workshops enhance children's experiences and community connections. For example: with Woolworths for collaboration on Containers for Change, partnering with local Indigenous organisations to lead workshops with children as well as partnering with local Indigenous artists, Jenny Kent and Missy Knox to create murals in collaboration with children and the school. - Our service employs a dedicated Indigenous Liaison Officer who works closely with our RAP (Reconciliation Action Plan) Group to embed a program that is culturally responsive and appropriate to our community. - Our service employs a dedicated sustainability Liaison Officer who works closely with our Sustainability group to embed a program that is collaborative and meaningful to our community. - Our organisation works closely with key stakeholders (ECEC, QCAN, KU Services and MacGregor State School) to maintain effective partnerships that assist in building the capacity of our service but also our Industry.
Communit y engageme nt	6.2.3	The service builds relationships and engages with its community.	<ul style="list-style-type: none"> - The service actively participates in community programs and initiatives, such as RSPCA Cupcake Day, Walk for Autism, Shoe Box Appeal, Food Drive for Emmanuel Homeless Shelter, AVEO visits, Containers for Change, supporting other P&C services, Forest Friday's, promoting children's active citizenship and supporting the local community. - Collaborative partnerships with the school are fostered, supporting school events like Under 8's Day, Prep Orientations, STEM Fest, Indigenous programs, School Council initiatives, Community BBQ's, Sports's Day and P&C Fundraisers. For example, our centre collaborated with the school and local Indigenous artist Jenny Kent to create a mural with children. - The service has a strong involvement with P&C which initiates and maintains an excellent relationship with the school, particularly through the Movie Night events where MOSHC takes on various stalls and services, strengthening ties between the service, community, and school.

			<ul style="list-style-type: none">- The service constantly communicates with the School and P&C to ensure all stakeholders have the most up to date information and relationships are valued and continue to grow.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 6.1 is available in the [Guide to the National Quality Framework](#).

Standard 6.1 – Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Exceeding themes	Please see the MOSHC website for more evidence of Exceeding Themes: https://www.macgregoroshc.com.au/gip
1. Practice is embedded in service operations	<p>MacGregor OSHC exceeds Standard 6.1 by fostering supportive relationships with families and providing them with ongoing support in their parenting role. Key examples of how they demonstrate this are:</p> <p>Active involvement: MacGregor OSHC actively involves families in service decisions, seeking their input and collaboration.</p>
2. Practice is informed by critical reflection	<p>Effective communication: The service offers multiple channels of communication, such as newsletters, meetings, and surveys ensuring families are well-informed and have opportunities to provide feedback.</p> <p>Celebrating diversity: MacGregor OSHC values diversity and effectively communicates with families from different cultural backgrounds, promoting inclusivity and understanding.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Supporting transitions: Educators provide support to families during transitions, helping children and parents feel comfortable and supported throughout the process.</p> <p>Family wellbeing: The service prioritises family wellbeing by offering resources, support, and information to parents, fostering a nurturing and supportive environment.</p> <p>Responsive grievance procedure: MacGregor OSHC promptly addresses any concerns or grievances raised by families, ensuring that their issues are handled respectfully and resolved in a timely manner.</p>

Through these practices, MacGregor OSHC goes above and beyond to establish and maintain respectful relationships with families, providing them with the support and resources they need in their parenting journey.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 6.2 is available in the [Guide to the National Quality Framework](#).

Standard 6.2 – Collaborative partnerships: Collaborative partnerships enhance children’s inclusion, learning and wellbeing.

Exceeding themes	Please see the MOSHC website for more evidence of Exceeding Themes: https://www.macgregoroshc.com.au/qip
1. Practice is embedded in service operations	MacGregor OSHC exceeds Standard 6.2 by actively fostering collaborative partnerships that enhance children's inclusion, learning, and wellbeing. Key examples of how they demonstrate this are:
	Smooth transitions: The service supports continuity of learning and transitions by providing effective orientation sessions, language support, and personalized transitions based on attachment and individual needs.
2. Practice is informed by critical reflection	Open communication: MacGregor OSHC maintains open communication channels, allowing for the sharing of information and clarification of responsibilities between educators, families, and children.

3. Practice is shaped by meaningful engagement with families, and/or community

Cultural celebrations: The service actively engages families in cultural celebrations, promoting inclusivity and creating opportunities for children to learn about and appreciate diversity.

Stakeholder partnerships: MacGregor OSHC forms partnerships with key stakeholders in the sector, such as ECEC, KU Services, local businesses, Indigenous consultants, and community networks, enriching the program and expanding resources and experiences for children.

School collaboration: The service collaborates with the school for events and initiatives, fostering strong ties with the school community and enhancing the overall learning environment.

Community engagement: MacGregor OSHC actively participates in community programs, initiatives, consults on infrastructure projects, building relationships and creating a sense of belonging and active citizenship among children and families.

Through these collaborative partnerships, MacGregor OSHC goes beyond the standard requirements to create a rich and inclusive environment that supports children's holistic development and strengthens connections with the wider community.

Key improvements sought for Quality Area 6

Improvement plan

	Issue Standard/ element identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1	The service needs to develop additional opportunities for parents to be involved in the program development and evaluation and share information about their child's interests, values, beliefs, needs, strengths, family events etc.	<p>Parents to have additional opportunities to be involved in the development of the vacation care program.</p> <p>Parents offer feedback on program and practices</p> <p>Increased information from parents regarding their child's interests, values, beliefs, needs, strengths, family events etc.</p>	M	<p>Bi-annual reports to highlight family backgrounds/professions and interests. Pair up parents to activities using the information generated through QikKids Verbally invite parents to participate/run activities at the centre. Provide parents with centre orientation and induction.</p> <p>Replace the parent suggestion box with a feedback board. Place the board in a promenade location on the sign in desk</p> <p>Draw parent's attention to the board through verbal interactions and the service newsletter Encourage educators to use the information to engage in conversation with children around their worlds. Work with educators where applicable to develop play environments that reflect the children's ways of being and doing</p> <p>2018 Possible parent's choice wall or feedback added to weekly children's voices wall Outdoor sign with the program's weekly highlights</p>	<p>Parents are actively involved in providing ideas to the program</p> <p>Parents are offering feedback on program and practices</p> <p>There is an evident increase in parents sharing crucial information that will support better outcomes for children.</p> <p>Increase in the educator's knowledge about children's interests and happenings to support initial and ongoing attachments.</p>	<p>September 2015</p> <p>May 2016</p> <p>January 2017</p> <p>Reviewed May 2018 Staff meeting</p> <p>2018</p>	<p><u>September 2015</u> parent involvement in the program is still low management is looking into alternative ideas and utilizing professional conversations with other services to critically reflect on current practice.</p> <p><u>May 2016</u> a Parent voices board has been placed in the parent library to provide parents with a quick and easy way to feedback their ideas in to the program and volunteer to be involved. April 2016 the parents' suggestions box was providing little to no feedback, but since the implementation of the feedback board we have received multiple parent input in regards to their child's worlds.</p> <p><u>January 2017</u> Management began routinely targeting Parents to have conversations about program ideas. When suggestions were made and followed through onto program, notes taken. Parent response was positive and saw an increase in parental participation. Parents staying longer at pick up to engage in program with children</p> <p>Blackboard in main entrance with blank A3 pages, asking families and children to provide ideas for vacation care.</p> <p>End of term community sausage sizzle established. Parents, children and educators stay to chat and share at an afternoon session during last wk of term. Interested children and parents are involved in the development of the event. Great feedback!</p> <p>End of term big MOSHC breakfast established. Parents and children stay to chat and share at a morning session during last wk of school term. Interested children and parents are involved in the development of the event. Great feedback! Community and the world around us stream is planning a wider range of cultural activities to invite</p>

						<p>families to join in, showcase children's projects and ideas and build relationships with the team.</p> <p>QIP families' feedback: These events have been taken as opportunity to get feedback from families via written survey 65 surveys collected and collated. Information given to families and staff to move some actions forward.</p> <p>Assigned educators approach parents/children weekly to ask for feedback and ideas to link to program. However, the whole team continue to encourage families and children to offer ideas with the diverse tools we have for this purpose.</p> <p>Assigned QIP educators develop surveys that are filled by psrents during breakfast buffet and end of term BBQ. Questionnsaires address different areas of the NQS</p> <p>Facebook page revamped Newsletter continues to successfully run monthly Communication when parents pick up or drop off their children. Phone calls when necessary.</p> <p>Families Newsletter is revamped to MOSHC Times with more professional look</p> <p>Educators memo ls also re designed to inform educators of important children's and community happenings</p> <p>When Covid19 strikes MOSHC develops zoom sessions to connect children at MOSHC with children staying at home. Educators develop catered programs for children at MOSHC and children at home.</p> <p>MOSHC entrance changes and families are not able to enter the centre unless extremely necessary so a strong welcome to families and children is highlighted when educators and management receive families at the gate</p> <p>Outdoor board offers a glimpse of the happenings of the session at gate for parents' perusal. The team develops the gate educator's role description & procedures.</p>
					<p>25th-29th June 2018 parents' feedback on QIP – QA1</p> <p>2018</p> <p>2019</p>	

				<p>2021 Involvement of families in activities' development</p> <p>Introduce a digital bulletin board to display the weekly happenings, pics or videos of each session. (photocollage app for educators' phones- printer only for this purpose)</p> <p>Parents' /primary carers day</p> <p>Parents and educators' day</p> <p>Karaoke session inviting families. Parents/primary carers show and tell (what do I do)</p> <p>Share our strength program for parents/primary carers (painting, cooking, sports)</p> <p>Family program: The 5:30pm sport event for dads The 5:30pm sport event for mums</p> <p>2022 Parents invited to participate in cultural events like Lunar New Year. Grandparents to be encouraged to attend intergenerational workshop.</p> <p>2023 Parent painting class with Stella in Art Hub to accompany schedule of events for end of term BBQ</p>		<p>2021</p> <p>2022</p> <p>2023</p>	<p>The centre wants to offer a more welcoming space for family's arrival. A place where they can observe their children's engagement, connect to other families and with educators. The Indigenous sensory garden is designed by grade 6 children and the MOSHC team. QIP Feedback from families is taken into consideration. Children's safety is also taken into account so entrance/exit to MOSHC is changed, review of the role of gate educator and procedures.</p> <p>MOSHC begins using "line" as an app to track children's activities, incidents and parent communication.</p> <p>MOSHC creates surveys based on quality areas and starts surveying families at end of term BBQ's and breakfasts celebrations.</p> <p>MOSHC shares data collected at these events with key stakeholders during P&C and MOSHC Parent Committee meetings. Data used to inform practice and critically reflect on organisation operations.</p> <p>Grand Parents participate in intergenerational workshop sharing skills and knowledge.</p> <p>Line continues to be a useful tool for logging parent suggestions and feedback.</p> <p>MOSHC proceeds with surveys and decides to add this data on new MOSHC website. MOSHC continues</p>
6.1.3	MOSHC needs to extend on their available parenting resources and	MOSHC offered contemporary resources and supports for families to support them in	M	There is a wide range of activities based on evidence based knowledge offered to support families in their parenting role and mental	Identify a mental health and wellbeing framework that meet the needs of the centre and the community we serve	2021	<p>A lead educators mental health and wellbeing stream is announced</p> <p>Wellbeing Educator Nathan began embedding wellbeing program into MOSHC weekly program</p>

Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

Quality Area 7: Standards and elements

Standard 7.1 Governance supports the operation of a quality service.		
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.		
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1

National Law and National Regulations		Associated element
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
National Law and National Regulations		Associated element

Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
National Law and National Regulations		Associated element
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2

Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Quality Improvement Plan for Quality Area 7

Strengths for Standard 7.1 Governance: Governance supports the operation of a quality service.

Concept	Element		Identified practice/evidence from self-assessment
Service philosophy and purpose	7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations	<ul style="list-style-type: none"> - Management endeavours to involve relevant stakeholders in decision making within the service as well as maintaining a strong relationship with the P&C, the school and the communities we serve. <ul style="list-style-type: none"> o EXAMPLE: Families have an input through individual meetings, orientation visits and forms, end of term afternoon BBQs surveys, enrolment forms, Cultural celebrations, MOSHC Times, Facebook page, invite families to grandparents' day, end of term preps transition celebration just to mention a few. connections to family business. o MOSHC endeavours to build collaboration opportunities with the school, for example Science fare, under 8's, Prep program, Sorry day and NAIDOC week, Indigenous mural, invitation to schoolteachers to attend MOSHC professional development, movie night fundraising, meetings with the school chaplain, sustainability captains, the deputy principal, the principal and other school staff. o P&C: collaboration on projects like promotional videos meetings, invitations to MOSHC staff end of year party, School 50th Anniversary celebration, P&C meeting, movie night fundraising and many more. o Government organizations: Litter prevention team, Brisbane City Council Library art exhibition space, Brisbane City Council free native plans program, MobileMuster School Challenge (Australian Gov initiative), Organic Waste Smart Grant, Department of Education Coolamon award, meetings, written submission and feedback on NQS, MTOP, Professional Standards etc o Partnerships with centres and organizations: ECEC visits from educators, area managers P&C and programming teams from centres. QCAN Bus Tour which included managers from services from all over Queensland. - The MOSHC team is always striving for excellent through a comprehensive collaborative and reflective approach to practice. The team has a wide array of opportunities to stop, reflect and evaluate about what we do, why we do it and how we could do it better through a cyclic planning process. A budget is provided to offer plenty of opportunities for groups and individual reflective sessions across the program. For example, children's observations now are done as a rotating process where groups of educators meet to reflect how to support best each child at the centre. This information is then shared to the whole group at other meetings and information is translated into the curriculum. - Policies and Procedures are routinely reviewed, and all stakeholders are given the opportunity for comment, through a variety of mediums such as newsletters, meetings, emails and face to face communication.

			<ul style="list-style-type: none"> - Management and staff critically reflected and agreed that the current new staff induction process is effective. Staff are aware of the Centre's philosophy, Policies and Procedures, legislative documents and other such important materials and where to find them within the centre. - The service strives to achieve a family-orientated environment through continuity of staff and familiar routines this is done through consistent rostering and staff arrangements. Staff are encouraged to form attachments with families and management ensure an open line of communication with staff so that they feel supported when interacting with families. Many educators have been MOSHC children who decide to give back to their community becoming MOSHC educators. - MOSHC is proud to have a low turnover thanks to a culture of support and a well organised staff wellbeing program, having such a committed group of long-lasting educators promotes trusting relationships with families and other stakeholders. - Educational leaders endeavour to collaborate with staff, students, families and relevant stakeholders when developing programs. This is done through several mediums including excursion evaluations, children choices wall, educator reflection sheets, electronic program evaluations, staff, parent committee and P&C meetings. The Educational Leader is a role shared by the Leadership Team and Management Team at MOSHC and together we set out clear goals for Educators and ensure the program and students are closely monitored and those goals critically reflected upon routinely. - The team make a conscious effort to connect the MOSHC philosophy to the strengths and identified needs of the service using the quality Improvement Plan as a reflective tool. This tool has been adapted to be meaningful to the team. In 2022 lead educators and management started to develop their own QIPS to evaluate their programs and to map quality improvement in their areas. The QIP summit started in 2021 aiming to involve the whole team to participate in the review and sharing of all the QIPs at the centre. - MOSHC philosophy is a living document that evolves across time and according to changes in children, families, communities, team composition and dynamics, knowledge and structural changes. The team reviews the service philosophy annually and whenever big changes happen to ensure it truly reflects the values and believes of our centre as well as the theoretical approaches of the field. Management and educators actively contribute to the review of the statement of philosophy, providing them with a better understanding of how philosophy underpins everyday practices and decision making. - Critical reflection and training opportunities support staff to reflect on personal philosophies and find alignments to the centre's philosophy. - The centre's pedagogical practices, curriculum and operations are deeply connected to MOSHC's philosophical stand, human rights, and children's rights perspectives and the ECA code of ethics.
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			<ul style="list-style-type: none"> - At the core of MOSHC philosophy is our understanding that children are successful competent and capable learners and hence they are to be given opportunities to construct their own learning, contribute to the learning of others and participate in decisions that affect them. Our centre resource to critical theories that guides us when exploring our practices in the search for better outcomes for children and their families. Critical theories frame our reflections leading to practices that are transformative and innovative. This theoretical approach supports us to address issues of social justice in curriculum because it provides a way of reflecting on how we can meet the needs of a diverse range of children, families, and the communities we serve. - Post structural theories are also part of our theoretical repertoire as they help us to unveil power relations and societal dominant discourses and how they can advantage or disadvantage children and their families. - Equity, inclusion and diversity are embedded in practice. Children are given every opportunity to succeed, and their diverse circumstances, cultural background and abilities are respected and valued.
Manag ement systems	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.	<ul style="list-style-type: none"> - Dedicated working groups support the team to grow in specific knowledge areas and to inform practice in key areas like: <ul style="list-style-type: none"> o Seniors in transition: develop a catered MOSHC program that meet the needs of this cohort, promote seniors' readiness to move into high school. o Preps in transition: develop a catered MOSHC program that meet the needs of this cohort, promote preps' school and MOSHC readiness, develop a sense of belonging, supporting physical and emotional wellbeing, identifying attachment figures for individual children. o Sustainability Group: developing awareness programs and an action plan to build educators, children and families 'capacity for sustainable living. o Reconciliation Action Plan Group: promoting actions to close the GAP, awareness and understanding of Aboriginal and Torres Strait Islander histories, cultures and practices among both children and MOSHC's broader community o Quality Improvement Facilitators: develop tools and resources for all stakeholders to be involved in MOSHC's quality improvement journey. o Wellbeing and Inclusion group: create initiatives to support the wellbeing of educators and children and the inclusion of diversity in all areas of the MOSHC curriculum and to promote social change. - A systematic review of QIP has been organised. We seek feedback from families, children, and staff to review our pedagogical approaches. Feedback surveys are sent to families to ensure all stakeholders are kept up to date. - Special activities for families are organised to connect, access their ideas and feedback (end of term buffet breakfast/families BBQ). - QIP items are raised at staff meetings, workshops, debrief. - The QIP group develop tools and resources to support the QIP development. (Microsoft forms)

			<ul style="list-style-type: none"> - The compliance coordinator has a comprehensive role that support the development of systems that manage risk like the 12 months intensive induction program of new educators, trainings series in policies and procedures, professional development to ensure food safety and allergy management, training to manage chemicals and other substances, calendar tracker of blue card expiry dates, qualifications, individual Pd & support needs etc. - The centre's Educational Leader holds a Bachelor of Education and has more than 18 years of experience in the field of early childhood education and care and has been the consistent leader at the centre. - Management has a strong group of educators with similarly qualifications and great experience (and of cultural backgrounds) - The service believes it's strength in producing an innovative program that caters to the needs of all students lies in its solid understanding of the approved leaning frameworks, theoretical approaches, a distributed leadership approach, a strong connection to community, to the OSHC industry, to school and to relevant professionals. Children's voice iPad is available in the Lab, Children's Choice for MOSHC survey on educator's phones, Program evaluation forms (identifies what works/what can we do better)
Roles and responsibilities	7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.	<ul style="list-style-type: none"> - The Lead Educators program has been created to strengthen program development. At present it comprises six streams: Sports and gross motor development, Visual Arts, Community and the world around us, Performance arts, The Ludic, Wellbeing and Child Advocacy. These streams vary according to educators' strengths and availability and the service's needs. Working groups have been established to work collaboratively in areas that require constant growth and improvement including QIP, WIP, RAP, SIT, PIT and sustainability working groups. - Several part time positions for educators have been created to establish a pool of dedicated educators and to guarantee a sustainable and consistent program. - Traineeship program: MOSHC has partnered with St Thomas More, MacGregor High School, ECTARC early childhood education training provider and Busy at work traineeship and apprenticeship services to create opportunities for high school students to study the Diploma of Outside School Hours Care. We aim to strengthen the ECEC workforce and address issues of workforce shortage. - There are opportunities for MOSHC educators to further their studies in ECEC. They can access mentoring support and time to study. This ensures continuity of a well-trained workforce. - The service has developed opportunities for professional growth within the team. For example:

			<ul style="list-style-type: none"> ○ Experienced educators are given the opportunity to apply for management positions (Relief Assistant Coordinators) when available. ○ Educators are encouraged to exercise their leadership developing and leading projects ○ Educators have opportunities to engage in action research projects to explore practices and seek innovation. ○ To support transparency, all roles and responsibilities at the centre are reviewed and changes communicated to the team at staff meetings, staff memo, staff handbook, face to face conversations. ○ Educators come from all types of professional backgrounds like science, physic, mathematics, early childhood education, teaching, phycology, physiotherapy, Occupational therapy, Hotel and Advance Management etc. This array of knowledges strengthens each other's capability and the MOSHC curriculum. <ul style="list-style-type: none"> - Communication channels with all stakeholders are frequently reviewed to adapt to the centre's growth and changing needs. Line and Messenger are used to streamline communications in a timely manner. Other manners of communication are barcode access to surveys and forms, staff memo, zoom meetings access etc. - The centre undertook an action research project titled "Implementing a multi-tiered leadership model in a large OSHC". This project aimed to embed leadership at all levels of the service so educators could be confident to step into a wide range of responsibilities according to need and add opportunities for growth in each role. The project also aimed to identify retention strategies for OSHC professionals. - Establishing an electronic sign in/out system for families, electronic TANDA rostering system, biannual for educators and families is run every year to keep personal details up to date - Several meetings have been established to create more spaces for reflective practice including lead educators' meeting, before and after school care debriefing sessions, all staff meeting/dinner, management meeting, all working groups meetings, collaborative program development, QIP summit, collaborative children's observations, QIP summit etc.
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Strengths for Standard 7.2 Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.

Concept	Element		Identified practice/evidence from self-assessment
Continuous improvement	7.2.1	There is an effective self-assessment and quality improvement process in place.	<ul style="list-style-type: none"> - The Parent Committee, P&C, Principal, staff and families are routinely involved in reviewing the Service philosophy and Quality Improvement Plan through surveys, gatherings, one on one conversations, meetings. - Management conducts routine appraisals with staff to identify staff strengths and areas for development, these identified areas are a result of the staff critically reflecting on their own pedagogy and practice and staff are encouraged to suggest their own desired avenue for PD. PD as requested is then planned for the year ahead and staff are then asked to critically reflect on the PD's effectiveness through informal/in action sessions with management. - Staff are also encouraged to critically reflect on their practice in team de-briefs, through provocations in staff memo's and through involvement in working groups. These mediums provide opportunity for team members to have a rich and meaningful reflection and discussion about their pedagogy. - Staff are given real world demonstrations of modelled pedagogy by management that aim to educate staff about intentionality, and the process of extending in the moment on an activity when engaged with students. This modelling ensures staff receive a real-world example that is relevant to their environment and allows management to gauge their abilities routinely. - Management ensures all relevant stakeholders including both the P&C and MOSHC Parent Committee, Staff and families contribute and critically reflect in the development and routine review of the Quality Improvement Plan to ensure the service promotes ongoing improvement. - All Staff and Student records are regularly reviewed through biannual form updates and spot checks to ensure information on file is up to date. - All records are stored confidentially in locked cabinets within the service as per legislative requirements. Archiving methods are highly secure. - Using industry recommended data bases and programs for accounting and record keeping, management can ensure all live records are secured, confidential and backed up. - Staff and families are educated about grievance policies and procedures; Management reflects on grievances, ensuring appropriate steps are taken to best support all stakeholders during the process and matters to be resolved. All relevant stakeholders are informed of the outcomes of this process. If a policy or/a procedure change is needed as a result, management assess these changes in a consultative manner. The service is always looking

			<p>at ways to grow and improve its practices. It considers these instances as rich opportunities for self-reflection and potential growth and development.</p> <ul style="list-style-type: none"> - Routine review of Policies and Procedures by all stakeholders ensures the service continues on its cyclical improvement path, and everyone has a say in how the centre is run. Stakeholders are encouraged to evaluate and reflect on the centres Policies and Procedures to ensure the service is best meeting the needs of its community. - The QIP facilitators group gathers all stakeholders' feedback to map areas for quality improvement and identify priority goals. This group will monitor and regularly review progress through monthly meetings in collaboration with management and other stakeholders. - The service build educators' capacity through PD and meetings so they confidently use information to back up self-assessment. For example, the team connects NQA to their learning stories, lead educators and managers encourage connections between practices and the MTOP. Training in in all areas has tangible connections to National Regulations and the National Law. Educators receive training in and updates to the framework, NQS and theoretical approaches. - The regulatory Authority is informed immediately of any changes to the Parent and P&C Committee's
Education al leadership	7.2.2	The education al leader is supported and leads the developm ent and implement ation of the education al program and assessmen t and	<ul style="list-style-type: none"> - The service has developed a unique collaborative approach to programming and cycles through a group of Educators, Lead Educators and Management weekly to develop the program with the intention of building capacity and skills amongst the team. The fortnightly Lead Educator, Management and working group meetings inform the program as well as unique community knowledge through meetings and school communications. - With the support of management, a dedicated group of educators drives the Quality improvement plan review and encourage all stakeholders to participate in reflective activities. - The team is provided with plenty of opportunities to engage in reflective practice and access high quality professional development across the year. - The Operational Manger participate in networks with the Department of Education to provide feedback and input on assessment and rating processes for the outside school care sector. The operational leader, managers and lead educators attend sector meetings and collaborate in research projects in collaboration with university and well-known scholars in the field.

		planning cycle.	<ul style="list-style-type: none"> - The Operational Manager/ Educational Leader got involved in an action research project that turned into an Outside school Hours Care award review in collaboration with QCAN, Other OSHC's, and the United Workers Union, resulting on an improved award. - The service has been the subject of an ACECQA practice video titled "Quality Practices in Tune with Young Voices" highlighting the quality of the MOSHC program and practices to the industry. - MOSHC receives frequent request and meets with many Outside School Hours Care teams who want to share practice and/or access support. MOSHC has also hosted QCAN bus tours where 25+ services come to see the service and learn about its high-quality practices. - The service works with key organisations and lead early childhood scholars such as Jennifer Cartmel, ACECQA, Griffith University and WERA-IRN amongst others, to provide feedback and consult on research projects that in turn inform our own practice and planning cycle. For example, MOSHC participated in the international research "What are the effects of COVID19 on children who access outside of school care by Mikayla Melloy", MOSHC has engaged in two action research projects and presented results in ECEC conferences run by QCAN. - The creation of working groups: included are the Seniors in transition, preps in transition, Quality improvement plan facilitators group, RIP, QIP, RAP, Wellbeing and inclusion group, Sustainability working group - Frequent meetings with the school and families support better outcomes for children
Development of professionals	7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated, and individual	<ul style="list-style-type: none"> - Management support educators with regular performance reviews, one on one support meetings, yearly goals and more frequently assessments for management and lead educators' personnel. - The professional standards for educators have been introduced into staff repertoire. This is a reflective tool that feeds into professional conversations with the Operational Manager to identify performance strengths and needs and future directions to support the professional growth of individual staff members. - Management discuss fortnightly in scheduled meetings Educators performance (strengths and deficits) and support is provided and opportunities extended based on observations. Management work with team members

	plans are in place to support learning and development.	<p>to support their professional development plans not just in the Education world but in other avenues ensuring they remain engaged and valued in the organisation.</p> <ul style="list-style-type: none"> - Opportunities for PD and collaboration with key community organisations are actively sought and presented to Educators who require extension for growth and engagement. - The organisation structure remains fluid responding to the teams needs and capacity
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 7.1 is available in the [Guide to the National Quality Framework](#).

Standard 7.1 – Governance: Governance supports the operation of a quality service.

Exceeding themes	<p>Please see the MOSHC website for more evidence of Exceeding Themes: https://www.macgregoroshc.com.au/qip</p> <p>MacGregor OSHC demonstrates a strong governance framework that supports the operation of a quality service, exceeding the requirements of Quality Area 7.1. Key strengths identified include:</p>
1. Practice is embedded in service operations	<p>Stakeholder involvement: Management actively involves relevant stakeholders, including the P&C, school, and communities served, in decision-making processes, fostering collaboration and partnership.</p>
2. Practice is informed by critical reflection	<p>Comprehensive collaborative and reflective approach: The MOSHC team consistently strives for excellence through regular reflection, rethinking of practices, and continuous improvement efforts.</p> <p>Policies and procedures review: The service routinely reviews policies and procedures, providing opportunities for all stakeholders to provide feedback and input through various communication channels.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Family-oriented environment: The service prioritises a family-oriented environment by ensuring staff continuity, familiar routines, and open lines of communication between staff and families, fostering strong attachments and support.</p>

Collaborative program planning: Educational leaders collaborate with staff, students, families, and relevant stakeholders to develop the program plan, utilising various mediums for feedback and reflection, ensuring alignment with the service's philosophy.

Dynamic and evolving philosophy: The service's philosophy is a living document that evolves over time, responding to changes in children, families, communities, team composition, dynamics, and knowledge. The philosophy underpins everyday practices and decision-making processes.

Inclusion of critical and post-structural theories: The service incorporates critical and post-structural theories into their reflective practices, addressing issues of social justice, power relations, and dominant discourses to better meet the diverse needs of children, families, and communities.

Equity, inclusion, and diversity: The service embeds equity, inclusion, and diversity in its practices, valuing and respecting children's diverse circumstances, cultural backgrounds, and abilities.

Effective governance and leadership: The service has a strong governance structure, with a qualified and experienced educational leader and a distributed leadership model that promotes professional growth, opportunities for innovation, and collaboration among the team.

Reflective practice and communication: Multiple meetings and working groups are established to facilitate reflective practice and collaboration among staff, ensuring regular communication, timely feedback, and continuous improvement in various areas, such as program development, quality improvement planning, and sustainability.

These strengths demonstrate MacGregor OSHC's commitment to providing a high-quality service that is responsive to the needs of children, families, and the wider community. By actively engaging stakeholders, embracing reflective practices, and fostering collaborative partnerships, the service ensures that its operations are guided by a well-defined philosophy and continuously evolving to meet the changing needs and aspirations of all involved.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 7.2 is available in the [Guide to the National Quality Framework](#).

Standard 7.2 – Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.

Exceeding themes	Please see the MOSHC website for more evidence of Exceeding Themes: https://www.macgregoroshc.com.au/qip
1. Practice is embedded in service operations	<p>MacGregor OSHC demonstrates strong leadership practices that promote a positive organizational culture and a professional learning community, exceeding the requirements of Quality Area 7.2. Key strengths identified include:</p> <p>Stakeholder involvement: The service actively involves relevant stakeholders, including the Parent Committee, P&C, principal, staff, and families, in reviewing the service philosophy and Quality Improvement Plan, ensuring their input and critical reflection in ongoing improvement processes.</p>
2. Practice is informed by critical reflection	<p>Reflective practice and professional development: Management promotes a culture of reflection and continuous improvement by encouraging staff to critically reflect on their pedagogy and practice through various mediums such as team debriefs, staff memos, and working groups. Regular appraisals, informal in-action sessions, and modelled pedagogy provide opportunities for staff to enhance their skills and receive feedback.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Policy and procedure review: Routine reviews of policies and procedures involve all stakeholders, allowing for evaluation, reflection, and improvement of the service's practices, ensuring they meet the needs of the community.</p> <p>Confidential and secure record keeping: The service maintains strict confidentiality and secure storage of staff and student records, adhering to legislative requirements. Industry-recommended databases and programs are used to ensure live records are secured, confidential, and backed up.</p> <p>Grievance procedures and policy development: Management educates staff and families about grievance policies, supports them during the process, and critically reflects on complaints and grievances, taking appropriate steps for improvement. Policy changes are considered in a consultative manner, embracing opportunities for self-reflection and growth.</p>

Collaborative approach to programming: Through a collaborative approach involving educators, lead educators, and management, the service develops its program, drawing on community knowledge and regular meetings. This builds capacity and skills among the team and ensures the program is informed by a variety of perspectives.

Reflective activities and engagement: The service provides ample opportunities for reflective practice, high-quality professional development, and engagement with external organizations, such as Griffith University and ACEQUA, to inform practice and planning cycles. The team participates in performance reviews, one-on-one support meetings, and the integration of professional standards for educators.

Collaborative partnerships and community engagement: Frequent meetings with the school and families, collaboration with external organizations, and hosting industry tours demonstrate the service's commitment to partnerships and community engagement, contributing to better outcomes for children.

Flexible organisational structure: The service maintains a fluid organizational structure that responds to the team's needs and capacity, supporting staff development and valuing their engagement.

These strengths highlight MacGregor OSHC's effective leadership practices, which foster a positive organisational culture, promote continuous learning, and encourage collaborative partnerships and community engagement. The service's commitment to reflective practice, professional development, and stakeholder involvement contributes to the ongoing improvement and success of the program.

Key improvements sought for Quality Area 7

Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.3	Need to incorporate the professional standards for Educators and Leaders into our review process.	Staff becomes aware of strengths and areas for improvement, as well as confidently developing an action plan for professional growth	High	<p>Management to introduce professional Standards to Lead Educators' professional conversations.</p> <p>Create a professional development action plan</p> <p>Follow up on actions</p> <p>Evaluate on efficacy of process</p> <p>Seek feedback from those involved</p> <p>Introduce professional Standards as a professional improvement instrument to all level across the organisation</p> <p>LE and current Management professional conversations to be completed by Term 4, 2023</p> <p>Educator to transition from current review structure to professional standards in 2024</p>	<p>Team to have a greater understanding of their role, their performance and their professional needs</p> <p>Management can link educators' capabilities and strengths to this instrument.</p> <p>Service moves to a strength-based approach staff performance review</p> <p>Management uses this data to plan professional development for the team.</p>	<p>2022</p> <p>Term 1, 2023</p> <p>Term 2, 2023</p> <p>Term3, 2023</p> <p>2024</p>	<p>Lead Educators introduced to the professional standards document and consult for incorporating into MOSHC begins.</p> <p>Lead Educators invited to complete self-assessment and return to Management</p> <p>Management begins to schedule meetings with LE to work through self-assessment vs management assessment and professional plans developed.</p> <p>Mapping of individual professional development to be done in line with identified areas. Educators provided with opportunities for professional development.</p> <p>The OSHC professional standards introduced to all educators during the QIP Summit. Educators informed that meetings around the standards will progressively rollout during 2025.</p>