

Rating Outcome Summary

Service Name	Normanhurst West OSHC
Service Approval Number	SE-40000463
Provider Name	Normanhurst West Public School Parents & Citizens' Association
Provider Approval Number	PR-40000453
Assessment & Rating Number	ASR-00031591
Assessment Type	Full Assessment and Rating
Assessment Visit Date(s)	26-10-2020 to 27-10-2020
Assessment Officer	Jarrold Beven
Endorsed By	Deborah Ficken
Report Status	FINAL

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About this *Rating Outcome Summary* report

This Rating Outcome Summary report outlines your service's rating outcomes from the recent quality assessment of your service's practices against the National Quality Standard (NQS).

This Rating Outcome Summary report includes the following:

- Summary of ratings
- Determination of "Met" or "Not Met" for each Element of the NQS
- The rating of each Standard and Quality Area
- A 'quality map' for each Standard
- Suggestions and resources for improvements

You can use this information to assist you in:

- Understanding and explaining your rating outcomes
- Sharing information about the quality of your service's practices with families
- Assessing areas for service quality improvement

How to read this document

The evidence of your service's practices, collected during the assessment, has been analysed to determine if each Element of the NQS has been 'Met' or 'Not Met' and rated at the Standard level in each Quality Area.

The information is organised by Quality Areas (i.e. QA1 to QA7). Each Quality Area includes:

A Quality Map of each Standard

This is a visual representation of your service's practices across the Standard. The highlighted descriptor reflects the analysis of evidence and indicates typical practice across each Standard during your assessment. This information can be shared with families to explain your rating at the Standard level.

Analysis notes of each Standard

In these notes the authorised officer can, if considered necessary, highlight particular practices that clarify or support their rating decision.

Quality Improvement notes and resources

These notes and resources aim to inform and support the cycle of continuous quality improvement of your service's practices. They can be considered for inclusion when you next update your service's Quality Improvement Plan.

Information about the National Quality Standard and rating levels can be found in the guide to the National Quality Standard or online at www.acecqa.gov.au

Overall Rating Summary

Overall Rating		Meeting NQS
STD1.1	The educational program enhances each child's learning and development.	Meeting NQS
STD1.2	Educators facilitate and extend each child's learning and development.	Meeting NQS
STD1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	Meeting NQS
QA1	Educational program and practice	Meeting NQS
STD2.1	Each child's health and physical activity is supported and promoted.	Meeting NQS
STD2.2	Each child is protected	Meeting NQS
QA2	Children's health and safety	Meeting NQS
STD3.1	The design of the facilities is appropriate for the operation of a service.	Meeting NQS
STD3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Meeting NQS
QA3	Physical environment	Meeting NQS
STD4.1	Staffing arrangements enhance children's learning and development.	Meeting NQS
STD4.2	Management, educators and staff are collaborative, respectful and ethical.	Meeting NQS
QA4	Staffing arrangements	Meeting NQS
STD5.1	Respectful and equitable relationships are maintained with each child.	Meeting NQS
STD5.2	Each child is supported to build and maintain sensitive and responsive relationships.	Meeting NQS
QA5	Relationships with children	Meeting NQS
STD6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	Meeting NQS
STD6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Meeting NQS
QA6	Collaborative partnerships with families and communities	Meeting NQS
STD7.1	Governance supports the operation of a quality service.	Meeting NQS
STD7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	Meeting NQS
QA7	Governance and Leadership	Meeting NQS

Overall Summary Comments

Your service is acknowledged for its achievements in meeting the National Quality Standard and striving for quality outcomes for children. In particular, the secure and respectful relationships educators have formed with children and families demonstrate the commitment to quality by the approved provider, educators and staff. Continue to reflect on current practice to maintain and improve on the quality outcomes evident during this assessment and rating process. The service may wish to consider the Quality Improvement Planning Notes throughout this report in prioritising areas for improvement.

Quality Area 1: Educational program and practice

STANDARD 1.1		The educational program enhances each child's learning and development.	
Element	Concept	Descriptor	Met or Not Met
1.1.1	Approved learning framework	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	Met
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	Met
1.1.3	Program Learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	Met

1.1	The educational program enhances each child's learning and development.	Meeting NOS
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STANDARD 1.1	Analysis Notes
	<p>Programmed decision making utilises the Framework for School Age Care curriculum to guide group observations and are linked to the five learning outcomes. Children's interests, background, current knowledge and ideas form the basis of the program at the service. Transitions and routines are utilised, communicated and changed to provide opportunities for children's learning and time to develop or master skills.</p>

STANDARD 1.2	Educators facilitate and extend each child's learning and development.		
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Element	Concept	Descriptor	Met or Not Met
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	Met
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	Met
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	Met

1.2	Educators facilitate and extend each child's learning and development.	Meeting NQS
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STANDARD 1.2	Analysis Notes
<p>Intentional teaching and the use of scaffolding takes place several times throughout each session both indoors and outdoors. Educators are available and in close proximity to support children's ideas and play. The agency of children is promoted as they move between spaces and have input into most aspects of the program.</p>	

STANDARD 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
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Element	Concept	Descriptor	Met or Not Met
1.3.1	Assessment and planning cycle	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.	Met
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	Met
1.3.3	Information for families	Families are informed about the program and their child's progress.	Met

1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	Meeting NQS
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STANDARD 1.3	Analysis Notes
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The cycle of planning includes observations, planning, implementation and reflection of children's learning. Planned learning activities are communicated to the educators prior to the morning and afternoon care sessions. Critical reflection of learning through the cycle supports and evaluates group learning with opportunities for educators to discuss and plan for individual needs if required. Information about the educational program for the children is communicated verbally to families and documentation is also available through each session. An online platform ensures the families have access to their children's development and participation in the program at all times.

Quality Area 1: Ratings Summary

STANDARD 1.1	The educational program enhances each child's learning and development.	Meeting NOS
STANDARD 1.2	Educators facilitate and extend each child's learning and development.	Meeting NOS
STANDARD 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	Meeting NOS
Was there evidence that the education program being delivered is not based on the developmental needs, interests and experiences of each child and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service?		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 1 RATING		Meeting NOS

Quality Improvement Plan notes (optional)
To build on achievements in this quality area the service may consider; -continuing to reflect on the program to provide learning opportunities for children of all ages, -continuing to provide Indigenous learning opportunities through the program.

Suggested Resources for Improvement

How we document, ACECQA Newsletter 5, 2015

<https://www.acecqa.gov.au/newsletters/acecqa-newsletter-issue-5-2015>

A welcoming Yarn: Engaging with Aboriginal and Torres Strait Islander Children and their families in education and care settings

<https://childaustralia.org.au/wp-content/uploads/2017/02/A-Welcoming-Yarn-2016-Final.pdf>

Quality Area 2: Children's health and safety

STANDARD 2.1	Each child's health and physical activity is supported and promoted.
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Element	Concept	Descriptor	Met or Not Met
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	Met
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	Met
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	Met

2.1	Each child's health and physical activity is supported and promoted.	Meeting NOS
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STANDARD 2.1	Analysis Notes
<p>Children's wellbeing is maintained through spaces utilised for quiet activities, rest and relaxation in multiple locations. The service maintains hygiene practices and they are promoted through the program. Hygiene standards and reporting guidelines are maintained through checklists and educator communication. Children's nutritional needs are shared with them and physical activity is promoted through the program and by educators when indoors and outdoors.</p>	

STANDARD 2.2	Each child is protected
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Element	Concept	Descriptor	Met or Not Met
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	Met
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	Met

2.2	Each child is protected	Meeting NQS
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STANDARD 2.2	Analysis Notes
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Educators supervise children adequately by continually scanning both the indoor and outdoor environments. Regular emergency drills are practiced and emergency evacuation plans are developed with relevant authorities and displayed in all rooms. Educators are aware of their roles and responsibilities to respond to every child at risk in accordance with child protection legislation, and the service has a current child protection policy in place.

Quality Area 2: Ratings Summary

STANDARD 2.1	Each child's health and physical activity is supported and promoted.	Meeting NQS
STANDARD 2.2	Each child is protected	Meeting NQS
Was there evidence that practices and procedures pose an unacceptable risk to the safety, health and wellbeing of any child or children being educated and cared for by the service for any of the areas: 1. adequate supervision, or 2. taking every reasonable precaution to protect children from harm and hazards, or 3. health and hygiene, or 4. food handling and food preparation, or 5. safe drinking water and food, or 6. the environment is tobacco, drug and alcohol free, or 7. preventing the spread of infectious disease, or 8. managing children's medical conditions, or 9. administering medications, or 10. managing emergencies, or 11. managing excursions, or 12. collection of children from the service		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 2 RATING		Meeting NQS

Quality Improvement Plan notes (optional)
To build on achievements in this quality area the service may consider; -continuing to work with the school to maintain effective emergency evacuation plans, -reviewing policies and procedures with educators to ensure reporting guidelines for child protection matters are clear and understood.

Suggested Resources for Improvement
NSW Reportable Conduct Scheme https://www.kidsguardian.nsw.gov.au/child-safe-organisations/reportable-conduct-scheme
Emergency Plan fact sheets https://www.safeworkaustralia.gov.au/doc/emergency-plans-fact-sheet

Quality Area 3:Physical environment

STANDARD 3.1	The design of the facilities is appropriate for the operation of a service.
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Element	Concept	Descriptor	Met or Not Met
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	Met
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	Met

3.1	The design of the facilities is appropriate for the operation of a service.	Meeting NQS
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STANDARD 3.1	Analysis Notes
<p>The furniture, equipment, facilities and resources are appropriate for children and educators and the service has sufficient natural light, ventilation, and adequate shade throughout the school premises. The equipment and facilities are cleaned regularly by the educators and procedures include COVID-19 sanitising inline with school procedures. Damaged equipment is reported to the school and removed if a hazard is identified.</p>	

STANDARD 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
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Element	Concept	Descriptor	Met or Not Met
3.2.1	Inclusive environment	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.	Met
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	Met
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.	Met

3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Meeting NQS
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STANDARD 3.2	Analysis Notes
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The facilities are designed to ensure access to indoor and outdoor spaces simultaneously, and to multi-purpose equipment and resources. Both indoor and outdoor spaces are designed to engage the children in well organised and inviting experiences with natural materials incorporated. The large school play equipment is not accessible due to COVID-19 however the service provides opportunities for physical activities to compensate. The service has developed a sustainability plan with input from the children and sustainable practices are now evident across service operations.

Quality Area 3: Ratings Summary

STANDARD 3.1	The design of the facilities is appropriate for the operation of a service.	Meeting NQS
STANDARD 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Meeting NQS
Was there evidence that there is systematic and ongoing failure to ensure that: 1. the premises (including outdoor play spaces), furniture or equipment are safe and in good repair, or 2. there is sufficient furniture, materials and developmentally appropriate equipment for each child, or 3. indoor or outdoor space requirements are met and this failure poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 3 RATING		Meeting NQS

Quality Improvement Plan notes (optional)
To build on achievements in this quality area the service may consider; -reflecting on the program to ensure children have opportunities for gross motor activities including climbing and jumping, -continuing to engage with the local community and school to implement further sustainable practices.

Suggested Resources for Improvement
Natural Playscapes creating outdoor Play Environments for the soul https://earthplay.net/wp-content/uploads/2016/05/natural_playscapes_preview.pdf A 'green thumbs' up to sustainable programs https://wehearyou.acecqa.gov.au/2013/02/25/a-green-thumbs-up-to-sustainable-programs/

Quality Area 4: Staffing arrangements

STANDARD 4.1	Staffing arrangements enhance children's learning and development.
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Element	Concept	Descriptor	Met or Not Met
4.1.1	Organisation of Educators	The organisation of educators across the service supports children's learning and development.	Met
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.	Met

4.1	Staffing arrangements enhance children's learning and development.	Meeting NQS
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STANDARD 4.1	Analysis Notes
<p>The service has appropriately qualified educators and rosters are developed in advance to maintain consistency. Procedures implemented ensures ratios are maintained and responsible people are available every session. A team of permanent and casual educators ensures consistency and minimal casual educators are utilised as the service remains above required ratios consistently.</p>	

STANDARD 4.2	Management, educators and staff are collaborative, respectful and ethical.
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Element	Concept	Descriptor	Met or Not Met
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	Met
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.	Met

4.2	Management, educators and staff are collaborative, respectful and ethical.	Meeting NQS
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STANDARD 4.2	Analysis Notes
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The educators learn from each other and are challenged by leadership to complete activities. The educators are acknowledged and rewarded for their efforts and the service appraisal groups provides a unique learning culture for all educators. All educators sign a copy of the Early Childhood Australia Code of Ethics and are supported by access to professional documents that guide educators' planning, interactions with children and each other.

Quality Area 4: Ratings Summary

STANDARD 4.1	Staffing arrangements enhance children's learning and development.	Meeting NQS
STANDARD 4.2	Management, educators and staff are collaborative, respectful and ethical.	Meeting NQS
Was there evidence that there is: 1. systematic and ongoing failure to meet staffing arrangements (educator-to-child ratios and qualification requirements), or 2. behaviour, interactions or lack of collaboration between staff members leads to unprofessional practice and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 4 RATING		Meeting NQS

Quality Improvement Plan notes (optional)
To build on achievements in this quality area the service may consider; -continuing to provide opportunities for professional development and growth, -providing opportunities for educators to review professional documents to maintain standards.

Suggested Resources for Improvement
New CELA Learning and Development Calendar https://www.cela.org.au/new-training-sessions-2019/?utm_medium=email&utm_campaign=Amplify%20010719&utm_content=Amplify%20010719+CID_9312ddc926731feae19169e3d83f43fa&utm_source=email&utm_term=new%20LD%20calendar
Working with the ECA Code of Ethics

Quality Area 5: Relationships with children

STANDARD 5.1	Respectful and equitable relationships are maintained with each child.
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Element	Concept	Descriptor	Met or Not Met
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	Met
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.	Met

5.1	Respectful and equitable relationships are maintained with each child.	Meeting NQS
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STANDARD 5.1	Analysis Notes
<p>There is a relaxed and warm atmosphere at the service supported by familiar educators. Educators engage with the children at their level assisting them to engage with activities and peers. The United Nations Convention on the Rights of the Child guide educator interactions as it is included as part of the recruitment process. The educators are aware of the service philosophy that promotes a nurturing and respectful environment.</p>	

STANDARD 5.2	Each child is supported to build and maintain sensitive and responsive relationships.
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Element	Concept	Descriptor	Met or Not Met
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.	Met
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met

5.2	Each child is supported to build and maintain sensitive and responsive relationships.	Meeting NQS
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STANDARD 5.2	Analysis Notes
<p>The program provides opportunities for children to learn from each other throughout the indoor and outdoor environments. The older children have the opportunity to share knowledge and skills through the service's clubs program. Children are reminded to practice their social skills such as turn taking and sharing throughout the sessions and strategies are in place to support children's emotional regulation.</p>	

Quality Area 5: Ratings Summary

STANDARD 5.1	Respectful and equitable relationships are maintained with each child.	Meeting NQS
STANDARD 5.2	Each child is supported to build and maintain sensitive and responsive relationships.	Meeting NQS
Was there evidence that relationships with children do not maintain the dignity and rights of every child and: 1. there is inappropriate use of discipline (corporal punishment or discipline that is unreasonable in the circumstance), or 2. do not have regard for each child's family, cultural values, age, intellectual or physical development, or 3. there is an absence of positive guidance, or 4. there is an absence of equitable opportunities for children to interact and develop and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 5 RATING		Meeting NQS

Quality Improvement Plan notes (optional)
To build on achievements in this quality area the service may consider; -continuing to build respectful relationships between educators and children through genuine interactions, -reflecting on behaviour management strategies to ensure all children's emotional and behavioural needs are being met.

Suggested Resources for Improvement
Supporting children to regulate their own behaviour https://www.acecqa.gov.au/sites/default/files/2020-01/QA5_Supporting_children_to_regulate_their_own_behaviour.pdf Seen and heard: Children's Rights in early childhood education https://www.pademelonpress.com.au/social-development/seen-heard.html

Quality Area 6: Collaborative partnerships with families and communities

STANDARD 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
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Element	Concept	Descriptor	Met or Not Met
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.	Met
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing	Met
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	Met

6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	Meeting NQS
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STANDARD 6.1	Analysis Notes
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Information is gathered from families prior to the child commencing at the service. Visits and tours of the service are encouraged and facilitated by the nominated supervisor. Feedback from families is requested through a variety of avenues including surveys, Facebook and verbal communication and there is evidence that information gathered informs the program. The service website provides important and relevant information, links to community services, newsletters, and information about policies and handbooks.

STANDARD 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.		
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Element	Concept	Descriptor	Met or Not Met
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	Met
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.	Met
6.2.3	Community engagement	The service builds relationships and engages with its local community.	Met

6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Meeting NQS
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STANDARD 6.2	Analysis Notes
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Information regarding children's well being is shared through transitions verbally and electronically. Arrival and departures procedures provide time to share information around children's wellbeing with families as a educator is receiving children at the front gate. Local early inclusion support agencies and the school counsellor support inclusion throughout the program. The service is involved with the local community through excursions pre COVID-19 and sharing local events and businesses through their online platforms.

Quality Area 6: Ratings Summary

STANDARD 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	Meeting NQS
STANDARD 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Meeting NQS
Was there evidence that the role of parents and families is not respected and supported due to a failure to: 1. provide adequate information to families about the child or the service, or 2. ensure that a parent has access to their child, or 3. have adequate enrolment procedures and records (health, needs, abilities) and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 6 RATING		Meeting NQS

Quality Improvement Plan notes (optional)
To build on achievements in this quality area the service may consider; -reflecting on ways to contribute to the community while maintaining COVID-19 safe practices, -reflecting on information received from professional services to support all children through the program.

Suggested Resources for Improvement
NSW/ACT Inclusion Agency https://www.inclusionagency.nswact.org.au/home Partnership with family/communities https://networkofcommunityactivities.org.au/members-area/partnerships-with-familiescommunities/

Quality Area 7: Governance and Leadership

STANDARD 7.1	Governance supports the operation of a quality service.
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Element	Concept	Descriptor	Met or Not Met
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.	Met
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.	Met
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.	Met

7.1	Governance supports the operation of a quality service.	Meeting NOS
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STANDARD 7.1	Analysis Notes
<p>The service philosophy is displayed, referred to and reflected on by the management committee and educators. Governance policies are in place and decision making is overseen by the leadership team and clear guidelines are in place to minimise risk. Expectations of educators are clarified through an orientation process that includes a job description, induction process and training. Access to professional documents guides practice.</p>	

STANDARD 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.
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Element	Concept	Descriptor	Met or Not Met
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.	Met
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	Met
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	Met

7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	Meeting NQS
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STANDARD 7.2	Analysis Notes
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The service evaluates practice regularly and educators challenge themselves to create meaningful change. The educational leader supports all educator's growth and learning by role modeling and training. One on one support sessions and information sharing at staff meetings facilitated by the educational leader enables educators to update knowledge and skills. The educators are supported through appraisal groups which see experienced educators mentoring and providing professional feedback to them. Educators' performance is appraised regularly by the nominated supervisor who oversees the appraisal groups and supports the process. The nominated supervisor develops training plans based on professional and personal goals set through the process.

Quality Area 7: Ratings Summary

STANDARD 7.1	Governance supports the operation of a quality service.	Meeting NQS
STANDARD 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	Meeting NQS
<p>Was there evidence that: 1. there are serious concerns about the fitness and propriety of the approved provider and processes for ensuring that staff, primary nominee and co-ordinators are fit and proper, or 2. the approved provider has breached a condition on the service approval which poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service, or 3. the Regulatory Authority is not satisfied that the service is being operated in compliance with the National Law and poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service, or 4. there is systematic and ongoing failure to: a. address grievances and complaints, or b. requirements regarding policies and procedures, or c. requirements regarding information and record keeping, or d. notify the Regulatory Authority of relevant changes to the operation of the service, serious incidents and any complaints which allege a breach of the Law and any of a to d (of the above) poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.</p>		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
QUALITY AREA 7 RATING		Meeting NQS

Quality Improvement Plan notes (optional)
<p>To build on achievements in this quality area the service may consider;</p> <ul style="list-style-type: none"> -continuing to reflect on the philosophy to ensure all stake holder input is received, including the school community, -continuing to self assess practice to create improvement plans through the self assessment tool and other professional documents.

Suggested Resources for Improvement
<p>Reviewing your service philosophy https://www.acecqa.gov.au/sites/default/files/2018-10/QA7_ReviewingYourServicePhilosophy.pdf</p> <p>NQF Reflection Tool https://www.cela.org.au/wp-content/uploads/Resources/nqf-reflection-tool.pdf</p>

