

Updated September 2020

Quality Improvement Plan template

National Quality Standard

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan (QIP).

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (regulation 55) for each service that:

* includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard
* and the National Regulations; and
* identifies any areas that the provider considers may require improvement; and
* contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the regulatory authority on request. The National Regulations do not prescribe a format for a Quality Improvement Plan.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard. A Quality Improvement Plan must be reviewed and/or submitted to the regulatory authority on request.

**About the ACECQA Quality Improvement Plan template**

The purpose of this template is to offer a planning format that supports approved providers to meet their obligations under the National Regulations.

This template provides quick links to helpful resources for each quality area in the [Guide to the National Framework](https://www.acecqa.gov.au/nqf/about/guide) and the [ACECQA website](https://www.acecqa.gov.au/).

**Exceeding NQS themes guidance**

The [Exceeding NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) sections provided for each standard should be completed when there is evidence of one or more Exceeding NQS themes demonstrated in the practice at the service.

When the QIP is submitted to the regulatory authority for assessment and rating, an authorised officer will consider the evidence documented and gathered at the assessment visit to determine if the Exceeding NQS themes are being met.

For further information on the three Exceeding themes, including what

authorised officers consider when reviewing whether evidence demonstrates a theme, see ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

Service details

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| --- | --- |
| **Service name**  | **Service approval number**  |
|  |  |
| **Primary contacts at service** |
|  |  |
| **Physical location of service**  | **Physical location contact details**  |
| Street |  | Telephone |  |
| Suburb |  | Mobile |  |
| State/territory |  | Fax |  |
| Postcode |  | Email |  |
| **Approved Provider**  | **Nominated Supervisor**  |
| Primary contact  |  | Name |  |
| Telephone |  | Telephone |  |
| Mobile |  | Mobile |  |
| Fax |  | Fax |  |
| Email |  | Email |  |
| **Postal address (if different to physical location of service)** |
| Street |  | State/territory |  |
| Suburb |  | Postcode |  |
| **Educational leader** |
| Name |  |
| Telephone |  |
| Email |  |

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 a 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** |  |  |  |  |  |  |  |
| **Closing time** |  |  |  |  |  |  |  |

Additional information about your service

The following information will assist the regulatory authority to plan the assessment visit.

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| Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.  |
| How are the children grouped at your service?  |
| Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor) |
| 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:\_\_\_\_\_\_\_\_\_ |

Service statement of philosophy

Please insert your service’s statement of philosophy here.

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##

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**.

Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=100) and the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-1-educational-program-and-practice).

Quality Area 1: Standards and elements

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| --- | --- |
| **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 274ANSW | Programs for children over preschool age | 1.3.1 |
| Regulation 289ANT  | Programs for children over preschool age | 1.3.1 |
| Regulation 298AQueensland  | Programs for children over preschool age | 1.3.1 |

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

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

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

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

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

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

Standard 1.2 – Practice: Educators facilitate and extend each child’s learning and development.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

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

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 1**

Improvement Plan

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
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**Quality Area 2: Children’s health and safety**

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

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=144) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety).

Quality Area 2: Standards and elements

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| --- | --- |
| **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. |

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National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 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)(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** | [Summarise strengths identified in the self-assessment process. Delete if not required.] |

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

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

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

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

Standard 2.2 – Safety: Each child is protected.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**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** |
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**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**.

Additional information and resources about Quality Area 3 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=180) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-3-physical-environment).

Quality Area 3: Standards and elements

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| --- | --- |
| **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

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

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

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

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

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 3**

Improvement Plan

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
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**Quality Area 4: Staffing arrangements**

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

## Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=206) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-4-staffing-arrangements).

Quality Area 4: Standards and elements

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| **Standard 4.1** | **The design of the facilities is appropriate for the operation of a service.**  |
| 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 |
| **National Law and National Regulations** | **Associated element** |
| Regulation 136  | First aid qualifications | 4.1.1 |
| Regulation 143A  | Minimum requirements for a family day care educator | 4.1.1 |
| 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**

Summary of strengths for Quality Area 4

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

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

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

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

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 4**

Improvement Plan

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| **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** |
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**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.

## Additional information and resources about Quality Area 5 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=228) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-5-relationships-with-children).

Quality Area 5: Standards and elements

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| **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.

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| **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

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

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

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

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

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 5**

Improvement Plan

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| **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** |
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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.

## Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=252) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-6-collaborative-partnership-with-families-and-communities).

Quality Area 6: Standards and elements

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| **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.

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| **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**

Summary of strengths for Quality Area 6

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

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

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

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

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 6**

Improvement Plan

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| **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** |
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**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.

## Additional information and resources about Quality Area 7 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=282) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-7-governance-and-leadership%2B).

Quality Area 7: Standards and elements

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| **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.

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| **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 |
| 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 |
| **National Law and National Regulations** | **Associated element** |
| 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 |
| 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 |
| **National Law and National Regulations** | **Associated element** |
| 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 |
| 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 359Victoria | Criminal history record check to be read and considered | 7.1.2 |

**Quality Improvement Plan for Quality Area 7**

Summary of strengths for Quality Area 7

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

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

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

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

Notes:

* This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
* Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](https://www.acecqa.gov.au/assessment/exceeding-nqs) webpage.

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

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 7**

Improvement Plan

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| **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** |
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