



Australian Children's  
Education & Care  
Quality Authority

# Plympton Primary OSHC Quality Improvement Plan

Updated March 2026

## The National Quality Standard and Quality Improvement

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

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

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

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

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

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

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

### About the ACECQA Quality Improvement Plan template

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

This template provides quick links to helpful resources for each quality area in the [Guide to the National Framework](#) and the [ACECQA website](#).

### Exceeding NQS themes guidance

The [Exceeding NQS](#) sections provided for each standard should be completed when there is evidence of one or more Exceeding NQS themes demonstrated in the practice at the service.

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

For further information on the three Exceeding themes, including what authorised officers consider when reviewing whether evidence demonstrates a theme, see ACECQA's [Exceeding the NQS](#) webpage.

## Service details

<b>Service name</b>		<b>Service approval number</b>	
<b>Plympton Primary OSHC</b>		SE- 00010793	
<b>Primary contacts at service</b>			
Name: Payal Malhotra			
Phone: 0401 121 136			
<b>Email: ppsoshc.director730@schools.sa.edu.au</b>			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	19 Owen Street	Telephone	(08) 8293 1227
Suburb	Plympton	Mobile	0401 121 136
State/territory	SA	Fax	
Postcode	5038	Email	ppsoshc.director730@schools.sa.edu.au
Approved Provider:	Plympton Primary School Governing Council	Nominated Supervisor	
Primary contact	Plympton Primary School Principal: Tammy Riley	Name	Payal Malhotra
Telephone	(08) 8293 1227	Telephone	(08) 8293 1227
Mobile	0405 188 344	Mobile	0401 121 136
Fax		Fax	
Email	Tammy.Riley641@schools.sa.edu.au	Email	ppsoshc.director730@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street	19 Owen Street	State/territory	SA
Suburb	Plympton	Postcode	5038
<b>Educational leader</b>			
Name	Payal Malhotra		
Telephone	0401 121 136		
Email	Ppsoshc.director730@schools.sa.edu.au		

## Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	BSC: 6:45am ASC: 3:15pm Vac Care/PFD: 6:45am	BSC: 6:45am ASC: 3:15pm Vac Care/PFD: 6:45am	BSC: 6:45am ASC: 3:15pm Vac Care/PFD: 6:45am	BSC: 6:45am ASC: 3:15pm Vac Care/PFD: 6:45am	BSC: 6:45am ASC: 3:15pm Vac Care/PFD: 6:45am	Closed	Closed
Closing time	BSC: 8:30am ASC: 6:00pm Vac Care/PFD: 6:00pm	BSC: 8:30am ASC: 6:00pm Vac Care/PFD: 6:00pm	BSC: 8:30am ASC: 6:00pm Vac Care/PFD: 6:00pm	BSC: 8:30am ASC: 6:00pm Vac Care/PFD: 6:00pm	BSC: 8:30am ASC: 6:00pm Vac Care/PFD: 6:00pm	Closed	Closed

## Additional information about your service

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

The best place for OSHC families to park is behind the school Gymnasium/OSHC on the corner of Keily Street and Owen Street.

We offer Before School Care, After School Care, Vacation Care and Pupil Free Days/School Closure Days Care.

Our OSHC Service is available for Plympton Primary School families and families from other schools.

Children who have enrolled at Plympton Primary School to begin Reception the following year, may access the Christmas/January Holidays Vacation Care program in consultation with the school principal.

### School holiday dates 2026

Term 1: 27<sup>th</sup> Jan to 10<sup>th</sup> Apr

Term 2: 27<sup>th</sup> Apr to 3<sup>rd</sup> July

Term 3: 20 July to 25 Sep

Term 4: 12 Oct to 11 Dec

### Pupil Free Days 2026:

10<sup>th</sup> March; 9<sup>th</sup> June; 24<sup>th</sup> Aug ; 11<sup>th</sup> Sep, 2<sup>nd</sup> Nov

### How are the children grouped at your service?

We have a yarning time in the afternoons at After School Care and during Vacation Care and Pupil Free Day Care where children sit and discuss with the responsible person and educators OSHC expectations, the day's experiences, suggestions, school Values, favourite activities and upcoming activities or events etc. Children have choice in choosing membership for group activities of their interest. Children as a larger group eat together each day. For excursions, incursions and some activities educators may have input into smaller group structures for best management and support of children's needs. In these groups friends are grouped together.

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

Nominated Supervisor: Payal Malhotra

School Principal: Tammy Riley

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

No. of educators: NA

## Service statement of philosophy

Please insert your service's statement of philosophy here.

Plympton Primary OSHC is a caring, vibrant and welcoming environment that is inviting to children and their families. Our OSHC Service is enriched by diverse cultural influences. We recognise and appreciate families as their children's first educators and staff work together to build respectful relationships with families, encouraging their participation in our program

We are a valuable and integral part of the school community and value highly our relationship with the school. Our philosophy is underpinned by Plympton Primary School's Values with a vision of inspiring every child to excel by fostering creativity, teamwork and a love of learning in a welcoming environment.

Values are:

**Kindness**

**Belonging**

**Curiosity**

**Perseverance**

We develop warm and trusting relationships with children, provide predictable routines, utilise a range of learning and play spaces across the school with the broad range of activities planned and implemented based on children's agency.

Play is the most powerful motivator of children's active engagement at OSHC. Children have daily opportunities to learn through play and to develop lifelong skills. Each child in our service is an individual, unique and important. All children have the right to develop to their full potential and we prioritise the importance of this. Children are encouraged to explore, imagine, create, problem solve, develop independence, socialise and have fun. This is done through offering a range of approaches, including programming for both small and large group play, supporting emotional wellbeing by providing an area for quiet time and friendship choices, and having both structured and unstructured time.

Our service is set up to enable children to have continual access to toys and equipment, making it easier for them to initiate their own ideas and have time for uninterrupted learning through play. We develop the OSHC environment to be where all children feel safe, secure, respected and where they are given appropriate levels of responsibility. All children and families feel valued and are actively encouraged to work with educators about program decisions. This ensures that our program is meaningful and where activities and experiences recognise and respect the diversity of our families and educators.

We are providing high quality care, revising our service policies and procedures, developing staff's professional knowledge and continually improving using the planning cycle and effective critical reflection tools to examine our beliefs, program and environment to ensure that all children's wellbeing needs are being met. Children thrive best in an environment where staff are happy and everyone is working well as a team, with consistent expectations and consequences. At Plympton Primary OSHC, we respect and value the diversity of staff backgrounds, skills and experiences and value the skills and knowledge they bring while maintaining a safe, supportive and quality working environment.

Our Quality Improvement Plan including the philosophy as well as our programs are living documents and change in response to educators' on-going learning, reflective and critical review of our practices, Governing Council, families and children's feedback, a commitment to equity and belief in all children's capacities to succeed in their learning. We provide consistent practises to ensure the overall development of each child in our care and provide a welcoming and safe environment.

## Quality Area 1: Educational program and practice

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

Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](#) and the [ACECQA website](#).

### Quality Area 1: Standards and elements

<b>Standard 1.1</b>	<b>The educational program enhances each child’s learning and development.</b>	
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.
<b>Standard 1.2</b>	<b>Educators facilitate and extend each child’s learning and development.</b>	
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.
<b>Standard 1.3</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>	
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

#### Strengths

- Our service embeds the planning cycle into weekly programming, ensuring a continuous process of observation, analysis, planning, implementation, evaluation, and reflection. This approach supports intentional and responsive practice aligned with children's needs, interests, and development.
- Our weekly program consistently incorporates key focus areas including culture, sustainability, and individual child observations, with strong educator input. We are continuing to strengthen our planning practices by actively incorporating the voices of families and the broader school community.
- We utilise a range of documentation methods to support the planning cycle, including weekly programs, observation records, checklists, reflection journals, and documented sources of experiences. These processes ensure clear, consistent, and meaningful planning.
- Educators input into the program through written observations, messages/suggestion through the WhatsApp staff group, as well as formal and informal conversations.
- Educators contribute to the program through written observations, the WhatsApp staff group, and both formal and informal discussions. Children's voices are central to our program and are captured through observations, yarning circles, group discussions, suggestion boxes, informal conversations, and surveys conducted by the principal. Family input is an ongoing focus and is gathered through suggestion boxes, reflection journals, informal conversations, and formal feedback via the OSHC Advisory Committee and Governing Council.
- Our planning documentation is visible and accessible to educators, children, families, and the wider school community, promoting transparency and collaboration.
- We are responsive to children's cultures, languages, abilities, strengths, interests, and curiosities. Educators intentionally foster respect for diversity, support cultural identity, and promote children's autonomy and agency.
- Educators intentionally plan, document, and implement experiences that reflect the interests and developmental needs of both individuals and groups. The consistent application of the My Time, Our Place framework informs planning across Before School Care (BSC), After School Care (ASC), Vacation Care, and Pupil Free Days.
- Observation records are embedded in practice, capturing children's development, feedback, and the significance of experiences in relation to learning outcomes and wellbeing. Additionally, our program aligns with the school values to ensure a consistent, safe, and reflective environment.
- Fully Booked provides a platform for families to indicate children interests and favourite activities. This information adds value to our program and extends outcomes for children.
- Expectations are regularly discussed with children during yarning circles, and hygiene practices continue to be reinforced to support children's health and wellbeing.

- As a child-centred service, we plan one week in advance to remain responsive to children’s current interests and emerging ideas, as well as global and cultural events (e.g. Diwali). This approach allows for both intentional teaching and spontaneous, play-based experiences.
- We promote play-based learning that supports intentional learning and wellbeing outcomes. Across all sessions, children are provided with meaningful opportunities for choice, flexibility, and agency in their activities and social interactions.
- Our routines and program design support children’s independence, autonomy, and engagement in learning. Educators are active, intentional, and reflective in their practice.
- We maximise the use of diverse learning environments across the school to extend children’s interests and developmental outcomes. Flexible routines ensure inclusive participation for all children.
- Group experiences are intentionally designed to build children’s social skills, teamwork, and overall development.

Our quality educational program is evident by:

- ☑ Effective and consistent use of the planning cycle
- ☑ Detailed weekly programming communicated to all educators
- ☑ Visible weekly program and menu for families, children, and educators
- ☑ Embedded observation practices by all educators
- ☑ Clear alignment with **My Time, Our Place** and **NQS outcomes** across all documentation.



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

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	



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

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
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### Standard 1.2 – Practice: Educators facilitate and extend each child’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

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

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
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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	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

## Key improvements sought for Quality Area 1

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.3.2 Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	Critical reflection is occurring; however, it is not always consistently documented or deeply analysed to clearly inform future planning for both individual children and group experiences.	To strengthen a consistent and meaningful critical reflection process that clearly informs and drives program planning, supporting each child's learning, development, and group dynamics	H	<p>Payal to embed a structured critical reflection template into weekly programming.</p> <p>Allocate dedicated time during staff meetings for reflective discussions.</p> <p>Build educator capacity through professional development on critical reflection practices.</p> <p>Link reflections directly to observations, learning outcomes, and future planning.</p> <p>Encourage all educators to contribute to reflective practices, ensuring diverse perspectives.</p>	<p>Reflections are consistently documented and show deeper analysis.</p> <p>Clear links between reflection, observations, and future planning are evident.</p> <p>Educators confidently engage in reflective discussions.</p> <p>The program demonstrates responsiveness to children's individual and group needs.</p>	Term 2 2026	<p>Reflection template introduced and trialed in weekly program.</p> <p>Critical Reflection discussion during termly staff meetings.</p> <p>Educators beginning to contribute more consistently to reflective discussions.</p> <p>Early evidence of stronger links between reflection and planning emerging.</p> <p>Ongoing monitoring and support required to deepen reflective practices.</p> <p>Updated by Payal Malhotra 24/03/2026</p>



			Regularly review and adapt the program based on reflection outcomes.			
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## Quality Area 2: Children’s health and safety

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

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 2: Standards and elements

<b>Standard 2.1</b>	<b>Each child’s health and physical activity is supported and promoted.</b>	
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.
<b>Standard 2.2</b>	<b>Each child is protected.</b>	
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



<b>National Law and National Regulations</b>		<b>Associated element</b>
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



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1
Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

## Quality Improvement Plan for Quality Area 2

### Summary of strengths for Quality Area 2

#### Strengths

##### Health, Physical Activity and Wellbeing

We effectively use different areas across the school to ensure comfort, interest and variety so that children can participate best in the activities that interest them. We take into account the need for rest and relaxation times during Vacation Care and Pupil Free Days and for some children after a day at school. Other quiet spaces are provided in the gym in the Quiet Room.

To ensure the comfort of all children is met while still promoting a healthy lifestyle, Some of the children's preferred activities are Just Dance, Go Noodle, Yoga, etc. We use Big screen projectors in the hall for Dance, Movies, mindfulness like Guided meditation to ensure children are receiving relaxation time.

When children and educators enter and leave any indoors OSHC area, before eating food, hand sanitising occurs. When children wash their hands, they are reminded to follow the documented handwashing procedure in the toilet areas. Children are asked to wash their hands when observed as needed, eg after coughing, sneezing, playing in the nature play area.

We have spare clothes for children of all ages so that if something happens and they need to change they can still feel comfortable. We also take spare clothes and towels on excursions just in case.

Child to staff ratios are always met. Supervision is critical, with children supervised in all play areas. Children are divided into small groups on excursions to make supervision easier and minimise risk of injury and overcrowding.

All educators hold current Responding to Abuse and Neglect in Education and Care certification.

Plympton OSHC has policies in place, including Child Protection the Child-Safe Environment Policy, to detail everyone's roles and responsibilities to identify and respond to every child at risk. These policies are reviewed annually. All policies are read and understood by each employee initially as a part of induction and referred to as required.

The role of a mandated notifier is critical, and educators are aware of their responsibilities.

## **Safety**

Parent/carer phone numbers are saved in the OSHC mobiles to assist staff in fast contact for incidents, injuring and other instances where immediate communication is required. The school principal's mobile is also included as a backup if required. All educators have access to this number, and she has made herself available during all Vacation Care programs etc.,

As supervision is one of our main priorities, we provide each child with a green vest for outside play for ease in identifying OSHC children to other school children who are still at school. These vests are also supplied for excursions. The vests are washed by the director regularly. The Green vests are also used for the children who participate in afterschool sports at Plympton Primary School to identify which children are from OSHC. When required due to ratio needs, an OSHC educator will accompany the OSHC children at their afterschool sports session for adequate supervision throughout the program.

The service has 2 mobile phones and 4 Walkies talkies . They are spread out strategically based on which areas are open and accessible to children at the time. Educators use Walkies talkies for head counts and for sharing important messages.

Plympton Primary OSHC follows the guidelines set out by the Cancer Council in relation to UV and sun exposure. Hats and sunscreen are required prior to outside play when the UV rating is above 3. During Vacation Care and Pupil Free Days, a checklist is utilised to keep track of sunscreen application. Staff ensure this has been done every 2 hours.

UV ratings are frequently checked to assess need for sun safety measures including hats, sunscreen, staying in shade, safe times of day etc.

When attending excursions and for some incursion, children are divided into small groups to minimise risk of injury, overcrowding and improve educators monitoring of children's safety and wellbeing.

Daily safety checks of the outdoor area are conducted daily by Plympton Primary School's grounds person.

## **Health Needs and Medical Management**

We have several copies of medical documents for each child with a medical condition or dietary requirement. These are stored in the blue Medical Management folder in the staff office with 1 sleeve per child. Dietary restriction list along with the risk minimisation and communication plan, there is a quick overview of all children on *the* Medical Management wall in the office.

The director work in partnership with families to ensure the ongoing health needs of children are consistently met. Practice is shaped by meaningful engagement through educative discussions, support, print and linking with outside agencies. Relevant information and documentation is shared with all educators through photos and information on office area.

All educators hold current required first aid certification. We have budgeted for staff training costs.

### **Healthy Eating and Drinking**

Children often make suggestions for the OSHC menu which is often followed by discussions about why certain food cannot be had as frequently as others and the need for OSHC to promote good nutrition. We follow Right bite guidelines as recommended by education standards board.

We always have water available in a jug the kitchen area in so children can stay hydrated. Educators regularly remind children to drink water, particularly on hotter days and/or days with higher levels of physical activity. Families are asked to provide a water bottle for their child on excursion days to stay hydrated. The children also access the water fountains around the school, with care being taken to ensure they are used hygienically.

Plympton Primary OSHC service stakeholders are committed to the provision of a healthy environment in which children can grow and be safe. Children's health and safety practices are embedded in service operations and is informed by critical reflection by:

- ✓ Systems in place to support educators to effectively ensure children's wellbeing through meeting their health care needs.
- ✓ Children's health is promoted through explicit teaching around basic health routines and hygiene practices.
- ✓ Thorough menu planning considering needs and wishes of children.
- ✓ Implementation of effective hygiene practices supports the prevention of illness and minimises risk of Covid. Following current Covid practices as outlined by DfE for schools and OSHC services.
- ✓ Thorough documentation processes are in place for all injury and accidents, and these are stored in a locked filing cabinet.
- ✓ The service is committed to promoting healthy eating considering children's cultural, religious, allergies and likes and dislikes of foods.
- ✓ Planning for physical activities is thoughtful and responses from children's ideas.



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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

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

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

### Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

## Key improvements sought for Quality Area 2

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.2 Effective illness and injury management and hygiene practices are promoted and implemented.	Hygiene practices are not consistently followed on some occasions, particularly in relation to food handling and safe practices.	Hygiene practices are promoted and implemented at all times.	<b>M</b>	All Educators to follow Nutrition and food safe policy and food safety program.	<p>All educators consistently follow hygiene and food safety procedures.</p> <p>No breaches observed during routine checks and observations.</p> <p>Improved educator confidence and accountability in maintaining hygiene standards.</p> <p>Positive outcomes in any internal or external compliance checks.</p>	Ongoing	<p>Payal to discuss Nutrition and Food safe policy/ program with staff during term 1 staff meeting. Staff to wear food handling gloves while preparing and serving food at all times.</p> <p>Updated by Payal Malhotra 24/02/2025</p> <p>Nutrition and food policy is updated and signed by staff.</p> <p><b>Updated by Payal Malhotra 14/05/2025</b></p> <p>Staff to wear gloves at the time of serving snacks, children serving afternoon tea must wear gloves while serving snacks. Hand washing reminder to</p>



						<p>children signing in and before eating.</p> <p>Updated by Payal Malhotra 15/10/25</p> <p>Visual reminders displayed in kitchen and food preparation areas. Monitoring process introduced with initial improvements observed.</p> <p>Updated by Payal Malhotra 23/03/2026</p>
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## Quality Area 3: Physical environment

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

Additional information and resources about Quality Area 3 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

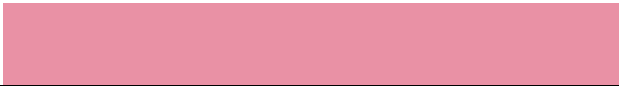
### Quality Area 3: Standards and elements

<b>Standard 3.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>	
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.
<b>Standard 3.2</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>	
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



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

## Quality Improvement Plan for Quality Area 3

### Summary of strengths for Quality Area 3

#### Strengths

Plympton Primary OSHC has a very close and successful connection to the school, and we can use school grounds and a range of indoor areas, Children have access to a range of spaces which allow separation of active play and quiet or relaxed play. The spaces include the gym, quiet room, nature play space, the large oval area, basketball courts, 2 playgrounds. Most of the outdoor spaces are near the gym, which is the main area used by the service. Having such a large variety of areas to access supports physically active children eg during Vac Care, a popular activity is a bike and scooter riding across the whole school environment eg involved bike tracks are formed by children with staff supervision.

Staff access the school's staff room for lunch breaks in Vac Care. Staff use the school's staff toilets.

As we are a pack-up, pack-down service, we are consistently ensuring that we have a safe and well-maintained environment by packing away and storing our furniture and resources in the quiet area during non-operational times allowing for a seamless transition between OSHC and the school as well as in the evenings for community hirers. We have an effective and well-established routines to the point where OSHC children are easily able to assist with packing up the furniture.

The areas are frequently used for different purposes and redesigned based on activities and needs of children e.g. quiet room for homework or imaginative play with home corner, there is also a reading corner. The gym transforms into a crafting room, a cooking class, a scientific laboratory, a playing court for basketball etc. Children can alternate between indoor and outdoor environments at all staffed locations. A large range of equipment and resources are available and accessible for children. OSHC can also access additional equipment for specific purposes from the school eg different sporting equipment. Separating the gym area with boards for both quiet and active activities such as basketball. More active games are played outdoors to reduce noise and injury.

Our inside area allows for toys and equipment to be easily stored away and easily obtained without negatively impacting on use of the rest of the space. Children's agency is enhanced through the design of the environment. Children can obtain toys/games/activities easily that have not already been brought out/set up by educators. Materials, equipment and toys are all clearly labelled for children and educators. We have a variety of resources catering for an inclusive environment which are generally strategically placed in specific areas to allow for a more structured overall program. Some of the resources which are available include craft items, games, sporting equipment and technology (iPads and laptops) which can all be accessed at leisure. Our Safe use of Digital Devices Policy states children is not able to access the technology-based equipment until after snack unless it is to do their homework. Only OSHC Ipads are used for leisure purposes, we set a 10-minute timer.

Families often donate excess items from home, e.g. material for dress ups or sewing, colouring ins left over from birthday parties etc.

The routines at Plympton OSHC requires the areas to be tidy/packed after use and between activities. This works well as the children know what is expected of them and results in a safe and well-maintained environment.

The school's operating system, Ed smart, is used for maintenance, near miss or hazardous issues. The school's grounds person responds in a very timely manner to any issues. Of a more serious issue the director will inform the grounds person and/or the school's administration officer. Repairs and maintenance related to building and grounds used by OSHC are at a cost to the school not to OSHC.

The school's grounds person, begins work at 7:00am daily and immediately begins cleaning up the area around the OSHC of leaves and any litter and inspecting the playgrounds. The OSHC entrance and inside are always welcoming.

Whenever purchasing of chemicals is done, we ensure that we have updated chemical safety data sheets for said chemicals.

Toilet, hand washing facilities, and kitchen are all inside main area used by OSHC. Additional bubblers are just outside gym, on the oval and near the art room/library. Sanitiser by entrance to OSHC and is used every time upon entering or exiting and similarly for other indoor school areas.

Availability of natural light in the gym is from skylight and the opening of 2 large doors for increased ventilation.

Safety checklists ensure inside, and outside spaces are kept in good condition to reduce the risk of injury and provide clean and hygienic areas. For example, checking the bathrooms for cleanliness and soap supplies.

**Sustainability:**

Educators actively and explicitly teach children about various kinds of waste and whether it can be recycled.

Sustainable practices embedded at our service include:

- ✓ being conscious of saving energy e.g. using natural light and ventilation when possible.
- ✓ purchasing and using eco-friendly cleaning products · using recycled materials for arts and crafts.
- ✓ repurposing old materials for use in children's play.
- ✓ reusable cups, bowls, spoons, and forks used.
- ✓ OSHC gardens have been purchased and maintained. These give children additional responsibility to provide care for living things. OSHC gardens prompt children to think about what plants need to survive and be environmentally responsive.
- ✓ limiting the use of paper by emailing, electronic newsletters, text messages and using Ed smart (communication app. All our enrolment forms and booking forms are done electronically through Fully Booked, unless there is an excursion in which case, we will print the daily roll for permission slips.

- ✓ children learning to reduce water waste and power wastage within the program through the water trough outside the gym and the sandpit tap being on timers so they automatically switch off and by the fluorescent lights in the gym and the toilet lights also being on timers.
- ✓ maintains a recycling area for all waste boxes, cans, cardboards, wastepaper etc.
- ✓ the importance of recycling waste resources, reducing pollution and looking after the environment is discussed during yarnning circle.

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

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

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

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	





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## Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 4: Standards and elements

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

## National Law and National Regulations underpinning Quality Area 4

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

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



<b>National Law and National Regulations</b>		<b>Associated element</b>
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



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

## Quality Improvement Plan for Quality Area 4

### Summary of strengths for Quality Area 4

#### Strengths

Educational policy, program and practice influences our staffing arrangements. Plympton Primary OSHC staffing arrangements support the effective functioning of the service in the provision of a high-quality care and learning environment for children.

Educators at the service are guided in their practice, interactions and relationships by the service's philosophy and the Early Childhood Australia (ECA) Code of Ethics.

Educators regularly debrief about practice and use a range of critical reflective practices to improve care and learning provision.

Additional staffing is used to employ educators to best support children with additional needs.

Provision of additional safety and wellbeing for educators by the school's grounds person who begins work at .7.00am and immediately working around the OSHC area to ensure it the areas remain inviting for all. By working in the area at this time, this provides another adult if required before the principal arrives at 7:30am.

Rosters are carefully planned and published using the online software Zen Shifts. Through this program, staff can input requests for leave and unavailability so that the rosters are accurate and reflect these requirements.

Ratio requirements for excursions and water experiences are always increased in the number of staff, as determined by our risk assessments, which are created by the director in consultation with the outside venues.

The consistency in staffing has been a priority. It has been important that children and families have got to know the new staff. We have done this by face-to-face chats, name badges and uniforms. We use a notice board to profile staff. It is clearly stated for each session for families and children who is the responsible person and who are the educators.

The director communicates at during all sessions with each rostered educator on program and last minute changes to the activities, menu, medical management needs, children's needs and children's observations.

The director collects or lists for the responsible person at handover Reception children collection.

Staff meetings are planned as a critical part of our culture and improvement journey work. Staff communicate through WhatsApp and journal reflections, emails and texts. Staff meetings occur face- to- face soon once in a term.

Embedded quality practice staffing arrangements include:

- ✓ Team of responsible people of educators and director.
- ✓ OSHC working well as a team
- ✓ Effective online staff communication tools in WhatsApp.
- ✓ On going effective organisation of the director in relation to staff management and handover information if not at a session.

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

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

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

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

## Key improvements sought for Quality Area 4

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.2	Educators calls for last minute cancellation of shifts.	The organisation of educators across the service supports children’s learning and development. Reliable and consistent staff is important to promote quality of the service.	H	Staff policy should be in place to highlight 24 hour cancellation period to avoid last minute cancellations.	OSHC director to collaborate with Principal and discuss policy.	Term 2 2025	<p>Payal has started working on the policy and will be discussing with staff during term 2 staff meeting to make clear to give enough time to director to find replacement staff.</p> <p><b>Updated by Payal Malhotra 14/05/2025</b></p> <p><b>Goal accomplished</b></p>
4.1.1 The organisation of educators across the service supports children’s learning and development	The organisation and allocation of educators across the service is not always optimised to effectively support children’s learning, engagement, and supervision, particularly during transitions and busy periods.	To ensure educators are consistently organised and positioned effectively to support children’s learning, development, supervision, and engagement across all parts of the program.	M	<p>Review and adjust educator rosters to align with peak times and activity needs.</p> <p>Clearly define educator roles and responsibilities for each session.</p> <p>Implement strategic positioning of educators across indoor and outdoor environments.</p>	<p>Educators are consistently positioned to support both supervision and engagement.</p> <p>Smoother transitions and improved flow of routines observed.</p> <p>Increased child engagement and participation in activities.</p>		<p>Staff roles and positioning discussion in team meetings. Indoor and Outdoor supervision plan is discussed with all staff members sharing positioning for a direct line of vision. OSHC Director is undertaking ongoing monitoring required to ensure</p>



			<p>Conduct regular check-ins during sessions to adjust educator placement as needed.</p> <p>Discuss staffing arrangements and improvements during team meetings.</p> <p>Provide guidance to educators on active supervision and engagement strategies.</p>	<p>Positive feedback from educators and improved confidence in role clarity.</p>	<p>consistency across all sessions.</p> <p>Updated by Payal Malhotra 26/03/2026</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.

Additional information and resources about Quality Area 5 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 5: Standards and elements

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are maintained with each child.</b>	
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.
<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>	
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

## National Law and National Regulations underpinning Quality Area 5

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

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

## Quality Improvement Plan for Quality Area 5

### Summary of strengths for Quality Area 5

#### Strengths

Creating a sense of belonging for children and their families is an embedded practice at our OSHC Service. The focus is on building strong, secure relationships with children and families. Educators are attuned to and responsive to children's emotional states.

Diversity is a strength at Plympton Primary OSHC. We appreciate and value the range of cultural, linguistic and religious backgrounds of children and educators. We have several children with additional needs. Children report that there is no racism or bullying. Each child is respected for who they are and educators make constant efforts to support each child's growth, dignity and rights.

Educators respond promptly and respectfully if unsafe behaviours occur. Educators interact gently, calmly, and consistently and providing the child or children with appropriate behaviour options, ensuring the child knows that the interaction is for their own and others safety. When children have disagreements or aren't playing inclusively or fairly, educators implement restorative practices to resolve issues. Strategies are clearly known by children and include moving to a different space or a specific activity to support the individual child to regulation.

Educators are responsive to children's feelings. They respond openly and respectfully to children's conversations. Educators use positive body language and a reassuring tone of voice. Educators conduct and encourage positive conversations between children and with educators. Children demonstrate a sense of belonging as they have the confidence to contribute and ask educators to help them or provide them with activities they would like to be doing. For example, origami craft, dinosaurs, painting and other particular toys. Educators frequently engage children in discussion on opinions and views on different activities, school subjects and community situations and positive world events and encourage them to express individual opinions.

Educators are involved in the play activities and are regularly invited by the children to join their activity. Children comfortably approach educators for help, for reassurance and encouragement as well as to celebrate their achievements both at school, outside of school and at OSHC. Educators consistently support children's independence, choices and are responsive to their needs. The activities are organised to facilitate opportunities for children to play with, learn from and help peers.

Educators engage children in individual, small group and yarning circle time in discussion voicing opinions and views on different activities and opinions. Older children will often teach younger children how to play board or card games and engage them in other types of play. These are meaningful relationships which strengthen the collaborative culture of the OSHC Service.

Some children attend OSHC and Vacation Care less frequently. Educators focus on these children when attending to develop stronger relationships with them and develop stronger connections and sense of belonging.

Relationship with children is most important and we ensure that we:

- ✓ Director and educators have worked hard to form professional relationship and children and families
- ✓ Development of relationships occurs by daily meaningful conversations with educators to children and children to children
- ✓ Group activities are organised during the session to build collaboration and belonging
- ✓ Director and educators care about and have much information about each child
- ✓ Educators responsive to feelings and n=current needs
- ✓ Promotion of inclusion is embedded in our service
- ✓ Educators are respectful of children at al times and care alert for unsafe behaviours and respond promptly
- ✓ Educators make children smile each day!

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

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

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

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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	
2. Practice is informed by critical reflection	

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

## Key improvements sought for Quality Area 5

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.1 Positive educator to child interactions	While positive interactions are evident, they are not always consistently responsive or intentional to fully support each child's sense of security, confidence, and inclusion.	To ensure all educators consistently engage in responsive and meaningful interactions that build trusting relationships and support every child to feel secure, confident, and included.	H	<p>Encourage educators to actively listen and respond to children's cues, interests, and emotions.</p> <p>Model warm, respectful, and inclusive communication across all interactions.</p> <p>Allocate time for meaningful one-on-one and small group interactions.</p> <p>Reflect on educator-child interactions during</p>	<p>Increased positive engagement and participation from children.</p> <p>Strong, trusting relationships evident between educators and children.</p> <p>Educators consistently demonstrate warm, responsive, and engaging interactions.</p> <p>Children display a strong sense of belonging, confidence, and emotional security.</p>	Term 2 2026	<p>OSHC Director is holding team discussions and communication on OSHC WhatsApp group to strengthen responsive interactions. All OSHC staff is guide to be mindful of children's cues and individual needs.</p> <p><b>Updated by Payal Malhotra 27/03/2026</b></p>



team meetings and through observations. Provide professional development on responsive interactions and relationship-building practices.

Use children's feedback and behaviour cues to guide improvements in practice.

## Quality Area 6: Collaborative partnerships with families and communities

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

Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 6: Standards and elements

<b>Standard 6.1</b>	<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>	
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.
<b>Standard 6.2</b>	<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

## National Law and National Regulations underpinning Quality Area 6

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

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

## Quality Improvement Plan for Quality Area 6

### Summary of strengths for Quality Area 6

#### Strengths

Plympton Primary School families and children are welcomed and supported initially by the school principal with enrolment and introduction to the OSHC Service. All families and children meet with the principles and strengths, interests, background, needs are discussed. At these enrolment meetings, OSHC and Vac Care are discussed as part of the induction either for immediate access or possible future access. New families meet director as part of this process. After touring the school including areas used by OSHC we meet the OSHC Director for a further OSHC enrolment. The new child/children are closely monitored, by educators and paired with a buddy to support inclusion. At termly Principal Meetings and Tours, the OSHC director takes part and discusses the service.

Children starting school, the following year as Receptions at Plympton Primary School can attend the Vacation Care program over Christmas/January Vacation Care program. This enrolment is done by negotiation with the principal. We would generally start with a couple of days and build up their bookings over the period. If a child has additional needs or medical needs these are discussed in detail and families are informed that once the child has started school, we will apply for inclusion or intervac funding. It has been highly successful starting children in Vacation Care before starting school and this has supported their induction into the whole school environment.

Our service is seen as community service, and we now have a number of families utilising Vacation Care who are not enrolled at Plympton Primary School. These numbers have increased over the last year. We have welcomed children and their families from 6 other schools.

Families have reported to the principal and nominated supervisor and through the Governing Council forum that they and their children feel welcomed at OSHC. Children and families report that they are known and valued by OSHC educators.

The OSHC Service maintains open communication with and seeks expertise of school staff (e.g. principal, teachers, Wellbeing and Student Engagement Senior Leader, Pastoral Support Worker, Aboriginal Community Education Officer) to enhance knowledge of children and further develop programs

Creating a sense of belonging for children and their families is a high priority for educators at the service. The focus on building strong, secure relationships with children and families is embedded in our practices. We are achieving this by:

- ✓ The enrolment process is designed to be supportive of families and ensure that their child/children's needs are met when they start attending the service.

- ✓ The principal meets with the family, spends time talking to them and getting to know them and their child as well as explaining the enrolment process. Families receive an Family Information pack highlighting information about the OSHC and the school. enrolment pack and they are shown around the service and introduced to educators.
- ✓ OSHC families are represented on Governing Council and are members of OSHC Advisory and Facilities Committees.
- ✓ Families are invited to become involved in programs, raise concerns, provide suggestions and feedback. This is through written form, chats.
- ✓ Families often donate excess items from home eg material for dress ups, colouring ins left over from birthday parties etc. Some parents/carers ask for ways to be regularly involved in organisation.

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

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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	
1. Practice is embedded in service operations	



2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

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

- Notes:
- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
  - Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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

<b>Exceeding themes</b>	
1. Practice is embedded in service operations	

2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

## Key improvements sought for Quality Area 6

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.2 Access and participation Element	Partnerships with families and inclusion professionals are in place; however, they are not always consistently utilised to fully support all children's access, inclusion, and	To strengthen effective partnerships with families, schools, and external agencies and to enhance all children's access, inclusion, and active participation in the program.	M	<p>Create inclusive environments and experiences that reflect diversity and support participation.</p> <p>Provide educators with training on inclusive practices and strategies.</p>	<p>Strong and more consistent communication and collaboration with families</p> <p>Increased participation of all children in program experiences.</p> <p>Individual needs of children are identified and effectively supported.</p>	Term 2 2026	<p>Initial strategies are implemented to support inclusion and participation.</p> <p>Communication with families are being strengthened by regularly sending OSHC newsletter via school Ed smart. Staff communicate with</p>



	participation in the program.		Regularly review and reflect on inclusion practices and adjust where needed.  Develop and implement individual support strategies where required.	Educators demonstrate confidence in implementing inclusive practices.	families on regular basis at the pickup and drop off time. Positive engagement with children and reinforcement.  Updated by Payal Malhotra 27/03/2026
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## Quality Area 7: Governance and Leadership

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

Additional information and resources about Quality Area 7 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 7: Standards and elements

<b>Standard 7.1</b>		<b>Governance supports the operation of a quality service.</b>
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.
<b>Standard 7.2</b>		<b>Effective leadership build and promotes a positive organisational culture and professional learning community.</b>
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.

## National Law and National Regulations underpinning Quality Area 7

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

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

<b>National Law and National Regulations</b>		<b>Associated element</b>
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2

<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2

<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

## Quality Improvement Plan for Quality Area 7

### Summary of strengths for Quality Area 7

#### Strengths

Our OSHC Director has such a strong passion and commitment for Plympton Primary School community and the OSHC Service we provide.

Plympton Primary School's Governing Council has responsibility for the OSHC Service. The Governing Council take this role very seriously. We have a twice a term OSHC Advisory Committee consisting of Governing council members, Director, and school principal. All OSHC Advisory meeting minutes are discussed at the twice a term Governing Council meeting. As well we have a Finance Advisory Committee and twice a term, OSHC financial matters are discussed in depth and reported back to Governing Council. All advisory committees and the Governing Council members are very committed and have a strong interest in OSHC and seriously take their responsibilities of being the approved provider of our OSHC Service with the legal liability and accountability. The principal had spent considerable time working with Governing Council and with new members ensure their understanding of the role of Governing Council as the approved provider and the implications of this.

The Director and the principal meet once a fortnight for a formal meeting. Once a month this includes the school's finance officer. The director and principal touch base a few times during each day.

Fully Booked is a user-friendly software program in which parents can update their own details at any time. They are also able to update their child/ren(s) bookings which assists us in ensuring our ratio requirements are consistently met thus providing a higher quality service.

The Nominated supervisor uses and multitude of professional bodies and sources alongside educators at the service to develop the program. Some of these professional bodies and sources include but are not limited to: NOSHSA; Gowrie SA; Governing Council OSHC Advisory Committee and Governing Council; ACECQA. Child Care Centre Desktop and Education Standards Board.

Administrative systems enable the effective management of the service and contribute to the continuous improvement. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a care and learning community. These include:

- ✓ Using the Fully Booked system for enrolment, administration, medical and care information storage as well as staff records.
- ✓ Confidentiality being ensured as the service's computers are password protected.
- ✓ EMS being used for management of finances. Department for Education has several other systems which support the effective management of the service including work health and safety.

- ✓ Records of a sensitive nature (e.g. child protection) being stored securely in the principal's office. Other sensitive children and staff information is stored securely in locked a filing cabinet in the office to ensure confidentiality. Archived records are stored at the school. Records are archived and disposed of in accordance with legislative requirements.
- ✓ Governing Council as the approved provider, delegates to the principal to make notifications to the Regulatory Authority about changes to service operation and serious incidents on behalf of the service and would also notify should the service receive a complaint alleging a breach of legislation.
- ✓ Educators committed to working collaboratively with families and they consult families and their contributions are valued.
- ✓ The service is commitment to developing respectful relationship with families ensures minimisation of grievances and complaints and any escalation of these.
- ✓ The service having a Grievance Policy which outlines the rights and responsibilities of families, steps families can take to resolve concerns and what to do if they are not satisfied with the outcome at any step in the process.
- ✓ Service practices are based on well documented and clearly articulated policies and procedures.
- ✓ A review schedule is in place to ensure that all policies are reviewed regularly with input from educators, families, and governing council.
- ✓ Required information that is displayed for families as well as with other current information. Other information and programs are also prominently displayed.
- ✓ The policy and procedure folder is accessible to families on request.
- ✓ Parent/carer phone numbers are saved in the OSHC mobile devices to assist in fast contact in the event of incidents, injuring or any other immediate communication. This also ensures quick access in the event of an internet outage or on an excursion.

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

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	



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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](#) webpage.

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

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

## Key improvements sought for Quality Area 7

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.2  The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	The educational leader role is established, however there is inconsistency in how the planning cycle (observation, analysis, planning, implementation, and reflection) is embedded across all educators. Some educators require further guidance and confidence to consistently link observations to program planning and evaluation.	To strengthen the leadership of the educational leader and ensure all educators confidently and consistently implement a reflective planning cycle that informs a meaningful, child-centred program.	H	Engage in professional development focused on the planning cycle  Conduct regular program reviews and provide constructive feedback  Encourage collaborative discussions and sharing of best practices  Provide ongoing mentoring and support from the educational leader to all educators  Schedule regular programming and reflection meetings  Develop and implement clear planning templates and guidelines	Improved confidence and engagement from educators in programming  Positive feedback during internal reviews and assessment visit  All educators consistently document and follow the planning cycle  Clear links between observations, planning, and outcomes are evident	Ongoing, with significant improvement evident within 6–12 months	Early improvements seen in linking observations to planning  Ongoing support and monitoring required to ensure consistency  Educational leader has commenced regular check-ins with educators  <b>Updated by Payal Malhotra 27/3/2026</b>



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## Notes