

Service details

Service name	Service approval number
Alpine View Children's Centre	SE- 40000122
Primary contact at service	
Jenny Griffiths	
Physical location of service	Physical location contact details
Street: 23 Deacon Avenue Suburb: Bright State/territory: Victoria Postcode: 3741	Telephone: 0357501367 Fax: 0357551970 Email: alpineview@alpineviewchildrensservices.asn.au
Approved Provider	Nominated Supervisor
Primary contact: Jenny Griffiths Telephone: 035750 1367 Mobile: 0439 999 788 Fax: 035755 1970 Email: jgriffiths@alpinechildrensservices.asn.au	Name: Helen Crutchett Telephone: 03 57501367 Mobile: Fax: 0357551970 Email: hcrutchett@alpinechildrensservices.asn.au
Postal address (if different to physical location of service)	
Street: PO Box 651 Suburb: Bright State/territory: VIC Postcode: 3741	

Operating hours

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

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

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

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

After School Care:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08.00	08.00	08.00	08.00	08.00		
Closing time	18:00	18:00	18:00	18:00	18:00		

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.

- Onsite parking,
- Open Victorian school holidays

How are the children grouped at your service?

- 0-2 years
- 2-3 years
- 3-4 years
- 4-5 years

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

Jenny Griffiths – Approved Provider

Helen Crutchett – Nominated Supervisor

Dianne Berton – Educational Leader

Service statement of philosophy

In relation to children

We believe...

- Children are invaluable and are the future of our community; they have a right to reach their full potential
- Children's learning accelerates when they form secure attachments to adults they interact with

We will...

- Support, respect and acknowledge the diverse values and cultural beliefs of every child
- Respect all young children as valuable members of our community
- Provide a caring and secure environment with appropriate expectations and boundaries

In relation to families

We believe...

- Families are the primary contributors to a child's education and development
- Families consist of various structures, languages, cultures, religions and socio-economic backgrounds

We will...

- Support, respect and acknowledge the diverse values and cultural beliefs of every family
- Respect and value the contributions made by all families
- Establish and maintain partnerships with families which enable educators to fully encompass a child's belonging, being and becoming

In relation to Community

We believe...

- Our service is an active member of a close and unique community that values young children as individuals
- In the importance of embracing diversity, culture, celebrations and special events

We will...

- Support, respect and acknowledge the diverse values and cultural beliefs within our community
- Endeavour where possible to participate in local community events
- Advocate positively for the community by respecting all aspects of where we live
- Connect our community to the curriculum

In relation to education

We believe...

- Learning starts at birth and that children learn best through play
- Learning is a lifelong process and children, families, educators and community members are constantly learning
- In having high expectations of learning for: children, families, educators and of our community
- Sustainability recognises the importance of diverse skills such as building capacity and confidence, resilience and risk taking, transformation and change, and collaborating with others.

We will...

- Provide educational programs from birth, through fun play experiences
- Use the Early Years Learning Framework, National Quality Standards and a range of child development perspectives as a foundation for our programs
- Show commitment to further learning as educators to ensure that the program we provide encompasses current research and educational theories
- Create a sustainable organisation through the adoption of practices in environmental protection, social responsibility and economic strength
- Document children's learning from a strength-based perspective

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.	
	Element 1.1.1	Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity,
	Element 1.1.2	Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child’s learning.
	Element 1.1.4	The documentation about each child’s program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child’s agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.
	Element 1.2.3	Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the

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

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

Quality Improvement Plan for QA1

Summary of Strengths Quality Area One

- Strong team approach by Educators
- Planning and documentation of and for the children is based on the VEYLDF and EYLF
- Families invited and encouraged to be included in decision making with regards individualised learning plans for their children.
- The children drive their own learning through their strengths, interests and needs providing Curriculum Planning and Intentional Teaching opportunities where the children initiate the learning and educators support, extend and scaffold learning.
- Individual Learning Journals showing visual evidence of the child's learning through play is available as a collaborative documentation of each child's learning.
- Individual Children's Observations and Group Programs are reflected on and Intentional Teaching is planned accordingly.
- Parents are encouraged and invited to be part of our curriculum.
- We promote community involvement and involvement in community events.
- Sibling interactions encouraged through an integrated service.
- Acknowledge and embrace cultural differences within our children's community.
- Avail ourselves of professional development opportunities to improve the learning opportunities for Educators, children and families.
- There are clear links to a Curriculum Cycle of the child initiated play and learning through to individual and group observations, evaluation of learning experiences and the curriculum as a whole and then scaffolding or intentional teaching opportunities arising being put into action into subsequent curriculum - a Planning Cycle is evident.
- Routines provide learning opportunities for children.
- Each room has a separate weekly Room Meeting to design, reflect and evaluate the Program.

Quality Area One Improvement Plan

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
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Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
1.1.4	Provide a more family friendly way of presenting their child's learning and more input from families regarding the curriculum.	H	Trial of "StoryPark" - online communication	Increased family involvement.	3 month trial from January 2017.	Feb 2017 - increased feedback from parents, both individually and group, regarding documentation of their child's learning.

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
1.1.3	Alpine View successfully completes the Every Toddler Talking Research Trial.	H	Educational Leader and selected Educators participate in training provided by University of Melbourne then following use skills gained in active inclusion of trial through videoing and critiquing.	Promoting better language skills, interactions and awareness of language delays.	End October 2016	Feb 2016 - Educational Leader has undertaken Facilitator's training in Learning Language and Loving It. July 2016 - Speech Pathologist and Educational Leader now training 3 Educators in 2-3 year old room alternately with videotaping sessions with children and Educator and providing assistance with skills learned. Oct 2016 - Every Toddler course completed. Nov 2016 - Review visit from Research Team. Feb 2016 - still awaiting feedback.
1.2.3	Evaluation procedure/form created for reflection on Routine Excursions	M	Educational Leader created an Evaluation Form to be completed before and after each Excursion	Processes in place to allow for improvement	July 2016	Educational Leader created form and each Room Leader has seen and given comment/approval to proceed forward and use this form. Several blank copies have been placed in folder of each room for use. Extra risk items added. End 2016 - Educators complete this after each excursion.

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes

Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1	Each child's health is promoted.	
	Element 2.1.1	Each child's health needs are supported.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or

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

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.3.1, 2.3.2	section 165	Offence to inadequately supervise children
2.3.2	section 167	Offence relating to protection of children from harm and hazards
2.1.3, 2.1.4, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.2.1	regulation 78	Food and beverages
2.2.1	regulation 79	Service providing food and beverages
2.2.1	regulation 80	Weekly menu
2.1.2	regulation 81	Sleep and rest
2.3.2	regulation 82	Tobacco, drug and alcohol free environment
2.3.2	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.3.4	regulation 84	Awareness of child protection law
2.1.4, 2.3.3, 2.3.4	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.4, 2.3.3, 2.3.4	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.4, 2.3.3, 2.3.4	regulation 87	Incident, injury, trauma and illness record
2.1.4	regulation 88	Infectious diseases
2.1.4	regulation 89	First aid kits

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

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions
	Related requirements	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2,	regulation 162	Health information to be kept in enrolment record

2.1.1, 2.1.3, 2.1.4,	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to:
2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures
2.1.1, 2.3.3	regulation 168(2)(d)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment
2.1.1, 2.1.4, 2.3.3,	regulation 177	Prescribed enrolment and other documents to be kept by approved provider:
2.1.1, 2.1.4, 2.3.3,	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator:

Quality Improvement Plan for Q2

Summary of Strengths Quality Area Two

- Best interests of child are central to all decision making
- Each child's requirements for sleep and rest is tailored to their needs and follows SIDS and Safe Sleeping Practices.
- Children's eating, sleeping and nappy changes are recorded/displayed and available for parents each day.
- Good Hygiene practices are encouraged and routines observed and followed
- Each child's health requirements and routines observed and followed.
- Specific health requirements (Emergency Management Plan) displayed in room, staff room and child files as well as together with medication required for that child.
- Majority of staff hold up to date Certificates in First Aid, CPR, Asthma and Anaphylaxis treatments
- Healthy eating is promoted .
- New Catering Officer appointed (2015) - improved menus and nutrition and followed through with 2016 Catering Staff.
- Access to good Physical Activity is promoted at all times - outside play when possible, active indoor play activities at times when unable to go outside.
- All children are within view of educator at all times.
- Emergency situations - Fire, threat of violence/danger etc practiced with children regularly.
- All staff adhere to regulations with regard to administration of medications and also recording of incident reports.
- Staff regularly attend Food Safety sessions with regard to food safety and hygiene practice and adhere to these.
- Child Immunisation records are kept up to date in files.
- Parents are informed of exclusion policy for ill children and educators adhere to this
- We support Breastfeeding mothers.
- All planned and Routine excursions have a Risk Assessment and evaluation
- Sunsmart Policy followed
- Comprehensive OHS system in place that included processes such as Annual yard safety checks, signing in of visitors and annual equipment maintenance audits
- Daily yard safety checks taken before children enter the yard to eliminate hazards/dangers.
- Diary kept in each room to document any changes to children's routines, health, lifestyle etc.
- Outbreaks of illness, date of last attendance, room and exclusion period are displayed on front door to alert other users of service.
- Special dietary requirements (allergies/intolerances/preferences) are fulfilled by Catering Staff.
- Educators model healthy eating with children at mealtimes, sharing same food as children and discussing nutrition and foods included in meal.

Quality Area Two Improvement Plan

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
2.3.2	To take protective Sunsmart measures only at advised times and so allow for children's exposure to Vitamin D when possible.	M	Team Leader liaised with Sunsmart and General Manager.	Advice from Sunsmart adopted and change to Policy made.	September 2015	<p>Team Leader spoke with Justine, Sunsmart who advised that the best option is to daily check the UV rating on their website and to take precautionary measures ANY day that the UV is above 3 and not only from 1 September to 30 April as previously advised. This advice was passed on to General Manager who adjusted our Sunsmart Policy in accordance with this advice.</p> <p>All Educators also advised and this practice commenced immediately.</p> <p>Alerts from Sunsmart website also added to each room I-Pads which will place an automatic reminder at 8.30am each day to alert Educators.</p>
	To adhere to policy regarding application of sunscreen 20 minutes before exposure upon returning to outside space after time inside for lunch/sleep etc.	M-H	Discussion with Educators regarding how we can achieve this after sleep time and still allow children to fully engage in outdoor play.	We adhere to Policy and Sunsmart advice correctly.	Immediately.	22/10/15 - Team Leader spoke with Justine, Sunsmart, and explained quandary. Sunsmart advised alteration to Policy to state "where possible" for applying of sunscreen 20 minutes before re-entering outside playspace to allow for circumstances beyond our control and choice.

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
2.2.1	New Catering Officer commenced 6/5/16 fully up to date with necessary quals etc.	H	<ol style="list-style-type: none"> 1. Completed Food Safety Training. 2. Completed Food Safety Supervisor Course. 3. Catering Officer and Assistant completed On-Line Training through Healthy Eating Advisory Service - Long Daycare. 	Completion of all courses	End 2016	<ol style="list-style-type: none"> 1. Completed and signed off July 2016. 2. Catering Officer completed training November 2016. 3. Completed Tuesday 19/7/16
2.1.4	Updating of Children's Immunisation records by parents is ongoing.	M	Investigation of methods to encourage parents to advise our service of updates to their child's immunisations on a regular basis.	All children's Immunisation records are current within our service.	Ongoing	<p>At present we adhere to the No Jab/No Play laws as introduced 1/1/16 for all new enrolments.</p> <p>Existing enrolment Immunisation records are updated only as advised by parents. However, at the beginning of each year all parents are requested to provide us with up to date copies of their child's immunisations. We do not always receive responses from all parents.</p> <p>August 2016 - We will investigate a more efficient method to encourage ALL Parents to advise us of updated Immunisations for our records.</p> <p>February 2017 - Following on from 2017 Booking Request Forms and a follow up we now have updated Immunisation History Statements from majority of families. Team Leader still following up with others.</p> <p>Team Leader created spreadsheet to keep up to date with all Immunisations throughout year.</p>

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
2.3.2	Water hazard in large sandpit fixed.	H	Quote requested from Gardener to improved drainage.	Water no longer pooling in sandpit after rains.	ASAP	Sandpit area blocked off to stop possible threat of drowning of a child in pool. Gardener supplied a quote to improve drainage. Quote received and sent to President in absence of Gen Manager. Quote approved 12/7/16. Works commenced next day and completed 15/7/16. Following on from very heavy rain event 21/7 and 22/7 water drained away successfully.
2.3.2	Excursion Evaluation Form and checklist created for local/routine/spontaneous excursions developed to ensure learning is happening and risk identified and corrected.	M	Educational Leader developed this form	Ability to reflect and improve on processes for these excursions.	ASAP	18/7/16 - Education Leader sought approval of form at Leadership Meeting. Approval given and forms stored in Excursion folders in each room. These to be completed after each excursion. Checklist implemented for necessary items etc to be taken on each excursion.
2.2.1	Improved education in healthy eating in Possums Room	M	Change of lunch routine.	Better opportunities for discussions on healthy eating between educators and children. More relaxed atmosphere promoting better eating.	July 2016	25/7/16 - changed lunch routine to 2 larger tables to allow for an educator at each table talking about healthy eating and able to encourage trying of different foods and promoting conversations. Also helper children set the tables. Scrap bowls now on table to encourage children to remain at table. Helper gets plates for second course and hands out. This will be reassessed in November 2016 for need to vary processes in order to prepare children for transition to Echidna's room in 2016 where children independently collect own bowls, spoons etc. November 2016 - Reflection carried out and identified as being successful. Children successfully adapted to Echidna processes during transition for 2017.

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
2.2.2	Ability for children to experience outdoors more comfortably and better protected from elements.	M	Purchase of wet weather overpants for each child's use while at the centre and for Nature Walks.	Each child comfortable to experience the elements and the natural environment.	July 2016	July 2016 - Following identification of difficulties presented with under 3 years children participating in outdoor play with need to change clothes and shoes etc it was decided to purchase wet weather overpants for all the children to use and so relieving the need for many changes and children getting cold and wet. This was so successful it was decided to seek the purchase of another set for the use of the 3-4 in their weekly nature walks. Now the children can happily experience splashing in puddles and climbing over logs etc and remain dry and warm. These arrived 25/7/16 thanks to the generosity of our Family and Friends Group.
2.1.1	Ease of obtaining up to date/ renewed Action Plans from parents of children with Asthma, Anaphylaxis or Allergy.	H	OHS officer requests updated plans on yearly basis but struggles to obtain these from parents.	Parents supply updated plans upon request.	Ongoing	August 2016. OHS Rep has sent letters of request to all parents seeking renewal of these plans with little success of return. How can we improve this result? February 2017 - ongoing process with new year. Each child's action plan reviewed. Medical Conditions Policy updated with Communication Plan also added to Risk Minimisation Plans for child.
2.1.3	All staff have recently attended an up to date Food and Hygiene course.	M	A session is booked and staff requested to attend.	All staff have a strong understanding of the need for strong hygiene and food safety practices.	End 2016	August 2016 - Majority of staff have in the past attended a session on hygiene and food safety. However, it has been identified that many staff have not had this update. Team Leader will source a session for all to attend to either update knowledge or to gain this knowledge. December 2016 - Team Leader booked session with Food Safety Inspector when Annual Audit for centre in May 2017.

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
2.3.2	Create a separate Risk Assessments Procedure for all Nature Program Excursions.	H	Educational Leader in conjunction with Team Leader and Educators will create separate Risk Assessment to determine all risks specific to Nature Program eg: Emergency Evacuation, snake and animal awareness, extreme weather.	Documents for all Educators to follow to diminish risks.	April 2017.	February 2017 - discussions held between Educational and Team Leader.
2.1.4	Checklist to ensure all procedures for an outbreak of Gastro are implemented.	H	A whole of service procedure document created to ensure all steps are followed in an outbreak.	All steps are taken in the event of an outbreak to ensure proper notification of all stakeholders.	Immediately	14/2/17 Whole of service procedure is created and notified to all three services.
2.3.4	Adhere to new Child Safe Standards	H	Leadership group meets to discuss new Child Safe Standards, and Child Safety Review checklist and Action Plan. See in evidence.	Child Safe Standards are adhered to by all.		14/2/17 - Leadership Team meets to discuss checklist and create a timeline and methods to achieve following guidelines. Following meeting T/L to arrange for ALL STAFF to complete Mandatory Reporting online module. 17/2/17 - Following check of records the majority of Educators have completed this at end of 2015. Other Educators advised to complete this module over next 2 weeks. Team Leader from Lakeview will attend each service to conduct in-house Child Protection sessions for all Educators across services. Decision made that all staff must complete online module every 2 years and in house training will be conducted the alternate

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element	Premises, furniture and equipment are safe, clean and well maintained.
	Element	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and
	Element	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element	Sustainable practices are embedded in service operations.
	Element	Children are supported to become environmentally responsible and show respect for the environment.

Quality Area 3: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.2	regulation 105	Furniture, materials and equipment
3.1.1	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1	regulation 112	Nappy change facilities
3.2.1	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.3	regulation 115	Premises designed to facilitate supervision
3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care)
	Related requirements	
	Part 3 of the National Law: Service Approval	

	regulation 25	Additional information about proposed education and care service premises
	Regulations 41-45	Service waiver and temporary waiver

Summary of Strengths Quality Area Three

- All materials and equipment is developmentally and age appropriate
- Premises cleaned and well maintained - Educators during daily routines and cleaner daily
- Much of the equipment is transferrable between indoors and outdoors
- Program Flow is evident.
- Indoor and outdoor equipment is monitored for safety, cleanliness and good maintenance in line with OHS system
- Physical environment is designed to enhance children's learning through exploration, discovery, experimentation and to follow their interests and some risk taking.
- Constant supervision and support provided by educators
- Storage of equipment is appropriate and adaptable to circumstance
- Spaces are organised to enable individual small and large group interactions
- Equipment is stored and organised to enable children of all ages to choose for themselves and promote their sense of independence. Children are encouraged to help with packing up process
- Equipment provided promotes and stimulates child's development and learning
- Materials are plentiful and able to be replenished readily according to need
- Equipment and materials offered are suitable in quantity to allow for sharing and group play
- Outdoor learning spaces which invite interactions, exploration, risk taking, discovery and interactions with nature are incorporated into Learning Program.
- Sustainability is a large part of the educational program and practice - recycling, reducing water and electricity usage and gardening
- Service has participated in and gained knowledge and experience through Seedlings Project. Sustainability now forms an integral part of our Program across all ages.

Quality Area Three Improvement Plan

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
3.3	To allow for better opportunities for children to have Intentional Teaching opportunities with edible gardening.	M	<p>Raised garden beds moved to allow for more supervised and educated opportunities in growing health fresh foods.</p> <p>This area is still visible to all for active participation in the growing for all ages whilst allowing for the fruits to grow to potential.</p>	Better education in the growing requirements for these plants and foods.	End 2015	<p>Early September 2015 tow of our four garden beds have been moved and waiting for the erection of fencing around to allow for protected growing and Intentional Teaching opportunities.</p> <p>Similar garden beds are still available for all children to experience nature and growing in the yard.</p>

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
3.2	Improvements in Outdoor Playspace providing more adequate shade play opportunities for protection from sun and also to experience our natural environment.	M	Outdoor Playspace committee formed to oversee this extended project.	More shade in space and natural play opportunities increased.	Ongoing	<p>September 2015 - Sub-committee formed and plan in place for improvements. Grants have been sought to finance this and plans for working bees have been formed.</p> <p>Family and Friends Group have supported the necessary replacement of two trees which did not survive also more plantings for the yard.</p> <p>17/10/15 - Family Working Bee - planted new trees and more grasses. Also natural physical challenges installed to outdoor playspace.</p> <p>25/1/16 - Outdoor Group re-convened. First Meeting 11/2/16 to decide way forward for 2016. A grant was requested for purchase of more portable shade.</p> <p>June 2016 - 2 portable cantilever umbrellas purchased from grant monies for use over summer months to enable portable shade for outdoor experiences.</p> <p>December 2016 - Timber Storage Boxes purchased to allow children better to access a variety of equipment to initiate and extend their own play.</p> <p>Small shed for bike storage purchased to allow for better access to bikes and to remove crowding in larger shed.</p>
3.2	Environment Rating Scale conducted to observe if improvements required.	M	Rating Scale undertaken in each room and front foyer.	Identified need for improvements implemented.	June 2016	<p>April 2015 - Rating Scale completed.</p> <p>May/June 2015 - Each room acknowledged goals for improvement. Simple steps implemented eg: more greenery, defined spaces, visual evidence of artwork improved.</p>

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
3.3.2	All children have opportunity to learn to appreciate our natural environment.	H	3-4 years group (Possums) have introduced a Nature Program.	All age groups able to experience a similar program	2017	One day each week (alternating days) Educators take the children from their group on a Nature Walk to experience what is available - puddles, logs to climb over, animals or insects. This will happen in all weathers. Hopefully this can extend to other age groups. Ratios must still be adhered to and can hamper this happening. We are working on ways to allow the younger age groups to participate and keep within ratios. July 2016 - purchase of wet weather overpants to assist these walks happening. 2017 - Nature Program extended to Echinda Kindergarten Program from Term 2.

Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

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

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulation 169	Offence relating to staffing arrangements
4.1	regulation 118	Educational leader
4.1	regulations 119-120	Age and supervision requirements
4.1	regulations 121-124	Minimum number of educators required
Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125-128	Educational qualifications for educators

4.1	regulations 129-135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137-143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145-15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	Related requirements	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46-54	Supervisor certificates
4.2	regulation 55	Quality improvement plans
4.1	regulation 168(2)(i) the placements.	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining responsible person present at the service and the participation of volunteers and students on practicum

Quality Improvement Plan for QA4

Summary of strengths for QA4

- Educator/child ratios adhered to at all times
- Good bank of relief educators
- All educators have attained minimum of Cert 111 or are studying towards. - End 2014 all attained. Many studying towards Diploma or Bachelor.
- The centre's philosophy guides practices of educators - reviewed by educators and parents
- Access to professional development offered for all and encouraged and related to staff appraisals and interests of education.
- Good open communication between educators within rooms.
- Orientation Procedure for new educators
- Regular staff meetings held with Quality Assurance and educational topics included.
- Communication boards in each room kept updated with new information. Also room diaries and emails to educators as necessary.
- Continuity of educators - beginning, end of day, breaks and relief staff.
- Open discussion of decision making
- Educators meet for social events to Team build.
- Feedback & Complaints Policy clearly set out and reviewed by educators
- Open acceptance of matters of concern by management
- Long serving educators - little change to permanent Educators.
- Respect for each Educators professional knowledge, experience, suggestions.

Quality Area Four Improvement Plan

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
4.1	Change of Educator to Child ratios of 1:11 implemented as of 1 January 2016	H	Rostering changes with 2016 staff rosters.	Ratios adhered to across whole of service at all times.	1/1/2016	Team Leader will adjust 2016 staffing rosters as applicable to enrolments at all times. 2016 - New roster in place and working well as of 1/2/16 July 2016 - As enrolments have increased, especially in Under 2 area, additional educators have been rostered to adhere to ratios at all times.
4.2	Improving of all Educators knowledge of Programming Cycle, Reflective Practice and Theorists	H	Catherine Hydon conducted two sessions for all Educators	All Educators developing a strong understanding and being able to articulate this knowledge in theory and practice.	April 2015	Two sessions held with Catherine Hydon. Following this we conducted staff meeting sessions to embed this knowledge and ascertain Educator's understanding and ability to implement. August/September 2015 Educational Leader conducted individual sessions with Educators who required further assistance. 2016 - practice continuing. Room Meetings enable this practice to be improved with all Educators in each included in Program building and reflection.
4.2	Create an avenue for staff to improve wellbeing.	H	Ascertain need for Staff Wellbeing and Contact Officer.	Appointment and successful implementation of this position.	2015	Early 2015 - request for person interested in taking on role. Feb 2015 - Training Day for position held. Sept 2015 - Staff Wellbeing and Family Contact Officers (2 positions) appointed and practising their role.

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
4.1	Whenever regular Room Leader is absent a replacement Educator is assigned this role of being Responsible Person in Charge of Room.	H	When rostering is carried out Team Leader will delegate (highlight on roster) the Responsible Person In charge of the room according to both qualifications and experience.	All Educators will be aware of person responsible for each room on any day.	Ongoing	September 2016 - Team Leader has highlighted Room Leaders on each roster and will re-assign, as required, for each Room Leader absences.

Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

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

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

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
	Related requirements	

5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j) regulations	Policies and procedures are required in relation to interactions with children, including the matters set out in 155 and 156

Quality Improvement Plan for QA5

Summary of strengths for QA5

- Each child is respected and treated equally.
- Each child is supported to build and maintain sensitive, confident relationships with peers and educators.
- Appropriate strategies are used to promote and build positive and non-threatening behaviours.
- ACS respects the importance of building positive interactions between children, families and educators.
- Educators have strong understanding of why children behave in certain ways.
- Promote developmentally appropriate behavioural guidelines and practices.
- Interactions are warm, responsive and build trusting relationships.
- Children are supported to build and manage their own behaviour and respond respectfully to others.
- Dignity and rights of every child is upheld at all times.
- Educators are sensitive to child's limitations.
- Curriculum provides for and extends on each child's strengths, interests and needs.
- Examples of child interactions with peers and educators are displayed around each room.
- ISS Educators are employed to assist children with additional needs to reach their potential.
- Educators are readily available to support and scaffold child's learning.
- Develop behavioural guidance plans in consultation with families and support families in the implementation of these.
- Support choices for children's play both inside and outside

Quality Area Five Improvement Plan

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
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Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
5.1.3	Improved transition practices between 2-3 and 3-5 rooms for 2016	H	Meeting held between lead Educators to ascertain best practice to achieve this goal.	Children feeling more secure in new environment.	October 2015	<p>September 2015 - Lead Educators from these rooms meet and discussed best way to achieve this practice.</p> <p>October 2015 - 3-4 years Room Leader spends time in 2-3 room to start building a rapport with children.</p> <p>Mid November 2015 - Children from 2-3 room Will visit 3-5 room on a regular basis to gain familiarity with the environment prior to moving in 2016.</p> <p>Feb 2016 - Children have displayed comfort and identity in their new setting asking for resources confidently and using Educator's name with familiarity.</p> <p>May 2016 - A Parent Survey was put out asking for feedback on how the new separate rooms for the 3-4 year olds and the 4-5 years has been running.</p> <p>It was identified the need for separate information sessions for each room be held before the commencement of the 2017 year. The joint session held at the end of 2015 did not address the needs for information for both age groups.</p> <p>We propose to hold separate Information Sessions in November 2016 for the 2017 year.</p> <p>The Orientation/Transition for children utilised in 2015 will be repeated for 2016 due to proven success.</p> <p>2016 - again proved successful.</p> <p>Separate Information sessions held Pre-Kinder and Kinder, which again proved successful.</p> <p>Kinder held small group Information and Sharing sessions as part of the Orientation process.</p>

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
5.1.1	All families feel they and their child are supported on arrival for each session.	H	Discussion of results of Parent Survey with all Educators.	Families feel secure.	Nov 2016	<p>28/10/15 - Staff Meeting held and discussion held regarding <u>ALL</u> Educators ensuring welcome of each child and handover of information on arrival and departure.</p> <p>22/1/16 - After Leadership Meeting (whole service) a decision was made for Educational Leader to attend Room Meetings and discuss with each group welcoming strategies for families.</p> <p>QIP Staff Meeting scheduled for 16/8/16 we will have whole group discussion regarding this matter again and reflection of our processes at present.</p> <p>July 2016 - Echidna Room to have 2 Parent Nights to improve relationships and also for Parents to have a better understanding of their child's day at Alpine View and the program provided.</p> <p>Tuesday 26/7/16 - first Parent Meeting held.</p> <p>October 2016 - 2nd session held. Positive response from parents who attended.</p> <p>2016 Parent Survey -Notable improvement recorded.</p> <p>2017 - Rostering has enabled consistent and familiar Educator at start and finish of each day in each room.</p>
5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflict.	M	Creation of Behaviour Management Plan in conjunction with parents	Improvement and support in place for all children.	As necessary	<p>Feb 2017 - Awareness raised that any child with behavioural concerns must have a Behaviour Management Plan created. This plan is to be shared with the Team.</p>

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes

Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

Standard 6.1	Respectful supportive relationships are developed and maintained.	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.

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

Standard/element	National Law (section) and National Regulations (regulation)
6.1, 6.2, 6.3	regulation 157 Access for parents
	Related requirements
6.1, 6.2	section 172 Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175 Offence relating to requirement to keep enrolment and other documents
6.1, 6.2, 6.3	regulation 73 Educational programs
6.1, 6.2, 6.3	regulation 74 Documenting of child assessments or evaluations for delivery of educational program
6.1, 6.2, 6.3	regulation 75 Information about the educational program to be kept available
6.1, 6.2, 6.3	regulation 76 Information about educational program to be given to parents
6.1, 6.2, 6.3	regulation 80 Weekly menu
6., 6.2, 6.3	regulation 86 Notification to parents of incident, injury, trauma and illness
6.3	regulation 99 Children leaving the education and care service premises
6.3	regulation 102 Authorisation for excursions
6.1, 6.2,6.3	regulation 111 Administrative space (centre-based services)
6.1	regulation 168(2)(k) Policies and procedures are required in relation to enrolment and orientation
6.1, 6.2, 6.3	regulation 171 Policies and procedures to be kept available
Standard/element	National Law (section) and National Regulations (regulation)
6.1, 6.2, 6.3	regulation 172 Notification of change to policies or procedures

6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1, 6.2, 6.3	regulation 181	Confidentiality of records kept by approved provider
6.1, 6.2, 6.3	regulation 182	Confidentiality of records kept by family day care educator
6.1, 6.2, 6.3	regulation 183	Storage of records and other documents

Quality Improvement Plan for QA6

Summary of strengths for QA6

- The curriculum is displayed in all rooms. Learning Journals and Daily Reflection Journal are readily available and visible. Photos of Program in operation visible.
- Parents are invited and encouraged to have input into program through Learning Journals and Daily Reflection Journal. Learning Journals are available to take home.
- Newsletters, Parent Handbooks, room notices and emails to families to keep parents informed. Also our website.
- Policy review scheduled to seek parent input.
- Open Door Policy - parents and extended family welcome to visit at any time - invited for lunch, help with program, help with excursions
- Educators are welcoming to parent suggestions and ideas and have open conversations regularly.
- Parent Representatives on Committee of Management
- Educators happily and confidently liaise with other specialists in the Early Childhood industry to enhance child's needs.
- Have Multi-disciplinary meetings for Additional Needs children.
- Liaise with parents and swap information for children with special health and dietary requirements.
- Parent/Educator formal sessions offered to discuss child progress and program. Informal discussions also welcomed.
- All families given guided informative tour of centre before the child commences in the program
- Orientation is tailored to individual needs.
- Parents have visual through identifying photos at entry of each room as to who is educating their child for the day.
- Continuity of Educators.
- Communication is warm and respectful where parents feel valued.
- Educators acknowledge and respect beliefs and practices that families bring with them into the setting.
- Educators provide a practical source of information about resources and services.
- When excursions are planned parent permission is sought and extensive risk assessment implemented - new routine Excursion Permission form and risk assessment created for use in immediate surrounding areas.
- Requirements for children are tailored to their specific needs in consultation with parents and support networks involved with child

Quality Area Six Improvement Plan

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
6.2.2	Link new families of our service to other Community Groups	M	Sought information sheets on Toy Library and Playgroup to include in our Family Information Package.	All users of our centre more visible.	2016	Sept 2015 - Team Leader spoke with representative of both Playgroup and Toy Library requesting information sheet from each. 2016 - Team Leader provides information on Playgroup and Toy Library to families during Orientation visits.

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
6.1.2	Reflection of 3-5 years Program offered - Do we continue with present model or seek alternative.	H	Survey past, present and future families of 3-5 years children.	Provide Program which best reflects the preferred learning styles of majority of children.	End 2015	<p>July 2015 - Survey offered to past, present and future families of 3-5 years children.</p> <p>July 2015 - Educator Appraisals conducted and all present Educators opinion of preferred model of learning sought. Separating groups was preferred option.</p> <p>August 2015 - Focus Group formed to reflect on results of parent survey and to move forwards.</p> <p>Sept 2015 - Preferred option decided as separating the two age groups and operating separately.</p> <p>18/9/15 - Notice of Intention to hold an Information Night on Tuesday 13 October 2015 given to parents.</p> <p>13/10/15 - Family Information Night held and parents informed of decision to operate separate Pre-Kinder and Kindergarten Rooms in 2016. Response was positive and well received.</p> <p>25/1/16 - New model working well. Will review again once all children and Educators have returned.</p> <p>2016 - Quote Parent Survey - "Have loved that you have separated 3-4 and 4-5 Rooms"</p> <p>2017 - Again operating separately with success.</p>
6.1.2	Creation of Flyer advising families of ways to be involved with the centre and the Program.	M	Manager Programs asked to co-ordinate the development of a Flyer for each service demonstrating ways of family involvement in our service.	Flyer created, printed and visible for all members of our service.	End 2016	<p>July 2016 - Manager Programs requests each Team Leader to provide her with examples of how families may be involved in our service along with photos of the children in action.</p> <p>This has been provided.</p>

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
6.2.1	To improve link with families	H	Trial Storypark system for recording child's learning and improve visibility for parents.	To gain more feedback from families about their child's learning at home and within centre environment.	3 month trial from January 2017	February 2017 - Positive feedback received from families and more communication both ways with regard to children's learning and wellbeing.

Quality Area 7: Leadership and service management

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

Quality Area 7: Standards and elements

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.

	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

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

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4,	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181--184	Confidentiality and storage of records
	Related requirements	

7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual
7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

Quality Improvement Plan for QA7

Summary of Strengths

- Management are open to suggestions from employees.
- Low staff turnover (permanent staff).
- Permanent staff employed to provide continuity of care for children.
- Communication between educators is encouraged and time is given off the floor for this to occur as needed.
- Regular involvement of all stakeholders.
- Surveys available for families.
- Computerised system makes it easy to access relevant information about children and families.
- Policy and procedures are reviewed regularly with involvement from staff and families.
- Support is provided for staff to gain higher qualifications.
- Team Leader reviews Monthly Budget to assist the viability of the Service.

Quality Area Seven Improvement Plan

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
7.2.1	New improved format for Staff Appraisals	H	System tailored towards Educator and Staff Position Descriptions	More informed Appraisal system	2015	June/July 2015 - new systems implemented and Team Leader and Educational Leader reviewed each Educator. Very informative process which will enable improvement to our service and undertake future Professional Development. 25/1/16 - Team Leader and Educational Leader to complete personal Improvement Plan which will be again reviewed 6 monthly. Plan for all Educators to complete this plan following 2016 Appraisals. Appraisal forms distributed to team.
7.3.5	Improved organisation of Policies for users.	H	All Policies and Procedures reviewed and re-grouped.	System more user friendly	End 2015	Mid 2015 - All Policies and Procedures reviewed, condensed and separated into Families and/or Staff in consultation with Management, Educators and Families Feb 2016 - A shortcut added to Computer desktops to enable all Staff easy access and copying as required.
7.2.1	Development of individual Alpine View Philosophy	H	Philosophy sub-group created to investigate and create this Philosophy with all Stakeholders input.	New Alpine View Children's Centre Philosophy created.	March 2016	13/3/15 -Sub-Group created 25/6/15 - Philosophy group to discuss with all staff requesting input - questionnaire offered. 2016 - Due to staffing changes for year Kinder Teacher will review. Feb 2017 - Staff Meeting - creation of Alpine View Philosophy on agenda with handout to all Educators seeking to highlight their beliefs/personal Philosophy regarding children, families, community and further learning. Information will then be collaborated and put towards proposed Philosophy. Education Leader and Kindergarten Teach will collaborate to create a family questionnaire regarding their beliefs and expectations of the service.

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
7.1.4	Network Meetings for Educational Leaders	H	Form Network	Network formed.	April 2015	April 2015 - first ACS Educational Leaders meeting held. Decision made to hold a meeting each quarter at differing venues. August 2015 - Alpine View Educational Leader also joined North East Educational Leaders Network Group. (Quarterly)
7.1.2	Creation of Interview Form for employing prospective new Relievers	H	Team Leader to study other Educator Employment questionnaire forms and adapt to suit.	A formal questionnaire for initial interview for suitable casual relievers is in use.	August 2016	End July 2016 - Team Leader has adapted Educator Interview questionnaire form and sought approval of Educational Leader. August 2016 - New Interview Form is ready for use for prospective new reliever on Tuesday 16/8/16. This will aid in gaining information for suitability and availability of Relief Educators.
7.2.3	Demonstrate commitment to continuous improvement.	H	Q.I.P is regularly updated, reflected upon and changes or areas for improvement implemented.	Q.I.P. up to date and continuing.	Ongoing	August 2016 - alternate monthly Staff Meetings will concentrate on Quality Assurance Education and reflection for all Educators and updates or improvements required.
7.2.2	Completion of 2016 Staff Appraisals	H	Steps followed in Appraisal process to completion.	2016 Staff Appraisals completed and Action Plan for Improvement decided on for each member and then put into effect.	Sept 2016	July 2016 - Yearly process is improved. New Action Plans implemented for end of each Appraisal. Self Assessment forms handed to each staff member. Start August - forms return and Team Leader and Educational Leader assess these and decide on ratings. Mid August 2016 - Team Leader and Educational Leader meet with each Staff Member and discuss and agree on ratings. An Action Plan for Improvement and possible Professional Development is formed with each Staff Member. After 6 months these Action Plans will be reviewed for success and implementation.

Standard/ Element	Outcome or Goal	Priority L/M/H	Steps to achieve this outcome/goal?	Success Measure	By when?	Progress Notes
7.2.2	Creation of a Position Description which accurately demonstrates the role expected of an Inclusion Support Educator	H	Team Leader and Educational Leader meet with General Manager to discuss value of this.	Position Description developed.	End 2016	11/8/16 - during review of Self Appraisal of Inclusion Support Worker it was decided that the development of specific Position Description which better suits this role would prove beneficial.