Quality Improvement Plan

Telopea Park P & C School Age Care Program | 01/04/25

Service statement of philosophy

Philosophy Statement
TPSOSHC
"A home away from home"

We create a safe space for everyone at TPSOSHC
We value our children's support networks and encourage them to engage with us
We value and acknowledge different ways of knowing, being and doing
We acknowledge and respect our First Nations people as the first knowledge holders
We prioritise children's wellbeing and create a child-safe environment

"Sometimes I miss my family but then I start having fun and I feel better"

TPSOSHC strives to create "a home away from home" where children are nurtured, valued, and encouraged to develop their full potential. We are dedicated to providing a safe, inclusive, and stimulating environment that promotes the holistic development of each child through bilingual education and cultural enrichment.

TPSOSHC values strong respectful collaborative relationships between families, children, teaching team, community, First Peoples and the environment to create a "home away from home" for our children. We believe relationships are the first step to creating a successful year for children.

"Australia is a bit different from home but I like it"
We acknowledge and welcome the diverse ways in which we live, what we value and how we view children and childhood. There is recognition that all voices and opinions will be welcomed and valued. We encourage the contribution of families in strengthening the community spirit of our center and in helping us to learn about their child's uniqueness. We will partner with children, supporting them as they begin to build meaningful connections to their world and those in it.

"If we know who we are, that all life is connected through Spirit, and if we learn how to live good lives, then by extension we will act responsibly toward the creation of harmonious and sustainable (healthy) relationships in this world" (Waabinong: In the East).

"I love the trees in Autumn"
TPSOSHC acknowledges that our children and families play and learn on Ngunnawal Country. We acknowledge the Ngunnawal peoples as the First Peoples of this land and lean on them for knowledges of how to care for this Country the best.

"Thank you for always taking care of me"
We prioritise the holistic wellbeing of every child, encompassing physical, emotional, social, and cognitive aspects. Our program promotes healthy lifestyles, emotional resilience, positive

social interactions, and a love of learning.

We are committed to providing a child-safe environment where the safety, wellbeing, and rights of every child are paramount. We adhere to the highest standards of child protection and ensure that all staff are trained and vigilant in safeguarding our children.

Service details
Service name: Out of School Hours Care
Approval number: SE-00009710
Primary contact at Service: 0426 692 553

Physical location of Service
Street: New South Wales Crescent
State/territory: ACT
Suburb: Barton
Postcode: 2600

Physical location contact details
Telephone: 0426692553
Fax:
Mobile: 0426692553
Email: admin@tpsoshc.org.au

Approved Provider
Primary contact: Stuart Wilson
Telephone: 0410770925
Fax:
Mobile: 0410770925
Email: chair@tpsoshc.org.au

Nominated Supervisor
Primary contact: Shavaun Andreou
Telephone: 0402216256
Mobile: 0402216256
Email: director@tpsoshc.org.au
Fax:

Educational Leader
Primary contact: Emmy Kudo
Telephone: 0433212165
Mobile: 0433212165
Email: asssitantdirector@tpsoshc.org.au
Fax:

Postal address
(if different to physical location of Service)
Street:

State/territory:
Suburb:
Postcode:

Opening Hours

	Opening time	**Closing time**
Sunday	Closed	Closed
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday	Closed	Closed

Additional information about your Service

Operating Hours During School Terms
Before School Care: 7:30-9:00
After School Care: 15:15-18:00

Operating Hours During School Holidays
School Vacation Care: 8:00-18:00

How are the children grouped at your Service?
Autonomy for Play: Beyond our sign in procedure, serving of food and headcount during emergency procedures, children have the freedom to choose who they wish to play with and how they interact. This promotes socialisation and independence.

Groupings for Roll Call/Headcount Purposes:
Kindy (Kindergarten): This group includes the youngest children, typically 4-5 years old.
Years 1 and 2: Children aged around 5-7 years.
Years 3 and 4: This group is for children aged approximately 7-9 years.
Years 5 and 6: The oldest primary school children, typically aged 9-12 years.

Transition Process & Social Dynamics:
Kindy Transition to the Canteen: For the first term, Kindy children are gradually introduced to the canteen space. This allows them to gain confidence in the environment before joining the larger groups. It's a good way to help them acclimate to the new setting.

Years 5 and 6 in the Canteen (Terms 2-4): In the later terms, the older children (Years 5 and 6) are given the opportunity to have their own space in the canteen. This helps them practice and extend their autonomy, while also giving them some distance from the younger children—something that has been recognized as beneficial for both age groups.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (E.g. 'Director, Mark Evans)
Director, Shavaun Andreou
Assistant Director/ Educational Leader, Emmy Kudo

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.
N/A

Quality Area 1

Strengths

At TPSOSHC, we've established a dedicated **Programming Coordinator** role to ensure our programs are cohesive and tailored to the unique needs of our community. This coordinator leads the development of our programs, integrating insights from educators' documentation and actively incorporating children's input. Such a centralised approach fosters consistency and responsiveness in our offerings.

Our coordinator employs a clear planning cycle and reflective methodology, crafting programs specifically designed for our service and the children we support. Given the diverse cultural backgrounds and varying communication abilities of our children, we seize numerous opportunities to develop inclusive programs that honor and reflect this diversity.

Our **"home away from home"** philosophy is deeply woven into our programming by creating a balance between familiar, comforting experiences and opportunities for growth and learning. We strive to infuse our programs with homely elements, providing a comfortable and familiar environment.

Through critical reflection and alignment with the **National Quality Framework (NQF)** and the **My Time, Our Place (MTOP)** framework, we aim to extend children's learning experiences effectively. The MTOP framework offers broad direction for school-age care educators, focusing on children's wellbeing and development in various settings.

Exceeding Themes

1.1 Program: The educational program enhances each child's learning and development

1. Practice is embedded in service operations

Structural and Role-Based Practice
Programming Coordinator Role:
A dedicated role that ensures program planning is consistent, intentional, and responsive. Coordinates with all educators to maintain a clear, whole-service approach to planning, not just room-based or ad hoc.: **Why this is Exceeding**: It's embedded into the **service structure**, supporting consistent high-quality programming and ensuring all educators are working in alignment.

Planning Cycle and Reflection Embedded in Daily Practice:
Educators complete **daily reflections** or journal entries and input to a central reflective planning document.

2. Practice is informed by critical reflection

At TPSOSHC, critical reflection is an ongoing, embedded process that informs all aspects of program development and delivery. Each afternoon, educators contribute reflective notes on the experiences they facilitated. These reflections go beyond describing participation—they capture who engaged, how children responded, what learning was evident, and what could be improved or extended. This enables educators to make meaningful connections between children's engagement and the MTOP outcomes, while also supporting responsiveness and continuous improvement.
These reflections are not standalone—they are actively reviewed and discussed as a team. The Programming Coordinators compile and analyse this input weekly in a centralised programming book, using it as the basis for their weekly planning reflections. This process ensures that the entire team's insights and experiences inform future programming decisions, leading to more nuanced, child-centred planning that reflects the evolving needs, interests, and developmental stages of the children.
The leadership structure at TPSOSHC intentionally supports a culture of reflective practice. The Educational Leader is available each afternoon to provide ongoing mentoring, feedback, and support to both educators and Programming Coordinators. This daily access facilitates informal and formal reflection, encourages deeper thinking about practice, and promotes a shared understanding of quality programming aligned to the **My Time, Our Place framework** and the **National Quality Standard**.
Reflection at TPSOSHC is not limited to the programming process—it is viewed as essential to ethical, inclusive, and responsive practice. The team regularly engages in reflective discussions around what worked, what could be improved, and how children's diverse communication styles, needs and identities can be more meaningfully included in program delivery.
As a result, the educational program is not only informed by observation and planning cycles, but also by an ongoing commitment to thinking deeply about practice, listening to one another's insights, and using reflection as a tool for growth and quality improvement.

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

In addition to our everyday engagement with families, TPSOSHC is operated as a **Parents and Citizens (P&C) Association service**, meaning that **families are directly involved in the governance, oversight, and direction of the service**. This model ensures that the educational program is inherently shaped by meaningful and ongoing engagement with families and the wider school community.
The P&C governance structure enables **family voices to influence strategic decisions**, including program development, resourcing, and service philosophy. Parents are actively involved in committee meetings where programming priorities, family needs, and emerging community interests are discussed and actioned. This governance arrangement not only provides transparency and accountability, but it also ensures that **family values, cultural perspectives, and aspirations are embedded into the program at a foundational**

level.

This close relationship with the school community through the P&C also fosters **strong local partnerships**, including shared facilities, participation in school events, and connections with other school-based services. These partnerships allow the program to reflect and respond to the broader community context in which children live and learn.

Because families are involved not just at the point of enrolment or through feedback loops, but also as co-governors of the service, **their influence on the educational program is deep, sustained, and meaningful**, supporting a high level of cultural responsiveness and shared ownership over children's learning and wellbeing.

1.2 Practice: Educators facilitate and extend each child's learning and development

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

-National Quality Standard, ACECQA

Approved learning framework: 1.1.1 (In progress)

Available to sight:

- Documented program
- Evidence of assessment of learning outcomes used to intentionally support learning
- Planned learning experiences
- Daily or Weekly Report
- A variety of observations (jottings, anecdotes, reflective journals, running records, language transcripts and notes)
- Learning Stories or narratives, photographs with captions and children's goals.
- Learning stories shared with families via online portals
- Notes from meetings or conversations with families, colleagues or other professionals
- Portfolios or scrapbooks
- Feedback from children, families and educators.

Locations:

- Current program on display in a location accessible to families e.g: classroom wall/window or notice board
- Past programs easily accessible- visual and paper based or electronic
- Children's portfolios (observations)
- Children's individual files (observations, learning goals)
- Online portals e.g. Kindyhub or Storypark
- Staff meeting minutes

Regulations:

Quality Improvement Plan:

Issue:
Observations are not being consistently recorded or shared with families, and there is no clear cycle in place for tracking and supporting individual children's learning.

Rating Priority: A - High

Date: 02/03/2025

Desired Outcome: - Consistent Observation Process - Clear Communication with Families - A defined Learning Cycle

Strategies:
A Consistent Observation Process – Set a schedule for recording observations (e.g., weekly or biweekly) and ensure all staff follow the same format.
Clear Communication with Families – Use a structured method, such as a digital platform, email, or printed reports, to send updates regularly.
A Defined Learning Cycle – Establish a clear process for planning, observing, assessing, and responding to each child's progress. This could be a monthly or term-based cycle with review points.
Staff Training & Accountability – Provide training on why and how to document observations consistently and assign responsibility for ensuring they are completed.
Use of Technology – If not already in place, consider using an app or software for tracking and sharing observations efficiently.

By Who:
Consistent Observation Process – Set up a structured schedule in Xap (e.g., weekly or fortnightly) and ensure all staff use a standardised format for documenting observations.
Clear Communication with Families – Use Xap's family engagement features to share real-time updates, photos, and learning progress reports directly with parents.
Defined Learning Cycle – Leverage Xap's planning and assessment tools to create a structured cycle for tracking children's learning, ensuring regular review points (e.g., monthly or term-based).
Staff Training & Accountability – Provide training on using Xap effectively, assign roles for observation documentation, and set reminders to ensure completion.
Maximising Technology – Utilise Xap's automated reports, learning journals, and notifications to streamline the process, ensuring observations are documented and shared consistently.

By When: 31/12/2025

Evaluation:
A week of professional development (PD) sessions was held during Week 6, allowing small groups of staff to familiarise themselves with the platform and build confidence in its use.

To support this, Program Coordinators and Team Leaders have been reviewing posts before

they are sent out, helping staff refine their observations and further develop their confidence.

Looking ahead, we aim to introduce group observations as the term progresses. However, our current priority is ensuring staff feel confident in writing individual observations and establishing a strong foundation before expanding their approach.

Links:

Completion:

Photos:

Files:
[XAP 101 (1).pdf](XAP 101 (1).pdf)
Outdoor Programming.pdf
BSC Programming.pdf
MTOP.pdf

Child-centred: 1.1.2 (In progress)

Available to sight:

- Documented program (refer to: QA1-1)
- Annotated Observations
- Portfolios
- Information about each child's family, culture and community

Locations:

•Daily or Weekly Reports
•Children's individual file/ Enrolment form & "All About Me" Form
•Programming folder - digital or paper
•Displayed on window, wall or notice board- easily accessible to families

Regulations:

[73](73), [74](74), [155](155), [156](156)

Quality Improvement Plan:

Critical reflection: 1.3.2 <small>(In progress)</small>

Available to sight:

- Critical reflection documentation
- Strategic inclusion plan
- How the service reflects on adaptations made to reduce barriers to participation

Locations:

- Programming documentation
- Program displayed
- Family feedback documentation
- Leadership and management documentation
- Inclusion Support documentation
- Staff meeting minutes
- Reflective journal

Regulations:

[73](#), [74](#), [155](#), [156](#)

Quality Improvement Plan:

Quality Area 2

Strengths

Health and safety are fundamental aspects of our program, ensuring a secure and supportive environment for all children.
How We Prioritize Health & Safety in Our Program:

Clear Checklists & Procedures:
We maintain detailed checklists for all spaces used within the service, ensuring they are regularly inspected and meet safety standards.

Established procedures are clearly communicated to all staff, ensuring consistency in maintaining a safe environment.

Incident Reporting:
Staff follow a structured and transparent process for documenting incidents, ensuring that all

reports are clear, informative, and promptly communicated to families.

Dedicated First Aid Officer:
A designated First Aid Officer oversees all first aid requirements, including maintaining first aid supplies, medications, and necessary forms for children.
Regular checks ensure all medical resources are up to date and accessible when needed.

By implementing these measures, we create a safe, well-managed environment where children can confidently learn and play while their well-being remains our top priority.

Exceeding Themes

2.1 Health: Each child's health and physical activity is supported and promoted

2.2 Safety: Each child is protected

-National Quality Standard, ACECQA

2.1.2 continued: First aid kits (In progress)

Available to sight:

- First aid kits
- First aid kit checklist

Locations:

- Visible and accessible locations around the service, but out of reach of children
- Both indoors and outdoors
- Portable (for excursions, routine outings and evacuations

Regulations:

89, 136, 168

Quality Improvement Plan:

Healthy lifestyle 2.1.3: Written weekly menu (In progress)

Available to sight:

- Written weekly menu (for services providing food)

- menu change notification
- age appropriate furniture and utensils for children
- Individual daily chart (detailing children's food intake)
- policies and procedures including nutrition, food, drink, special dietary requirements and allergies

Locations:

- Entry/foyer or,
- Notice board promoting healthy eating to families
- Classrooms
- Front of kitchen
- Daily information for families
- Policy/procedures folder
- Food trolley
- Online app- weekly menu posts

Regulations:

[77](#), [78](#), [79](#), [80](#), [168](#)

Quality Improvement Plan:

Issue:
Inconsistent Notification of Menu Changes
Menu changes are not consistently communicated to families in a timely or visible manner. This impacts transparency, may conflict with allergy management, and reduces families' ability to stay informed about their child's nutritional intake.

Lack of Policy and Procedure for Menu Management
There is currently no clear policy or documented procedure outlining how and when the weekly menu should be displayed, updated, or changed. There is also no formal process for documenting changes, the reasons for them, or notifying relevant stakeholders (e.g. educators, kitchen staff, and families).

Rating Priority: A - High

Date: 12/02/2025

Desired Outcome: To implement a clear and consistent system for managing and communicating menu changes that supports children's health, meets regulatory requirements, and ensures families are informed and included. A documented policy and simple notification procedure will support consistency and transparency across the service.

Strategies:
Develop a Menu and Food Changes Policy:

Draft a clear policy that outlines procedures for menu development, display, changes, and

communication to stakeholders.

Include expectations around updating allergy or dietary requirements in response to menu changes.

Establish a Menu Change Communication Procedure:

Create a simple process for notifying families of changes (e.g. via whiteboard, daily app, or printed notice at the sign-in area).

Ensure this is included in daily staff routines and clearly assigned to a responsible person.

By Who:
Educational Leader and Program Coordinator

By When: 26/06/2025

Evaluation:

Links:

Completion:

Photos:

Files:

Supervision 2.2.1: Supervision plan (Completed)

Available to sight:

Evidence of planning for the effective supervision of children including: outdoor areas, indoor areas, changing/toileting, meal times, sleep and rest times, water safety, woodwork, excursions and emergency evacuations

Locations:

- Supervision plans displayed in prominent positions (indoor and outdoor)
- Policies and procedures manual
- Risk assessments

Regulations:

99, 100, 101,102, 102B, 102C, 102D, 115, 122, 123, 124, 166, 168, 176

Quality Improvement Plan:

Quality Area 3

Strengths

At TPSOSHC, we have access to a variety of spaces that cater to different activities and needs. Most of the time, the **Francophonie Hall** and the **outdoor areas** are open, with easy access through the back doors for a seamless transition between spaces.

We have the flexibility to open and close areas as needed, allowing us to adapt to the children's interests and requirements in the moment. Additionally, we have access to the **Senior Hall**, which we utilize during wet weather to ensure multiple indoor options are available for all children.

Our outdoor spaces feature a mix of **natural and man-made resources**, along with multiple playgrounds that accommodate children of all ages, ensuring inclusive and barrier-free play.

Exceeding Themes

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

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

-National Quality Standard, ACECQA

Quality Area 4

Strengths

We are fortunate to have a dedicated team of around 30 consistent staff members at TPSOSHC. Within this team, approximately 10 staff members hold leadership roles across various positions, ensuring clear guidance and support for all educators. This structured leadership allows for efficient communication, decision-making, and mentorship within our service.

Collaboration & Professional Development:
Regular Staff Meetings: Held in Weeks 4 and 8, these meetings provide all team members with the opportunity to discuss updates, share ideas, and address any concerns.

Leadership Team Meetings: Conducted weekly on Fridays, ensuring continuous planning, reflection, and decision-making at a leadership level.

Check-in Sessions: Staff have regular one-on-one sessions with the Assistant

Director/Educational Leader to discuss progress, challenges, and professional growth.

By fostering open communication and collaboration, we create a supportive and reflective work environment, empowering our team to grow, learn, and deliver the best possible care for the children.

Exceeding Themes

4.1 Staffing arrangements: Staffing arrangements enhance children's learning and development

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

-National Quality Standard, ACECQA

4.2.2 continued: ECA Code of Conduct (In progress)

Available to sight:

Early Childhood Australia Code of Ethics (Acknowledged read & understood by all staff)

Locations:

- Staff/educator handbook
- Displayed in entry
- Copies available in entry

Regulations:

168

Quality Improvement Plan:

Issue:
There is currently no formal process for ensuring that all staff have read and acknowledged the service's policies and procedures. This limits our ability to demonstrate compliance with Standard 7.1 and ensure consistent, informed practice across the team.

Rating Priority: C - Low

Date: 19/03/2025

Desired Outcome: To implement a formal and consistent system for all staff to read, understand and acknowledge service policies and procedures, with clear documentation for accountability and compliance.

Strategies:
Include in Staff Induction:

All new staff will be provided with a copy of the service's policies as part of the staff induction process.

Time will be allocated for new staff to read and ask questions about policies before signing the Policy Acknowledgement Register.

Develop a Policy Acknowledgement Register:

Create a centralised register (digital or hard copy) for staff to sign and date once they have read and understood each policy.

This register will be updated each time policies are reviewed or amended.

By Who:
Educational Leader and Program Coordinator

By When:

Evaluation:

Links:

Completion:

Photos:

Files:

Quality Area 5

Strengths

We have built strong, lasting relationships with the children in our care. Many of our staff have been with TPSOSHC for a long time, allowing them to develop deep connections and pass on valuable knowledge about each child's needs and interests.

Positive Educator-Child Interactions:
We implement a clear and consistent consequence system, ensuring that all staff use uniform language and approaches when guiding behavior.
Our "reflection" system is well understood by both educators and children, fostering a structured yet supportive way to encourage personal growth and responsibility.

Building Relationships Through Engagement:
Our strong connections are further strengthened through observations, engaging activities,

and community involvement.

Children are provided with varied opportunities to build relationships with staff and peers through meaningful interactions, play, and shared experiences.
By prioritizing positive relationships, consistency, and engagement, we create a safe, nurturing environment where children feel valued and supported.

Exceeding Themes

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

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

-National Quality Standard, ACECQA

5.1.1 continued: Service philosophy (Completed)

Available to sight:

Service philosophy - that includes the Service's approach to equity and inclusions.

Locations:

- Displayed in accessible areas to families
- Family / parent handbook
- Staff/ educator handbook

Regulations:

155, 156, 168

Quality Improvement Plan:

5.1.2 continued: Rights of the child (UNC) (Completed)

Available to sight:

The United Nations Convention on the Rights of the Child

Locations:

- Displayed (near the Program)
- Program (represented within the Program)

Regulations:

[115](#), [155](#)

Quality Improvement Plan:

Quality Area 6

Strengths

We are deeply engaged in our community, and this active involvement plays a key role in fostering strong, collaborative partnerships with our families and the broader community.

We participate in a variety of events, such as the fête, orientation days, and most recently, the vide-grenier, where we proudly hosted the sausage sizzle.

We also encourage families to be an integral part of our program. For example, one of our parents generously leads weekly yoga sessions with the children, further strengthening the bond between our service and the families we support.

By being actively involved in community events and welcoming family participation, we create a supportive and connected environment where everyone feels valued and engaged.

Exceeding Themes

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

6.2 Collaborative partnerships: Collaborative partnerships enhance children's inclusion, learning and wellbeing

-National Quality Standard, ACECQA

6.1.1 continued: Communicating with families - translation (In progress)

Available to sight:

Evidence that the service has processes in place to communicate with families for whom literacy is an issue, or for whom English is not a first language (even if not currently required)

Locations:

- Translation service contact details/office
- Procedure in office
- Fact sheets, parent handbook and brochures printed in required languages in the entry/foyer

Regulations:

[31](#), [73,](#) [111](#), [157](#), [160,](#) [168](#), [172](#)

Quality Improvement Plan:

6.1.1 continued: Access to policies and procedures (In progress)

Available to sight:

Evidence that families have easy access to policies and procedures, including your statement of philosophy.

Locations:

- Areas regularly accessed by families within the service - foyer, reception area, meeting room, parent information area
- Service website
- Newsletter
- Information sharing apps
- Parent/Family handbook

Regulations:

[111](#), [157](#), [160,](#) [168](#), [169,](#) [171](#),
[172](#)

Quality Improvement Plan:

Issue:
The policies and procedures are not very prevalent to the parents and not very easy to access.

Rating Priority: C - Low

Date: 01/01/2025

Desired Outcome: That there is a policy handbook qr code available for parents and staff in the office / front of office bulletin board.

Strategies:

By Who:
Shavaun / Emmy

By When: 01/01/2025

Evaluation:

Links:

Completion:

Photos:

Files:

Quality Area 7

Strengths

Standard 7.1 – Governance
Strengths:
- The service has clear roles and responsibilities in place for all team members, supporting consistent day-to-day operations.

- We use Program System 7 to manage documentation, family communication and planning records, which supports transparency and accountability.

- While we are currently reviewing and developing our policies and procedures, we have identified this as a key priority and have committed to building a robust, accessible, and regularly reviewed policy framework.

- Staff are actively engaged in identifying gaps in current policy and are contributing to the development of updated documents that align with the NQF and our service practices.

Standard 7.2 – Leadership
Strengths:
- Our leadership team is committed to continuous improvement and open communication, creating a culture of reflection and shared responsibility.
- Regular team meetings and reflective practices support consistent improvement and

allow all educators to contribute their ideas and feedback.

- The service uses the QIP actively, updating it through staff input and reflection, and aligning goals with areas identified for growth—particularly around governance and policy development.

- Leadership models a growth mindset and is actively engaged in professional development to enhance their leadership capacity.

Exceeding Themes

7.1 Governance: Governance supports the operation of a quality service

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

Our governance model is **inherently shaped by family and community engagement**, as our P&C structure places parents and community members at the centre of decision-making. This ensures that the values, priorities, and cultural perspectives of our families are directly reflected in service operations and quality improvement efforts.
Families are not just consulted—they are co-decision-makers. Whether through regular P&C meetings, surveys, informal conversations, or direct involvement in strategic planning, family voices actively shape the direction of the service. This results in a governance model that is both representative and inclusive, reinforcing a strong sense of ownership and partnership between the service, families, and the broader school community.
TPSOSHC also maintains strong partnerships with the local school and community organisations, which enrich service planning and ensure that governance decisions align with the broader context in which children live and learn.

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

-National Quality Standard, ACECQA

7.1 continued: Parent / family handbook (Completed)

Available to sight:

Information provided to parents about relevant governance structures, which may include the name of the Approved Provider and the person to contact to make a complaint.

Locations:

- Parent/Family handbook-
   hard copy and digital versions
- Service website
- Parent pack at reception area or office

Regulations:

168, 169, 171

Quality Improvement Plan:

Management Systems 7.1.2: Public Liability Insurance (In progress)

Available to sight:

Current Public Liability Insurance and Certificate of currency (This does not apply if the insurance is provided by a state or territory government)

Locations:

- Governance and management folder (office) or,
- Insurances Folder

Regulations:

29, 30, 180

Quality Improvement Plan:

7.1.2 continued: Displaying overall rating of Service (Completed)

Available to sight:

Current rating for each Quality Area and the overall rating of the Service

Locations:

- Foyer or prominent position
- Parent notice board/ NQF board/display area

Regulations:

173 (1)(d)

Quality Improvement Plan:

Roles and Responsibilities 7.1.3: Staff induction (In progress)

Available to sight:

Documented induction procedure and information about the Service provided to all staff members.

Locations:

- Induction and orientation process
- Induction checklist
- Staff handbook

Regulations:

83, 84, 85, 90, 94, 95, 97, 98, 99, 168, 170, 171, 185

Quality Improvement Plan:

Issue:
While a formal induction process exists, it currently functions more as a one-off information session rather than an ongoing, collaborative process. There is a need to embed more meaningful check-ins and coaching opportunities throughout the induction period to ensure new educators fully understand and feel confident applying the service's practices, policies, and expectations. This will also help ensure stronger connections with mentors and greater consistency across the team, aligning with National Regulations 168, 170, and 171.

Rating Priority: B - Medium

Date: 13/02/2025

Desired Outcome: To embed a consistent and collaborative induction process that supports new educators through ongoing check-ins, mentoring, and reflective conversations. This will ensure all staff feel confident, connected, and capable in their roles, with a strong understanding of service expectations, policies, and practices. The process will also ensure compliance with National Regulations 168, 170, and 171.

Strategies:
Introduce an Induction Coaching Schedule:

Develop a basic timeline for check-ins (e.g. Week 1, Week 2, Week 4, Week 8) where team leaders or mentors meet with new educators to reflect, answer questions, and provide feedback.

Use a Collaborative Induction Checklist:

Review the checklist with staff together rather than handing it to them. Use it as a guide for

discussion, not just a form to complete.

By Who:
Educational Leader

By When: 26/05/2025

Evaluation:

Links:

Completion:

Photos:

Files:

Development of Professionals 7.2.3: Individual PD plans (In progress)

Available to sight:

Individual Professional Development Plans for Educators, Coordinators, and staff members

Locations:

- Individual staff files (Office)

Regulations:

[168,](#) [169](#)

Quality Improvement Plan:

Issue:
Team Leaders felt unsupported and lacked guidance under the previous management. To address this, we will develop individualised support plans for each Team Leader, ensuring they receive the training and mentorship needed. Once established, we will extend this approach to create tailored support plans for all educators within the service, fostering a more supportive and well-equipped team.

Rating Priority: A - High

Date: 02/03/2025

Desired Outcome: The desired outcome is to create a well-supported, confident, and capable

team where Team Leaders and educators feel valued, guided, and equipped to perform their roles effectively. By implementing individualised support plans, we aim to: Empower Team Leaders with the skills, knowledge, and confidence to lead effectively. Strengthen staff development through tailored mentorship and professional growth opportunities. Foster a positive and supportive work environment, improving team cohesion and morale. Enhance the overall quality of education and care provided to children by ensuring all educators are well-supported in their roles. This approach will lead to a more engaged, skilled, and motivated team, ultimately benefiting both staff and the children in our care.

Strategies:
Strategies for Supporting Team Leaders & Educators
Individualised Support Plans

Hold one-on-one meetings to assess strengths, challenges, and goals.

Develop tailored support plans for Team Leaders, followed by educators.

Mentorship & Coaching

Pair Team Leaders with experienced mentors for ongoing guidance.

Implement peer learning and coaching sessions on leadership and communication.

Professional Development

Provide targeted training and workshops based on individual needs.

Ensure confidence in using the Xap platform and other key tools.

Clear Communication & Feedback

Schedule regular meetings to discuss challenges and successes.

Establish feedback loops for continuous improvement and reflection.

Recognition & Wellbeing

Celebrate achievements through staff recognition initiatives.

Encourage work-life balance and organise team-building activities.

These strategies will create a confident, well-supported team, improving leadership, teamwork, and overall service quality.

By Who:
Shavaun Andreou
Emmy Kudo

By When: 31/12/2025

Evaluation:
- Individual meetings have been held and SMART goals have been created with the team leaders.

Links:

Completion:

Photos:

Files:
[Dara Ban SMART GOALS.pdf](#)
[Jack Murray SMART GOALS.pdf](#)
[Mia Coulter SMART GOALS.pdf](#)
[Hannah Randall SMART GOALS.pdf](#)

7.2.3 continued: Position descriptions (Completed)

Available to sight:

Documented position descriptions for Educators, Educational Leaders, Coordinators and Staff Members (Also refer to: QA7-Module 29)

Locations:

- Individual staff files (Office)
- Job description templates/drafts

Regulations:

Quality Improvement Plan: