

<p align="center">Service name</p> <p align="center">Bulimba State School Outside School Hours Care</p>	<p align="center">Service approval number</p> <p align="center">SE-0000972</p>
<p align="center">Primary contacts at service</p> <p>Sally Roebuck - P&C Services Manager</p> <p>Tarei Mataitini - Coordinator and Educational Leader</p> <p>Rachel Gill - Coordinator</p> <p>Allison Van Hilst - Administration Coordinator</p> <p>Sacha Guse - Finance Manager</p>	
<p align="center">Physical location of service</p> <ul style="list-style-type: none"> OSHC (Outside School Hours Care) Administration is located under A Block facing Wentworth Parade. The OSHC Pavilion and D Block are adjacent to the Upper Playground and between the pool and the tennis court. <p>Street: Oxford Street</p> <p>Suburb: Bulimba</p> <p>State/territory: QLD</p> <p>Postcode: 4171</p>	<p align="center">Physical location contact details</p> <p>Telephone: 07 3395 9622</p> <p>Email: oshcgeneral@bulimbass.eq.edu.au</p> <p>Website: https://www.bulimbaoshc.org.au/</p>
<p align="center">Approved Provider</p> <p>Primary contact: P&C President – Bonny-Lee Adamczyk</p> <p>Telephone: 07 3395 9622</p> <p>Mobile: 0424876157</p> <p>Fax: N/A</p> <p>Email : oshcgeneral@bulimbass.eq.edu.au</p>	<p align="center">Nominated Supervisor</p> <p>Name: Sally Roebuck</p> <p>Telephone: 07 3395 9622</p> <p>Email: sroeb08@eq.edu.au</p>
<p align="center">Postal address (if different to physical location of service)</p> <p>Street: C/- Bulimba State School, Oxford Street</p> <p>Suburb: Bulimba</p> <p>State/territory: Queensland</p> <p>Postcode: 4171</p>	

Additional information about your service

- The service is located on School grounds at Bulimba State School.
- Parking exists on Wentworth Parade, Oxford Street, and surrounding streets.
- The service operates pupil free days and regular private school holiday dates. The Service is closed for 2 weeks only over Christmas/New Year period.

2024 Term Dates

- **Term 1** – Monday 22/01/2024 to Thursday 28/03/2024
- **Term 2** – Monday 15/04/2024 to Friday 21/06/2024
- **Term 3** – Monday 08/07/2024 to Friday 13/09/2024
- **Term 4** – Monday 30/09/2024 to Friday 13/12/2024

Public Holidays 2024 (Service Closed)

- Friday 26/01/2024, **Australia Day**
- Friday 29/03/2024, **Good Friday**
- Monday 01/04/2024, **Easter Monday**
- Thursday 25/04/2024, **Anzac Day Holiday**
- Monday 06/05/2024, **Labour Day**
- Wednesday 14/08/2024, **Ekka Wednesday**
- Monday 07/10/2024, **King's Birthday**

How are the children grouped at your service?

Multi-age play throughout entire program.

Person(s) responsible for submitting this Quality Improvement Plan

Sally Roebuck - P&C Services Manager, Nominated Supervisor.

Bulimba State School OSHC acknowledges the Jagera and Turrbal people, the Traditional Owners of the land on which we have the privilege to play, learn and work on. Especially, we as a service, acknowledge and pay respect to their culture, their traditions and their elders and endeavour to embed their perspectives in all that we do. We do this as part of our ongoing commitment towards reconciliation.

At Bulimba State School Outside School Hours Care we:

Plan and implement programs that:

- **embed First Nations perspectives and pay respect to their unique contributions and history by offering meaningful experiences that allow children to learn and share this knowledge.**
- **offer children an opportunity to care for and learn about the environment and focus on sustainable practices and initiatives to build capacity of children as active participants in caring for the resources, land and environment.**
- **are child initiated and based on meaningful documentation gathered from the interests and developmental needs of all children while promoting holistic development.**
- **encourage children to be an active member of the community in which they live to be active, global citizens.**
- **allow all children to express their opinions and have their views considered in decisions affecting them as stated in Article 12 of the United Nation's Convention on the Rights of the Child.**

Nurture relationships that:

- **are respectful and inclusive of individuals and reflect school and family values and cultural backgrounds.**
- **promote open, transparent and honest communication between all members of our community which are positive and consistent in manner.**
- **support families in a non-judgemental manner, adapting our service to meet their ever-changing needs, based on their feedback.**
- **Are holistic in nature through ongoing, open communication with members of the school community that ensure children and families are supported.**

Empower our Educators to:

- **become respected members of our school community through collaborative endeavours with school staff.**
- **participate in regular professional development and training to enhance their qualifications that is individually targeted on their differing strengths and weaknesses.**
- **positively impact the service culture through meaningful contributions that improve the wellness of the team and OSHC community.**
- **maintain a high level of care and supervision, building positive and rewarding relationships with children by taking the time to talk and interact with them on a deeper level.**

Through these practices we demonstrate our commitment to ongoing quality improvement and lifelong learning.

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

Standard 1.1	The educational program enhances each child’s learning and development.	
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child’s current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.
Standard 1.2	Educators facilitate and extend each child’s learning and development.	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions, and feedback.
Child directed learning	Element 1.2.3	Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation, and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child’s progress.

National Law and National Regulations underpinning Quality Area 1

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

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

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Standard 1.1	The educational program enhances each child's learning and development.
<p>Element 1.1.1: Approved learning framework</p> <p>Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators.</p>	<p>The Bulimba State School OSHC programming framework is designed to ensure that the programming cycle within the centre is holistic and exceeding the requirements of the National Quality Framework, National Law and Regulations and the Framework for School Aged Care, My Time Our Place. The framework has been created with the service philosophy in mind and to align with the following team mission statement - <i>“At Bulimba OSHC our team values respect, consistency, compassion, playfulness and support. As intentional and professional educators, we demonstrate this through our actions and communication, which we model together for the children and each other.”</i></p> <p>We treat our programming framework as foundational to our programming philosophy, however, not absolute in our programming actions and practices. Our program is adaptable, flexible and a working document for our OSHC children and educators, designed to be manoeuvrable based upon the relevant interests, ideas and needs of children in the moment. Our programming framework has been devised to ensure educators are offering and facilitating play and learning experiences that are meaningful to the children within the service. Because of this, we call our program the “No Program, Program.” Our duty roster reflects this philosophy. It allows children to move freely between supervision areas and gives educators the opportunity to be responsive to the changing needs of children.</p>
<p>Element 1.1.2: Child-centred</p> <p>Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.</p>	<p>This No Program, Program is inspired by two main approaches; Reggio Emilia and Emergent Programming. The principles that we have borrowed from these approaches inform our decision making and allow us to support children in their progression towards service goals. <i>This programming framework and how it is embedded in service operations is further discussed in the exceeding themes for Standard 1.1.</i></p> <p>The language that we use when programming is intentional and reflective of our programming philosophy. We use the term ‘play inspirations’ to describe the activities/experiences and opportunities that we provide children. Because our program is negotiated through emergent processes, it is essential that we are flexible and adaptive, even when extending on very clear ideas and interests. Our vacation care program clearly highlights this process. Whilst a ‘theme’ for each day is organised and advertised, Educator's curate a list of ‘play inspirations’ for each day. These suggestions, provocations, play cues or invitations for children and educators to begin doing something. As a result of this, our duty roster and daily program display is focused on the areas available to use rather than assuming that activities can only be performed in certain areas. These are to be as open ended and flexible as possible to adhere to our programming philosophy.</p>
<p>Element 1.1.3: Program learning opportunities</p> <p>All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.</p>	<p>Our educators document day to day moments in detail, recording the play and learning experiences that were facilitated based upon the children's ideas and interests. This is recorded after each session on a term-by-term mind map. We use this information as a form of data collection. Both individually and as a team, we discuss and critically reflect upon the children's play and learning experiences, working collaboratively and collegially to develop strategies to extend upon and improve the children's experiences at OSHC and ensure our programming philosophy is being upheld. We use the mind map to respond to other's contributions, unpack ideas and provocations, note more questions and curiosities and ultimately, inform our decision making moving forward.</p> <p>Part of our routine are rolling mealtimes. This means that children choose when they would like to eat, within a given time frame, and this applies to breakfast, morning tea, lunch and afternoon tea. Further to this, we place several fruit platters out on tables during morning tea (vacation care) and afternoon tea for children to access themselves. Following these mealtimes, any leftover afternoon tea is placed in a central location to allow children to access as they please. We teach the children handwashing and sanitising procedures as well as provide tongs for use. This routine maximises children's autonomy and sense of agency.</p>

Another important aspect of our routine are the opportunities for multi-age play. In an environment that can sometimes be challenging with its lack of wide-open spaces, it is one of our strengths to be able to offer children access to multiple areas each session and flexibility to move between those areas freely. Children are signed out in the mornings and signed in every afternoon in grades but at all other times, there is mixed age play. This multi-age play allows all children to find what is suitable for them, irrespective of their age and in the presence of adults whom they trust. We also know that this allows children to interact with peers who are slightly more advanced than they are, supporting them to reach higher level of understanding and skill. This peer-to-peer support increases autonomy and agency, thus maximising opportunities for children. Some great examples of the benefits of multi-age play can be seen in our Bulimba Big Buddies program and Cinderella Production. ***Further discussion about our Cinderella Production and how it was shaped by meaningful engagement with the community is highlighted in the exceeding themes for standard 1.1.***

Our Bulimba Big Buddies Program sees our children facilitating activities and experiences with kindergarten children from Tugulawa Early Education and Care. It is a clear example of nurturing the strengths of our children and providing them with opportunities for peer-to-peer support, to build trusting relationships, exercise leadership skills, autonomy and agency. It is also one way in which we can be intentional and purposeful in our support of incoming preps, ensuring support for children's wellbeing right from the start.

Whilst multi-age play is important, there are also opportunities for children to engage in developmentally appropriate activities and experiences. One such opportunity is our split excursion model. At the end of each vacation care period and again at the end of the year, a survey is sent out to families to gain feedback on the program. Some of the recurrent feedback we were receiving regarding excursions during vacation care revolved around the perceived risk for different age groups and the speed at which the days would book out due to reduced ratios and therefore the number of places available on excursion days. As a result of this, a split excursion model was created. The model suggested that excursion days would be split into one for prep-grade 2 children and one for grade 3-6 children. On each excursion day, the alternate age group would remain at the service for an in-service program. Whilst the excursion would still have a place limit, those who did not receive a spot would still be able to receive care back at the service, providing more options and flexibility for our families. We trialled this model in April 2021 and received positive feedback from children, families, and educators. Not only were experiences more tailored to specific age groups and therefore more meaningful, but there were more places available overall for care on those days. Our excursion model to date has also included a different version of this where all children attend an excursion on the day however participate in split activities. For example, prep – grade 2 children attend inflatable world and grade 3 – 6 children participate in an Op Shop tour. With this varied approach, we are still able to achieve the same outcomes.

Tea-time with Tarei is an initiative that provides a platform for children to be involved in decision making at OSHC. One child from each grade gathers with our Educational Leader, Tarei, to discuss matters that are important to them. There is no set agenda, rather conversations are directed by children. Children's voices are highlighted and celebrated during these sessions. ***Further discussion on how this initiative was informed by critical reflection is highlighted in the exceeding themes for standard 1.1.***

Standard 1.2	Educators facilitate and extend each child's learning and development.
<p>Element 1.2.1: Intentional teaching</p> <p>Educators are deliberate, purposeful, and thoughtful in their decisions and actions.</p>	<p>Part of our Reggio Inspired-Emergent programming is project and enquiry-based practice. From this, we have had several collaborative projects that have satisfied all aspects of our learning framework, as well as becoming part of embedded practice. Some of these are described below:</p> <ul style="list-style-type: none"> - Our 5pm Project is an opportunity at 5pm each day to invite children to participate in something planned and purposeful. It was created following critical reflection of our end of the day routine and the importance of ensuring that during what is usually a busy transition time for Educators and children who are going home, that we continue to be intentional in our practice and programming. There are children who remain after 5, sometimes every day, that deserve that same level of purposeful programming that is given at all other times. We also recognise the important role that we play in supporting children's transition to what can be a very rushed routine at home at this time of the day so by providing very meaningful activities and opportunities for children that highlight our commitment to them, we hopefully can ease some of the anxiety that can be present at the end of each day. - To celebrate the incredible creativity of our children, we hold an annual art show for the community. Whilst our intention is always to focus on process rather than outcome, it is also important that we provide opportunities for children to set goals and work on projects independently or in a group. Children create pieces of art that they can then submit for the art show. Permission is received from each child before any piece of work is out on display. Invitations are sent out to families and the school and local community to browse the art show which usually takes place over two days. Just like any art show, a group of children are selected to act as guides, taking viewers through the display. - Our bi-yearly Market Day was born out of our support for 'Good return', an organisation supporting financial literacy and helping women in poverty to access financial services, bridging the gender gap. It has now become an important aspect of our project-based programming. Children come up with market stalls that sell goods or services. Children run the stalls, are involved in money exchange, pitch their stalls to persuade potential consumers, advertise and create their products. On market day, children and families bring in coins to purchase these goods and services, with all money raised going to a charity chosen by the children and Educators. - Our Cinderella production in 2023 was one of our biggest projects to date. It included a cast and crew of about 45 children and involved children in all aspects of its formation and execution. From lighting and sound, to props, backdrops, acting, makeup and hair. Children rehearsed over two terms with the final shows being performed for our community over two evenings. <p style="text-align: center;"><i>Our Market Day and Art Show and how they have been shaped by meaningful engagement with families and the community is further discussed in the exceeding themes for standard 1.2.</i></p> <p>To facilitate and extend on children's learning and development in a very holistic way, we collaborate with Bulimba State School's Head of Curriculum (HOC) to provide cross-curricular experiences. At the beginning of each year, we are provided with the years curriculum overview for each grade level. This is then distributed across the Portfolio groups to use as part of their planning for the year. The intention of this practice is to provide continuity of learning and to create play-based opportunities for learning that complements what they are already doing in the classroom.</p> <p>Further to day-to-day programming, there are high expectation for Educators to plan, facilitate and evaluate termly additional activities and vacation care days. Additional activities are planned, term long programs that are delivered by educators with skills and expertise in a certain area. For example, DJ-ing, sewing, soccer, Oz Tag. <i>The way in which additional activities are embedded in service operations is further highlighted in the exceeding themes for standard 1.2.</i></p> <p>Each vacation care program is also planned and organised by educators, in collaboration with the children. As educators observe children's play, facilitate conversations and document meaningful moments, they can construct ideas of how to enhance children's learning and development even further through an intentional vacation care program. As a team at the beginning of each term, we unpack our mind map, feedback from families</p>
<p>Element 1.2.2: Responsive teaching and scaffolding</p> <p>Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions, and feedback.</p>	
<p>Element 1.2.3: Child directed learning</p> <p>Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.</p>	

via surveys, feedback from children gathered by children, and any other observations we may have of children's engagement with the program. From this, we can create themes for vacation care days. Educators draw on their own interests and how they align with children's ideas and submit rough drafts of what a vacation care day might look like. They are then given additional time to plan play intentions, planned experiences and play inspirations based on this idea. They do this through collaboration with other educators, with children and through observationally driven decision making. They then determine resources and safety considerations. Prior to their day, they finalise and prepare resources and environments and work with the Educational Leader to structure duty rosters based on required play areas. On the day, they facilitate experiences and support other educators to be intentional in their facilitation of play. This practice is firmly embedded in service operations and not only helps create a more varied and effective program for all children, but increases educator capacity for program planning, implementation and evaluation.

Our mind-mapping tool as described in standard 1.1 supports Educator's ability to respond to children's ideas. This coupled with the consistent language we use of 'play inspirations', helps us remain open to extending on children's learning in a very organic and holistic way. ***Further discussion on how this was informed by critical reflection is highlighted in the exceeding themes for standard 1.2.***

A 'Special Events' spreadsheet is created each year that outlines specific dates/days of significance e.g., Harmony week, NAIDOC week, National Pyjama Day. The process of curating the spreadsheet, gives us the chance to plan program opportunities for children and the community in advance. The Educational Leader provides additional resources and time for educators to ensure programs are implemented. Portfolio groups utilise this spreadsheet to plan around their intentions and we utilise our knowledge of our families and community to ensure we celebrate or highlight days/events that may be of significance to them. For example, we have children attend our service who are in foster care. It is thus embedded in our programming that we celebrate National Pyjama Day annually to recognise the important work that foster carers do.

'Tea Time with Tarei' highlights and celebrate children's agency, understanding the importance of children being part of the decision making that affects them. Feedback from these sessions is unpacked with Educators and management (at the request of the children) and used to inform decision making moving forward.

Our Inclusion Support funding allows us to have additional educators on site to support children with additional needs. We utilise this funding to also open additional areas for play as we understand the importance of engaged children and a free-flowing program. By also working to an 'under one roof' ratio, children can move freely between areas, exercising their autonomy and agency and allowing them to lead their own play. This also ensures that there are limited disruptions to their play cycle flow. Regular ratio checks ensure we can always account for all children.

Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
<p>Element 1.3.1: Assessment and planning cycle</p> <p>Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation, and reflection.</p>	<p>Educator engagement in the cycle of planning is essential to the quality of our service. One way in which we can document each phase of this cycle is through our Programming Journals. Each educator receives a journal for the year. Within this journal is our programming framework for them to refer to. It highlights our service philosophy, programming inspirations and framework responsibilities. They have space to note ideas and observations, plan projects and then evaluate and reflect on them. They bring these journals along to team meetings, professional development sessions and Think Tanks to make notes and unpack discussions. Through these journals, we can see educator engagement in every step of the planning cycle, creating more rich and meaningful programming.</p> <p><i>Educators assess each child’s learning and development via our Mind Map as described in standard 1.1</i></p>
<p>Element 1.3.2: Critical reflection</p> <p>Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.</p>	<p>Further to the mind map, our educators record ‘Moments that Matter’. These are positive stories to be shared with individual children and their families. These stories pinpoint a moment in time – perhaps an observation of a child’s engagement in play, or maybe some insight into children’s meaningful relationships with educators and/or other children. From these stories we see the whole child and all the ways in which their wellbeing is supported and celebrated here at OSHC. There is no set number of ‘Moments that Matter’ that Educators are required to complete, rather the importance and value of these are discussed regularly and so they are completed in a more organic way. The educational leader saves these stories in each child’s individual folder and emails them directly to their parents/guardians. The feedback we receive from families and the excitement that children feel when they are celebrated, further strengthens our program and our relationships with them.</p>
<p>Element 1.3.3: Information for families</p> <p>Families are informed about the program and their child’s progress.</p>	<p>We utilise monthly ‘Think Tanks’ to have professional conversations, unpack ideas, critically reflect and further plan and evaluate all aspects of the program. Once a month, educators are rostered on to start earlier in an afternoon. The agenda for the session is based on whatever the need at the time might be. For example, behaviour guidance. A safe space is created during the session for the sharing of ideas, perspectives and knowledge. The aim is collaborative, critical reflection in order to improve quality. We leave each ‘Think Tank’ with questions to ponder and intentional actions to implement as individuals and as a team. <i>Further discussion about our documentation framework and how it is embedded in service operations can be found in the exceeding themes for standard 1.3.</i></p> <p>Another way in which we strengthen opportunities for children within the program is through our Portfolio Groups. Each educator is encouraged to join and/or lead a portfolio group which are created based on interests/passions of the educators and the needs and ideas of children. Our current portfolio groups are:</p> <ul style="list-style-type: none"> • The Arts • Community Engagement • Induction and Transition • Sport & Games • Sustainability • Well-Being and Inclusion <p>Educators take ownership of their portfolio group, identifying how they can best provide opportunities for children within that space. They then collaborate, plan, implement and evaluate programs for children. These portfolio groups increase educator buy in, encourage and support their own individual passions and strengths, and create more exciting and varied opportunities for children. <i>Further discussion about portfolio leadership is evident in the exceeding themes for standard 1.3.</i></p> <p>We have a dedicated Program Coordinator/Education Leader and Assistant Educational Leader. We have this as we understand the importance of Educational Program and Practice to the learning and development of all children. The Program Coordinator leads the development of the program</p>

in collaboration with all stakeholders. This also includes the training, support and mentoring of all educators to successfully understand the My Time Our Place Learning Framework and deliver the educational program. The Assistant Educational Leader supports the Program Coordinator in all aspects of program design and delivery.

Every afternoon our Educators engage in a 20 minute 'huddle'. We begin the huddle with an acknowledgement of country, a gratitude circle and then we move to discussing critical issues that have arisen each day. The purpose of the huddle is to allow all educators to remain informed about what is happening at OSHC, regardless of whether they work every session or not. This routine gives us the time and space to engage in professional conversations, share ideas, relay essential information and action any items that need to be actioned. The purpose of the gratitude circle is to reset before each shift, allowing educators to begin their time with children with a positive mindset. This practice is something we know supports the building of resilience in children, and so it is something that we know we must role model first.

We utilise a number of different methods to inform families about our program and their child's progress:

- Our Facebook and Instagram pages act as a convenient platform for the sharing of updates such as programmed events and experiences. It is also an avenue for engagement with families through posts and direct messaging. This creates a sense of community and involvement. We can showcase children's learning through photos and videos and promotes the sharing of ideas and feedback. As not all families use these platforms, any important information about the program is communicated also via email.
- We have an open-door policy, and a dedicated coordinator/responsible person in the office at all times. This person is front facing and is available to pass on any updates to families. Further to this, educators are encouraged to approach families with their own stories and meaningful moments and our float educators allow this to happen without disruption to our ratios.
- We have an educator who oversees taking photos and displaying them on our office tv screen. The photos represent meaningful moments captured at OSHC and we often find many of the children and their families stopping to have a look.
- Not only is the weekly program on display on our office noticeboard, but we create posters and artwork that is displayed around the school. Information is also sent out in the Bulimba State School weekly newsletter.
- The children have a 'Press Club' that creates a termly and sometimes bi-termly publication. These mini magazines contain stories, articles, photos, drawings, and activities that have been curated by the children, for the community. The children work on the pages within the magazine during before and after school care with a dedicated Educator. This Educator then digitises each page of the magazine so that copies can be printed and shared with our community. ***This is also another important way we celebrate children's strengths and ideas and is further discussed in the exceeding themes for standard 1.3.***

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

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

Exceeding themes	
<p>1. Practice is embedded in service operations</p>	<p><u>Programming Framework</u></p> <p>A practice that is firmly embedded in service operations is our programming framework. This is known as Reggio Inspired – Emergent programming. The Reggio Emilia approach is a self-guided curriculum that sees children as capable and competent. The program is not pre-planned but instead is negotiated through emergent processes. Emergent programming builds on children’s prior learning and current interests. It is inquiry and play-based and is responsive to children’s interests, strengths and aspirations. Within this framework are four pillars by which our Educators are guided by. These are Our Image of Child; The Environment as the Third Teacher; Collaboration and a Culture of Research; and Documentation as Communication. All of which align with the principles, practices and outcomes of My Time Our Place. Upon Induction, Educators are introduced to this programming framework. Through conversations and training with the Educational Leader, they are coached and supported to make links between theory and their practice. Educator programming journals contain the principles of our programming framework as prompts to inform Educator decision making and the ways in which they program plan, facilitate, analyse and reflect. Our Image of Child, that was determined collaboratively by Educators, impacts the way in which we behave and interact with children. As a team, we determined that children are creative and curious; children are capable and competent; resilient and determined. By understanding that the environment is the third teacher, we are very reflective in the way we set up our spaces, ensuring that the environment and the curriculum work together to maximise outcomes for children. This was particularly evident during Bulimba State Schools A Block construction which resulted in relocation of operations during an entire summer vacation care period. By thinking intentionally about the flexibility and accessibility of our resources, we were able to set up spaces that continued to support children’s engagement in the program. Collaboration and a Culture of Research encourages Educators to be co-learners and co-constructors of knowledge. This is evident practice such as our play inspirations in addition to any planned experiences, and Teatime with Tarei. Finally, Documentation as Communication emphasises our commitment to communicating that children’s time here is valued and that our Educators are consistently engaged in a cycle of planning that informs our programming. This principle is evident in Educator specific forms of documentation such as programming journals, mind maps and Think Tanks, but also in opportunities such as our Art Show, Press Club and Tea Time with Tarei that highlights the thought processes, beliefs and assumptions that children bring to their time in play and leisure. The understanding of this programming framework and the way it guides all Educators and their engagement in the program is firmly embedded in service operations.</p>
<p>2. Practice is informed by critical reflection</p>	<p><u>Tea Time with Tarei</u></p> <p>When we think about the enhancing children’s learning and development, it is essential that we ensure their knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. In order to ensure this happens, we asked the children their opinion on how they wanted to share their thoughts and ideas. The concept of a ‘student council’ was mentioned as a platform that many children had already experienced in their school setting. We took this feedback and tailored to our context, creating ‘Tea Time with Tarei’. This initiative sees a representative of each grade join our Educational Leader for tea and a chat. There is no set agenda and instead the conversations are guided by children. We gain insight into the perspectives of children who so willingly provide honest feedback about their time at OSHC. Expectations are set from the start that the intention of Tea Time is to respect others’ opinions and honour what each person has to say and so each child is encouraged to share their ideas if they feel confident to do so. The sessions not only give children the opportunity to provide feedback, but it also provides them with the opportunity to discuss new ways of doing things and to help Educators in their actions and implementation. Data collected from these sessions informs curriculum decision making in order to maximise outcomes for children and clearly shows practice that is informed by critical reflection.</p>

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

Cinderella Production

All aspects of our educational program enhance children's learning and development. One example of practice that is child centred and contributes to all developmental outcomes in relation to identity, connection with community, wellbeing, confidence as learners and effective communication is our Cinderella Production. In 2022, the children began showing interest in plays and productions. They would create their own mini shows, writing scripts and creating props before performing for an audience. Families were interested in our art shows and the way in which children's creativity and expertise were celebrated and nurtured so our Educators then reflected on different ways we could involve children in other elements of art. We took their interest in creating shows and their interest in Disney and magic and began working towards a full stage production. Over term 1 and term 2 in 2023, our children auditioned and rehearsed a Cinderella stage show. They were involved in all aspects of production including sound, lights, props, costume creation, hair and makeup. Involvement in the production required our families to commit to weekly rehearsals and the purchasing of some items for their costumes. Their overwhelming support then led to the production being performed over two nights. Invitations were sent out to families and the wider community, and each show saw close to 100 people attend. The entire production process was a valuable and enriching experience. It provided opportunities for creative expression, social interaction, cultural exploration and the promotion of overall wellbeing and belonging. The children felt celebrated by the school and wider community who came to see them perform. It helped many of them realise their potential and feel a sense of accomplishment and pride in their achievements. The production inspired staff members of Bulimba State School to look towards creating their own production, and how we as an OSHC team could also be involved. It encouraged members of our community to come forward with their ideas of what we could do next and how they could get involved. Following the Cinderella production, families began donating props and resources that could be used for future productions. The incredible costumes that were created for the production led to a large donation of fabric in January 2024. This has now led to plans of a sewing additional activity in Term 2 of 2024. This example of the growth of an idea and the extension of a program shows how practice shaped by meaningful engagement with families and the community can have such a positive impact on enhancing children's learning and development.

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p><u>Additional Activities</u></p> <p>A practice that is firmly embedded in service operations, that consistently extends on each child’s learning and development, are our Additional Activities. These are based on children’s current ideas, strengths, needs and abilities and can be facilitated by educators with expertise in a certain area, or by outside providers for a small additional charge to families. Decision making around additional activities is based upon our programming framework. We look at trends on our mind map that we have observe over the team. We utilise data collected from ‘Moments that Matter’ to determine what children want and need more of and where there are teachable opportunities. These additional activities run alongside our regular weekly program but are more structured in nature. They provide children with further opportunities to explore new experiences or satisfy current interests even further. At times, we bring in outside providers to not only enhance children’s learning but also build strong community connections. Children can sign up to the additional activities which normally run for 8 weeks. The service engages and works with educators within our team to plan, resource and facilitate these programs. Some examples of our additional activities include – senior buddy program with Tugulawa Early Education, soundscape club, press club, cooking, touch rugby, AFL, Steet Tread Hip Hop dancing and more. Children participate in the program but also drive program outcomes and this is possible with educators being responsive each week to their needs, regardless of previous program planning. Some of these additional activities become repeat programs and some set the foundation for future programs. For example, our soundscape club where children created their own CD laid the foundation for the creation of a backstage crew for our Cinderella Production in 2023. This gave the children the opportunity to create and mix all the sounds needed for the production. This then followed on to the creation of a DJ-ing club in Term 4 of 2023 where children learned how to use software and DJ sets to mix songs. This group then DJ’d our Halloween and end of year parties. The plan for 2024 is a video making program for the original soundscape CD. This process clearly highlights how educators identify interests, needs, strengths and ideas and then plan to facilitate and extend on learning and development to maximise outcomes for children. It is an integral part of our practise and is firmly embedded in service operations.</p>
2. Practice is informed by critical reflection	<p><u>Mind mapping and Play Inspirations</u></p> <p>Educators facilitate and extend on each child’s learning and development in a very intentional and responsive way. Our mind mapping and the language we use around ‘play inspirations’ in addition to planned experiences, was created following critical reflection around our programming framework. If we are committed to a child-centred program that is negotiated through emergent processes, then we needed to create a way to document this emergent process and to use very specific and consistent language that aligns with our programming framework and philosophy. Our programming mind map does just this. It is a visual display of the day-to-day workings of our program. Educators make note of activities, experiences, relationships, ideas, strengths, skills and needs of children. They note down questions, and provocations and contribute and extend on other ideas. Looking at our termly mind map shows the development of ideas. We unpack elements of the mind map to further facilitate and extend on each child’s learning and development. We often see vacation care programming, term projects or the introduction of new resources come about due to data collected from our mind map. We also use the term ‘Play Inspirations’ to describe programming opportunities. This is because adhering to our programming philosophy means we understand that programming is fluid in nature and is responsive to children’s natural flow and state of play. Even when extending on children’s own ideas, it is still imperative that we remain open to change.</p> <p>Our ‘Play Inspirations’ are evident in any aspect of formal programming. For example, our vacation care procedure is to have a curated list of play inspirations for each day that guides Educator facilitation. Areas and resources are made available although it is ultimately the children who direct play. These two exceeding practices that have been embedded as a result of critical reflection around our programming philosophy is a clear example of how we extend on each child’s learning and development in a very intentional way.</p>

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

Inquiry-based projects

Practice that is shaped by meaningful engagement with families and our community are our inquiry-based projects. What starts as an idea from children, then turns into opportunities for extension of learning and development. To celebrate these ideas, we gain feedback from families and involve them in its extension. Our idea to raise fund for Good Return, aligned with the small groups of children who were creating bracelets and earrings to sell. The idea of a Market Day to sell these goods then came to fruition. Upon our first market day, families became interested in the concept of a market for children, by children. Their positive feedback and engagement on the day lead to the planning of a second market day that was bigger and better. Since its inception, we have raised money for Good Return, Hope in a Suitcase, World Wildlife Foundation and the Indigenous Literacy foundation. Our families so kindly donate money to support their children's involvement and they often join us on market days, browsing through stalls, allowing children to exercise their autonomy and agency. Our annual Art Show is another project that has been shaped by meaningful engagement with our families and community. What started as a display of artwork for parents and guardians at pick up time, has become a full gallery of art over multiple days. This was due to feedback from families about the wonderful creativity on display. We worked with Bulimba State School to share a space for our artwork so that we didn't have to pack up or pack down the displays. Invitations were soon sent out to classrooms and so during the school day, teachers bring children of Bulimba State School to view the displays. This is an important moment for our children to share what they do with their time at OSHC with others in their class. Families and other community members are invited to walk through during before and after school care. Members from Bulimba library often visit the show, with some select pieces of art then moving to be displayed in the community library. Our educators work intentionally to respond to children's ideas and play. They collaborate with children and utilise feedback from families and the community to extend on these ideas even further. This meaningful engagement creates opportunity for children to be active citizens in their world, learning from each other and celebrating their strengths and expertise.

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

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

Exceeding themes	
<p>1. Practice is embedded in service operations</p>	<p><u>Documentation Framework</u></p> <p>Our documentation framework and the responsibilities of each educator within that framework is firmly embedded in service operations. Our Documentation process is flexible and adaptive. Each year, we reflect as a team on how and why we document. Educators unpack the different stages of the cycle of planning, how we make it visible and its significance to quality improvement. Any elements of documentation that don't satisfy our goals and intentions are modified. Our documentation processes are not just for the purposes of children's play and leisure but also to ensure that educators find it meaningful and remain engaged in the process. Additional time is given to educators each week to be able to complete documentation, with there being a number of ways they can engage in the process both independently and collaboratively.</p> <p>Each educator has a programming journal that encompasses all aspects of the cycle of planning. In these journals they note ideas, observations, plan experiences, evaluate, write questions and provocations. Journals are a visual and practical way of showing each educators engagement in the cycle of planning. Our Moments that Matter give Educators the chance to share positive stories of children that can be shared with the child's family. These are completed in a very organic way and emailed to families. Our Think Tanks are allocated sessions for professional conversations in a group setting. These help Educators to critically reflect, share perspectives and unpack ideas. Our programming mind map is a tool that we use to display, generate, visualise, structure and reflect on the ideas, strengths, interests and needs of our children, educators and wider community. It is intended to provide an insight into the everyday workings of our cycle of planning. Elements of the mind map are further reflected upon and unpacked during Thin Tanks, team meetings and huddles. Our Team Mission statement and team culture sets the expectation of each Educators commitment and engagement in assessment and planning. The result is more confident and competent educators who are able to deliver a quality program. Thus, it is clear that practice is embedded in service operations.</p>
<p>2. Practice is informed by critical reflection</p>	<p><u>Portfolio Leadership</u></p> <p>Our documentation process is consistently informed by critical reflection. Our Portfolio Leadership initiative is one such practice that was born from rich discussion amongst our team. Upon reflection, the wealth of knowledge and expertise that our Educators possessed was sometimes being underutilised. Each Educator had interests and skills in particular areas and so we wanted to create a platform to better utilise their skills and expertise. Portfolio Leadership was a way in which we could do this. Each Educator is encouraged to join and/or lead a portfolio. The focus and intention of each portfolio is based on the skills of Educators and the interests, strengths and needs of children. Working within these portfolio groups, Educator's plan, implement and evaluate play and learning opportunities for children in relation to the intention of their portfolio. It is a collaborative and supportive environment where educators feel empowered to contribute their knowledge and talents. Additionally, establishing regular opportunities for educators to share their skills and experiences with their colleagues promotes collaboration and peer learning. Recognizing and valuing the unique strengths and expertise of our Educators and providing opportunities for them to take on leadership roles within the team further enhances their contributions to the educational program. By fostering a culture of collaboration, continuous learning, and professional growth, our educators work together effectively to create enriching learning experiences that meet the diverse needs of children and families. As a result of this process, we currently have six portfolio groups that drive program planning and implementation. These are The Arts; Community Engagement; Induction and Transition; Sport and Games; Sustainability; Well-Beeing and Inclusion. The creation, implementation and embedding of such a process clearly highlights exceeding practice that has been informed by critical reflection. .</p>

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

Press Club

The children's Press Club is a form of practice that is shaped by meaningful engagement with families and is an example of our planned and reflective approach to implementing the program for each child. The service has a lead Educator who has skills and expertise in design and photography. It is part of his additional responsibilities to document children's time at OSHC through photos that can be shared with families. He is provided additional time each week to organise and display these photos through our office TV screen and by submitting photos to our Educational Leader to share on social media pages or send directly to families. Immediately following its introduction, children began sharing their excitement at viewing these photos and began to tell us about the stories behind the images. They also began requesting for photos to be taken of them and their engagement in the program. This, coupled with the overwhelming positive feedback we were receiving from families about the photos, led to the creation of our Press Club. The children in this club create a publication a couple of times each term. They decide together on what the content of each publication will be. They interview other children and/or educators, create the artwork, write stories and work with our Lead Educator to ensure it is informative and reflective of children's time at OSHC. The publication is digitised, printed and distributed to our families who are then informed about the program through the lenses of children. Each publication makes children's learning, play and contribution visible to them and others. It inspires creativity, innovation and more quality programs as a result. This is a direct example of how practice with an intended purpose of being for the community is shaped meaningfully by engagement with them.

Key improvements sought for Quality Area 1

Standard/ element	What was the issue identified during self-assessment? What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps) How will we measure success?	By when?	Progress notes
1.2	<p>Issue: Upon completion of the Outdoor Learning Area upgrade, OSHC established a loose part shed to be used as part of our programming. We have identified a gap in the knowledge of new Educators to effectively facilitate loose parts play in a way that maximises the benefits for children.</p> <p>Goal: Ensure loose parts play is embedded in practice and all Educators have sound understanding of how best to facilitate this in the outdoor learning area.</p>	H	<ul style="list-style-type: none"> • Organise in-service training around loose parts/Playwork for all educators to attend. • Create Loose Parts training module to be used internally. Ensure training around dynamic risk assessments is embedded in this module. • Obtain more resources for the loose parts shed. • Create a risk assessment for loose part items. • Meet with Bulimba State School management to determine consistent expectations when using the space. • Ensure risk assessment for the outdoor learning area includes provisions for use of loose parts • Ensure outdoor learning area is programmed regularly to maximise opportunities for children's engagement. <p>Success Measures: Embedded loose parts play.</p>	July 2024	<p>July 2023 Meetings had with BSS management team to determine shared expectations of the outdoor learning area. We were able to share our context and the way in which we engage in the space, providing advice which was distributed through the school. Risk assessment created following this discussion and updated following children's first few visits to the area.</p> <p>August 2023 Educators encouraged bring in a 'loose part' to add to the loose parts shed. Educators were taken down to the Outdoor Learning Area and an activity was completed to share knowledge around what loose parts play is and why it is important for children.</p> <p>September 2023 Two Educators confident in Dynamic risk assessments, loose parts and nature play delivered mentoring to team. They have been assigned to the outdoor learning area to support mentor Educators in that space. As a result of this mentoring, risk assessments were modified to include the number of Educators required in the area to ensure adequate supervision of loose parts play, as well as other types of play directed by children.</p> <p>February 2024 Another loose parts competition amongst the team to encourage creative thinking.</p>

1.3	<p>Issue: We have so many wonderful activities and experiences that we offer children that is not always explicitly visible to our community.</p> <p>Goal: Make our program even more visible through regular social media updates, noticeboard displays and community mornings/afternoons that resemble open classrooms., inviting community members to browse what's happening in a more formal and structured way.</p>	M	<ul style="list-style-type: none"> • Obtain specific photo permission for online/social media use. • Assign a team member to do regular social media updates about the program. Discuss as a team what the intention is for each post so that it is scheduled and consistent. For example, a wrap up post at the end of each week. • Utilise our relationship with Bulimba library to display posters that we have created about and for our programs. • Schedule regular morning and afternoon sessions where we highlight a particular element of practice and invite families to come in and view/experience that practice. • Ensure all noticeboards available to us are being utilised for a specific purpose. <p>Success Measure: More bookings due to increased visibility of experiences on offer.</p>	July 2024	<p>Jan 2023 Lead Educator assigned to taking photos, organising and uploading them to office TV each week.</p> <p>Nov 2023 Strategic planning session highlighted 2024 goal to look into photo permissions for children.</p> <p>Jan 2024 Commitment to sending photos with 'Moments that Matter' observations.</p> <p>March 2024 Purchase of mobile white board to be used in play areas for program displays.</p> <p>April 2024 Walk through D Block to determine how best to noticeboards once the rooms have been given back to us.</p>
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Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1		Each child's health and physical activity is supported and promoted.
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2		Each child is protected.
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

National Law and National Regulations underpinning Quality Area 2

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
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
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

Standard 2.1	Each child’s health and physical activity is supported and promoted.
<p>Element 2.1.1: Wellbeing and comfort</p> <p>Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.</p>	<p>Bulimba OSHC is dedicated to ensuring children's health and safety, we do this through our commitment to creating a nurturing and secure environment for all children entrusted to our care. At the core of our mission lies a strong belief that the well-being and safety of each child are paramount. Through thorough observance of policies and procedures, coupled with extensive ongoing professional development opportunities for our educators, we have established a culture of vigilance and proactivity when it comes to safeguarding the children attending our service. Our strengths in this domain are a testament to our dedication to upholding high standards of health and safety, ensuring that every child feels protected, valued, and empowered to thrive in our care.</p>
<p>Element 2.1.2: Health practices and procedures</p> <p>Effective illness and injury management and hygiene practices are promoted and implemented.</p>	<p>Our availability of spaces for quiet play and rest reflects our commitment to serving the needs of every child. 'D Block' demonstrates the conversion into a peaceful hub through the inclusion of the 'dark den' and calming lighting. Our focus on individual needs is upheld through a dedicated office space that acts as a haven for sick or distressed children. By providing calming objects and sensory toys, this area has become incredibly valuable to children in moments of stress, anxiety, and illness. Our service goes above and beyond the ratio requirements by offering additional educators, including management staff, to ensure the highest level of safety and quality in our program. Through maintaining appropriate staffing levels and supervision, we foster a secure and encouraging atmosphere for children to learn, play, and develop self-assurance.</p>
<p>Element 2.1.3: Healthy lifestyle</p> <p>Healthy eating and physical activity is promoted and is appropriate for each child.</p>	<p>Our ‘SmartBites Trattoria’ embodies safety and hygiene, catering to children's nutritional needs. Educators vigilantly manage risks, exemplified by enhanced supervision and interactive discussions about healthy eating. Our innovative approach to mealtimes, including the 'Teatime with Tarei' program, serves as a dynamic platform for educating children about healthy eating habits. Through interactive sessions, we encourage children to make nutritious food choices, empowering them to take charge of their own well-being. <i>How our progressive mealtimes contribute to exceeding practice is discussed further in the Exceeding Themes section for quality area 2.1.</i></p> <p>Our partnership with the P&C Food Services Team underscores our dedication to promoting children's health through nutritious meals and exceptional hygiene practices. By collaborating on menu planning and hygiene standards, we ensure that our children receive high-quality meals that support their overall well-being and dietary needs, while also maintaining rigorous hygiene standards to prevent the spread of illness. The Food Services Team is led by the P&C Services Manager (Nominated Supervisor) and follows strict food safety protocols. The Food Services Team are trained in food safety and follow the Food Safety Plan. Having this collaboration has ensured educators spend less time cleaning and more time with children. Mealtimes are supported by a Food Service’s team member who ensures that the food is prepped and ready for educators to serve to children while they then undertake the cleaning tasks. <i>How this collaboration has been informed by critical reflection is discussed further in the Exceeding Themes section for quality area 2.1.</i></p> <p>In addition to our core operations, Bulimba OSHC offers a range of activities that not only contribute to children's physical well-being but also promote their holistic development. Acknowledging the distinct developmental stages of children, we've created a dedicated space for Grade 6 children, respecting their need for privacy. This thoughtful initiative reflects our understanding of Erikson's psychosocial stages and fosters a safe environment for private conversations.</p>

Our additional educator funding is utilised in multiple ways to enhance the safety and wellbeing of all children in our program. This further shows our commitment to supporting children with diverse needs, ensuring that all children have equal opportunities to participate and thrive within our program. As part of this commitment, we have established the OSHC 'Blue Room,' a unique environment for sensory-friendly experiences. ***More details on how the OSHC Blue-Room enhances practice beyond expectations can be found in the Exceeding Themes section for quality area 2.1.***

Our team of educators supports children's learning through six different portfolio leadership groups. Each portfolio specialises in a specific area of learning including Sports, Sustainability, Games and Technology, Community Engagement, The Arts, and Wellbeing. Our Sport and Games portfolio, supports children's health and well-being through providing ample opportunities to participate in sport at OSHC. Some of the contributions from this portfolio include critical reflection on the benefits and risks of wrestling, best practice relating to the different kind of sport activities we can offer, and the development and facilitation of dedicated sports days during vacation care programs.

Our well-structured daily routines offer predictability and security, reducing anxiety and facilitating engagement in play. These routines balance free play and organised activities, empowering children's agency while nurturing their development across physical, cognitive, social, and emotional domains. Activities such as Cooking Classes, Sports, and Outdoor Activities provide avenues for children to engage in physical play, fostering their growth and overall health. A robust focus on outdoor activities is further facilitated by resourcing ample play equipment. This commitment to providing a rich outdoor experience contributes significantly to children's physical activity, positively impacting their overall health and development.

Our free flow indoor-outdoor program is designed to offer multiple play areas, granting children the freedom to choose and actively participate in physical activities. This approach not only encourages physical engagement but also empowers children to make independent decisions about their play.

Standard 2.2	Each child is protected.
<p>Element 2.2.1: Supervision</p> <p>At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.</p>	<p>Our service is fortunate to employ a full-time operations coordinator, who supports effective operational requirements of our program. This role ensures not only adherence to regulations, National laws, and National Quality Standards but also fosters mentoring excellence within our service operations. The operational coordinator assumes the crucial responsibility of developing, implementing, and continuously improving the service's induction and annual review process. This thorough approach aligns with the OSHC 'Professional Standards for Educators', ensuring professional growth, educator continuity, and ongoing development opportunities for all educators. The role of our operations coordinator extends to maintaining up-to-date information on children's dietary requirements, allergies, and medical requirements, and plays a key role in developing and improving the service's 'Strategic Inclusion Plan'.</p>
<p>Element 2.2.2: Incident and emergency management</p> <p>Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</p>	<p>Through accessing the 'Inclusion Development Fund', our service upholds its dedication to supporting an inclusive environment. This funding empowers our team with essential professional development, enabling us to employ effective techniques and strategies for fostering inclusivity within our service and broader community. We are committed to ensuring we have the capacity to keep our access to 'Inclusion Support' funding each year through our significant investment in staffing due to the administrative responsibilities that accompany the funding model. This is a strategic focus for our service, and we are approved to receive funding for 3 additional educators above ratio requirements for before school care sessions and 4 additional educators for our after-school care and vacation care sessions.</p>
<p>Element 2.2.3: Child protection</p> <p>Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.</p>	<p>Staff qualifications extend to first aid, asthma, anaphylaxis, allergies, and CPR, ensuring prompt responses to injuries. Our service commits to funding these qualifications for all educators, ensuring we are exceeding expectations of safety under the National Law and Regulations. Child Protection Training and Induction processes are integral to our commitment to safety. Regular training and thorough induction underscore the importance of safeguarding children, reflecting our dedication to creating a secure environment. We utilise In Safe Hands each year to build on the knowledge gained around child safety practices. We ensure that all educators complete Child Protection training as part of their induction and then also attend the face-to-face workshops each year. We regularly discuss child safe practices and resources in our team huddles and ensure that we have a culture of open communication and transparency among team members.</p> <p>Effective communication with families, detailed incident reporting, and injury logs underscore our commitment to transparency and accountability. Reflecting our commitment to safety, an on-site defibrillator enhances our emergency response capabilities. Ensuring family engagement, we leverage social media platforms like Instagram and Facebook to involve parents in health and safety discussions. Through these channels, parents stay informed about their children's experiences, fostering a sense of partnership and collaboration. We uphold a culture of safety through practices such as a flexible Duty Roster and Team Huddles/Meetings. These initiatives ensure that our staff are well-prepared and informed about safety protocols, fostering a collective commitment to maintaining a safe environment. <i>How our team huddles contribute to exceeding practice is discussed further in the Exceeding Themes section for quality area 2.2.</i></p> <p>Our commitment to health and safety is clear through our strict compliance with the 'Staying Healthy in Childcare' guidelines. Adhering to these guidelines involves implementing strict protocols for hygiene, sanitation and illness prevention. Regular handwashing, sanitizing of surfaces and resources, and maintaining proper ventilation are essential practices. Additionally, enforcing policies regarding sick children and staff members helps prevent the spread of illnesses within our environment. Our cleaning checklists, posters and collaboration with Bulimba State School are clear examples of this commitment.</p>

The school's WH&S team includes a representative from Bulimba OSHC and meets regularly to discuss health and safety focus areas and work together on safety practices. Through this collaboration, we prioritise the safety and well-being of children and staff, resulting in improved health and safety measures. Through active involvement in discussions and decision-making, we prioritise safety by quickly addressing potential hazards in facility maintenance and repairs. Our service and the school have a shared commitment to safety, collaborating on initiatives like the chemical management system and pooling resources for consistent safety procedures. This collaboration facilitates effective communication and resource coordination, enabling timely repairs and maintenance that prioritise the safety of our children and the maintenance of our facilities. ***Our relationship with Bulimba State School and how that supports children's safety is further discussed in the exceeding themes for standard 2.2.***

Through the implementation of Risk-Benefit Analysis and Dynamic Risk Assessing, we balance children's safety with opportunities for enriching experiences. Unlike our static risk assessments, which are conducted periodically, dynamic risk assessment involves ongoing monitoring and adaptation to changing circumstances. This practice is firmly embedded in our service as it highlights our responsiveness to the unpredictable nature of children's behaviour and the environment. By continuously assessing and re-assessing potential risks, we can identify hazards in real-time and implement appropriate measures to mitigate them promptly. This proactive approach not only minimises the likelihood of accidents and injuries, but also fosters a culture of safety awareness amongst Educators and encourages a collaborative effort to address emerging risks effectively. Ultimately, dynamic risk assessments and risk-benefit analysis promotes a responsive and adaptive approach, ensuring that children are protected and supported in their growth and development. ***How risk-benefit analysis and dynamic risk assessments is informed by critical reflection is discussed in the exceeding themes for standard 2.2.***

Educator induction and professional development play a crucial role in supporting confidence in conducting dynamic risk assessments. During Educator induction, new team members are introduced to the policies and procedures relevant to risk assessment and management. They receive training on identifying potential hazards, assessing risk, and implementing appropriate control measures. This foundational knowledge instils confidence in Educators by providing them with the necessary tools and skills to navigate complex situations effectively. Furthermore, ongoing professional development opportunities enhances Educators' competency in conducting dynamic risk assessments. We have completed workshops and facilitated peer mentoring sessions that have been focused on risk management strategies, child development, and safety regulations that equip Educators with updated information and best practices. Engaging in collaborative discussions and sharing experiences with colleagues also fosters a deeper understanding of risk assessment principles and enhances Educators' ability to adapt to changing circumstances. By investing in a comprehensive induction process and professional development, we empower our team to approach risk assessment with confidence and competence. Educators feel supported in their roles, knowing that they have the knowledge, resources, and ongoing training necessary to effectively safeguard the well-being of children. This, in turn, promotes a culture of safety and continuous improvement within our environment, ensuring that dynamic risk assessments are conducted diligently and with confidence.

Our service consistently goes beyond our physical space by featuring articles on children's wellbeing in our school newsletter to enhance our health education efforts. All families within the school can benefit from the 'Happy Families' resource subscription, which the OSHC service purchased. This resource brings together a vast amount of parenting content, including articles, webinars, and blog posts, all grounded in research and evidence-based theories.

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p><u>Progressive Mealtimes</u></p> <p>Our service places a significant emphasis on providing nourishing meals to children under our care, recognising the critical role nutrition plays in supporting their health and well-being. Upon thorough review of our mealtime practices, we questioned the traditional approach of having all children eat together simultaneously. It became apparent that this practice was primarily driven by administrative convenience rather than directly benefiting the children's health and self-sufficiency.</p> <p>We opted to introduce a more progressive approach to mealtimes, aiming to empower children and promote their autonomy. This innovative approach eliminated the need for collective afternoon tea routines, instead offering children designated windows for enjoying their meals. During these periods, children are encouraged to exercise agency by choosing between engaging in play or having a meal, based on their own hunger cues and preferences.</p> <p>Our educators play a pivotal role in guiding children within their play areas to access food when they feel inclined, fostering an environment of self-determination and independence. Importantly, no child is compelled to eat or constrained in their play because of rigid group mealtimes. This shift in approach has yielded positive outcomes, including a noticeable reduction in behavioural challenges among children. Children are showing increased self-awareness and taking responsibility for their own well-being.</p> <p>Through transparent and open communication with families, we shared this approach, encouraging them to support their children in exercising autonomy and self-agency. This practice has become an integral part of our service operations, influencing mealtimes across the entire day, and promoting a culture of healthy eating habits and self-care among children.</p> <p>By incorporating this innovative approach into our daily operations, we show a commitment to embedding best practices into every aspect of our service. This practice aligns closely with the exceeding theme that practice is embedded in service operations, as it represents a deliberate and systematic effort to challenge conventional practices and prioritise the health and autonomy of the children in our care. Through continuous reflection and improvement, we strive to create a supportive and nurturing environment where every child can thrive and reach their full potential.</p>

2. Practice is informed by critical reflection

OSHC Food Liaisons

At Bulimba OSHC, our approach to managing meals, allergies, and dietary requirements reflects a commitment to exceeding expectations in Quality Area 2 of the National Quality Standards through practice informed by critical reflection. We employ multiple measures of risk mitigation, beginning with a daily compilation of a complete list of enrolled children with allergies/anaphylaxis and/or dietary requirements for each session. This list, meticulously maintained and regularly updated, serves as a crucial reference point for both our food services team and OSHC Educators during meal preparation and service. To enhance clarity and precision, accompanying this list are clear photographs of each child, securely stored and accessible only to the assigned teams.

Despite these robust measures, our commitment to continuous improvement led us to engage in critical reflection on our practices and identify areas for further enhancement. Through regular bi-termly meetings with the food services team, we identified the potential risk of accidental contamination because of human error. In response, we introduced a new role within our team: the OSHC Food Liaisons (OFL). This dedicated team of educators, thoroughly trained and equipped with in-depth knowledge of each child's allergy and dietary requirements, ensures precise meal distribution and effective communication between the food services team and educators. While this initiative incurs additional operational costs, it is deemed essential in our pursuit of mitigating all risks associated with meal provision.

Through proactive communication and targeted coordination, the OFL team promotes an environment where children's dietary needs are met with utmost diligence and care, embodying the principle that practice informed by critical reflection leads to exemplary outcomes in ensuring children's health and safety. This innovative approach not only enhances our ability to manage allergies and dietary requirements effectively, but also reinforces our commitment to continuous improvement and excellence in service delivery. By regularly evaluating and refining our practices in response to identified risks and challenges, we show a proactive and responsive approach to ensuring the well-being and safety of every child in our care.

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

Blue Room

At Bulimba OSHC, our commitment to exceeding the expectations of Quality Area 2 of the National Quality Standards is exemplified by our practice, which is deeply influenced by meaningful engagement with families and the community. Recognising the vital role of providing opportunities for sleep, rest, and sensory input, we embarked on a collaborative journey to create a dedicated space known as the 'OSHC Blue Room'. This sanctuary, designed to support children before, during, and after extreme emotional dysregulation, was crafted with input from various stakeholders, including the school's inclusion and diversity team, survey data from families, and most importantly, the voices of our children and their specific needs.

Our educators conducted extensive research on the benefits of sensory rooms, seeking contemporary studies to inform the design and purpose of the space. Through reflective practice and dialogue with families and the community, we collectively adopted an underwater theme for the Blue Room. This decision, informed by data collected from families and community members, revealed the richness of sensory experiences offered by underwater environments, including visuals, colours, textures, and sounds. The association of water-themed environments with calmness and tranquillity suggested that this theme will create a soothing atmosphere, alleviating stress and anxiety in children.

The underwater theme was expected to inspire imaginative play, fostering crucial opportunities for cognitive and social development. Through play provocations mimicking underwater movements and motions, the theme encourages physical activity, promoting gross motor skills development. By integrating the voices and insights of families and the community into our decision-making process, we ensure that the 'OSHC Blue Room' is not only a physical space but also a reflection of our commitment to providing holistic and responsive care that nurtures the well-being and development of every child in our care. This practice shows our dedication to shaping our environment based on the needs and preferences of our community, ensuring that our services remain relevant and impactful for all involved.

Summary of strengths in practice where there is evidence of Exceeding NQS theme.

Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
1. Practice is embedded in service operations	<p><u>Team Huddle</u></p> <p>With a significant number of our team being employed on a casual basis, effective communication is an enduring priority. Upon reflection, our current communication practices indicated the necessity for a more structured yet convenient and reliable approach to delivering vital information before each session. Our team recognised that relying solely on emails might not guarantee message comprehension or provide sufficient opportunity for open dialogues among team members, thus we devised the concept of the 'Afternoon Huddle.'</p> <p>These huddles are scheduled from 2:30 pm to 2:50 pm daily. Designed as a regular gathering, the huddles offer a platform for sharing crucial information with the entire team, reinforcing it consistently. The shared information encompasses various aspects, including updates on children, families, behaviour, safety, risk, program modifications, and procedural changes. Comprehensive huddle minutes are always documented and accessible in the OSHC office, offering educators a quick reference point.</p> <p>The introduction of these huddles ensures uniformity in the information exchange process, maintaining the safety and wellbeing of all children while fostering an environment of confidentiality. This practice has seamlessly integrated and embedded into our service operations and has become an indispensable tool for refining clear and effective communication. Every educator understands the value of this practice and is empowered to both utilise and contribute to its success.</p>
2. Practice is informed by critical reflection	<p><u>Risk Benefit Analysis and Dynamic Risk Assessment</u></p> <p>In our approach to safeguarding children, critical reflection plays a central role. We integrate risk benefit analysis into our risk assessment process, ensuring that every activity, space, or piece of equipment is thoroughly evaluated. Our team also embraces dynamic risk assessment, encouraging our Educators to consider multiple perspectives when evaluating safety. This comprehensive approach empowers us to navigate potential risks with a holistic view. Moreover, we actively challenge our own biases by consistently asking ourselves why we might be inclined to label certain activities as 'risky play'. This introspection ensures that our decisions are rooted in objectivity and the best interests of the children under our care.</p> <p>Additionally, our inclusion support funding enables us to roster four additional educators above the required ratio during each session. This invaluable resource ensures that every child can fully engage in our program. It also guarantees they receive the necessary time and attention to thrive in our environment. This commitment to inclusion only enhances the overall experience for each child but also fosters an environment where all children feel valued and supported. Each member of our team spends time reflecting on inclusive practices and supportive strategies after each morning session and before each afternoon session to ensure critical reflection, progress notes, and important information is shared and discussed as a team.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p><u>Bulimba OSHC and Bulimba State School Collaboration</u></p> <p>Bulimba OSHC places an emphasis on regular, ongoing discussions, and meetings with key school stakeholders, including the Community Liaison Officer, School Guidance Officer, and Head of Special Education. In addition to this collaboration, the OSHC management team meets termly with the school management team. This collaborative approach has proven instrumental in holistically enhancing the health and safety of the children under our care. By maintaining open lines of communication with these vital figures, we can synergize our efforts, pooling together a wealth of expertise and insights. This not only ensures that we remain apprised of the specific needs and challenges of each child, but also allows us to tailor our strategies to provide the highest level of support. Through this dedicated coordination, we have created a seamless, cohesive environment where the wellbeing of every child is at the forefront of our collective efforts.</p>

Key improvements sought for Quality Area 2

Standard/ Element	What Issue was identified during self-assessment? What outcome or goal do we seek?	Priority	Methods and Success Measures	By when?	Progress notes
2.2	<p>Issue: We have noticed that children requiring more support, in particular those with complex behaviours, don't access food provided at mealtimes or from their lunch boxes as often as others. We also found that following the consumption of food, their behaviours often changed, and they became more open to collaboration with Educators.</p> <p>Goal: Actively involving children in the menu planning process to promote a healthier lifestyle and instil valuable decision-making skills.</p>	High	<ul style="list-style-type: none"> • Conduct age-appropriate discussions with children about healthy eating habits, especially during additional cooking activities. • Use creative activities such as drawing, role-playing, or storytelling to convey the significance of diverse and nutritious meals. • Implement visual menu boards in eating areas and OSHC office where children can actively participate in choosing daily or weekly meal options. Incorporate images, simple descriptions, and interactive elements to make the menu selection process more engaging and understandable for children of varying ages. • Encourage open conversations about cultural preferences, dietary restrictions, and the importance of trying new foods. • Integrate additional cultural diversity into the menu to expose children to a variety of foods from different backgrounds. Celebrate special occasions or cultural events with meals that reflect the diversity of the community. • Regularly assess the effectiveness of the implemented strategies by gathering feedback from children, educators, and parents. Use surveys, interviews, or focus groups to gauge the impact of children's involvement in menu choices on their attitudes toward food, overall well-being, and understanding of healthy eating habits. • Adapt and refine strategies based on ongoing feedback and observations. Collaborate with parents, educators, and external nutrition education providers to ensure the menu choices align with nutritional guidelines and support the holistic development of each child. 	Term 4 2024	<p>Term 1/2 2024:</p> <p>Our weekly menus are undergoing an audit by Nutrition Australia for their healthy eating rating. Receiving our results will provide us with a better understanding of the areas of our menus that require the most attention. These elements will be the building blocks of our discussion points, menu boards, and children's information displays.</p>

			<p>Success Measure:</p> <ul style="list-style-type: none">• More children actively accessing food that has been prepared.• Positive feedback received from children and their families.• Less waste during mealtimes• More positive behaviours as a result of food consumption.		
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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.

Quality Area 3: Standards and elements

Standard 3.1	The design of the facilities is appropriate for the operation of a service.	
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures, and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture, and equipment are safe, clean, and well maintained.
Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials, and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

National Law and National Regulations underpinning Quality Area 3

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

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
Regulation 109	Toilet and hygiene facilities	3.1.1
Regulation 110	Ventilation and natural light	3.1.1
Regulation 111	Administrative space	3.1.1
Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1
National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1

Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Standard 3.1	The design of the facilities is appropriate for the operation of a service.
<p>Element 3.1.1: Fit for purpose.</p> <p>Outdoor and indoor spaces, buildings, fixtures, and fittings are suitable for their purpose, including supporting the access of every child.</p> <p>Element 3.1.2: Upkeep</p> <p>Premises, furniture, and equipment are safe, clean, and well maintained.</p>	<p>Bulimba OSHC is privileged to have the ability to offer multiple play spaces both indoors and outdoors.</p> <ul style="list-style-type: none"> • Our service boasts a purpose-built pavilion as the main art hub, a dedicated sensory room to support children’s sensory needs. • We have a dedicated office space to meet the needs of staff, families requiring a private space to meet with Coordinators, and space for children to come to when they are unwell. • Our service provides a large demountable classroom known as ‘D Block’, which can be split into 2 separate play spaces, each with different purposes. • Our outdoor learning and loose parts area provide children with important learning opportunities through discovering limits, exploring the natural environment, and creating entire structures based on their imagination with our loose parts space. • As a part of our licensed spaces, Bulimba OSHC freely accesses the school’s ‘Stephanie Alexander Kitchen’, a purpose-built teaching kitchen where planned cooking experiences are held, hosted by the school’s cooking teacher. We also have access to the ‘Stephanie Alexander Garden’, which provides the experience of planting, weeding, harvesting, and cooking their own meals. • After our team critically reflected on how to increase the engagement of our Grade 6 children, a dedicated Grade 6 space was created at the front of A Block. This space supports our older children’s desire for privacy, and provides opportunities to build friendships, take part in group discussions, and the opportunity for belonging. Through this, we are also able to provide these children with a space to relax and be themselves, without the added responsibility of being role-models to the younger children attending. <p>We are advantageous in our collaboration with the school’s food services team, who provide OSHC with all meals, and the space to eat meals at purpose-built cafeteria tables. This main eating area supports progressive mealtimes, occurring every session, and can be utilised as an additional undercover play space outside of mealtimes.</p> <p>Our team undertakes regular safety check procedures before the start of every session. Educators are rostered additional time to ensure that these checks are comprehensive and that any identified hazards are rectified before children are present. These safety checks are completed online as a way to efficiently store and share data amongst our team. This process also allows our team to take photographic evidence of any safety issues that require escalation to the school’s maintenance team and provides a seamless method of conveying this information across the board.</p> <p>Bulimba OSHC has a seat on the school’s WH&S Committee, ensuring that our voices are heard when it comes to WH&S concerns, upcoming developments, and current knowledge of safety issues we may not have been aware of previously. Our Educators are trained to complete dynamic risk assessments for activities and experiences and are confident in their ability to ensure the safety of all children in their play space. All activities and experiences undergo a risk benefit analysis prior to commencing, including all licensed spaces. This ensures that all Educators are aware of the potential risks, but also the potential benefits to children’s development. This includes all planned experiences for vacation care periods, pupil free days, and additional activities provided by our service.</p>

Our purpose-built Pavilion space is a very visible example of our programming philosophy in action. Our Reggio Inspired-Emergent programming framework encourages us to see the environment as the third teacher. For this reason, our pavilion is set up to be flexible, open to independent or collaborative projects, respectful of children's voices, aesthetically pleasing to children and rich in documentation in terms of visual displays that celebrate children's work. It is carefully designed to be responsive to children's interests, abilities and developmental needs, providing rich and stimulating contexts for exploration, discovery and learning. ***Further discussion on our purpose -built pavilion and the principles of our framework that we apply to other spaces is described in the exceeding themes for Standard 3.1***

In addition to the Pavilion space, Bulimba OSHC has full access to 'D-Block', a large indoor space that serves as both a quiet retreat and a space to construct, role-play, and collaborate. As the space can be split into two separate rooms, our team critically reflected on the way in which each room should be used, based on the needs of the children in our care. It was determined that one side needed to be a space for quiet relaxation, using resources such as books and board games to invite children to utilise the room as intended. After much consideration, our team determined that this side of D-Block should be set up in a way that promotes children's wellbeing through comfort and a feeling of being 'at home'. A floorplan was created to ascertain the best layout of furniture and resources on offer in a way that invited children to investigate and engage. By adding large rugs, bookcases filled with books for all ages, comfortable cushions and beanbags, the space has been transformed into a cosy haven for any children seeking a quiet spot to read or play a boardgame with friends. Our team then concluded that the remaining side of D-Block should be used for other forms of creativity, outside of arts and crafts that primarily take place in the Pavilion. Thus, our service's wealth of construction resources, including LEGO, blocks, large builder's squares, and bamboo pieces were placed intentionally around the room in a way that provokes children's interest, allows for group collaboration projects, and provides enough surface area to create large projects. Within this same space, our team found that there was room for further learning opportunities in the form of role-play and relationship-building between children. By being intentional with the resources provided, we established a 'home corner' including children's kitchen, as well as a large puppet theatre for children to explore their imaginations, establish and build upon new and existing relationships, and discover diverse ways of understanding both themselves and the world in which they live.

The Outdoor Learning Area (OLA) was originally created to be a space of learning about the natural world, filled with a variety of native plants, natural resources for play and projects, and a space to gather for a meal cooked in the pizza oven by children. As the OLA developed over many years, the need for maintenance above and beyond what the school's groundskeepers could provide was identified. A redevelopment project was proposed, and the OLA underwent 12 months of renovations, transforming the space entirely. OSHC was involved in this design and renovation project and contributed funds from retained earnings to ensure the scope of the project could be financed. Once the OLA had re-opened, our team spent some time together in the area with a group of children, investigating each of the spaces available for play in order to determine how best to engage with it. Our team was tasked with identifying ways in which our planned and spontaneous experiences taking place in the OLA could emphasise children's accountability for a sustainable future and promote their understanding about their responsibility to care for the environment. This led to a valuable learning opportunity for both children and educators, resulting in the service's exclusive 'loose parts' shed. By providing our children with this valuable resource, our team has actively worked toward encouraging children's connection to the world, sustainable resourcing, and the ways in which children are caring for their environment through re-using a variety of resources. After reaching out to our school community, the loose parts shed started filling with materials and objects for children to access within the OLA, all provided by the families of our service and the members of our community. The location of our loose parts shed, its contents, and the surrounding areas to be used for loose parts projects were purposefully selected and arranged to maximise the learning potential for the children accessing this space. Though the OLA looks much different to what many of our children and educators remember, they have formed respectful partnerships to make the space

somewhere for exploration, construction, limit-testing and creativity. **Further discussion on our meaningful engagement with the Outdoor Learning Area is described in the exceeding themes for standard 3.2.**

Our licensed spaces also encompass the service's use of the Michael Zeuschner Hall, a large indoor space that allows for large group gatherings, team sports, and special events to take place. Within the Hall, our children are actively engaged in a wide variety of physical activities including what our children refer to as 'MEGA'. This experience, and many others, are facilitated by our team to foster opportunities for teamwork and collaboration, fostering children's developing self-identity through their interactions with peers and educators. The Hall space is deliberately set up to allow for groups of children to engage in the space at any one time, providing a blank slate for children to explore and engage with their physical environment and lead their own play, in their own way. A storage cupboard located in the Hall is also included in the service's license, allowing for a variety of resources to be stored and accessed by our team with ease. The resources kept here include a variety of balls for games such as basketball, netball, handball, and hockey. Various other sporting equipment is stored here and made available to children, including skipping ropes, gym mats, boxing equipment, and Oz Tag. The central location of this cupboard means that educators and children can access any of the equipment with ease, allowing for a wider variety of play experiences on offer to children each day. This in turn encourages further opportunities for children's agency, resilience, autonomy and inter-dependence.

Our service is licensed for all outdoor play spaces throughout Bulimba State School. Included in these spaces, is two outdoor playgrounds that have been purpose-built to meet the needs of children from all age-groups. Our main playground space, located outside of the OSHC Pavilion, is suited to all ages. This play space includes monkey bars of varying difficulty, climbing ropes and structures, a large fort, slide, sand pit, and flying fox. Our secondary playground is located at the Bottom Oval and is suited to children from Grades one to six. This space offers older children a greater level of physical challenge, boasting multiple climbing frames, rope courses, and monkey bar challenges. To accommodate for younger children, the space offers obstacles that are less challenging, are lower to the ground, and include climbing ropes with gripping handles. One of the greatest benefits of this play space is how it encourages opportunities to establish relationships with peers that are outside of children's usual friendship groups. Children can reach out to their peers and communicate for assistance to engage with higher obstacles, comfort when faced with fears and challenges, companionship when forming teams for challenges and through communication and collaboration between children. These important learning opportunities have provided children with opportunities to persist, push themselves to discover their limits, and recognition of their own achievements, as well as that of other children.

Our collaborative partnership with Bulimba State School around a lease agreement that gives us the flexibility to use all these spaces is further highlighted in the exceeding themes for standard 3.1.

Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
<p>Element 3.2.1: Inclusive environment</p> <p>Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.</p>	<p>Bulimba OSHC has access to a healthy budget to ensure we provide adequate resourcing. As we are a Not-for-Profit service, any profits made go directly back into our play spaces and resources. This enables us to provide a wide variety of resources to suit the ever changing and diverse needs of our children and their current stage of development. For example, we provide a variety of seating options such as egg chairs, bean bags, and smaller chairs for prep children. We also ensure that equipment such as stationary is varied in size, including smaller scissors for smaller hands, thick and thin pencils that come with removable grips. Our library space offers a wide range of books for all ages, from children who are just beginning to learn letter recognition, all the way to chapter books for pre-teens. Our service promotes and encourages children's input into resourcing through multiple avenues, such as providing resource catalogues in play spaces for children to mark out what they would like to have, and opportunities to explore resources on Amazon with our Educators.</p>
<p>Element 3.2.2: Resources support play-based learning</p> <p>Resources, materials, and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.</p>	<p>Bulimba OSHC's main play spaces are situated in a way that allows for continuous line of sight between educators. We are intentional in our programmed use of other areas to allow for free-flowing play for the children. This is also achieved through the effective use of rostering. Through critical reflection, we have determined high traffic areas during key periods of each session. Our duty rosters reflect where we have allocated additional Educators in order to cater for higher needs in particular areas. We do this to ensure there is minimal disruption to play and maximum participation from all children.</p> <p>Bulimba OSHC is privileged to employ professional cleaners for our play spaces, as this ensures a high standard of cleanliness throughout our service. Employing professional cleaners ensures that our Educators can give their full attention to the children with minimal disruption.</p>
<p>Element 3.2.3: Environmentally responsible</p> <p>The service cares for the environment and supports children to become environmentally responsible.</p>	<p>Bulimba OSHC proudly promotes inclusive practices for all children through a range of processes. When a child has been identified as requiring additional support, our dedicated inclusion support team work together to create individual inclusion plans to support children's access to all environments. We receive inclusion development funding to provide additional educators that are solely rostered to float between play spaces, which enables them to provide support to any child who may need it, and guidance to our Educators as they support the children in their play space.</p> <p><i>Further discussion on our inclusive practices and how they are embedded in service operations can be found in the exceeding themes for standard 3.2.</i></p> <p>Bulimba OSHC is passionate about promoting sustainable and ethical practices. We actively work towards setting high standards for sustainability through the use of our Sustainability Portfolio Leadership. This group is led by a team of focused and passionate Educators, who plan, facilitate, reflect, and educate all our children and staff on appropriate measures for sustainability. The Sustainability Portfolio Leadership team are actively involved in researching and updating the service's Sustainability policies to ensure that they support environmental strategies. These policies are embedded into our service's programs, with most arts and crafts materials and resources being sourced from recyclables, donations, and leftover materials. <i>Further discussion on our Sustainability Portfolio is described in the exceeding themes for standard 3.2.</i></p> <p>The Outdoor Learning Area (OLA) is an area on Bulimba State School grounds that includes both built and natural elements. The space offers children the affordance to engage in multiple different types of play, thus supporting every child's participation. Our collaboration with Bulimba State School</p>

ensures that we are able to use this space during operating hours, further promoting inclusion, and supporting exploration and play-based learning.
Further discussion on our meaningful engagement with Bulimba State School is described in the exceeding themes for standard 3.2.

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p><u>Purpose-built Pavilion</u></p> <p>The purpose-built Pavilion space stands out as a testament to thoughtful design that aligns seamlessly with the goals of promoting children's agency and fostering a strong sense of community. The Pavilion space is strategically organised to encourage open access to resources, allowing children to exercise autonomy in their choices and interactions. The Pavilion space is not only purpose-built but is also a reflection of a deep understanding of the unique needs and dynamics of the OSHC setting. The layout and design elements within the Pavilion contribute significantly to creating an environment where children feel empowered and engaged. The design maximises the use of space to provide diverse opportunities for play, learning, and social interactions. Flexibility in the layout allows for varied activities, accommodating the diverse interests and preferences of the children. The emphasis on promoting children's agency is a notable strength. The design of the Pavilion encourages children to make choices independently, fostering a sense of ownership and responsibility for their learning environment. The intentional inclusion of child-friendly furniture, accessible resources, and age-appropriate tools reflects a commitment to supporting children in developing decision-making skills and autonomy. The design philosophy extends beyond individual play areas to actively cultivate a sense of community within the OSHC setting. The Pavilion serves as a communal space where children can come together for group activities, collaborative projects, and shared experiences. Design elements, such as communal gathering spots and flexible seating arrangements, contribute to a positive social atmosphere. This intentional focus on community-building aligns with the broader educational goals of the service. The design prioritises open access to resources, ensuring that children have the freedom to explore and engage with materials independently. This approach recognises the value of hands-on learning experiences and encourages curiosity and creativity. The organisation of resources within the Pavilion is purposeful, facilitating easy visibility and accessibility for children. This contributes to a dynamic and stimulating environment that supports diverse learning styles.</p>
2. Practice is informed by critical reflection	<p><u>Environment as the Third Teacher</u></p> <p>The integration of critical reflection into daily operations ensures a responsive and adaptive educational environment. Educators use reflective discussions, feedback mechanisms, and ongoing professional development to refine their practices, creating a culture of continuous improvement. Under our Reggio Emilia Programming framework, we see the environment acting as the third teacher. For this reason, we regularly engage in critical reflection and professional development around our environment, that is the space/area, and how it interacts with our curriculum. This also aligns with our commitment to My Time Our Place and the principles and practices that guide our practice. An example of how we have critically reflected over design and its purpose is through the use of the school hall. The hall serves as a flexible space for various group activities, events, and physical play, contributing to a dynamic and adaptable learning environment. Due to ongoing school construction over the 2023/24 summer, we were required to use the hall as our main indoor and administration space. Although we used all the same resources from our usual areas, we observed children interacting with the space and those resources in a different way. As a team, and in collaboration with children, we had to determine how best to set up what is normally a 'sport and games' location to encompass all elements of play. We were able to do this successfully by creating 'zones' and being intentional and purposeful with how resources were set up to invite engagement of children. We thoughtfully planned where and how furniture and equipment was set up and stored, making purchases where needed to ensure access for all children. There was then robust discussion with Educators and Coordinators to ensure consistency in cleaning, maintenance, set up and pack down of any equipment or resources. The space remained flexible throughout the day as we remained attuned with children's needs. Educators confidently adjusted the environment to ensure continued safety, participation and inclusion for all children, all while implementing an effective program. Our commitment to reflective practice around the interaction between the environment and the curriculum in order to maximise outcomes for children, is a clear example of exceeding practice within this quality area.</p>

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

Lease Agreement with the school and Flexibility of Indoor and Outdoor Spaces

Bulimba OSHC has a long history of collaboration and positive partnership with the Bulimba State School team. As a P&C run service, we have been meaningfully engaged with the families of the school for over 25 years and have established robust relationships with school administrators which reflect a responsive and mutually advantageous approach for the use of indoor and outdoor facilities within the school. The OSHC service has a 3-year lease agreement with the school, which is negotiated by OSHC management, P&C executives and the school administration team to ensure an advantageous allocation of space is offered. We are fortunate that we license all outdoor areas of the school, as well as many indoor spaces, that are both dedicated space and shared facilities. This approach allows us, as a service, to remain responsive to the needs of children and ensure that the design of the physical space can be flexible to meet changing community needs. In the past, we have navigated such changes as construction, class numbers changing and reallocation of teaching areas, to be able to always put the needs of the OSHC at the forefront. The long-standing relationships held with the Business Services Manager of the school allows us to easily negotiate use of shared facilities in order to ensure we can best support the children's needs. One such example is the use of the Stephanie Alexander Kitchen Garden Program (SAKGP) teaching kitchen. This space was added to our license over 6 years ago after consultation with the school around the benefits of utilising a purpose-built teaching kitchen for our cooking activities. The sharing of this space has led to the development of long-term programs and a collaboration with the SAKGP chef who runs additional cooking programs twice a year for OSHC children. This program has become extremely popular among the children, and we have had to extend the access to ensure all who want to participate are able to do so. This adaptability and flexibility to the design of our environment demonstrates a commitment to collaboration with family and community partners and exemplifies exceeding practice in this area.

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p><u>Inclusive Practices</u></p> <p>Bulimba OSHC demonstrates an outstanding commitment to embedding best practices within its daily operations, especially in the context of creating an inclusive and supportive learning environment. This commitment is evident in the establishment of a sensory (blue) room, thoughtful integration of sensory items throughout the service and the creation of thorough individual inclusion plans for those children identified as needing additional support.</p> <p>The sensory room, or the 'Blue Room', and sensory items are not just additional features; they are integral components of the service's operational ethos. They play a crucial role in enhancing the learning experiences of all children, providing a sensory-rich environment that supports various developmental aspects. The creation of our Blue Room reflects a proactive approach to meeting the diverse needs of children. This designated space is intentionally designed to provide a sensory-rich experience, accommodating various sensory preferences, and promoting self-regulation. Sensory items strategically placed throughout the service contribute to a holistic learning environment. These items are not only accessible but also seamlessly integrated into play-based learning, fostering exploration and discovery.</p> <p>The development and implementation of individual inclusion plans showcase a personalised and inclusive approach to supporting children with diverse needs. These plans are tailored to each child's unique requirements, fostering a sense of belonging and ensuring that each child can actively participate in all aspects of the program. The use of individual inclusion plans is not a standalone practice but is deeply embedded in the service's approach to supporting competence and inclusion. It reflects a commitment to recognising and addressing the individual strengths and challenges of each child within the context of play-based learning.</p>
2. Practice is informed by critical reflection	<p><u>Sustainability Portfolio</u></p> <p>Bulimba OSHC exhibits a commitment to informed practice through critical reflection. This is evidenced by the implementation of a Sustainability Portfolio leadership initiative led by educators who are actively pursuing studies in environmental science. This initiative reflects a deep understanding of the impact of sustainable practices on children's learning experiences and the broader community. The leadership role taken by educators studying environmental science in the Sustainability Portfolio is a notable strength. This initiative goes beyond basic compliance with standards and actively contributes to creating an environmentally conscious and responsible learning environment. The Sustainability Portfolio leadership is a proactive approach to integrating sustainable practices into daily operations. It serves as a model for children, educators, and the broader community, fostering an ethos of environmental stewardship and responsibility. The integration of a Young Enterprise Business Model, based on the work conducted by the educator during their time at Bulimba OSHC, demonstrates a unique and innovative approach to sustainability education. This model not only aligns with the educator's studies but also provides a practical and hands-on learning experience for children. It serves as a bridge between theoretical knowledge and real-world application, promoting entrepreneurship and environmental consciousness among young learners.</p>

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

Outdoor Learning Area

The Outdoor learning Area (OLA) fosters competence and encourages exploration and play-based learning through loose parts play, nature play, and risky play and demonstrates exceeding practice in Quality Area 3.2 of the National Quality Standards (NQS). Quality Area 3.2 emphasizes the provision of environments that support children's engagement in experiences that foster their learning and development. By incorporating elements such as loose parts play, nature play, and risky play into the outdoor environment, educators create a rich and stimulating space where children can explore, experiment, and take risks in a safe and supervised manner. Loose parts play involves providing children with open-ended materials such as sticks, rocks, and fabric scraps that can be used in various ways to spark creativity and imagination. Nature play encourages children to interact with the natural world, whether through climbing trees, digging in the dirt, or observing wildlife. Risky play involves activities that challenge children's physical skills and boundaries, such as climbing structures, balancing beams, and rope swings. By offering opportunities for children to engage in these types of play in the outdoor learning area, educators promote autonomy, resilience, and problem-solving skills while fostering a sense of curiosity and wonder about the world around them. Moreover, by providing a diverse range of play experiences in the outdoor learning area, educators cater to the individual interests, preferences, and developmental needs of all children. This inclusive approach ensures that every child can engage in meaningful and enriching experiences that promote their holistic development. The outdoor learning area not only enhances the quality of the learning environment but also contributes to positive outcomes for children's learning, health, and well-being.

Additionally, significant collaboration was undertaken between the OSHC team, and the school team to ensure continuity and coherence in the use of the outdoor space, allowing for seamless transitions between OSHC and school activities while maximizing opportunities for learning and exploration. The OSHC service was integral to the refurbishment of the space and attended stakeholder meetings throughout the design, planning and construction phase. Funding was utilised from the OSHC budget to ensure the refurbishment of the space was undertaken. This engagement is manifested through an ongoing meaningful engagement between the OSHC team and the school team, ensuring holistic approaches when utilising the space. By actively involving the wider community in the design, planning, and utilisation of the outdoor learning area, educators demonstrate a commitment to creating inclusive and responsive environments that cater to the diverse needs and interests of all children.

Key improvements sought for Quality Area 3

Standard/ Element	What Issue was identified during self-assessment? What outcome or goal do we seek?	Priority	Methods and Success Measures	By when?	Progress notes
3.1	<p>Issue: Our office space is currently not always fit for purpose, as it is utilised for crisis intervention and to support sick children. This means that Coordinators are oftentimes meeting with families outdoors to discuss and consult confidential matters.</p> <p>Goal: Our aim is to refurbish the space in order to provide dedicated and private spaces for crisis intervention, support for sick children, and a comfortable space to meet and speak with families.</p>	M	<ul style="list-style-type: none"> • Apply for a grant to refurbish our office space. • Include plans in our 2024 strategic plan and budget. • Obtain quotes. • Determine impact on operations and ensure minimal disruption. <p>Success Measure: Able to meet the needs of staff, children and families.</p>	July 2025	<p>October 2023: We have been in touch with multiple construction companies to obtain quotes for our refurbishment project. These quotes were included in our application for the grant, and we have decided on a company to employ if approval is granted.</p> <p>November 2023: Our application for the grant was unsuccessful. We will now discuss options moving forward to make this space fit for purpose with the resources we currently have.</p> <p>December 2023 Plans to refurbish office space included in 2024 Strategic Plan</p> <p>Term 1 2024: Due to the ongoing construction of the A-Block building the office space is in, we have been unable to progress with our plans to refurbish the space. Instead, we have shifted our focus to improving the accessibility and usage of the OSHC Blue Room to encourage children to access that space when they are feeling dysregulated. This in turn would allow for private discussions with families to occur in the office space, as children are not accessing the area.</p>

<p>3.2</p>	<p>Issue: We would like to provide more adaptive sensory equipment such as wobble boards, compression swings, and sensory pods.</p> <p>Goal: These provisions will allow children’s sensory requirements to be supported as a whole, and will last more long-term than basic sensory toys, providing support to a wider range of children, and for a longer period.</p>	<p>M</p>	<ul style="list-style-type: none"> • Once the office refurbishments are underway, provisions to install either a sensory pod or compression swing will allow the purchase and installation of this item. • Create a budget for sensory-related equipment that will allow us to purchase big-ticket items such as wobble boards. • Ensure our team conducts a risk benefit analysis of the tools prior to purchasing and discuss the best location to optimise children’s use. 	<p>Term 2 2024</p>	<p>November 2023: As our grant application was unsuccessful, the office renovation project will no longer be completed. Thus, we require an alternative location for all adaptive sensory equipment that is supportive of all children’s diverse needs.</p> <p>Term 1 2024: As our team recognises the need for more opportunities for children to access and utilise adaptive sensory equipment, their understanding of the space requirements has led to discussions about the use of the swings at the Hall playground. Because of this space being located away from play spaces that are always open, our team critically reflected on ways we will integrate the same sensory experience in our main play spaces. As a result, an indoor ‘sensory swing’ has been purchased, and is ready to be hung up in the OSHC Blue Room over the vacation care period</p>
<p>3.2</p>	<p>Issue: To improve our sustainable practices, our team underwent a group critical reflection session known as a ‘think tank’, led by our sustainability portfolio leadership. During this session, we identified the level of waste our service creates as comprising mostly plastic containers. The benefits of implementing the containers for change program were then discussed, and its implementation in our service was agreed upon by the team.</p> <p>Goal: To implement the Containers for Change initiative at the service.</p>	<p>M</p>	<ul style="list-style-type: none"> • Meet with school faculty to acquire permission to place collection bins on the grounds, and to involve the wider school community. • Determine how initiative will work – ensuring allocation or roles and responsibilities. • Provide training for Educators around environmental sustainability. • Provide Sustainability portfolio with the time and resources to roll out this initiative. <p>Success Measure:</p> <ul style="list-style-type: none"> • Entire school community involved in initiative. • Children well-versed in environmental sustainability. • Less Waste 	<p>Term 2 2024</p>	<p>April 2023 OSHC and school management meet once per term to discuss and collaborate matters such as these. Our next meeting has been set for week 1 of term 2, with containers for change added to the main agenda for discussion.</p> <p>November 2023 The school has now implemented the containers for change program, providing multiple containers for change bins around the school campus. OSHC can always utilise these bins and does so during opening hours.</p>

				<p>Term 1 2024</p> <p>The containers for change bins have been available for use for 4 months now. However, because of the construction in the A-Block area, accessing these bins has been more difficult for children and educators. As the construction is soon to reach completion, we have identified the need for a refresher of the purpose of these bins and how to use them correctly, not only for the children, but also for our educators who may not understand what they are for. It is expected that after receiving thorough explanations about the bins, educators will discuss containers for change with children, especially during mealtimes, and encourage the use of these bins.</p>
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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.**

Quality Area 4: Standards and elements

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

National Law and National Regulations underpinning Quality Area 4

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	Child leader	4.1.1
National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1

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

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

Standard 4.1	Staffing arrangements enhance children's learning and development.
<p>Element 4.1.1: Organisation of educators</p> <p>The organisation of educators across the service supports children’s learning and development.</p>	<p>At Bulimba OSHC we have a strong belief that our team members are the most valuable resource we have in ensuring exceeding practices are embedded across all aspects of service provision. We take our role in managing this team very seriously and ensure we have their rights and needs in mind when making decisions that affect them. In line with this belief, we undertook a complete HR audit in 2018 which has led to the development of several important initiatives aimed at improving employment standards and increasing educator engagement and morale. We implemented new job descriptions to ensure clarity of roles and positions in line with the award and Management undertook an Action Research project which has led to a review of the P&C state award and collaboration with other P&C services and United Voice to propose variations to the award in order to ensure equity with the federal childcare award. We also saw the need to implement an Employee Assistance Program to support educators through access to free and confidential counselling services 24/7 and increased the allocation for professional development and training by more than 100% so that all educators can access individual and group PD.</p>
<p>Element 4.1.2: Continuity of staff</p> <p>Every effort is made for children to experience continuity of educators at the service.</p>	<p>One way that we show how much we value our team is by implementing policies which will support them through their life, in turn supporting continuity of staff for children. One of these policies is our Paid Parental Leave Policy. The policy provides any permanent employee with 14 weeks parental leave (pro-rata) at full pay and can be taken flexibly to accommodate the individual needs of their family and circumstances. By introducing this policy, we have seen firsthand the impact it has had on the lives of our employees and their families when going through the birth of their children and have found that they feel more safe and secure in their employment. We are proud to be at the forefront of inclusive policies such as these in our industry and advocate for these policies with other P&C run services and in the wider network of OSHC services in the state. Policies like these ones are the foundation of building cultures of respect and belonging and ensure that our team members feel valued and supported in their employment at Bulimba OSHC.</p> <p>The structure of our service is setup to support quality provision. Our management team is comprised of a full time Service Manager, full time Program Coordinator (Educational Leader), full time Operations Coordinator, part time Administrative Coordinator and part time Finance Manager. These positions are considered out of ratio and allow for quality HR, business, programming, WH&S, financial, strategic and operational practices, encompassing all areas of service provision. This structure is part of our Strategic Plan for goal setting, budget setting and the vision for the service into the future. We staff the structure based on the interests and skills of the team and constantly review the model to ensure we are working dynamically and collaboratively when setting position descriptions.</p> <p>Rostering our management team “out of ratio” during before and after school care and Vacation Care also ensures our educator team has additional support when needed. It also enables OSHC management to be present throughout the school day and in the school community, which builds a strong relationship with the school as we are so openly available from 6.30am to 6pm. Having these key team members out of ratio also enables us to have a dedicated office space to greet families, share notices, meet with families and caregivers when needed and build on relationships. We have a strong connection to our families at Bulimba OSHC because they know they can always expect to see the same familiar faces and pass on any messages or information in person. It also gives our team people to go to should they need additional support around the inclusion of all children, specifically our children who are working towards more positive behaviour outcomes. We initiated a “Tag in, tag out”</p>

model for educators to be able to “tag out” if they are dealing with behaviour that is becoming too difficult or if they feel they are not able to best support the child in that moment. This is an embedded practice in our team and is a shared language and motto that is known and acted on.

The service has 3 responsible people in charge who are in addition to the coordinators and the nominated supervisor. These responsible people act as lead educators who have been trained in the specific duties required of them as responsible people in charge. By having these lead educators, we are able to offer more experiences for children that enhance their learning and development without reducing the benefits of having our coordinators out of contact. We have developed a comprehensive training model for onboarding and training new RPIC educators and ensure that they feel comfortable in their roles before they take on any additional responsibilities. The model has been collaborated on by management and educators alike and continues to be updated and improved on as we use it.

Educator’s records including qualifications, evidence of study enrolment and progress of study are kept on site and updated regularly. This is done so that the service can offer not only further study and professional development support for the educator but also to promote a high-quality service and care facility for children and their families. The acknowledgement of educator skills and expertise helps increase the programs capacity to provide a wide variety of different and meaningful experiences for all children.

Our recruitment and induction processes are robust and are designed to set Educators up for success. Regardless of their level of experience, the process supports each educator to gain knowledge and practical experience in a way that enhances their confidence to fulfill their roles. By having a strong foundation, we are able to create a culture of continuity. ***How this enhances children’s learning and development and is embedded in service operations is further discussed in the exceeding themes for standard 4.1.***

A BSC and ASC duty roster is developed on a weekly basis in accordance with the team roster. These duty rosters ensure that all tasks and responsibilities are shared with all team members. Duties include safety checks, prep pick up, observations, activities with the children (creative and active) and a variety of cleaning duties. They are developed also based on educator strengths and skills in order to maximise engagement opportunities for children. Certain roles have been created based on the skills and interests of educators. We have a dedicated Food Liaison Educator and Assistant to ensure food allergies and the serving of food is safe and supported, as well as educators who focus on the arts, sports, wellness, community relationships, culture and inclusion etc through our portfolio working groups. We value continuity of care in our environments and ensure we have educators who work all afternoon shifts and/or morning shifts and are regularly rostered to certain areas so that children know what to expect when they come to OSHC.

Walkie talkies are used to communicate with each team member. This makes all educators feel supported while working with the children. We also have our own private radio frequency on the walkies so we do not receive interference from other businesses using similar lines or background noise and can ensure privacy. We share the frequency with the school who uses it during school hours as a good will measure for our community.

The service operates to an ‘under the roof ratio.’ By organising staffing in this way, we are able to compliment the free flowing ‘no program, program’ approach that is embedded in service practice.

Standard 4.2	Management, educators, and staff are collaborative, respectful, and ethical.
<p>Element 4.2.1: Professional collaboration</p> <p>Management, educators, and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.</p>	<p>By believing in our educators as our most valuable resource, we have established a Wellbeing Portfolio Leadership Group that is focused on all things wellness and wellbeing for both our children and educators. Together they facilitate ways in which the team can enhance their wellbeing in order to become better individuals and educators and therefore are more confident in role modelling wellness for our children. The Wellbeing Portfolio Leadership Group has implemented several initiatives like the "Gratitude Circle Practice" where we think of one thing each day that we are grateful for and share before each Team Huddle. This practice is intentional, puts pause to a busy day and allows for reflection and calm before the start of an afternoon session. Practicing gratitude is an excellent mindfulness task and has been linked to improving resilience. The Wellbeing Portfolio Leadership Group also initiate physical health initiatives like our Bulimba OSHC Run Club and Netball team. We also have an active Social Club among our team, with an educator leading the organisation of team bonding experiences and social activities. We aim to meet outside of work as a team each term to socialise and build team morale and rapport.</p>
<p>Element 4.2.2: Professional standards</p> <p>Professional standards guide practice, interactions, and relationships.</p>	<p>The service uses an online program called Tanda to roster and keep timesheet, leave and staffing data up to date. The system also allows qualifications to be uploaded and gives auto alerts when qualifications which expire are coming up to their expiry. This process ensures educators and management are further supported to ensure mandatory requirements in relation to qualifications are enforced. The Tanda system also allows educators and team members to give feedback on their shift. Feedback categories include communication, staffing, management, morale, and organisation. Team members can give a positive or negative response and then add additional comments. This feedback is then collated and sent to the management team at the end of the week and the feedback is used to improve staffing practices and processes.</p> <p>The service requests educators, families, and visitors to follow the Service's Code of Conduct. Educators have read and signed the Code of Conduct as part of their induction process and this code is regularly discussed in order to ensure educators embed this conduct in their daily practice with all at the centre. This code of conduct is also contained in the Educator handbook which is given to educators upon induction. The educator team create, review, and implement the Team Vision, which is a common language for the expectations we have of each other when working as part of this team. The Team Vision is often referred to during team, meetings and one on one conversations and sets a standard for practice and intention. Our team vision is:</p> <p><i>"At Bulimba OSHC our team values respect, consistency, compassion, playfulness and support. As intentional and professional educators, we demonstrate this through our actions and communication, which we model together for the children, families and each other."</i></p> <p><i>How this is embedded in service operations is highlighted in the exceeding themes for Standard 4.2</i></p> <p>We further maintain the team vision through our daily Team Huddle which is 20 minutes each day for the team to come together prior to their shift and set intentions, debrief about children and behavioural supports in place, offer advice and guidance to colleagues and share their experiences for holistic practices. Our Team Huddle allows us to 'flag' children who may need more help and disseminate information to all team members in a timely and effective manner. It is also a time for all educators to share their ideas, knowledge and feedback and is often a time of robust and reflective conversation for our team.</p> <p>The service's Management Team encourages educators to contribute and work collaboratively towards the development of the service's program, practices, and procedures. The service recognises that by providing educators with these opportunities and encouragement, they perform to the</p>

best of their abilities. It also gives all educators a strong feeling of belonging. Additional time each week is given to all educators to meaningfully document children's learning as well as additional time each week for educators to individually and meaningfully engage in critical reflective practices to ensure their practice and professionalism as educators is supported. This additional time includes independent work as well as time for collaboration with their peers. Educators are also given additional non-contact time to program days in vacation care periods, as well as when programming additional activities for term time programming. Another way that educators are invited to add to the service program is through their Portfolio Leadership Groups. Each educator nominates into a portfolio group based on their own interests and skills and contributes their knowledge through this group to all areas of service provision.

New educators are mentored and supported by all existing educators. There is a strong mantra of "we were all new team members once" so when it comes to supporting new team members, everyone is on board. We also have four permanent part-time educators who take on an additional mentoring role on the floor with new educators to role model appropriate strategies and skills. In the induction stage, new educators complete at least two weeks of 'shadow shifts' where they shadow senior educators and are mentored by them on all the different environments, routines, policies and procedures. Mentor educators make notes on their progress and the new educators reflect on shifts in their 'Educator Induction Manuals'. Educators then undertake a check-in meeting with a coordinator to discuss their progress and can elect to remain on shadow shifts as needed to ensure they are comfortable with supervision protocols in all areas of the program.

With open communication and collaborative input, educators understand and adapt well to change. Team member's strengths are celebrated, and diverse knowledge and experiences are shared. We believe that this service not only offers a high-quality program but offers a high-quality team which is intrinsically linked. We ensure that educators have an intrinsic 'buy-in' to their part in building our amazing program through tapping into their personal skills and interests and empowering them to share these through structured programs with the children. We have educators who have undertaken additional activities in the following disciplines: speech and drama skills, cooking, experimental sound design, art, boxing skills, circus skills, music, netball, film making, touch rugby, Gaelic football, soccer, journalism, photography and videography and much more. This intrinsic motivation, along with the positive team culture and strong support from the management team has resulted in low staff turnover for the past 3 years. Low turnover means that we are able to build a strong team with strong values and vision and maintain a high standard of care for all children. We are also lucky to have educators who attended this school and are past students of the OSHC. They bring with them a deep community knowledge that is invaluable to our program. These community ties strengthen our relationships to the school and our wider community. ***How this also contributes to continuity of care is highlighted in exceeding themes for standard 4.1.***

Bi-termly team meetings are held to ensure deep reflection on practice is shared. A peer mentoring model is used during these team meetings where all educators contribute their knowledge to upskill their peers. Educators who have recently completed professional development may be invited to share what they learned and how it can be related to our individual service context. Through this approach, educators are developing their own skills toward management, leadership and mentorship. Our involvement in Action research is also an integral part of how we remain committed. enhancing the professionalism of not only our educator team, but the wider OSHC context. ***How this is shaped by meaningful engagement with the community is highlighted in exceeding themes for standard 4.2.***

As a service we utilise the Professional Standards for OSHC as the tool for our annual performance reviews. Each educator undergoes a self-assessment then together with the coordinators and nominated supervisor, develops goals and strategies to meet those goals over the course of the year. Training is facilitated prior to performance reviews to unpack those standards and ensure clarity in understanding. These standards act as

benchmarks for our educators and are also a tool for the management team to identify gaps in performance that requires additional support and sets intentions for recruitment. While unpacking performance reviews with educators, we help them all to set clear goals for their own professional development each year and use these goals to set out the service's professional development plan. Educators are able to access individualised PD as well as the group PD opportunities we set up for all team members. Some examples of individual PD that has been accessed in the past was an educator who was interested in studying AUSLAN further who then used these skills to embed some AUSLAN in our service operations. ***How this is informed by critical reflection is highlighted in the exceeding themes for standard 4.2.***

Our educator Facebook group is a platform we use to collaborate, share ideas and learn from each other. Upon induction, Educators are added to the group and encouraged to contribute and respond to posts. No sensitive information is shared but rather it is another avenue for professional conversations and knowledge sharing to guide practice.

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p><u>Educator Induction</u></p> <p>As a service, we value the induction process as the most important foundation to set a new educator up for success in their career. Our induction procedure has been developed over many years of critically reflecting with the team on the recruitment, induction and training processes at the centre and is embedded in service operations. We formalised this practice into the following procedure.</p> <p>Upon recruitment, educators first receive documents to read and complete via Tanda. These documents include the Educator Handbook, Routines and Procedures Manual, Policies and Procedures for Educators as well as HR specific documents. Once they have completed this reading, they are then rostered on to a 2-hour induction meeting where they meet with a Coordinator and go over certain aspects of legislative practice, policies and procedures and routines. Within this meeting the Induction Checklist is completed, and educators have time and space to ask questions. After this shift is completed, educators then have an online learning module to complete on child protection. Once the online learning is complete and all necessary legislative requirements are in place, educators are rostered on for <i>Shadow Shifts</i>. This is a two-week minimum timeframe where educators are rostered on to shadow more senior team members in all areas of our operation. Senior educators act as mentors each shift and must ensure they model the correct routines and procedures. At the end of each shift, the new educator and mentor educator complete a reflection in the Induction Booklet which is checked by the coordinator regularly. After two weeks of shadow shifts the coordinator meets with the new educator and unpacks the Induction Booklet to ensure they have had ample shadow shifts in each area. They speak to them about their confidence levels and together ascertain if the educator feels ready to come off shadowing. If the educator feels they need more time, more shadow shifts are rostered. We never rush an educator’s progression from this stage, as we understand that confidence is key to ensuring a strong start. Usually, after the two-week period, the new educator starts to be rostered to areas without a mentor and is regularly checked on by float educators and managers. 2 months into their probation period the coordinator again checks in with the new educator and they discuss their confidence levels and answer any additional questions that the educator may have now with a firmer understanding of the program and routines and procedures. This meeting allows the educators time for more deep critical reflection around their emerging practice and pedagogy and gives them time to unpack these themes with the coordinator. After this meeting the educator then completes another week of shadowing mentor educators. This week is specifically designed to unpack more nuanced procedures with peer mentoring such as behaviour support and inclusion support practices. These shadow shifts are again reflected on by both educators and the coordinator.</p> <p>After this additional week of shadowing is complete, the educator then has their 3-month probation meeting with the Coordinators and Manager, and they unpack all their learnings and their confidence levels and set new goals for the upcoming year. This meeting is an opportunity for them to express their interests and their skills for the coordinators to better understand their place within the team. They will also elect to be in a portfolio group for input into the program and some individual professional development plan will be put in place.</p> <p>Through this procedure, we have seen a significant change on the confidence levels of new educators and in their ability to engage with the team in critical reflective practice. They document feeling more supported and secure as part of the team and are able to develop stronger relationships with their peers as well as the children due to the shadow shifts and time they are granted to learn at their own pace. This, in turn, has led to lower staff turnover and improved continuity of care for our kids and families. The element of peer mentoring through this procedure has strengthened the consistency of standards of practice within the centre and has led to the educator team having a deeper understanding of routines leading to predictability and certainty for children and enhanced learning and development.</p>

<p>2. Practice is informed by critical reflection</p>	<p><u>Educator Strengths</u></p> <p>As part of the critically reflective nature of our induction procedure with new team members, and through collegial conversations, we realised that when educators felt a sense of ‘buy in’ to the program, and a sense of belonging, they were more engaged, productive and happy. To achieve this ‘buy in’ we use the 3-month probation meeting as a time to get a real sense of who the educator is and what role they want to play within the team. We are able to discover their interests and skills and find out how we can best utilise these to create a sense of ownership over an aspect of our program. From this, they are added to a portfolio leadership group where they can focus on the parts of the program that most interest them.</p> <p>For example, one of our educators expressed a particular interest in arts and crafts and spoke about her confidence levels when supervising children in the Pavilion area as being high. She unpacked this with us and reflected that arts and crafts have always been a passion of hers and helping the children to achieve in this area gives her a sense of fulfilment and happiness that makes her want to come to work. She also expressed a want to make this practice better for us as a service and to extend on what we had been offering in this area. She presented a vision for the Pavilion space and asked if she could work towards achieving this. Since then, she has transformed the space and its routines to be one where the Reggio Emilia style is championed. Children are co-constructors in this space and understand how they can interact with all materials and resources. She has created a space where creativity is paramount, and skills are nurtured. The Pavilion has become an environment that is safe and supportive for all children, and they create the most amazing art works and collaborate in ways which are unique to them. This educator curates these works into our Annual Art Show and is now creating an OSHC production of Cinderella which has the involvement of more than 40 children and 5 educators.</p> <p>From utilising the individual interests and skills of educators we have been able to curate our environments and give our team a sense of belonging to aspects of our program that foster deep connection and engagement from children. This ‘buy in’ also engages the educators and gives them an ongoing feeling of fulfilment and pride. This leads to children’s learning and development being further enhanced in the program.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p><u>Recruitment/Collaboration with Professionals</u></p> <p>As part of our recruitment process, we value diversity among our team. Diversity in terms of life experience, culture, age and gender, but also diversity of skills and knowledge. We aim to recruit a team who can bring different perspectives and skills to strengthen our program and the experiences of the children. Utilising this method for recruiting has led to our educators holding unique skills which have in turn benefited not only our service but have led to meaningful engagement with families and the wider community. Our educators are seen as experts in their field, and we are often asked by our community to collaborate to ensure best practice for children. In our team we have educators who are trained or training as speech therapists, occupational therapy students, physiotherapy students, psychology students and graduates, nursing students, education students and qualified teachers and educators who bring a wealth of knowledge around developmental and behavioural theories and practices.</p> <p>One way in which we utilise these skills to shape meaningful engagement with the community is through communication with families and allied health professionals to help with behavioural and developmental observations of children seeking support for diagnosed disabilities. We welcome allied health professionals into the service to observe children’s play and offer additional support and information to these professionals as part of the wider team supporting holistic education and care. Collaborative relationships with these professionals and our team have led to children in our service being more supported to be included in all aspects of the program and has strengthened our team’s knowledge and skills of managing difficult behaviours and developmental differences among children. Our team are then able to share this knowledge with the school community and share and collaborate with teaching and non-teaching staff on behavioural support practices which may enhance the child’s day at school. We have been asked to be part of several focus groups within the school environment around behaviour support because of the expertise shown by our team in supporting complex behaviours and needs in the play environment. Specifically, the Service Manager sits on the focus group for the “Bee-ing at Bulimba” Behaviour Support Program, which is a school-wide initiative to have a shared language and understanding of supporting behaviour. Through this shared collaboration and meaningful engagement with families and members of the wider community, we are able to further enhance children’s learning and development in our program.</p>

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

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

Exceeding themes	
<p>1. Practice is embedded in service operations</p>	<p><u>Team Vision</u></p> <p>As a team with a low turnover of staffing, we recognise the key practices embedded in our service operations that ensure a commitment to high quality practice, familiarity and continuity for children and a high-quality learning and care environment. We understand and constantly refer to the idea that, as a team, we are working towards a common goal, with a strong shared vision in place to guide our expectations of practice. A few years ago, we embarked on a team reflection on what it feels like and looks like to be a part of our team. We discussed actions that we hold value for and behavioural expectations that we wanted to set for ourselves and for future team members. The idea of this Team Vision was to create a common language so that expectations and outcomes were intrinsically known and set. We developed the Team Vision:</p> <p><i>“At Bulimba OSHC our team values respect, consistency, compassion, playfulness and support. As intentional and professional educators, we demonstrate this through our actions and communication, which we model together for the children, families and each other.”</i></p> <p>This vision sets the tone for all educators and has allowed us to have shared language for what this looks like. The vision is used to unpack practices and sets a base line for reflecting on policies and procedures. We have used this vision when sometimes we might be off track after difficult events, or when members in the team are feeling stressed or unsupported. The Team Vision inspires us to be open communicators who support each other and model behaviours of respect and admiration. It drives quality and improvement through upholding this set expectation that was constructed by all team members. The Team Vision is not static, but rather something that is often discussed and reflected on to ensure that it remains a practice that is embedded in service operations to ensure collaborative, respectful and ethical relationships.</p>
<p>2. Practice is informed by critical reflection</p>	<p><u>OSHC Professional Standards</u></p> <p>Following the publication of the OSHC professional standards, it became imperative that we use these standards as a means of guiding practice, interactions, and relationships across all aspects of our program. Upon critical reflection, it was determined that the standards would serve its best purpose as a means of self-assessment prior to annual performance reviews. They would act as a benchmark for determining educator quality and would guide the construction of goals and therefore professional development plans for the year. To embed the practice, coordinators underwent training to solidify their understanding of what the standards were, it’s intended purpose and ways in which services could best interact with them to produce quality outcomes. Following this, the standards were integrated into our performance review documents and all educators underwent training led by coordinators to learn how to engage in the self-assessment process. During performance reviews, educators summarise their self-assessment responses for each standard and the management team then provides feedback. Together, a goal is set for each standard followed by actions and success measures to conclude their professional development plan. The educational leader then uses this document as a means of sourcing professional development opportunities and monitoring progress towards goal. The professional standards themselves encourages critical reflection over all areas of an educator's practice. By critically reflecting on how best we could use the standards and its intended purpose to improve outcomes for educators, children, and the service, we have been able to embed a quality process within the service that informs ongoing, deep critical reflective practice for our educators.</p>

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

Action Research

As a service, we value our contribution to shared and documented knowledge of the OSHC industry and context. We also value our role as professional educators who are able to grow this knowledge and add to data for our sector. One of the ways we are committed to enhancing the professionalism of not only our educator team, but the wider OSHC context, is through ongoing Action Research projects that we undertake alongside QCAN and Griffith University. The Action Research model is one that supports collaboration and not only investigates a problem but seeks to take action and make changes along the way. Over the last 5 years we have been involved in three different action research projects. Two are now complete and have brought about change not only to our service, but to services across the state, and one is currently in progress.

Through participating in this project each year, we are allowing our service leaders and educators access to a wider professional network of colleagues who help to share knowledge and give perspective on a range of issues and questions we face as a service. The network is made up of a variety of different OSHC services from across the state, as well as professional researchers, practice leaders and change makers in the OSHC sector. This network has developed relationships with Dr Jennifer Cartmel, co-author of My Time Our Place; Dr Bruce Hurst, an academic whose studies are specific to OSHC; Kylie Brannerly, CEO of QCAN; Union members and delegates and many more. These relationships have led to opportunities to enact meaningful change within our service in relation to inclusive practices for children and families, collaborative partnerships with other services, pedagogical practices for educators and meaningful engagement of team members in relation to the induction of new educators. Not only this, but we have also been instrumental in ensuring that the OSHC educators in P&C run services across the state are being paid fairly and equitably compared with the Federal Award. We utilised our Action Research project in 2020 where we looked at what we could do as a sector to improve the quality of leadership within the OSHC sector to look at the P&C award with the United Voice Union to advocate for it to be modernised and made equitable with the Children's Services Award. This led to consultation with many industry advocates and other services, and we put forward an application to the Commission to have the award updated. Part of this update was not only to ensure parity of hourly wages, but to also include a level in the award for Service Managers of 'super-sized' services. This level has ensured that there is scope within the award for educators to see OSHC as a viable career path, where they can earn a significant wage. We are extremely proud of this advocacy and of the outcomes of the consultation and application and continue to see the benefits of this in our sector.

Key improvements sought for Quality Area 4

Standard/ element	What Issue was identified during self-assessment? What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps) How will we measure success?	By when?	Progress notes
4.1	<p>Issue: We have an exit survey in place that is sent to outgoing staff as part of finalising their employment. We have not had a good response to receiving these surveys back through and want to ensure that this process is meaningful in gathering necessary data to improve practices within the service.</p> <p>Goal: To create an Exit Interview Procedure to ensure that the process is meaningful and collaborative and informs real change in our service.</p>	L	<ul style="list-style-type: none"> As a team, reflect on the current exit survey and discuss what works and what doesn't. Review current exit interview questionnaire and create an interview style questionnaire based on outcome of critical reflection with the team. Utilise the Implementation Guide to ensure effective roll out of new procedure. Update policy and procedure documents as required. <p>Success Measure: An updated exit interview process that informs real change in our service.</p>	End of Term 3, 2023	<p>April 2023</p> <p>We have two longtime staff leaving to pursue their graduate careers and we intend to reflect with them on the current exit survey and get an idea of how we can improve for the future.</p> <p>Feb 2024</p> <p>Discussion with team about current practices and ideas for updates. Staff suggested that a meeting may not always be practical and that offering both the survey and a face-to-face meeting would be better.</p>
4.2	<p>Issue: We have identified a gap in some educator's knowledge during their 3-month probation meeting. This meeting offers quality reflection on their practice and often allows them to see where they still require additional support.</p> <p>Goal: To offer an additional shadow shift opportunity during the induction process to ensure staff members feel supported throughout their induction journey.</p>	M	<ul style="list-style-type: none"> Include additional shadow shifts at the three-month probation mark to ensure staff feel completely comfortable in all areas of supervision before coming out of induction. Add this process to the Induction timeline. <p>Success Measure: New staff members feeling supported throughout their induction journey and who have a deep knowledge of routines and practices when they finish their 3-month induction period.</p>	End of Term 2 2024	<p>Feb 2024</p> <p>Added this additional step to the Induction Timeline and will utilise this updated procedure in the coming months as new team members approach the 3-month probation mark.</p>

<p>4.2</p>	<p>Issue: Annual reviews were becoming arduous for both management and educators and engagement in the process seemed to be waning after 2 years.</p> <p>Goal: Utilise the professional standards but create a more condensed version of self-assessment that allows educators deep reflection while maintaining their involvement in the process.</p>	<p>M</p>	<ul style="list-style-type: none"> • Seek feedback from educators around the appraisal process ahead of 2024 appraisals in Term 2. • Update the current appraisal document to allow educators to better reflect on their practice. • Determine what it is we want to achieve from annual performance reviews. <ul style="list-style-type: none"> • Create a management observation and peer review form that is based on the OSHC professional standards but is more succinct. • Inform team of process in team meeting prior to performance review time. • Evaluate process following performance reviews in April/May <p>Success Measure:</p> <ul style="list-style-type: none"> • An updated version of appraisals that offers deep reflection for educators. • Positive Educator Feedback regarding process. 	<p>End of Term 2</p>	<p>December 2023</p> <p>Strategic Planning meeting held and it was determined that we wanted the process to be inspiring and motivating for Educators.</p> <p>January 2024</p> <p>Feedback received from several educators around the appraisal process. Most saw it as arduous and needing some refinement for them to feel it was more meaningful. They all felt like the individual goal setting and PD panning was the most valuable part.</p> <p>February 2024</p> <p>Performance review snap form created that includes knowledge questions based on the National Quality Standards, as well as self-reflection questions. Following submission, a meeting will be held with the management team to discuss training and development plan, peer and management review feedback.</p> <p>Management and Peer review form created based on the OSHC professional standards. Management team will be allocated Educators to observe in practice, prior to review meetings Feedback will be obtained from peers to also share at review meetings.</p>
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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.

Quality Area 5: Standards and elements

Standard 5.1		
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		
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from, and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts.

National Law and National Regulations underpinning Quality Area 5

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

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

Standard 5.1	Respectful and equitable relationships are maintained with each child.
<p>Element 5.1.1: Positive educator to child interactions</p> <p>Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident, and included.</p>	<p>Through initial enrolment and through meaningful interactions overtime, we have built very trusting and respectful relationships with families. We are committed to celebrating and supporting each of them through our programming. We create a Special Events Spreadsheet each year which outlines how we can incorporate special days/weeks/months into our programming. Our portfolio groups use this spreadsheet to guide their planning. The events chosen to observe are largely based on knowledge of our community. Annually, we celebrate Pride Month, Neurodiversity Week, Autism Awareness Month, Harmony Week and National Pyjama Day to honour inclusion and the diversity of our families. We support ‘Talk Like a Pirate Day’, Breast Cancer Awareness Month and Mental Health Month to acknowledge and show our support to those in our community going through challenging times. This aspect of our programming highlights our responsiveness to the needs of our community and our commitment to providing a space where children and their families feel welcomed, respected and included.</p>
<p>Element 5.1.2: Dignity and rights of the child</p> <p>The dignity and the rights of every child are maintained.</p>	<p>The enrolment process includes having new children complete a Child Profile Form. This is a fun questionnaire that gives the educators a starting point in helping a new child and the family transition smoothly into the service. The Child Profile provides some information about the child that helps with the initial meeting and conversations enabling educators to ensure that all new children feel welcome at the service. Further to this, the service gains information regarding the families’ cultures, languages, and traditions. This is to help all educators to understand and to provide meaningful care for each child along with making them feel supported by the service.</p> <p>Our Bulimba OSHC programming framework is based partly on the Reggio Emilia Approach. One of the principles we adopt and is embedded in everything that we do is our ‘Image of Child’. This was determined collaboratively by Educators and impacts how we interact and behave around them. We know that if we Think, Feel and Act in a way that is consistent with our ‘Image of Child’ then we will consistently provide environments and foster meaningful relationships that support this as it is difficult to act contrary to the internal image we have of children. At Bulimba OHSC, our ‘Image of Child’ can be summarised into three overarching themes: Children are curious and creative; children are capable and competent; children are resilient and determined. Through our Moments that Matter documentation, our mind map and think tanks, we are able to observe this Image of Child in action. Further discussion on how our Image of Child is embedded in practice is outlined in the exceeding themes for standard 5.1.</p> <p>In partnership with a Reggio Emilia Approach, we also follow an Emergent Curriculum Model. Our routines and experiences are guided by children and used to support their learning, based on their preferences but is also observationally driven. Educators use information gained from interactions with children to contribute to the team Mind Map. Components of the Mind Map are unpacked regularly and used to extend children's thinking and learning. For example, additional resources have been purchased based on children’s growing interest in certain games. Vacation care days and termly Additional Activities are programmed as a result of the trends that have been observed on the Mind Map. Educators are assigned to areas on our duty roster based on their strengths and expertise to be able to facilitate experiences that are occurring more frequently. In order to be able to work to an emergent curriculum, our educators need to be trained to understand how to respond to children in a way that does not adulterate play but instead, supports its natural course. We train our Educators with a Playwork lens, focusing on play cues, provocations and invitations. They have also been trained to understand how to conduct dynamic risk assessments. We do this via Playwork Professional Development workshops, our Team Think Tanks and through mentoring and guidance from our Educational Leader.</p>

Our educators engage in a robust appraisal process each year that results in the creation of a comprehensive professional development plan. These plans outline their goals for the year and how they may go about achieving them. We have built a culture of “lifelong learners” which positively impacts educator’s relationships with children. ***How this is informed by critical reflection is further discussed in the exceeding themes for standard 5.1.***

One element of practice that supports positive interactions with children are dynamic risk assessments. A dynamic risk assessment is the process of observing and identifying risks and hazards that are difficult to predict due to changing conditions. Ensuring all Educators know and understand how to undertake dynamic risk assessments supports our emergent programming and our continuous commitment to being responsive to children’s changing ideas, interests, strengths and needs. Not only do we continue to keep children safe through this practice, but we also do our best to protect the flow of play and thus children’s sense of security and confidence.

The service has routines in place to ensure the session runs smoothly. Aspects of the routine are predictable to support children’s need for establishing control and to reduce anxiety, but there are also aspects that are flexible and adaptable enabling the children to participate in a wide variety of activities and learning opportunities. The services spontaneous experiences and routines provides further opportunities for children to engage in meaningful learning through conversations with educators and collaboration in creating an activity. This then leads to children developing the feeling of ‘belonging’ and ownership of their service. Our ‘under the roof’ ratio practice supports our ‘No program, program’ philosophy. Children can choose where they would like to play and who they would like to play with, prioritising multi-age play as much as we can. This embedding of establishing an environment where freedom is championed promotes strong interactions between the children and educators.

Our Duty Roster is prepared and displayed for the entire week. The assignment of educators to play spaces is not only based on supervision requirements but also intentionally supports the program. Educators are able to request supervision areas based on their intentional planning and their strengths. Further to this, areas are opened based on children’s current interests and ideas. Our Mind Map is a visual representation of children’s play and learning and provides an insight into how we can extend on this further through intentional planning. All educators contribute to this mind map daily and are encouraged to unpack this further with colleagues.

Feedback and observations are shared with family members through emails, daily communication, and observations on display. When feedback is provided to families, educators aim to have the child present so that they can hear the praise or be part of goal setting for additional support. This encourages and promotes lasting and meaningful relationships across the service. Our ‘Moments That Matter’ allow the educators to critically reflect on how they were able to make an impact on child’s wellbeing through their practice that day. These stories are saved in each child’s file and are also shared with their families. The educational leader reads and responds to these in a timely manner.

Our Service accesses Inclusion Support Funding and collaborates with an inclusion professional to ensure we have an updated and endorsed Strategic inclusion Plan (SIP). We do this to be able to provide a high level of support for our children who are Neurodiverse and have additional needs. A dedicated Inclusion Coordinator works with the entire team to identify barriers and strategies for inclusion. She communicates with families to outline the purpose of Inclusion Support Funding and our intentions when it comes to supporting their child. Professional Development opportunities are regularly provided for educators to ensure they are receiving the most updated information and strategies to support children.

Stakeholder meetings are attended by the Nominated Supervisor and coordinators. As a service, we record and document any information regarding a child with additional needs that may be of interest when discussing positive support strategies. We are then able to communicate this at

stakeholder meetings, ensuring that children are supported across their entire school experience and that we are working collaboratively with the school and community to provide consistent positive support.

Educators are encouraged to align their behaviour support philosophy and practise with the 4 Bulimba B's. This consistency with the school's behaviour support strategies ensures that children gain a better understanding of behaviour expectations. These expectations and behaviour support steps are worn on each educator's lanyard, providing a visual representation for all educators and children to observe and interact with. We also sit on the Bulimba State School Behaviour working group which ensures we have a shared language, consistent strategies and are able to advocate for children in a way that is consistent with our service philosophy. One such strategy is the use of Bulimba B Tokens. These tokens are given out to children when they have displayed either of the Bulimba B's - Be Respectful, Be Responsible, Be Courageous, Be Compassionate. These tokens are also used during the school day, further supporting the transition from school to OSHC and vice versa. ***Further discussion about the Bee-ing at Bulimba Framework and how its implementation has been shaped by meaningful engagement with families is discussed in the exceeding themes for standard 5.1.***

Educators build close secure relationships with all children through their daily interactions including their positive communication, body language and by providing one to one and small group collaboration when the opportunity arises. Educators allow for the protection of educator wellbeing by providing them with the time and space to tag out when needed. This ensures that educators are responding to children effectively and in a supportive manner and not in a way that is reactive or plagued by internal biases. This expectation is clearly communicated and reinforced amongst the team.

Our team huddles that are scheduled from 2:30 pm to 2:50 pm daily, provide a platform for sharing crucial information with the entire team. Not only do we begin each huddle with a gratitude circle, but we also share what our intention is for that session. This exercise highlights each Educators commitment to entering each session with a positive mindset and with good understanding of their role in ensuring that we maximise outcomes for children through respectful and responsive relationships.

We implement a restorative conversation practice model whereby we recognise when we need to give children time and space to avoid any further escalations. All educators understand that this is not mean failure but instead, shows children that they are being responsive and understanding. Educators also understand that whether it occurs that session, day or even the following day, a restorative conversation needs to be had with the child. This encourages reflection, positive communication, encourages accountability and provides a space for solutions and strategies. As a result of this practice, children are often strengthened in their abilities to regulate emotions and behaviour. It also strengthens the relationship between the child and the educator.

Our Educators are trained to observe and respond to children in a way that meets them where they are at, at any given time. We also have a culture of constant and consistent communication between Educators and Coordinators and the children and their families. With a Coordinator or Responsible Person always front facing in our OSHC office, we are always able to provide families feedback about their child's time. On many occasions, our seemingly 'small moment' has led to deeper conversations about situations and events happening outside of the school and OSHC environment that may be contributing to children's needs at that time. We then take this information and communicate what needs to be communicated via our daily team 'huddles'. Support plans and strategies are then put in place where needed. As we act as a conduit between home and school, we understand our responsibility to support children and their families in a way that ensures a smooth transition and successful outcome for all.

Our Induction and Transition portfolio highlights the importance of not only the transition from home to school and vice versa each day, but also from the early years into formal schooling and from primary into the secondary years. The following programs embedded in service practice supports the building and maintenance of trusting relationships with children:

Prep Information days: In June/July of each year, Bulimba State School hosts prep information days to begin the enrolment process for incoming preps the following year. Our management team attends these sessions to inform families of our service and how to go about enrolling their child/ren. It is also a great opportunity to show families our commitment to supporting them and their children through these transitions and how we communicate and collaborate with Bulimba State school to do this as best we can.

Bulimba Big Buddies: We have developed a wonderful relationship with Tugulawa Early Education and Care who reside next door to Bulimba State School. This program sees a group of Bulimba OSHC children visit Tugulawa once a week during Terms 3 and 4 of each year to facilitate activities and experiences for the kindy children. Over the course of the two terms, we see the kindy children develop strong relationships with our children and educators. We see all children develop in confidence to try new things and see the older OSHC children develop skills in leadership, mentoring, patience and understanding.

Prep Orientation: Bulimba Big Buddies precedes the prep orientation for children from Tugulawa and Bulimba Community Kindergarten who will be attending Bulimba State School the following year. This afternoon orientation is a great opportunity for those kindy children to have a tour of the OSHC spaces, meet more educators and engage in some activities to help us get to know them. Whilst most we will already know from Big Buddies; this afternoon orientation is a fantastic opportunity to formally welcome those children who will be attending Bulimba State School.

Transition Statements: Following prep orientation afternoon, we reach out to families that have enquired about enrolment. They are sent our enrolment pack which also includes important prep information. We ask families to send through their transition statements from kindy which gives us the chance to learn about each child before they attend.

Prep Program: During the pre-enrolment process, we talk to incoming prep families about the benefits of their child attending vacation care in January before school begins. We then plan and facilitate a prep program for the first half of each day that sees all new preps gather in the same area. Here they participate in activities, go through rules and expectations, tour the school and have morning tea together before being transitioned into multi-age play. The success of this program is seen when children begin the school year already having formed relationships with other children and educators and by their familiarity of their school surroundings. It is also evident in reduced separation anxiety from children and their families and their willingness to make continued bookings as a result.

Prep transitions Term 1 and onwards: For the entirety of the year, the preps gather for the last 15 minutes each morning and participate in activities before being dropped off at class and settled in by Educators. They are also picked up directly from class every afternoon and an educator is rostered on to help settle them into the afternoon routine for the first 3-4 weeks of Term 1. We do this as we recognise the importance of building secure relationships right from the beginning. In Term 4, we begin transitioning the preps to be able to walk to and from their class independently. This is scaffolded and communicated clearly with class teachers and families.

Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships.
<p>Element 5.2.1: Collaborative learning</p> <p>Children are supported to collaborate, learn from, and help each other.</p>	<p>The service and educators provide opportunities for children to learn and get practical experiences to build life skills. Children prepare their own cereal, toast, and drinks for breakfast, along with washing their own plates, bowls, cups and cutlery. Cooking experiences are also provided regularly and support the learning and exploration of culinary skills. Our 'Mini Educator' badges and T-shirts acknowledge children's willingness to take on more responsibility and act as role models for others. It also celebrates the meaningful relationships created between children and our educators as they enthusiastically strive to become mini-Educators. Our 'Tea Time with Tarei' provides a platform for children to share their ideas, perspectives and opinions on various matters. Feedback is taken and actioned in order to ensure our program is always child centred. The process of tea 'Time with Tarei' enhances children's sense of agency and teaches them to use their voice confidently and respectfully.</p>
<p>Element 5.2.2: Self-regulation</p> <p>Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts.</p>	<p>We offer rolling mealtimes which encourages children to understand and respond to their own needs. The service works closely with the Food Service Team to ensure nutritious meals are provided to all children. These meals consider what children might be getting at home and what they may be eating during the school day. An understanding of good nutrition is also one way in which we can support children's ability to regulate emotions and behaviour. We often also use food as a means of exposing children to different cultures and cuisines, enhancing their palates and celebrating the diversity of our families. Two team members act as direct liaisons with the Food Service Team, ensuring that communication is direct and consistent. This is also a risk mitigation strategy for our children with special dietary requirements.</p> <p>Our inclusion support educators work with the management team to create behaviour support plans in collaboration with children and their families. Such behaviour support plans outline information about the child, their interests and the wellbeing goals highlighted by them, their guardians and the service. They also outline the strategies that will be put in place to achieve those goals. These plans are communicated clearly with the team with planned times to evaluate and record progress. Another benefit of the inclusion support team is consistency in relationship building and maintenance. These educators also work proactively to respond to the changing needs of all children, supporting them to behave and communicate effectively during play. They also support educators on the floor to respond effectively to situations of conflict, providing support and strategies to help them help children regulate their own behaviours. <i>Further discussion about our inclusion intention is highlighted in the exceeding themes for standard 5.2.</i></p> <p>Educators encourage children to communicate with each other when it comes to conflict resolution. The educators work as a mediator and let the children to have a fair say to explain their perspective of the incident. The service has expectations on how children interact with their peers and educators, namely, we respect ourselves, we respect each other, and we respect the environment. Through this, restorative conversations and the 'Bee-ing at Bulimba' framework, each child is supported to regulate their own behaviour with the support of trusted Educators.</p> <p>Children are supported to collaborate, learn from and help each other through multiple opportunities:</p> <ul style="list-style-type: none"> • Our Bulimba Big Buddies program gives our OSHC children the opportunity to exercise leadership values as they help the transition of the Tugulawa kindergarten cohort into formal schooling. <i>This is further discussed in the exceeding themes for standard 5.2.</i> • Our 'Mini Educator' initiative provides children with a red Educator shirt and badge to be worn during a morning or afternoon session. When in this shirt, their role is to support children as Educators would however through a child's lens. We often see them exercising leadership skills and role modelling the Bulimba Bee's for children. • Multi-age play gives children the opportunity to interact with children of varying ages and developmental stages. They learn to be supportive and accommodating of these differences. <i>This is further discussed in the exceeding themes for standard 5.2.</i>

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p><u>Image of Child</u></p> <p>Our Image of Child is one aspect of our Reggio Inspired – Emergent Programming that operates on the premise that each child is unique, capable, and deserving of respect and recognition for their individuality, thus creating respectful and equitable relationships with each of them. Under the Reggio approach, we believe that there is no universal childhood but rather that each community/society constructs its own individual view and understanding of who the child is, who the child could be and who the child should be. As a group, we determined what our beliefs and biases of children are. We then decided upon our Bulimba OSHC Image of Child which can be summarised into three overarching themes: Children are curious and creative; children are capable and competent; children are resilient and determined. It is difficult to act contrary to this internal image we have of children and so all aspects of our programming, from curriculum design to daily interactions, are tailored to meet this image.</p> <p>By embedding this Image of Child focused programming framework into our daily practices, we foster respectful and equitable relationships between educators and children at the service. Educators actively engage in meaningful dialogue with children, valuing their perspectives, ideas, and contributions. This collaborative approach not only empowers children to take ownership of their learning experiences, but also establishes a culture of mutual respect, trust, and inclusivity within the OSHC environment. Educators demonstrate genuine interest and curiosity in each child's interests, strengths, and challenges, ensuring that their voices are heard, and their agency is respected. Through critical reflection and evaluation in think Tanks, Huddles, Team Meetings and Programming Journals, Educators determine aspects of our Image of Child that we can be seen in action and this guides decision making moving forward. Through this embedded practice, we create a supportive and nurturing environment where children feel valued, understood, and empowered to thrive.</p>
2. Practice is informed by critical reflection	<p><u>Professional Development Plans</u></p> <p>Critically reflecting on the professional development needs of educators and the wider team at Bulimba OSHC through our detailed appraisal process, has resulted in the development of a comprehensive professional development calendar that includes targeted individual and group professional development (PD) sessions. These sessions are designed to enhance educators' understanding of developmental, behavioural, and social theories, equipping them with the knowledge and skills necessary to support the engagement and wellbeing of all children at the service. By identifying areas for growth and learning through reflective practice, Bulimba OSHC ensures that educators receive tailored training and support that directly addresses their needs and aligns with the centre's overarching goals and philosophy.</p> <p>During our annual appraisal process, Educators, in collaboration with the leadership team, determine three goals for the year, the actions they will take to meet those goals, and how they will measure the progress/success. From this, the Educational Leader can look for professional development opportunities that are suited to their goals. Being a "Lifelong Learner" is language that we use consistently amongst the team and helps solidify the high expectations of our team culture. Because of this, educators also source their own learning opportunities based on their interests and needs, share its relevance to their role with the leadership team and provisions are made to support them. Through targeted professional development sessions, educators deepen their understanding of theories as well as evidence-based strategies and practices for such things as promoting positive behaviour, trauma-based care, fostering social-emotional competence, and creating inclusive learning environments. Group PD sessions provide opportunities for collaborative learning and shared experiences, allowing educators to exchange ideas, perspectives, and best practices with their colleagues. By engaging in ongoing professional development that focuses on understanding and applying relevant theories to practice, our Educators enhance their capacity to meet the diverse needs of children and families effectively.</p>

This approach demonstrates exceeding practice in Quality Area 5.1 by prioritizing the ongoing professional growth and development of educators as central to providing high-quality care and education for children and to ensure respectful and equitable relationships between educators and children at the centre. We foster a culture of continuous learning and improvement, where educators are equipped with the knowledge, skills, and confidence to support the holistic development and wellbeing of all children at the centre. As a result, children benefit from enriched learning experiences, enhanced support for their individual needs, and stronger relationships with their educators, contributing to positive outcomes across all aspects of their development.

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

Bee-ing at Bulimba

Bulimba State School adopts a behaviour framework known as 'Bee-ing @ Bulimba'. This encourages children to 'BEE' the best version of themselves. That is, BEE-ing Respectful, Responsible, Compassionate and Courageous. The 4 Bees' make up their core values that underpin all interactions. At Bulimba OSHC, we also adopt this framework, working collaboratively with Bulimba State School to ensure that there is consistency in the language that is used and the way in which we respond to behaviour. Our Nominated Supervisor sits on the 'Bee-ing @ Bulimba' committee, where she liaises with other school representatives. Together they discuss behaviour guidance and implementation strategies that are consistent with these four core values. Information gathered from these meetings is shared with OSHC educators and implemented in our context. Upon induction, new educators undergo training around the framework and how it is used in our setting. All educators wear an information card on a lanyard that they carry that can be used as a tool when responding to children. It is our philosophy to utilise the language of the framework to celebrate behaviour that meets these values. Children are handed BEE tokens which they take to their classes. This is consistent with what they do during school hours. It is also our philosophy to respond to challenging behaviour by identifying which of the values are not being met and why, then formulating a plan to support children. This framework and the language within it are consistently used when having conversations with families. An example of this is during formal collaborative meetings to create support plans for children. We find that by having a framework that is consistent across school, home and OSHC contexts, supports our holistic understanding of children. What they do at OSHC impacts what happens during the school day and ultimately at home and vice versa. By embedding core values that allows us to support children's overall wellbeing and by using common language, we can ensure respectful and equitable relationships are maintained with each child.

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p><u>Multi-Age Play</u></p> <p>An embedded program practice of multi-age play experiences (children of differing ages playing freely together) exemplifies exceeding practice within Quality Area 5.2 of the National Quality Standards (NQS). By intentionally incorporating multi-age play into our daily routine, our team demonstrate a commitment to creating inclusive environments that celebrate diversity and promote social cohesion.</p> <p>Multi-age play experiences are seamlessly integrated into our service program, ensuring that all children, regardless of age, have opportunities to interact and learn together. This approach not only reflects a deep understanding of child development but also emphasises the importance of collaboration between educators, families, and the wider community. Through multi-age play, children have the chance to develop social skills, empathy, and respect for others in a supportive and inclusive environment. Aside from the morning signing out process and afternoon signing in process, all aspects of program experiences, routines and transitions allow for interactions across multiple grades. In addition to our usual day-to-day programming, Our Big Buddies program is another great example of how older children naturally take on leadership roles, guiding and supporting their younger peers, while younger children benefit from observing and learning from their older counterparts.</p> <p>These interactions not only promote a sense of belonging but also foster a strong sense of community within the service setting, ultimately leading to embedded exceeding practice in relation to Quality Area 5.2.</p>
2. Practice is informed by critical reflection	<p><u>Inclusion Intention</u></p> <p>Part of our Inclusion intention is to support children to feel a sense of belonging to the service and amongst their peers. In order to achieve this, we know we must support them to build and maintain sensitive and responsive relationships with each other. Upon critical reflection of the current cohort and incoming prep children, we saw a need to offer training around trauma informed practice to give the educators the strategies to support trauma informed care within our context. Following in-service mentoring and resource sharing, a professional development opportunity with Australian Childhood Foundation was offered to all Educators. Over the course of two sessions, Educators were given an understanding of trauma, it's impact on the brain and behaviour, and tangible strategies to implement in practice. Our educators engaged in robust discussion during and after the sessions, with the intention to maximise their confidence to support children in their self-regulation and ultimately, their collaboration with other children. By equipping our educators with knowledge and tools, we see an increase in the positive relationships with and between children. It shows our commitment to evidence- based research and theory, and critical reflection of our own pedagogy in order to create supportive environments for children. This also speaks to an embedded practice within the service where professional development is used to respond to the needs of all children.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p><u>Bulimba Big Buddies</u></p> <p>The collaborative program between Bulimba OSHC and Tugulawa Early Learning Centre, known as Bulimba Big Buddies, represents exceeding practice in alignment with Quality Area 5.2 of the National Quality Standards (NQS). This program fosters collaborative partnerships between the two centres, families, and the wider community to support children's smooth transition from early learning environments to primary school. By working together, the OSHC and early learning centre create a seamless and supportive transition process, ensuring that children and their families feel prepared, informed, and supported throughout this significant milestone. Bulimba Big Buddies operates as a mentorship program where older children from our service act as "big buddies" to younger children transitioning from the early learning centre into primary school. Through structured activities, social interactions, and shared experiences, older children provide guidance, support, and reassurance to their younger peers, helping them adjust to the new school environment. This collaborative approach not only builds meaningful connections between children of different ages but also promotes a sense of belonging, confidence, and resilience among all participants. Furthermore, families are actively involved in the transition process, receiving guidance and resources from both centres to support their children's adjustment to school life. By prioritizing collaboration and partnership, Bulimba Big Buddies exemplifies exceeding practice in Quality Area</p>

5.2 by fostering a cohesive and supportive transition process that supports the creation of positive relationships between current children of the service and incoming preps.

Key improvements sought for Quality Area 5

Standard/ element	What Issue was identified during self-assessment? What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps) How will we measure success?	By when?	Progress notes
5.1	<p>Issue: Disengagement with programmed activities by senior children due to the activities centred around the smaller children's needs and interests</p> <p>Goal: Development and implementation of a specialised program that caters specifically to older children's needs and interests so to create an inclusive environment for all children</p>	H	<ul style="list-style-type: none"> Gather ideas from seniors on projects they wish to develop. Seniors to plan collaboratively with educators how to develop their program. Embed program to maximise engagement from seniors. Work with Bulimba State School to support transition of Grade 5's into their Grade 6 leadership roles. Invite previous school leavers to come back during term 4 of each year to support the current Grade 6 children. <p>Success measure:</p> <ul style="list-style-type: none"> A senior program implemented into the OSHC daily planning which had been chosen and developed by the senior children. The creation of a multi-purpose space that is designated to the seniors and an ongoing collaboration with the seniors on activities or projects implemented at the service. Leadership skills developed in senior OSHC children as a result of program 	Ongoing	<p>September 2023 Induction and transition portfolio worked with the current grade 5's to determine what they wanted to achieve at OSHC in their final year and how they wanted to spend their time. A rough plan of a regular 'seniors club' was put together.</p> <p>December 2023 The impact of A Block and the pool construction impacted some of the ideas of the 2024 seniors. It was discussed that we would revisit the plans in Term 1 2024 when we had a better idea of what to expect in terms of space.</p> <p>January 2024 The induction and transition portfolio continued discussions with the 2024 seniors and their seniors club is due to start in Term 2.</p> <p>April 2024 A project named 'The Hive' has been established and will be proposed to the BSS leadership team at this term's leadership meeting. The project aims to revitalise the garden space behind D-Block to create a space for senior children to attend to that they can make their own.</p>
5.2	<p>Issue: Following performance reviews and in response to our educator's self-assessment of standard 4.3 - managing and supporting challenging behaviour, feedback received suggested that there</p>	M	<ul style="list-style-type: none"> As a team, identify all children who currently need additional support and determine what about their behaviours/engagement we find challenging. 	Ongoing	<p>July 2023 Educational Leader receives resources from QCAN to support mentorship and in-service training of Educators around complex behaviours, Neurodiversity and Trauma Based</p>

	<p>was an increase in children attending the service who had faced significant trauma, thus impacting how competent and confident our Educators felt at supporting them effectively.</p> <p>Goal: Organise professional development opportunities for trauma-based practice and increase Educator capacity to engage in trauma-based practice.</p>		<ul style="list-style-type: none"> • Identify individual and group opportunities for Educators to engage in professional development around trauma-based practice and/or complex behaviours. • Ensure we have robust measures to support Educator Wellbeing on the floor e.g., Tap in/Tap out <p>Success Measure:</p> <ul style="list-style-type: none"> • More confident and competent educators who are able to manage and support challenging behaviours. • More strategies imparted onto children as they develop positive ways to manage their own behaviour. • Stronger relationships between all educators and children as more trust is built. 	<p>Practice. These resources can be used to tailor training and professional development opportunities to our context.</p> <p>September 2023 Team Meeting facilitated by the Educational Leader that discussed strategies for supporting complex behaviours.</p> <p>March 2024 Inclusion Coordinator attended 2-day face to face training about Trauma Based Practice.</p> <p>March 2024 All Educators participated in Trauma Based Practice workshops over two sessions with Australian Childhood Foundation. This was then followed by a dedicated think Tank on 26/4 to unpack knowledge and information gathered from the sessions.</p>
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Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion, and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

National Law and National Regulations underpinning Quality Area 6

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

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

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
<p>Element 6.1.1: Engagement with the service</p> <p>Families are supported from enrolment to be involved in the service and contribute to service decisions.</p>	<p>Our enrolment process for all children is carefully thought out to ensure that families feel supported. We provide opportunities for families to visit our service before commencing care. This gives the parents and child a feel for how the service operates and helps them become familiar with the routines, environment, and educators. They are sent the family handbook which provides all relative important information about the service and are encouraged to follow us on Facebook and/or Instagram to receive more regular insight into the service. Educators are informed when new children start at the service during huddles so they can be buddied up with other children and ensure a smooth and safe transition. We also liaise with the school when new children arrive to ensure we have full knowledge of how best to support the child in our environment. Information regarding children and families is shared between the OSHC service and the school with written permission from the parent upon enrolment. If needed, a more detailed start plan is created. For example, Individual Inclusion Plans for children with additional needs. This will outline specific goals and strategies for a successful transition to OSHC. Provisions are made with resources and staffing to ensure there is adequate support for the child.</p>
<p>Element 6.1.2: Parent views are respected.</p> <p>The expertise, culture, values, beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.</p>	<p>The service has an annual Open Day/Tour of the Service that coincides with the school's prep interviews, which is facilitated by OSHC staff. This gives new prep children and their families an opportunity to visit the service, ask questions and meet the Co-ordinators. The P&C Services Manager and coordinators also attend several information sessions for new Prep families where they can ask about OSHC, and any questions or queries are answered. During this process we also have a strong link with the local Long Day Care Centre, Tugulawa, who send us transition statements for the children who will be coming to OSHC the following year. These transition documents are integral to our program to ensure we can support the new prep children with their transition to school and OSHC. <i>As further outlined in Exceeding Theme 6.1, Embedded in Service Operations, our entire prep program which includes the orientation afternoons, a January Vacation Care Program and intentional routines during before and after school care for the duration of their prep year, helps create secure and respectful relationships with families right from the start.</i></p>
<p>Element 6.1.3: Families are supported.</p> <p>Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.</p>	<p>Further to this, we have a dedicated Inclusion Support Coordinator and Inclusion Support Specialist Educators who liaise directly with families on the ongoing needs of the children at the service. Having this support structure allows families direct consultation and support on the needs of their child/ren and ensures ongoing communication and collaboration to embed quality inclusive practices for all children. The Inclusion Support Coordinator also liaises regularly with the Head of Special Education Services at Bulimba State School to ensure consistent strategies are provided. This holistic support of all children at the service in collaboration with the school supports each child and their family's inclusion.</p> <p>The expertise, culture, values and beliefs of families are respected and is reflected in the inclusivity of our program. There is constant and robust discussion around significant events and the language that it used around them. For example, knowing and understanding the uniqueness of the families that are enrolled at Bulimba OSHC means that we recognise the importance of celebrating them, no matter what they 'look' like. Our Mothers and Father's Day events include 'significant others' to celebrate all the different ways our families are made up. We also celebrate Pride Month each year and around this time, also conduct an inclusiveness audit to ensure that we continue to create a welcoming environment for all families. This audit looks at things such as our resources, displays and communication and unpacks what we are doing well and our areas of growth. Some of the changes that have stemmed from these audits include the introduction of more posters in our admin area to acknowledge and celebrate that we are a safe space for all LGBTQ+ families, and more diverse dramatic play resources to encourage multiple ways of exploring family and family dynamics.</p>

Families are encouraged to contribute to service decisions and to get involved in service operations. This is done through invitations to join the P&C, gaining feedback and suggestions through Vacation Care feedback surveys each term as well as an annual parent survey about the quality of the service, email requests, daily communication and regular OSHC Community events attended by parents and children. Our Facebook and Instagram also provide our families and the wider community, opportunity to engage with us in a more informal way. This also often acts as the more convenient way to reach a wide number of people in a short amount of time. Our Bulimba Buzz termly newsletter also gives great insight into the everyday operations of the service and will often pose questions and seek feedback from families in relation to relevant topics.

Community services and resource information is displayed in the OSHC office, with QR codes to direct families directly to contact details. These services support parenting and family wellbeing. Bulimba OSHC put forward a proposal to the P&C Association to offer all families of Bulimba State School, access to the 'Happy Families' platform. This proposal was successful and so families of the entire school have been given access to a wealth of content from parenting experts around the world. Resources from the platform are often shared in our office foyer and families are often directed to relevant and helpful resources through our social media platforms and through our contribution to the Bulimba State School newsletter. Furthermore, a Bulimba OSHC parent who works for the company has been our liaison through the process. ***Further discussion about some of these community partnerships is highlighted in the exceeding themes for standard 6.1.***

Families also receive current information via our TV screen in the office. Through this, we are able to screen photo stories and other meaningful documentation regarding children's time at OSHC. It consistently seizes the attention of all those who come through the office and acts as a great conversation starter.

The structure of our management team also supports accessibility for families. With two coordinators and a service manager out of ratio each day, there is always someone available to offer support and guidance whether it be over the phone, email or face to face. The service also employs a dedicated administration coordinator who has a wealth of knowledge and expertise in all aspects of enrolment. They are able to efficiently support families through this process and troubleshoot any issues in a timely manner.

Standard 6.2	Collaborative partnerships enhance children’s inclusion, learning and wellbeing.
<p>Element 6.2.1: Transitions</p> <p>Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.</p>	<p>As a P&C run service that has operated as such for more than 25 years, we are well placed within the school community to ensure collaborative partnerships are nurtured that enhance children’s inclusion, learning and wellbeing. The P&C Services Manager and Coordinators are invited to share about OSHC practice at each P&C meeting, giving us a unique opportunity to engage directly with school administrators, teaching staff, parents and other P&C representatives to initiate this collaboration and understand firsthand the needs of our school community.</p> <p>Following a robust enrolment process, we have a dedicated Inclusion Support Coordinator and Inclusion Support Specialist Educators who liaise directly with families on the ongoing needs of the children at the service. Having this support structure allows families direct consultation and support on the needs of their child/ren and ensures ongoing communication and collaboration to embed quality inclusive practices for all children. The Inclusion Support Coordinator also liaises regularly with the Head of Special Education Services at Bulimba State School to ensure consistent strategies are provided. This holistic support of all children at the service in collaboration with the school supports each child and their family’s inclusion.</p>
<p>Element 6.2.2: Access and participation</p> <p>Effective partnerships support children’s access, inclusion, and participation in the program.</p>	<p>This collaborative partnership with families when it comes to inclusion support and other community needs also means we work closely with other professionals such as occupational therapists, speech therapist, psychologists or support workers. We respect the need for families to use OSHC as the meeting place for such services and regularly liaise with these professionals to provide feedback and progress notes on specific children. On many occasions, this has led to increased support for families when seeking a diagnosis for their child and therefore the relevant support needed.</p>
<p>Element 6.2.3: Community engagement</p> <p>The service builds relationships and engages with its community.</p>	<p>Our daily huddles provide a platform for the discussion of topics relevant to the day. This information is delivered in a confidential and consistent manner throughout the week to ensure all educators are receiving timely updates. The inclusion support team is allocated time each afternoon to make a list of children with additional needs attending that day and the strategies that may be used to set them up for success.</p> <p>Our Well-Beeing Portfolio, previously known as our ‘Inclusion and Diversity’ Portfolio, was specifically created to support the inclusion of all children and celebrate the uniqueness of each of them and their families. Our Community Engagement Portfolio was created to create and maintain respectful and collaborative partnerships with our community. Both Portfolios meet regularly to plan, implement and evaluate programs that support their goals.</p> <p>Our ongoing relationship with Bulimba State School is especially visible in our participation in their ‘Bee-ing at Bulimba’ working group. A member of our management team will attend these meetings to ensure that there is consistency in delivery and a shared language around behaviour expectations within the school. This also gives us a chance to advocate for the children who attend OSHC and provide education around our context of learning. This is another form of continuity of learning that supports children holistically. <i>Our inclusion collaboration with Bulimba State School is further discussed in exceeding themes for standard 6.2.</i></p> <p>We pride ourselves on providing a program that complements, rather than duplicates the school day. For this reason, we collaborate and communicate with the Bulimba State School Head of Curriculum (HOC) staff members to provide cross curricular experiences. At the beginning of each year, the Bulimba State School HOC’s provide the years curriculum overview for each grade to the Educational Leader. This is then distributed across the Portfolio groups to use as part of their planning for the year. The intention of this practice is to provide continuity of learning and to create play-based opportunities for learning that complements what they are already doing in the classroom.</p>

Bulimba OSHC also facilitates and promotes regular community events where families are invited to attend free of charge, aligning with important school events, such as year 6 graduation, or important national and cultural events, such as National Reconciliation Week and Halloween. These special events usually include a sausage sizzle, dance party, face painting and special presentation based upon the theme, through which we aim to develop a stronger connection with our broader OSHC community and our OSHC service. Through our social media platforms, we have also been able to develop relationships with community businesses such as Scope Clinical and Educational Service in Bulimba who facilitated a free parenting advice information session, free of charge for our families. Our biggest annual event is our Art Show which brings in not just the OSHC community, but Bulimba State School students, staff and community, to view the gallery. All artwork is created at OSHC by children and sees a combination of both independent and collaborative projects on display. The show runs over 2 days to allow as many people as possible to walk through.

Further to this, we donate to numerous charities across the year and do so by programming opportunities for children to engage in experiences relevant to each charity. For example, a pyjama party to support the Pyjama Foundation which also acknowledges and supports the foster families that we have at Bulimba OSHC. We also host a termly Market Day that creates opportunities for children to develop financial literacy, entrepreneurship and creativity by marketing and selling goods and services to OSHC children. The charity chosen each term is based on community needs. For example, Good Return, Hope in a Suitcase, World Wildlife Fund.

We have created some wonderful partnerships in our local community. Some of these that are outlined in Exceeding Theme 6.2: Meaningful Engagement with families and/or community, include Bulimba Library, Tugulawa Early Education and Care and the Bulimba Creek Catchment Committee. We also utilise local services for our uniforms (Hozikozi) and groceries and visit the local Cineplex and Memorial Park regularly for excursions. Our termly additional activities are often facilitated by local businesses and community members. For example, we have a weekly cooking activity facilitated by the Bulimba State School head of the Stephanie Alexander Kitchen and Garden Program. This cross-curricular experience strengthens our relationship with the school. We have also had Street Tread Dance which is a local business, facilitate a term long Hip-Hop dance workshop and local First Nations Artists, Matt and Ambrose from “Our Yarn” who have facilitated art workshops with the children and professional development sessions with the educators. These opportunities allow the children to develop a sense of pride, belonging, responsibility and connection to their local community.

We have developed a Reconciliation Action Plan working group who support and guide the entire team on embedding Indigenous perspectives into our program. This has led to the creation and the publication of our Reconciliation Action Plan through Narragunnawali and Reconciliation Australia. The work done through this has also led to the creation of partnerships with staff members of Bulimba State School who are looking for guidance on how to develop their own Reconciliation action Plan. ***Further discussion on how this is embedded in service operations is outlined in the exceeding themes for standard 6.2***

Further to our Reconciliation Action Plan and working group, our team has developed a relationship with Matt and Ambrose from “Our Yarn”. They are Aboriginal artists who are direct descendants of the stolen generation and have facilitated sessions and workshops for us over the last 2 and a half years. They have facilitated a professional development yarn with our Educators, encouraging them to reflect on culture, diversity, beliefs and values. The rich conversations had during this session supported our commitment to working towards reconciliation and knowledge gathering and sharing. Matt and Ambrose then facilitated workshops with children, guiding them through the use of Aboriginal symbols and the relationship between art and storytelling. It was also part of our Reconciliation Action Plan that the team work on a collaborative art project. We were able to do this in August 2023 that saw our Educator team share their stories in order to create a piece of artwork reflective of our collective story and team mission. This piece of artwork is on display in our office and is an everyday reminder of our commitment to Reconciliation.

We are committed to a Communities of Practice Model that sees us part of a network of more than 10 services working in similar contexts and communities. This platform allows for collaboration, support, collegial discussion and even the exchange of educators to view real time practices that supports quality improvement. This commitment was celebrated with our hosting of a stop on the 2024 QCAN Conference Bus Tour. This saw 30 delegates from across Brisbane visit our service to see our practice. The Service Manager and both Coordinators delivered a presentation that highlighted elements of our quality practices. Following the session, there were many requests for networking and further information and knowledge sharing to support their commitment to quality.

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

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

Exceeding themes	
<p>1. Practice is embedded in service operations</p>	<p><u>Prep Induction and Transition</u></p> <p>We recognise the importance of and prioritise our relationships with families. One way in which we know we can support them in their parenting role to alleviate any anxiety is through the enrolment process and education around the importance of our context to their child's wellbeing and development. Our Induction and Transition Program for incoming preps is one practice that is firmly embedded in service operations.</p> <ul style="list-style-type: none"> • Prep Information days: In June/July of each year, Bulimba State School hosts prep information days to begin the enrolment process for incoming preps the following year. Our management team attends these sessions to inform families of our service how to go about enrolling their child/ren. It is also a great opportunity to show families our commitment to supporting them and their children through these transitions and how we communicate and collaborate with Bulimba State School. • Prep Program: During the pre-enrolment process, we talk to incoming prep families about the benefits of their child attending vacation care in January before school begins. All prep families beginning in January receive an email over our 2-week closure period that outlines the Rhythm of each day and what OSHC will look like for their new preppie. The purpose of this is to ease any anxiety and to answer any questions or concerns that they may have in the lead up to their child's first day. We then plan and facilitate a prep program for the first half of each day that sees all new preps gather in the same area. Here they participate in activities, go through rules and expectations, tour the school and have morning tea together before being transitioned into multi-age play. To further keep momentum, the educators facilitating the prep program sessions remained consistent to reflect the primary care models they and their families would also have been used to. Evaluation and observation notes are kept for each child so that we are able to provide feedback to families each day. It also informs any specific support plans that may need to be made and any communication with class teachers to again strengthen relationships and ease transitions. The success of this program is seen when children begin the school year already having formed relationships with other children and educators and by their familiarity of their school surroundings. It is also evident in reduced separation anxiety from children and their families and their willingness to make continued bookings as a result. • Prep transitions Term 1 and onwards: For the entirety of the year, the preps gather for the last 15 minutes each morning and participate in activities before being dropped off at class and settled in by Educators. Any updates or vital information about children is also communicated to the prep teacher before leaving. They are also picked up directly from class every afternoon and an educator is rostered on to help settle them into the afternoon routine for the first 3-4 weeks of Term 1. We do this as we recognise the importance of building secure relationships right from the beginning. In Term 4, we begin transitioning the preps to be able to walk to and from their class independently.

	<p>Each step of this program is scaffolded and communicated clearly with children, their families and class teachers. We have found an increase in the number of prep enrolments in the January period before school starts, and throughout the year as a result of this program. We also see increased independence and a readiness for transitions to and from home, OSHC and School. This process is now an integral part of our program and supports other relationships, partnerships, and initiatives such as our Bulimba Big Buddies Program and Kindy transition days in Term 3 and Term 4. (<i>Exceeding Theme 6.2, Meaningful engagement with families, and/or community</i>). The shared understanding of the intention of this program allows for continuity, predictability and security for all involved, further solidifying that this process of supporting families through what can be a challenging time, is embedded in service operations.</p>
<p>2. Practice is informed by critical reflection</p>	<p><u>Community Partnerships and Support</u></p> <p>We are constantly critically reflecting on our role within our community and the needs of families at the service. When we identify a need or a lack of engagement from families, we have sustained collaborative partnerships with members of the school community to be able to identify families who may be at risk or need additional supports put in place for them. One such support is through the relationship we have developed with the school's community Liaison Officer, Janelle. Janelle has been a member of the Bulimba School community for more than 20 years and is a trusted member of staff. Janelle often comes to us on behalf of families within the wider community who need support and care. We work with the families, through an introduction from Janelle, to secure them care within the service, help with food and access to other supports, applications for Child Care Subsidy and Additional Child Care Subsidy claims, as well as any other help we can offer them.</p> <p>Similarly, we ensure that we check in with families that we may identify as needing additional support and offer additional services where we can to ensure they feel supported through times of struggle and change. We have had several single parent families who have required support with housing applications, child care subsidy applications, food and groceries and access to other parenting support services. Our context as a stand-alone P&C run, not for profit organisation means that we are best placed to offer support and care for the families in our community and to ensure we are a voice for them, when they need us. We value this support and ensure that we are always checking in with families through informal chats and building nurturing relationships.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p><u>SCOPE and Happy Families</u></p> <p>With the use of our social media platforms and the creative and informative way we share our program, one of our intentions is to reach out to and connect with our community and local businesses who we may build a mutual relationship with. One such relationship has been with SCOPE clinical and educational services in Bulimba. They recognised the importance of our families being supported in their parenting role and we valued the expertise, knowledge, and skills that they hold to not only support our families but also our educators in the way they understand children. SCOPE has facilitated a free parenting information session for all our families and those of the wider school community. In the planning process, we discussed the need for our families at this time of the year to be able to receive support particularly around identifying and supporting children with anxiety. The session provided many of our families with tools to take home and use with their kids and supported our educators in their understanding of the importance of relationships and environment during tough transitions, like the start of school. Many of our families went on to seek out additional support from SCOPE following the session and as a service, we were also able to support some families even further with needs that they had identified as a result of the session. Further to this success, we recognised the incredible stress on families when it came to timely access to psychologists and other allied health professionals. For this reason, we were able to put forward a proposal to provide the 'Happy Families' resource to not just our OSHC families, but the wider school community. This platform is now funded by our Approved Provider and gives families a platform of diverse resources to support their parenting role, completely free of charge. These opportunities solidify our commitment to supporting families and maintaining respectful and reciprocal relationships for the benefit of all children.</p>

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p><u>RAP Working Group</u></p> <p>Collaborative partnerships to enhance children's inclusion, learning and wellbeing is embedded in service operations through the creation, implementation and scaling of working groups. An example of this is our Reconciliation Action Plan (RAP) working group. The focus of this group was to initiate and support progress towards our reconciliation goals. We prepared for implementation of this group by approaching educators to join the group whom we observed showed interest in knowledge gathering and sharing around Indigenous perspectives. The initial meeting allowed the group to plan and prepare a mission statement, how the group would operate and the strategies they would use to support the service in embedding Indigenous perspectives into everyday practice. The decision was made to meet every month. New knowledge would be brought to the table each meeting and progress towards goals discussed. This RAP group planned events, experiences and routines that were consistent with our reconciliation goals and shared this knowledge with the rest of the team and community via meetings, social media, and one on one support. To maintain and sustain momentum, numerous professional development opportunities were planned to support the competency of the team. As a result of the implementation of this group, we have seen an increase in awareness and participation in Indigenous perspectives throughout the service and school community and more meaningful inclusion of the culture, beliefs, and values of Aboriginal and Torres Strait Islander people. In March 2021, our reconciliation action plan was endorsed and published, and the RAP team have continued to work towards meeting their goals and actions. Our RAP is renewed each year and is preceded by a cultural responsiveness review in the form of surveys and group discussions. This ensures that there is continued commitment to our intention, consistency in delivery and responsiveness to community and service needs. In 2023, Bulimba State School reached out to us for support in the development of their RAP. This led to a meeting with their RAP team to determine what their goals were and how they felt we could help them. In 2024, Bulimba OSHC has committed to engaging in some collaborative projects with Bulimba State School to strengthen a collective commitment to Reconciliation in our community. The success of this practice is in its visibility in the daily rhythm. Our RAP goals are interwoven through all aspects of the program and the process by which we discuss, question, learn, plan, implement and reflect on Aboriginal and Torres Strait Islander perspectives is clearly defined in our working group guidelines and annual program overview. The success of this working group and its success in enhancing children's inclusion, learning and wellbeing is visibly embedded in service operations.</p>
2. Practice is informed by critical reflection	<p><u>Inclusion Collaboration with Bulimba State School</u></p> <p>Critically reflecting on inclusion support needs for children attending our service with diagnosed disabilities, has led to the development of a more robust communication strategy and collaboration between the OSHC service and the school's special education program. This reflective process involved examining the unique requirements of each child, understanding their strengths and challenges, and identifying the necessary support mechanisms to ensure their full participation in OSHC activities. By engaging in this reflective practice, educators and management gained insights into the diverse needs of children with diagnosed conditions, allowing us to tailor their support strategies effectively. As a result of this reflection, our service has established a comprehensive communication strategy that facilitates ongoing dialogue between educators, families, and relevant stakeholders, including the school's special education program. This communication plan ensures that pertinent information regarding the children's individual needs, preferences, and progress is shared effectively across all involved parties. Families give us permission upon enrolment to share information with Bulimba State School. Further to this, we encourage families to give Bulimba State School the same permissions to ensure consistency across the board. When children are identified as needing additional support, our leadership team will contact class teachers and the school’s special education program to determine how best we can not only support that child’s time at OSHC, but also their transition to and from school. This collaboration has enabled the development of targeted interventions and support</p>

strategies that align with the children's educational goals and broader well-being. Not only does it enhance the quality of care provided to children with diagnosed conditions, but it also promotes a holistic and inclusive environment within the OSHC setting and the wider school community.

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

Community Programming Opportunities

To build stronger community relationships and to further support children's overall wellbeing in a way that is unique to the OSHC industry, we have developed a number of community partnerships.

- **Tugulawa Early Education and Care** resides next door to Bulimba State School. Not only do they support our program by attending events such as our Art Show, but our Big Buddies program sees a group of Bulimba OSHC children visit Tugulawa once a week during Terms 3 and 4 of each year to facilitate activities and experiences for the kindy children. Over the course of the two terms, we see the kindy children develop strong relationships with our children and educators. We see all children develop in confidence to try new things and see the older OSHC children develop skills in leadership, mentoring, patience and understanding. In term 4 of each year, in collaboration with their directors, the kindy children who will be transitioning to prep at Bulimba State School the following year, attend orientation afternoons at OSHC. Prior to afterschool care, the kindy children are brought up from Tugulawa to meet some our educators, participate in activities and receive a tour of all our OSHC facilities. They then have afternoon tea with us before leaving. The purpose of these afternoons is to start the transition process for those kindy children. We know that this can ease anxiety and build confidence. This, coupled with transition statements, allows us to prepare for the needs of these incoming children. We learn their names and their interests before they even arrive, and the children begin making their own meaningful connections with OSHC.
- **Bulimba Creek Catchment Committee** is another collaborative partnership shaped by meaningful engagement that has had a big impact on children's inclusion, wellbeing and learning. The 'Textile Upcyclers' group of the Bulimba Creek Catchment Coordinating Committee make library bags for our children to use on Library days. These bags are especially created for our OSHC children, using preloved and surplus fabric. Money raised from this initiative goes towards their mission of helping protect, restore and maintain the environment of the Bulimba Creek Catchment, supporting our community and sustainability goals
- **Bulimba Library** has continued to support our program and have repeatedly collaborated with us to increase community access to Bulimba Library. Across a term during the year, a group of our children visit the library once week to read, participate in any community activities and borrow books for the service. Bulimba Library are also invited on-site during community events such as our Art Show and Mothers and Father's Day celebrations, to provide families with the opportunity to join Brisbane City Council Libraries. Children's Artwork has also been displayed at the library for the community to enjoy.

Our collaborative partnership with our local community is mutually beneficial and creates a number of opportunities to enhance children's learning and wellbeing, supporting them across any age or stage of development. These examples of practice are not only firmly embedded in service operations but reflect our commitment to meaningful engagement with our community.

Key improvements sought for Quality Area 6

Standard/element	What Issue was identified during self-assessment? What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps) How will we measure success?	By when?	Progress notes
6.1.1	<p>Issue: It has become clear that the current way of inducting families is becoming too confusing for families. They do not follow the prompts in the email and miss important information.</p> <p>Goal: To streamline the enrolment process for new families so that information is exchanged in a timely manner and there are no gaps.</p>	H	<ul style="list-style-type: none"> Critically reflect on the enrolment process to see why it is failing to impart important information. Look at changing the process to break up the information into different sections that are released to the family at different stages to ensure information is delivered in manageable chunks. <p>Success Measure: No gaps in information exchange. Families are able to enrol their child/ren independently via our system portal and we are able to meet their requested start date with all necessary information.</p>	Term 3, 2024 – in time for new Prep families	<p>May 2023: The initial email sent to new families to begin the enrolment process has been broken down into 3 different parts.</p> <p>October 2023 The new email template has been sent out to prospective families for 2024 enrolments. Initial data gathered suggests that the email is being followed successfully.</p> <p>Feb 2024 After inducting new prep families to the centre across the last 3 months, we have found that the process remains arduous for most families. We intend to undertake some interviews with prep families around what the pain points were on enrolment and how we could potentially improve this process.</p>
6.1.1	<p>Issue: Once enrolled, we don't have a formal way of receiving feedback from families about the initial process.</p> <p>Goal: To create a pathway to receive formal feedback from new families about the enrolment process and their initial time at OSHC. This will help us evaluate processes to make them more effective and any goals or support plans for the child/ren.</p>	H	<ul style="list-style-type: none"> A targeted email with a survey for new families to complete about their experience with the OSHC so far. Send this out 6 weeks from initial enrolment. Create spreadsheet/calendar event to serve as a reminder for when to contact families. Use data to evaluate process and update any support plans or goals for the child/ren. <p>Success Measure:</p> <ul style="list-style-type: none"> The 6-week check-in helps maintain trusting relationships with families as it shows commitment to working together. The check in may identify more areas of support and/or provide effective feedback towards quality improvement. Families feel confident about 	Term 3, 2024	<p>Feb 2024</p> <p>Reflected on 2024 new enrolments and what the process was like from the administration coordinators point of view. It was identified that moving back to a paper-based form or Snapform requesting required information that can be manually inputted might be the best next step.</p>

			their time at OSHC and feel a sense of belonging.		
6.2	<p>Issue: Following the endorsement of our RAP and the success of learning about our specific community context through knowledge sharing of local Aboriginal community members, we felt that ‘our story’ and our commitment to Reconciliation wasn’t as visible as it could be.</p> <p>Goal: Share our story and show our commitment through symbols and artwork and with our uniforms.</p>	H	<ul style="list-style-type: none"> • Find a local Indigenous artist to come and share their rich culture and history with us. • Be guided on how to collaboratively produce artwork using Indigenous Symbols or obtain approval for commissioned artwork. Have this on display in our OSHC office. • Determine whether that artwork can be used for uniforms, marketing etc. <p>Success Measures:</p> <ul style="list-style-type: none"> • Established relationship with Indigenous Artist • Meaningful artwork on display that is specific to our service and/or community. • New Uniforms with Indigenous designs. • Artwork that can be used for marketing purposes e.g. letterheads, website banners etc. 	Ongoing	<p>August 2021: “Our Yarn” – local Aboriginal Artists - facilitated a professional development session with our educators. The session focused on their history as direct descendants of children of the stolen generation and art as spirituality. Our intention was to gain deeper understanding of their culture and to further deepen this community connection so that we are able to move towards a mutual art workshop/program in 2022.</p> <p>July 2022: Further strengthening our relationship with “Our Yarn”, Matt and Ambrose delivered an art workshop for the children during NAIDOC week. They guided them in the use of Traditional Aboriginal symbols, exploring culture and art.</p> <p>May 2023: As part of our Reconciliation Action Plan, will be creating a piece of collaborative artwork with “Our Yarn” to celebrate the Aboriginal land on which we are situated and the culture and stories of our community. Following this session in July 2023, we will move to getting the artwork digitised and licensed to be able to use freely as part of our branding.</p> <p>August 2023: Collaborative Art Workshop facilitated by Ambrose.</p> <p>Jan 2024: Completed Artwork delivered and displayed in OSHC office.</p> <p>March 2024: Custom NAIDOC 2024 shirts ordered for Educators to wear. An interim initiative while we await approval to have our artwork digitised and licensed to be replicated</p>

					and used on uniforms and for marketing purposes.
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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.

Quality Area 7: Standards and elements

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

National Law and National Regulations underpinning Quality Area 7

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

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care coordinators	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 unauthorized persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators, and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
National Law and National Regulations		Associated element

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

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

Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Standard 7.1	Governance supports the operation of a quality service.
<p>Element 7.1.1: Service philosophy and purpose</p> <p>A statement of philosophy is developed and guides all aspects of the service’s operations.</p>	<p>As a P&C run service, we pride ourselves on having governance and management structures that are individual to the needs of our service and community. These structures are reviewed routinely and adapted based on the individual strengths of the entire team. We are supported to achieve this through a detailed and generous budget that allows for quality programming and staffing and focuses on the overall improvement of quality. Details of this structure are found in the service Management Structure Document, as well as in the Parent and Educator Handbook. Information regarding relevant governance structures e.g. Approved provider information; is also on display for families and visitors to view and is contained on the Service’s website.</p>
<p>Element 7.1.2: Management systems</p> <p>Systems are in place to manage risk and enable the effective management and operation of a quality service.</p>	<p>Our philosophy underpins all that we do at Bulimba OSHC and states our intentions and practices. It highlights our commitment as a service to the inclusion of all children and our role in reconciliation. We ensure that this document is the first thing our new families read when enrolling in the service to ensure they have a clear picture of what we do, why we do it and who we do it for. The philosophy has the 8 principles of My Time Our Place embedded within it as these are the principles that underpin all our practices as a service. Each year, we undertake a Philosophy review with our team (through discussions in team meetings, think tanks and huddles), the Approved Provider (through P&C meetings), families (through emails) and children (through teatime with Tarei). This process allows us, as a service, to ensure that all that we do and why we do it is clearly presented in our philosophy. Recently, as part of this review, we decided to change the layout of the philosophy after feedback from the families and children that the document wasn’t easy to read in small snippets. We have found that changing the way we present this info has led to a larger engagement with the document and a deeper understanding of the service philosophy overall. The philosophy is always at the centre of all we do and is our guiding principle when making decisions that affect the team, families and children.</p>
<p>Element 7.1.3: Roles and responsibilities</p> <p>Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.</p>	<p>Risk minimisation and mitigation is at the forefront of our practices. We implement several mechanisms to ensure risk minimisation from the Risk/Benefit Analysis Plans that are updated annually; recruitment and retention strategies for Key Person risk; professional development and mandatory training for educators; cleaning checklists and safety checks; documented induction procedures for all educators to follow; daily team huddles to ensure information sharing is holistic and intentional; monitoring procedures for children in our care; communication procedures for educators, children and families; online tools and programs for storage of information; frameworks and expectations clearly documented and open communication from management.</p> <p>Records are being kept in paper for current enrolments as well as electronically on a server. Electronic backups are taken daily and a record keeping procedure is in place to ensure compliance. Confidential records are stored in the services office in locked filing cabinets. Information on the families and educators are monitored regularly and families can easily change and update this information using the online portal Xap.</p> <p>The service has an onsite archive room where past paper information is stored. Out of date information is shredded using a registered shredding company. We also utilise SharePoint to ensure documents are securely kept in Australia in a cloud-based system that is easily accessible to management staff. An external hard drive is also maintained for records of children that is data secured and backed up every night. Family/Child data is stored on the school hard drive as an additional back up and is encrypted so that only OSHC staff members can access the data.</p>

New enrolment information is collected via an online childcare management software called Xap. This software allows families ease of access to their booking and enrolment information and ensures that bookings, payments of accounts, enrolments, updating personal contact details and other management procedures are streamlined and efficient. This gives the management team time back in their day to focus on quality programming and practice. We also employ a dedicated Administration Coordinator who answers all parent enquiries and manages all bookings and enrolments.

Another online program we use to ensure administrative efficiencies and improve data collection practices is TANDA. TANDA is a rostering and payroll platform that enables management to build rosters based on the availability of educators. All team members have access to TANDA and oversee entering their availability and leave directly into the platform. This ensures that we have a clear view of staffing numbers and availability and can easily predict rostering needs into the future. The platform also allows us to send comprehensive induction documents electronically for ease of completion before team members begin at the service, as well as capturing important dates to remind management of pay reviews, probation periods, BlueCard data and other regulatory requirements. Timesheets are recorded electronically, and timesheet data easily feeds into MYOB for payroll accounting.

Management practices are transparent to ensure that families have confidence in the management of the service. The P&C Services Manager presents a monthly report at the P&C meeting which highlights important updates about the service for members and the wider community. Important updates are also emailed to families, put in the school newsletter, and posted to the service's Facebook and Instagram pages for clarity of communication. The service management believes that community involvement in all aspects of the service is vital to ensuring a holistic approach to service provision and this can be seen through the embedding of open communication strategies that are in place at the centre.

The service has a process on how it informs the Regulatory Authority with any changes to the service, complaints, serious incidents that occur at and to the service. This includes these documents being reviewed by the P&C Services Manager and then the P&C President and lodged using the NQAITS online portal.

The service encourages all complaints to be put in writing. The service has a Grievance Policy and a Complaints Handling Policy. This information is provided to families through the Family Handbook and to the educators through the Educators' handbook. We take all opportunities to reflect on practice, policies and procedures when a complaint is received and pride ourselves on our ability to ensure that complaints are handled in a way that focuses on achieving a positive outcome. We see these sorts of communications as opportunities to learn and grow and further strengthen our relationships with our families and the wider community.

Through the Family Handbook, policies and procedures are available for new families when they begin care. A copy of the Service's Policy and Procedure Manual is on display and accessible to everyone at the entrance of the service and is also available online on the service website.

The management team of the service also create an annual Strategic Plan which outlines the strategic vision and goals of the service each year. This document is then endorsed by the P&C and the school administration team and acts as a guide for service operations. The strategic plan outlines any budgeted improvement projects and highlights ongoing projects that are scheduled to happen in that year. ***How this also highlights effective leadership is further discussed in the exceeding themes for standard 7.2.***

As mentioned, the service structure is critical to the overall success and quality of our program. Currently, the service employs a Service Manager who works full time to ensure the overall quality and viability of the service; 2 Coordinators who have specific job roles (Programming Coordinator and Operations Coordinator); 3 Lead Educators who act as responsible people in charge when needed; and 5 permanent part-time Lead Educators

who work each afternoon to ensure continuity of care for children and effective communication for strategies and plans to include all children in the service program. By having these integral, permanent staff members, we can better ensure continuity of care and strong relationships with the children and ensure quality practices can be embedded in service provision. ***Further discussion about this structure is highlighted in the exceeding themes for standard 7.1.***

Another integral part of the governance and management structure are our support staff who work behind the scenes to ensure quality management practices of the business. We have a part time Administration Officer who supports the Service Manager and Coordinators with bookings, enrolments, and general administrative duties, allowing the coordinators to focus on the program and practices. We also employ a Financial Manager who works alongside the Service Manager to ensure good business practices are upheld. Being a small business that employs over 20 staff members, we understand our huge responsibility to ensuring we are following HR guidelines. We employ the services of an offsite HR advisory service to undertake reviews of our HR practices and offer advice to the Manager and P&C Executive when needed. This service has been used to ensure contracts and policies around HR practices are in line with regulations and law and that the service management can ask for advice if a HR matter comes up that is out of their scope of knowledge. The service is also used to offer guidance and support to the P&C Executive in relation to HR policies and practices.

Another aspect of our governance structure which is of vital importance to the quality of our program is our Induction Procedure. After hiring a new Educator, the Co-ordinators conduct an initial 2-hour intensive induction training meeting. Responsibilities and expectations are communicated as well as day to day routines. An induction checklist is completed as part of this process to ensure all aspects of the service and program are covered. Before beginning at the centre, new educators must also complete Child Protection Training. All new educators are then put on 'shadowing' shifts for at least two weeks, where they are taught the routines and transitions of all areas and parts of the program. These shifts are monitored by senior educators who write notes on progress in an 'Educator Induction Booklet.' At the end of the two weeks, a Coordinator will meet with the new educator to go over their progress and their confidence with their new role. If the educator requires more time to learn, they are given more shadowing shifts to ensure they feel confident when supervising. Coordinators follow up regularly throughout the first three months until the three-month probation meeting is held. Before this meeting, the educators are again placed on "Shadow Shifts" and use these shifts as an opportunity to hone their practices and ask more intentional questions of the senior educators. This practice was introduced to ensure educators who are being inducted have multiple opportunities to engage with their peers and mentor educators in order to ensure a holistic understanding of routines, procedures, policies and practices within the service. We don't ever want our new staff to feel like they are on their own. At the three-month probation meeting, educators and coordinators set individual goals and Professional Development Plans are developed to ensure constant improvement and learning.

The service has position descriptions that all new educators read and sign as part of their employment pack. These position descriptions relate to the levels stated in our award and clearly outline the various levels and responsibilities of educators within the service. This clearly outlines responsibilities and expectations. The position descriptions are also used as the basis for team reviews and the performance appraisal process.

We are proud to be known among OSHC networks as a quality employer. We have created robust HR, recruitment and retention policies which underpin our practices. We have implemented a Paid Parental Leave policy for all Permanent employees which gives them access to 14 weeks of paid leave when taking time off to have a baby. We ensure we are working with our team to accommodate flexible working arrangements. One example of this is allowing for work from home days for our management team and considering our team members when rostering. We also have an Employee Assistance Program which gives our team access to free counselling services from a well-respected Brisbane counselling centre. All

these practices, along with a clear team vision and expectations, has led to exceptional staff retention and a team of educators who are passionate about their role within the service. ***Our service manages involvement in Action Research and the change in the P&C award is further discussed in the exceeding themes for standard 7.1***

The service maintains a blue card register of all staff, management, and committee members via the online BlueCard Portal. An updated register is also held by the school to ensure completeness of practice. The rostering and timesheet program Tanda, that is used by the service, also allows service management to keep track of blue cards and other qualifications which expire. The software alerts the educator as well as management when a qualification is coming up for renewal and allows ample time for the qualification to be renewed so that lapses do not occur. This program is used as an additional back up for already embedded processes to ensure BlueCard's and other qualifications are kept up to date.

Standard 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.
<p>Element 7.2.1: Continuous improvement</p> <p>There is an effective self-assessment and quality improvement process in place.</p>	<p>The Approved Provider and management team work together to ensure the continual improvement of the service. Any decisions made on the educational program, resourcing, child safety, nutrition, medication administration, staffing and excursions are shared with the P&C Executive team and, in some cases the wider association, for approval at monthly meetings. We view this process as a collaborative one where we can gauge the needs of our parent body and actively respond to them and reflect them in our practices moving forward. As a P&C Run service, all parents are invited to join the P&C and volunteer for an executive role as these roles help to develop new policies and procedures and reviews existing ones with the support of the OSHC management team.</p>
<p>Element 7.2.2: Educational leadership</p> <p>The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.</p>	<p>Regular mandatory training sessions are scheduled for educators to build and maintain their skills. The service funds all educators to be trained in First Aid, CPR, Asthma and Anaphylaxis management, Child Protection practices and Food Safety and it is a condition of employment to hold these qualifications. The service funds an online Child Protection Training course for all new educators to complete as part of the induction process and annual seminars are held to upskill educators on relevant child protection laws.</p> <p>The Service Manager and Coordinators conduct yearly formal appraisal interviews. Ongoing mentoring is offered through the service’s Appraisal Program which utilises the Professional Standards for OSHC Educators to scaffold goal setting for all educators. These sessions set a foundation for the educators to work from for the following year and the goals they set are reviewed each term at one of our Team Meetings. We ensure that this document is one that is not looked at once a year and never thought of again. It is an intentional part of our model of critical reflection and allows the educators time and space to reflect on their practice and pedagogy and ask for help with things they are struggling with. It sets an expectation with the team for professional practices and opens conversations around quality outcomes and individual professional and personal development. Our commitment to their overall wellbeing is also an element that supports their development. <i>The many ways in which we do this is highlighted in the exceeding themes for standard 7.2.</i></p>
<p>Element 7.2.3: Development of professionals</p> <p>Educators, co-ordinators, and staff members’ performance is regularly evaluated, and individual plans are in place to support learning and development.</p>	<p>As a result of the individual reviews that are undertaken with all team members each year, the service management develops a Team Professional Development Plan. Professional development sessions are regularly scheduled each term and are focussed on topical issues and areas requiring additional support. Documentation and evidence of educators’ participation in development training and appraisal performance reviews are filed on site. All educators are encouraged and supported to attend industry training sessions on behaviour management, children with additional needs, programming, and practice etc. The professional development of all team members has been prioritised in the service’s Strategic Plan and a substantial financial investment has been allocated in the yearly budget to ensure each team member can access individual and group professional development. Service Management see educators as the most valuable part of the service and champion their right to grow as professionals in this field.</p> <p>Ongoing Critical Reflection is encouraged through mentoring and scaffolding to the individual learning styles of all educators. “Think Tanks” form the basis of team Critical Reflection and are completed at Team Meetings and before daily huddles. These allow for further, deeper, personal critical reflection and are based on stimulus questions and material which allow the team to critically reflect on practice, in smaller groups in collaborative ways. Educators also complete “moments that matter” documentation, which allow them a personal space for critical reflection on their own practices. Critical reflection and documentation time is given to each team member every week so that the process can be prioritised and is</p>

meaningful to informing ongoing learning and growth for educators. These reflections can be shared with the educational leader also to help further their practice of self-improvement.

Educators closely follow the My Time Our Place Framework and all aspects of the Principles, Practices and Outcomes are embedded within the service's programming framework which is regularly updated and changed based on critical reflective practices. The idea behind having a service Programming Framework was to ensure a comprehensive guide for programming and reflective practices was collated and available to the team, families, children and wider community. The document serves as a guide and reference for the team and clearly outlines why we do what we do and how we do it. The service's Educational Leader created this document and ensures it is constantly reviewed and updated based on the needs of our context. The Educational Leader (Program Coordinator) is a full-time position considered out of ratio. The Educational Leader is also supported by an Assistant Educational Leader, whose role is to support the facilitation of the Programming Framework in action with educators on the floor. This position receives non-contact time each week to assist with program planning and resourcing. ***Educational Leadership and our commitment to this important role, is further highlighted below in Exceeding Theme 7.1***

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p><u>Leadership Structure</u></p> <p>The effectiveness of our leadership structure is embedded in all aspects of our service provision. By creating an effective model that fits the size and structure of our service, we have ensured that quality practices are embedded at all levels. The Service Manager leads the team and guides quality outcomes and all aspects of strategic vision. The manager is supported by the two Coordinators who each take on different roles which work to their individual strengths and interests. This core management team is then supported by the Administration Coordinator, Finance Manager and lead educators. Each team member has a role to play in the structure and all educators have roles within the wider network. This allows for educators to have ‘buy in’ to the service and gives them a chance to share their individual talents and skills in a genuine and unique way. Having this structure has come at a significant financial outlay but is one that the service’s Approved provider is committed to through the Service Strategic Plan and to ensure quality service provision now and in the future.</p> <p>We ensure that the structure is constantly reviewed and that team members remain happy with their roles and duties. By checking in with our team, and structuring roles and duties around their individual strengths and interests, we are able to ensure that our people have intrinsic motivation and feel supported and empowered to do their job and work towards the common vision. The structure of the roles within our model allows for individual autonomy and ownership of responsibilities while also fostering an environment of collaboration and mutual respect.</p> <p>Currently, we have two full time coordinators whose roles are separated into Program Coordinator and Operations Coordinator. The Program Coordinator is the Educational Leader and guides the services program. They are responsible for all aspects of the program and professional development of staff in relation to pedagogy and practice. They are supported by a co-Educational Leader who helps to ensure that the program design is implemented on the floor and that educators have a clear understanding of the programmed activities, resources, play intentions and plans.</p> <p>The Operational Coordinator ensures compliance with regulatory requirements while also ensuring quality practices are embedded in all aspects of service provision. This Coordinator is also responsible for the induction process, mentoring of new team members and for ensuring the service’s Strategic Inclusion Plan and Inclusion Support Funding is updated and embedded.</p>

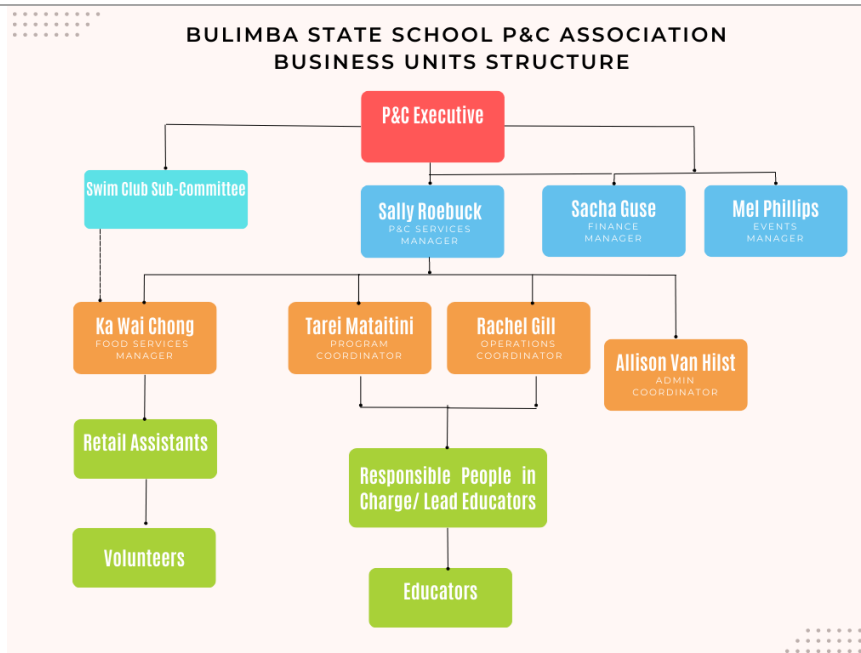


Image: Bulimba State School P&C Association Organisation Flow Chart

**2. Practice is informed
by critical reflection**

Educational Leadership

At Bulimba OSHC, we have an embedded culture of critical reflection for all aspects of our service provision. We regularly discuss and unpack practices to ensure we are operating in the most effective and supportive way. A main topic for reflection is our educational leader role and how the role can best support the educators to implement the programmed intentions for play while remaining responsive to the children’s interests on the floor. One of our Coordinators takes on the role of Educational Leader for the centre as it is a particular passion of hers. She had noted though that she was struggling some sessions to ensure she had enough time to see the program ‘in action’ on the floor due to the managerial tasks of being the responsible person. From this reflection, we discussed with the team how they felt in relation to implementation support for the program and found that they felt a slight disconnect sometimes between the program intentions, inspirations and how this can be interpreted and led on the floor. We then reflected on the educators in our team who show initiative and passion for implementing the program on the floor. From this, the Co-Educational Leader Role was born, with the intention of being the conduit to the team ‘in action’ on the floor. The Co-Educational Leader disseminates information on the program to their colleagues and acts as another source of knowledge and consultation for the team to ensure their ideas and inspirations are going into the development of the program. Through the questioning and re-evaluation of this practice, we were able to ensure that we had a more supportive and nurturing approach to our Educational Leader role for our team. This has led to more engagement from educators and a more cohesive implementation of the programmed intentions, inspirations and responsiveness to children’s interests and ideas.

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

P&C Award Change

At Bulimba OSHC we are not only passionate about the governance and management of our own service, but also of influencing best practice outcomes for all services in our wider network. The Service Manager, Sally, has a particular interest in advocacy for the sector and has collaborated with many services in different ways to try to increase quality outcomes. One such collaboration started out as an action research project with the Service Manager from MacGregor OSHC. In response to the valuable feedback from our staff team and other educators within our wider network, we identified the need to address certain aspects of the state award for P&C run services which was not equal to the Federal Children's Services Award. Of particular interest was the inclusion of certain levels in the P&C award to better recognise the roles that existed in the services that it represented. Specifically, the Service Manager level and Advanced Diploma Qualified Educator level. We wanted educators to see, on paper, the extent of where their career within a P&C run OSHC service could take them and to see that it is a viable career choice, should that be their goal. To address these concerns and enhance the working conditions and pay rates of our staff and all educators employed under the P&C award, the following steps were taken:

- Collaborative Consultation: The Service Managers initiated a series of meetings and focus groups with our educators and educators in other services as well as with P&C executive committees from other schools and OSHC managers across the State. This collaborative consultation process allowed us to gather diverse perspectives, needs, and expectations regarding the state award and proposed changes.
- Research and Industry Benchmarking: To ensure that any changes made were fair, competitive, and in line with industry best practices, extensive research and benchmarking were conducted in consultation with Kylie Brannerly from QCAN as well as a union delegate from United Voice. This step allowed us to understand the prevailing standards in the sector and to identify potential areas for improvement.
- Tailored Award Structure: Based on the input from our stakeholders and the research findings, we developed a customized award structure specifically designed to address the concerns raised by our sector. The new system not only offered improved remuneration but also recognized and rewarded the dedication and professional growth of our staff.
- Transparent Communication: Throughout the process, transparent communication was maintained with our staff and executive committee as well as the wider sector. Regular updates and feedback sessions ensured that everyone was informed and had the opportunity to provide input on the proposed changes

Celebrating Success: When the revised state award was implemented, we celebrated the positive impact it had on our educators and the entire P&C OSHC community. Public recognition acknowledged the contributions of our staff and highlighted the collaborative effort that led to the successful changes.

Outcomes and Achievements: Through the meaningful engagement with our families and the wider OSHC community, the changes to the state award for P&C run services at Bulimba OSHC yielded significant outcomes:

- Improved Staff Well-being: The revised award structure has positively impacted the well-being and job satisfaction of our educators, promoting a healthier work-life balance.
- Enhanced Service Quality: A motivated and contented workforce translates into enhanced service quality, leading to greater satisfaction among parents and children attending our OSHC program.
- Strengthened Community Bonds: Our commitment to involving families and the community in decision-making has strengthened the sense of ownership and connection, fostering a more united and supportive community.

Bulimba OSHC takes great pride in exemplifying the exceeding theme of meaningful engagement with families and the community. Through the specific example of making changes to the state award for P&C run services, we have demonstrated our commitment to collaboration, transparency, and continuous improvement. Our dedication to actively involving families and the community in shaping our practices is at the heart of our mission to provide exceptional OSHC services for the children and families we serve. By fostering a culture of mutual respect and engagement, we continue to excel in meeting and exceeding the National Quality Standard in every aspect of our service.

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

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

Exceeding themes	
<p>1. Practice is embedded in service operations</p>	<p><u>Strategic Planning</u></p> <p>A strategic planning process outlining the key focus areas of "Our Program, Our People, and Our Children" plays a vital role in fostering effective leadership and building a positive organisational culture and professional learning community within our program and practice. Through this embedded, annual process, the OSHC management team, in collaboration with the educators and families, set clear objectives and priorities for the program, the staff, and the children, aligning them with the centre's overarching goals and philosophy. By documenting these focus areas, leaders provide a roadmap for continuous improvement and ensure that everyone within the organisation is working towards common objectives. The Strategic Plan document acts as a roadmap for all stakeholders. The document is shared in P&C meetings for further discussion and input from the P&C Association members (families) as well as the school management team. This collaboration strengthens the reach and scope of the document and ensures its validity as a tool to effect positive organisational culture.</p> <p>Effective leadership is demonstrated through the strategic planning process as leaders facilitate meaningful discussions, solicit input from staff and stakeholders, and make informed decisions that drive positive change and enhance outcomes for children and families. By involving staff in the planning process, a sense of ownership and commitment is fostered among the team, empowering them to contribute their ideas and expertise to shape the future direction of the service. This collaborative approach not only builds trust and morale but also promotes a shared understanding of the service's vision, values, and priorities, laying the foundation for a positive organisational culture and professional learning community. As a result, the organization becomes a dynamic and responsive learning community where everyone is committed to continuous improvement and excellence, ultimately exceeding expectations in Quality Area 7.2 of the NQS.</p>
<p>2. Practice is informed by critical reflection</p>	<p><u>Well-being</u></p> <p>As part of our ongoing journey to improve quality practices within the centre, the management team are constantly looking at ways in which we can further support our team regarding their overall wellbeing. Through critically reflecting on the service's HR policies and procedures as part of an extended HR policy audit, it was determined that a Wellbeing Team would be created to ensure wellbeing practices were highlighted in all aspects of our business. Specifically, the team looks at multiple ways we, as a service, can support them not only at work but in their home life as well.</p> <p>From this, several initiatives have been created and implemented for our team:</p> <ul style="list-style-type: none"> • In 2019 we set up a team Employee Assistance Program that allowed all team members to access free and confidential counselling services at a local counselling service. Team members are able to access up to 5 free sessions per year and these can be extended as needed to 10 sessions. This service also gives the management team access to professionals to speak to about managing members of the team who may suffer from mental ill health and how best to support this in the workplace. • We have also set up a social club committee who organise social outings and team bonding exercises. The social aspect of our team is vital to the strength and cohesion we feel at work and allows us the time away from the service to bond and communicate on personal levels. Since beginning this initiative, we have seen the team morale grow exponentially and new educators are quickly welcomed into the team through getting to know their colleagues in a more personal way. • We also implemented the 'tag in, tag out' system, which is a shared language for the team to communicate when they need to step away from a challenging interaction and require someone else to help. This model is done through management highlighting the need to roster educators above ratio to ensure we have educators on float shifts who can tag in with their colleagues at any time. This is standard practice in our service

and educators often use this system to not only have a break from a stressful situation, but also to learn other strategies from their peers around supporting challenging behaviours.

- The wellbeing team has also helped management to unpack some of their policies around flexible working arrangements, parental leave and staff pay scales to ensure that we are walking the walk from a HR point of view as well. We have implemented a 14-week paid parental leave scheme for all permanent staff, we ensure we operate on a model of flexible working arrangements for our team and pay above award level for team members based on skills and input.

All these individual practices have strengthened our support for our team members and improved their sense of belonging to our service. When team members do move on, overwhelmingly we are told that our workplace has been the most supportive they have ever been a part of - something that we are extremely proud of.

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

Communities of Practice Model

Leadership practice at the service has been shaped through meaningful engagement with other service managers at P&C services across Brisbane. This network is one that was created by the service manager to ensure other P&C services of our size felt supported and connected as stand-alone services working in similar contexts and communities. It follows a Communities of Practice Model and allows for collaboration, support, collegial discussion and networking and has been running for more than 3 years, with more than 10 services accessing the network.

Networking and reflecting on practice are a core element of quality improvement for the service and we rely on these connections to continue to reflect on our own practice to ensure we are always striving for quality and improvements. Through the connections we have with other services of similar sizes, demographics, and management capabilities, we are allowing for quality practices and holistic reflection on these practices. These connections helped to shape the service's response to the COVID-19 pandemic and allowed the leadership team to construct a robust and supportive response for all staff members, children, and families of the service. This response ensured that no educators were stood down throughout the pandemic and the turn-over of educators and staff members is at an all-time low, with no educators leaving the service for an entire 12-month period. These meaningful engagements have led to the supportive culture we have at the service and the holistic leadership style that has grown from it. We often have opportunities for collaboration as a result of the network and were recently able to connect with Camp Hill OSHC to host an educator from Sweden who was in Australia on an exchange program as part of her university studies in Extended Education. The opportunity opened an international channel for collaboration and professional learning and gave our educators an experience of what OSHC looks like in other countries. We will be continuing this connection into the future through a Pen Pal program with the children at her Extended Education service in Sweden, an opportunity that we feel very lucky to have.

Key improvements sought for Quality Area 7

Standard/ element	What Issue was identified during self-assessment? What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps) How will we measure success?	By when?	Progress notes
7.1.1	<p>Issue: We were finding that we did not have a lot of parent engagement with the Philosophy</p> <p>Goal: Service Philosophy made more visible to families, children and educators</p>	H	<ul style="list-style-type: none"> • Promote more broadly on website • Adding philosophy to educator induction journals. • Update A Block Noticeboard with an easier to read display. • Create a version of the philosophy with the children, by the children. <p>Success Measure:</p> <ul style="list-style-type: none"> • Educators able to clearly identify when how they see our philosophy in action, using key terms in their documentation. • Children feel that their voices are heard and are celebrated. • Families refer to our philosophy, ask questions and contribute to philosophy reviews. 	July 2024	<p>November 2023 Review of philosophy with educator team.</p> <p>January 2024 Philosophy added to Educator programming journals.</p> <p>February 2024 Think Tank session used with Educator team to find elements of our learning framework embedded in our service philosophy. Educators encouraged to reflect on how they can see our philosophy in action.</p> <p>April 2024 Tea Time with Tarei agenda based on creating a children’s philosophy. This will also be on display.</p>
7.1.2	<p>Issue: The policy review process happens</p> <p>Goal: Policy review process more inclusive of families and opportunities to review more regularly</p>	M	<ul style="list-style-type: none"> • Each term, review 3 different policy groups and email families and educators with policy spotlight. • Add to website. • Community Engagement Portfolio Working Group to construct termly surveys for parents around different aspects of the Policy and procedures. These surveys can then be <p>Success Measure:</p> <ul style="list-style-type: none"> • Increased Parent engagement in Policy Review 	Dec 2024	<p>Feb 2024 Policy Handbook added to website for families to access easily.</p> <p>March 2024 Schedule created for Policy review for each term this year.</p>

Notes