
ARANDA AFTERS ASSOCIATION INCORPORATED



QUALITY IMPROVEMENT PLAN – 2022

Last Updated 13th October 2022

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Service Details

Service name		Service approval number	
Aranda Afters Association Incorporated		SE-00009641	
Primary contact at service			
Shavaun Andreou and Emily Hargreaves (Directors)			
Physical location of service		Physical location contact details	
Street:	Banambila Street	Telephone:	02 6142 3039
Suburb:	Aranda	Mobile:	0410 620 559
State/territory:	ACT	Email:	admin@arandaafters.com
Postcode:	2614	Web:	www.arandaafters.com
Approved Provider		Nominated Supervisor	
Primary contact:	Aranda Afters Association Incorporated Committee Teegan Coyle (President)	Name:	Emily Hargreaves (Director)
Telephone:		Telephone:	02 6142 3039
Mobile:		Mobile:	0410 620 559
Email:	arandaafterspresident@gmail.com	Email:	director@arandaafters.com
		Web:	www.arandaafters.com

Operating Hours

After School Care Operating Hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	15:00	15:00	15:00	15:00	15:00	Closed	Closed
Closing time	18:00	18:00	18:00	18:00	18:00	Closed	Closed

School Holiday Program Operating Hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08:30	08:30	08:30	08:30	08:30	Closed	Closed
Closing time	18:00	18:00	18:00	18:00	18:00	Closed	Closed

Additional Information about Aranda Afters

The following information will assist the Regulatory Authority to plan the assessment visit.

Provide additional information about your service — parking, school holiday dates, pupil-free days etc.

There are no specific parking arrangements at our service. There is capacity for off-street drop-off and pick-up of children by utilising the school's driveway and main entrance.

The service operates an Out of School Hours Care (OSHC) Program during ACT school term times (excluding ACT Public Holidays) and a School Vacation Care (SVC) Program during ACT school vacation periods (with the exception of ACT public holidays).

The service is closed from the first day of the Christmas school vacation period until January 2nd the following year (or the Monday nearest to this date if January 2nd is a Saturday or Sunday).

How are the children grouped at your service?

Children are grouped according to activity and interest. The service utilises both the school gym and hall, which are adjacent to one another as well as the foyer between them; a covered outdoor area and the school playground. This allows for the provision of indoor and outdoor activities during the operation of our programs. This also allows for large group play and small group and quiet activities across the spaces utilised during service operations.

Additionally, there is an area reserved for reading, homework and other quiet activities and another area reserved for students in Years 5 and 6 to use their school issued laptop computers for designated times during the OHS Program.

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

Emily Hargreaves (Director; Nominated Supervisor)

Shavaun Andreou (Director)

Zaria Anderson (Educational Leader)

Aranda Afters Statement of Philosophy

Children are our future and are integral to our world. Everything we do is in the best interest of the child. We honour and respect the child's rights, views and 'being' through our program and practice. We aim to nurture children to be confident people. Our core values and beliefs are that all members of our community exude Respect, Safety and Kindness in all aspects of their lives.

2022 Quality Improvement Program - Goals

IMPROVEMENT PLAN & KEY IMPROVEMENTS SOUGHT	
WHAT OUTCOME OR GOAL DO WE SEEK?	For Aranda Afters Program to be regularly connecting with our wider community to establish stronger relationships; both within the service, between members of the Aranda Afters community, but also more broadly into the larger Aranda area community with the service. These links should be contributing experiences to the program in each program cycle.
IDENTIFIED ISSUE	We recognise that we have not been engaging with our community as much as we would like and any engagement is infrequent and not ongoing. We want to develop stronger, reciprocal relationships with both internal and external stakeholders.
ELEMENT NUMBER(S)	<p>1.1.1 Approved Learning Framework - Curriculum decision-making contributes to each child's learning and development in relation to connection with community</p> <p>1.3.3 Information for Families - Families are informed about the program and their child's progress</p> <p>4.1.1 Organisation of educators – The organisation of educators across the service supports children's learning and development.</p> <p>6.1.1 Engagement with service - Families are support from enrolment to be involved in the service and contribute to service decisions.</p> <p>6.1.2 Parent views are respected – the expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.</p> <p>6.2.3 Community engagement – The service builds relationships with it's community.</p>
PRIORITY	Low
HOW WILL WE ACHIEVE THIS OUTCOME?	<ol style="list-style-type: none"> 1. Build on existing partnerships like shared service visits with other Out of School Hours Care services. Engage in other programs and vendors within each program cycle and establish on going relationships with these programs. 2. Engage with other local community experiences and opportunities, including Community Sporting Teams Emergency Services Canberra 3. Foster these relationships into invitations to contribute to program on an ongoing basis. 4. Have an external experience provider engage with the service in line with our program once per program cycle on OSHC program and once per SVC program, totalling 12 engagements per school year. 5. Used these experiences to build educators competence and confidence, so that educators can continue to deliver and embed experiences and practices learnt from external and community providers into the service. 6. In upcoming annual budget, allocate budget line and funds for community engagement experiences and opportunities to be provided in both OSHC and SVC programs. 7. In conversations at Team Meetings & Leadership Team Meetings, identify any other areas of interest and capacity for accessing community links that can be found in the educator team and with families. 8. Leadership Team to identify how families want to engage with the service's program processes via a questionnaire that is distributed to families who expressed an interest with their enrolment forms.

	<p>9. Program Coordinators to contact those families who offered to contribute to the program's experiences as part of the enrolment process for 2022.</p>
<p>WHO WILL BE INVOLVED IN THIS</p>	<p>Contributors to engages from the Aranda Afters perspective will be:</p> <ul style="list-style-type: none"> - Program Coordinators - Program Supervisors - Leadership Team - Educational Leader - Educator Team
<p>WHEN WILL THIS BE ACHIEVED BY?</p>	<p style="text-align: center;">End Of TERM 1 2023</p>
<p>SUCCESS MEASURE</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A minimum of 12 externally provided experiences have been included into the service's program delivery across the course of the year. <input type="checkbox"/> Families who offered to contribute to program delivery have all been contacted by leadership team <input type="checkbox"/> For those who have engaged I the service, follow-up visits or extensions of program have been identified and discussed for future implementation.
<p>PROGRESS NOTES</p>	<ul style="list-style-type: none"> • Families that have offered to contribute have been approached. Some have offered to contact their workplaces about volunteering for the SVC program. • A closer relationship with other services has been formed, supporting them with their budget and site visits.

IMPROVEMENT PLAN & KEY IMPROVEMENTS SOUGHT – Goal 2	
WHAT OUTCOME OR GOAL DO WE SEEK?	All educators at Aranda Afters to develop a knowledge of the Service’s two Programming Cycles – for OSHC and for SVC – and understand how their contributions support the ongoing success of the program delivery and the learning and wellbeing of all of the students that participate in the service.
IDENTIFIED ISSUE	With a collection of newly recruited educators to the service as well as the continuous changes with Leadership Team and lockdowns throughout Covid, focus on building up educators understanding of the My Time, Our Place Framework for School Age Care and the National Quality Standards and Framework needs to be prioritised.
ELEMENT NUMBER(S)	1.3 Assessment and Planning – Educators and Coordinators take a planned and reflective approach to implementing the program for each child. 4.2.2 Professional Standards – Professional standards guide practice, interactions and relationships.
PRIORITY	Low
HOW WILL WE ACHIEVE THIS OUTCOME?	<ol style="list-style-type: none"> Members of Leadership Team will talk educator team members through why data collection is important and how it fits into the service’s programming cycle. Conversations around data collection and assessment of and for children’s learning will be used to increase educators understanding during Evaluation time daily. Presentations around the Programming cycle concepts will be shared at Team Meetings. Following these, elements and key parts of the Program Cycle will be explored and unpacked to further develop educators understanding of the programming cycle in the Service, from both the context of the SVC program and the OSHC program. Leadership Team will build staff data collection template for staff to share their interests and provide opportunities for intentional teaching opportunities from their ideas and interests.
WHO WILL BE INVOLVED IN THIS	<ul style="list-style-type: none"> - Program Coordinators - Program Supervisors - Educational Leader
WHEN WILL THIS BE ACHIEVED BY?	End of Term 4 End of Term 1 2023
SUCCESS MEASURE	<ul style="list-style-type: none"> <input type="checkbox"/> Each member of the team can identify each step of the program planning cycle <input type="checkbox"/> Conversations with educators during evaluations around programming cycle are occurring routinely a couple of times per week. These conversations are also being reinforced during touch bases during service operations on the floor during daily operations, as time permits. <input type="checkbox"/> Inclusion of Program Cycle concepts will be presented at Team Meetings and time will be allocated for these at each Team Meeting. Time will be afforded in upcoming Team Meeting agendas. <input type="checkbox"/> There is an increase of educators completing data collection and documentation during both SVC and OSHC, with 4 per day being completed for SVC and 85% of students who attend the OSHC during each program delivery cycle.

PROGRESS NOTES

- Information to be given to Staff Members surrounding the program planning cycle at Staff meeting on the 24th of October 2022

IMPROVEMENT PLAN & KEY IMPROVEMENTS SOUGHT – Goal 1	
WHAT OUTCOME OR GOAL DO WE SEEK?	For children’s ideas, interests and projects to be visible, engaged with and included in the delivery of programming opportunities in real time, to allow for more opportunities for children engagement in program planning.
IDENTIFIED ISSUE	While data collection around each child’s ideas and interests are captured from program to program, there are times that children want to engage with a project or a programmed experience while the enthusiasm is fresh and the ideas are rich, so we want to be able to support these initiatives in children and <u>provide responsive opportunities</u> for their ideas to be included in the program.
ELEMENT NUMBER(S)	<p>1.1.2 Child-centred – Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.</p> <p>1.1.3 Program Learning Opportunities – All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.</p> <p>1.2.3 Child directed learning – Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.</p> <p>5.1.1 Positive educator to child interactions – Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p> <p>5.2.1 Collaborative learning – Children are support to collaborate, learn from and help each other.</p>
PRIORITY	Medium
HOW WILL WE ACHIEVE THIS OUTCOME?	<ol style="list-style-type: none"> 1. A Program project book will be implemented, providing opportunities for children to engage in ideas and thoughts dynamically which can be supported by the educator team. 2. The project book concept will be developed in conjunction with children and educators to cover all essential requirements. This process will be led by Program Coordinators, with assistance and suggestions to be provided by Program coordinators and Educational Leader. 3. Developed Project book template to be printed and then bound for use in the service. Cover design and creation to be made by service students and educators. 4. The project book will be available daily. 5. The use of the project book will allow for shared decision making and mutual responsibility for ideas and opportunities for program delivery between the educator team and the children of the service.
WHO WILL BE INVOLVED IN THIS	<ul style="list-style-type: none"> - All educator team - All children at service as they request - Program coordinators - Educational Leader
WHEN WILL THIS BE ACHIEVED BY?	End of Term 4 1 2023

SUCCESS MEASURE	<ul style="list-style-type: none"><input type="checkbox"/> Project book template developed in collaboration between children and Program Supervisors guidance.<input type="checkbox"/> Project book has been created<input type="checkbox"/> Project book used to engage in dynamic program experiences multiple times per week.
PROGRESS NOTES	<ul style="list-style-type: none">• SVC Coordinator spent time with older children (year 5/6) while planning the most recent SVC and received feedback and suggestions for the SVC program – done during the end of Term 3

IMPROVEMENT PLAN & KEY IMPROVEMENTS SOUGHT – Goal 3	
WHAT OUTCOME OR GOAL DO WE SEEK?	For equipment that is purchased for service use to have a long life and for all resources to be shared, respected and valued by all members of the Aranda Afters Team. We would like to build children’s awareness of how their engagements impact on the ongoing operation of the service.
IDENTIFIED ISSUE	A lot of resource money is being used to purchase items for replacement as they – particularly outdoor and sports equipment deteriorate, are lost or are taken from the service environment. Aranda Afters wants to develop a sense of value and pride in the availability and longevity of the resources at the service, moving away from disposability.
ELEMENT NUMBER(S)	<p>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.</p> <p>3.2.3 The service cares for the environment and supports children to become environmentally responsible.</p> <p>5.2.1 Children are support to collaborate, learn from and help each other.</p>
PRIORITY	Low
HOW WILL WE ACHIEVE THIS OUTCOME?	<ol style="list-style-type: none"> 1. All resources purchased for use by service to be clearly labelled and identifiable to Aranda Afters. 2. In conjunction with students at the service, discuss the ongoing respect of equipment and seek guidance from students as to why equipment is being lost or damaged and how we can overcome these as an entire service. 3. All Educators to monitor and support the growth and understanding of respect for service equipment on a day-to-day basis. 4. Establish a rental register for equipment that is borrowed out across service operation times. This register will be managed by children and educators alike. 5. Reinforcing expectations around equipment use and return will occur at Term 3 Team Meetings
WHO WILL BE INVOLVED IN THIS	<ul style="list-style-type: none"> - Students - Educators - Families - School - Leadership Team
WHEN WILL THIS BE ACHIEVED BY?	End of Term 1 2023 – Review in Term 3 2023
SUCCESS MEASURE	<ul style="list-style-type: none"> <input type="checkbox"/> Less equipment is being replaced on a termly basis. <input type="checkbox"/> Students are ensuring the return of equipment at the end of play, with support from one another and staff <input type="checkbox"/> School is returning equipment to service more frequently. <p>In Term 3 of 2023, we will have less resources being lost or broken</p>

PROGRESS NOTES	
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IMPROVEMENT PLAN & KEY IMPROVEMENTS SOUGHT	
WHAT OUTCOME OR GOAL DO WE SEEK?	For members of the educator team to have increased awareness of resources available and empowered to engage in spontaneous and dynamic programmed experiences and opportunities, based on their responsiveness to children's ideas and thoughts and also recognising educators strengths, interests and capacity to effect change in the daily program.
IDENTIFIED ISSUE	Educators are responsively engaging with outlined programmed activities but are hesitant to lead their own program ideas and opportunities, because they have less knowledge about resources available for use and feel constrained by the outline of programmed activities.
ELEMENT NUMBER(S)	<p>1.2.2 Responsive teaching and scaffolding – Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.</p> <p>4.2.1 Professional Collaboration – Management, educators, and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.</p> <p>4.2.2 Professional Standards – Professional standards guide practice, interactions and relationships.</p> <p>5.1.1 Positive educator to child interactions – Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p>
PRIORITY	Medium
HOW WILL WE ACHIEVE THIS OUTCOME?	<ol style="list-style-type: none"> 1. In Check ins with Educational Leader, identify areas of knowledge and strength in educators. 2. Use areas of strength and interest to build on their engagement in program delivery. 3. Build Staff Data Collection process to capture staff interests, abilities and current knowledge 4. Provide opportunities for all educators to become familiar with the resources that the service has 5. In twice termly storage clean-up, rotate educators engaging in the process to build their awareness of service resources and allow for stocktaking to occur to resource planning. This will be done in conjunction with the program planning cycle 5-6. Stocktake of storeroom occurring when the staff are completing scheduled cleans of the equipment
WHO WILL BE INVOLVED IN THIS	<ul style="list-style-type: none"> - All Educator Team - Program Coordinators - Educational Leader - Service Leadership Team
WHEN WILL THIS BE ACHIEVED BY?	End of Term 41 2023
SUCCESS MEASURE	<ul style="list-style-type: none"> <input type="checkbox"/> All members of the educator team have had an opportunity to familiarise themselves with resources available at the service through clean up shifts and during their day-to-day setup. <input type="checkbox"/> Educators are providing experiences based on children's ideas / project book / their own initiative at least three times per week.

	Program Coordinators are creating lists of the resources needed for programming cycles, and are then delegating the job or stocktaking to other educators
PROGRESS NOTES	

IMPROVEMENT PLAN & KEY IMPROVEMENTS SOUGHT	
WHAT OUTCOME OR GOAL DO WE SEEK?	Build up the capacity and skills of the entire educator team to take on challenges with behaviour and interactions as they occur on the floor.
IDENTIFIED ISSUE	Educators are engaging and support the learning and wellbeing of children with at the service, however if they are challenges by students through their behaviours or interactions, they often refer for additional support to more experiences educators, robbing themselves of the opportunity to build these skills and strengthen their own relationships with students at the service.
ELEMENT NUMBER(S)	<p>4.2.1 Professional Collaboration - Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.</p> <p>4.2.2 Professional Standards - Professional standards guide practice, interactions and relationships</p> <p>5.1.1 Positive Educator to Child Interactions - Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p> <p>7.2.3 Development of Professionals – Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.</p>
PRIORITY	HIGH
HOW WILL WE ACHIEVE THIS OUTCOME?	<ol style="list-style-type: none"> 1. Provide guidance on overarching behaviour support and engagement strategies for all staff through trainings and Professional Development Shifts, and through quick guides attached to their lanyards. 2. Identify opportunities for Team Meetings to build relationships with students at the service. 3. 'Educator Mentors' guide newer educators, providing them with opportunities to build their skills and knowledge. 4. Reflect on positive engagements and strategies in Leadership Team Meetings to identify their level of success and engagement, to determine whether they should be continued, reinforced or discarded. 5. Engage in critical reflection questions on floor with educators around behaviours and students that they are struggling to bond with and form positive and reciprocal relationships. 6. Identify opportunities for external training and professional development for educators to access and provide these opportunities to those interested. 7. Provide safe space times for conversations between educators follow-up conversations with students about any concerns or challenges that they might be having. These will be reinforced with Program Coordinator 'Pit Stop' conversations. 8. In one-on-one meetings, identify educators who have capacity to be 'Educator Mentors' to provide guidance around these tasks on floor; as well as assist educators to identify if they would benefit from the opportunity of being mentored. 9. Maintain ongoing and open communication pathways between Students – Family – School - Educators. 10. Implement a Behaviour book to enable staff communication regarding behaviours and consequences put in place, to keep the continuity of the service.

WHO WILL BE INVOLVED IN THIS	<ul style="list-style-type: none"> - Entire Educator Team - Service Leadership - Students at program - School Community
WHEN WILL THIS BE ACHIEVED BY?	End of Term 1 2023
SUCCESS MEASURE	<ul style="list-style-type: none"> <input type="checkbox"/> Three internal professional development opportunities have been provided during Team Meetings around supporting challenging behaviour. <input type="checkbox"/> All members of the educator team have behaviour support guidelines on their lanyard tags. <input type="checkbox"/> Four external training opportunities have been identified and provided to educator team to develop their understanding and engagement. <input type="checkbox"/> A team of Educator Mentors that respond to challenging behaviours and support new educator understandings have been developed. <input type="checkbox"/> There is a decrease in entries and reports into the Leadership Team behaviour documentation book. <input type="checkbox"/> There is a decrease in children's escalations of behaviours.
PROGRESS NOTES	

Future Goals Identified to be included after current goals have been Achieved

1. For the Aranda Afters Philosophy to be implemented, and guide, in all practices at the service. For all Stakeholders to be aware of the Aranda Afters Philosophy and have a voice in the philosophy. **LOW PRIORITY**
2. Increase team cohesion and camaraderie into the practices of all educators at Aranda Afters to foster the sense of belonging with new members to the team, while maintaining the continuity of practice across the entire team. **MEDIUM PRIORITY**
3. Educators to have an increased knowledge of guiding documents of the NQS and *My Time, Our Place: Framework for School Age Care* (MTOP) and be using this information to operate with intentionality, care and understanding. **HIGH PRIORITY**
4. For the Aranda Afters Quality Improvement Plan (QIP) to be understood and engaged with by all members of the Service Team. **LOW PRIORITY**

IMPROVEMENT PLAN & KEY IMPROVEMENTS SOUGHT	
WHAT OUTCOME OR GOAL DO WE SEEK?	For the Aranda Afters Philosophy to be implemented, and guide, in all practices at the service. For all Stakeholders to be aware of the Aranda Afters Philosophy and have a voice in the philosophy.
IDENTIFIED ISSUE	The service philosophy is new and is not being implemented appropriately, or stakeholders are not aware of the new philosophy.
ELEMENT NUMBER(S)	<p>1.1.3 Program learning opportunities – all aspect of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.</p> <p>6.1.1 Engagement with the service – Families are supported from enrolment to be involved in the service and contribute to service decisions</p> <p>6.2.3 Community Engagement – the service builds relationships and engages with its community</p> <p>7.1.1 Service Philosophy and Purpose – A statement of philosophy guides all aspects of the service’s operations.</p>
PRIORITY	LOW
HOW WILL WE ACHIEVE THIS OUTCOME?	
WHO WILL BE INVOLVED IN THIS	<ul style="list-style-type: none"> - Parents & families - Students of the service - Entire educator team - Aranda Afters Committee - Aranda Primary School Faculty and Leadership - Aranda Afters Leadership Team
WHEN WILL THIS BE ACHIEVED BY?	END OF TERM 2 2023
SUCCESS MEASURE	<ul style="list-style-type: none"> <input type="checkbox"/> All stakeholders have been consulted and provided opportunities to provide feedback on existing Philosophy and what they would like to achieve through the service. <input type="checkbox"/> New Philosophy has been created and implemented into service operations. <input type="checkbox"/> Practices and processes in the service have been reviewed to ensure they align with Service Philosophy.

	<ul style="list-style-type: none"><input type="checkbox"/> All educators understand and are aware of the Service Philosophy.<input type="checkbox"/> Critical reflection of Philosophy is included in daily evaluations process three times per week.<input type="checkbox"/> Conversations around service philosophy and practices on floor occur between Educator Team and Educational Leader.
PROGRESS NOTES	

IMPROVEMENT PLAN & KEY IMPROVEMENTS SOUGHT	
WHAT OUTCOME OR GOAL DO WE SEEK?	Increase team cohesion and camaraderie into the practices of all educators at Aranda Afters to foster the sense of belonging with new members to the team, while maintaining the continuity of practice across the entire team.
IDENTIFIED ISSUE	Due to a recent period of change and COVID-19 interruptions, we have had a recent influx of new staff members and new Leadership Team Members. We want to maintain the standard of service operations and build the competency of our new educator team members while also supporting their sense of belonging and inclusion in the service.
ELEMENT NUMBER(S)	<p>4.1.1 Organisation of Educators – The organisation of educators across the service supports children’s learning and development.</p> <p>4.1.2 Continuity of staff – Every effort is made for children to experience continuity of educators at the service.</p> <p>7.1.3 Roles and Responsibilities – Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.</p> <p>7.2.3 Development of Professionals – educators, co-ordinators and staff members performance is regularly evaluated and individual plans are in place to support learning and development.</p>
PRIORITY	MEDIUM
HOW WILL WE ACHIEVE THIS OUTCOME?	<ol style="list-style-type: none"> 1. Provide opportunities for existing educators to take on leadership tasks in their daily roles and roster. 2. Implement team bonding opportunities for the educator team to come together outside of work and build team camaraderie and cohesion. 3. To have a Staff Newsletter implemented, as requested by casual staff members. 4. In each weekly service newsletter, share ‘getting to know you’ profiles of educators. 5. Include the MTOP Framework and NQS structure to assist all members of the educator team to self-identify opportunities for them to develop their sense of being, belonging and becoming part of the Aranda Afters service and program.
WHO WILL BE INVOLVED IN THIS	<ul style="list-style-type: none"> - Leadership Team - All members of the Educator team - Educational Leader - Director
WHEN WILL THIS BE ACHIEVED BY?	END OF TERM 1 2023
SUCCESS MEASURE	<ul style="list-style-type: none"> <input type="checkbox"/> Four team building social gatherings have been provided for the educator team. <input type="checkbox"/> A majority of conversations between educators and members of the leadership team become more about practice and philosophy and have transitioned away from processes. <input type="checkbox"/> There is an increase in positive feedback from parents and families around the engagement and relationships with newer members of the educator team.

	<ul style="list-style-type: none"><input type="checkbox"/> All members of team are confidently engaging with service routines and engagement without seeking assistance from Leadership Team.<input type="checkbox"/> There is an increase in communication between all members of educator team in identifying opportunities for improvement, both in Team Meetings as well as during service operations.<input type="checkbox"/> There is a high retention rate of new educators remaining at the service for all of 2019 and into 2020.<input type="checkbox"/> All members of the team have received 'Pat on the Back' recognition and nominations.
PROGRESS NOTES	

IMPROVEMENT PLAN & KEY IMPROVEMENTS SOUGHT	
WHAT OUTCOME OR GOAL DO WE SEEK?	Educators to have an increased knowledge of guiding documents of the NQS and <i>My Time, Our Place: Framework for School Age Care</i> (MTOC) and be using this information to operate with intentionality, care and understanding.
IDENTIFIED ISSUE	While educators are engaging successfully in program delivery, there are identified opportunities for growth in educators understanding of the program cycle and supporting their understanding and engagement with the National Quality Standards.
ELEMENT NUMBER(S)	<p>1.2.1 Intentional teaching – Educators are deliberate, purposeful, and thoughtful in their decisions and actions.</p> <p>1.2.2 Responsive teaching and scaffolding - Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.</p> <p>1.3.1 Assessment and planning cycle – Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.</p> <p>1.3.2 Critical reflection – Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.</p> <p>4.2.2 Professional standards – Professional standards guide practice, interactions and relationships.</p> <p>7.1.1 Service philosophy and purpose – A statement of philosophy guides all aspects of the service’s operations.</p>
PRIORITY	HIGH
HOW WILL WE ACHIEVE THIS OUTCOME?	<ol style="list-style-type: none"> In team meetings across the remainder of 2019, Leadership team to dedicate time in meetings to share concepts and understandings of guiding documents, including: <ul style="list-style-type: none"> <i>My Time, Our Place: Framework for School Age Care</i> <i>National Quality Standards</i> <i>UN Conventions on the Rights of the Child</i> Service Philosophy Documentation of Learning & Program cycle These presentations to then be used to guide conversations with educators during their time on the floor, as well as in daily evaluations to increase understanding and deepen engagement and knowledge of educators. Reflective conversations had with Educational Leader and educators between Team Meetings to unpack and solidify understandings and practices. Engagements with and understanding of the NQS and supporting documents used as a benchmark during Professional Development opportunities and reviews to consolidate understanding annually. To focus on 3 National Quality Standards each term to build understanding and knowledge of the Educators at the service

WHO WILL BE INVOLVED IN THIS	<ul style="list-style-type: none"> - Educators - Leadership Team - Educational Leader
WHEN WILL THIS BE ACHIEVED BY?	END OF TERM 1 2023
SUCCESS MEASURE	<ul style="list-style-type: none"> <input type="checkbox"/> Educators using framework language during conversations on floor and throughout evaluations. <input type="checkbox"/> Six presentation centred around the NQS, MTOP and other parent documents have been presented during Team Meetings. <input type="checkbox"/> Framework theories and principles are used more than once each week during educator evaluations. <input type="checkbox"/> Anecdotally, leadership team recognise that there has been an increase in professional language used by educators in daily operations. <input type="checkbox"/> Educators increasingly indicating which standard relates to their evaluation and have built a working knowledge around the 7 standards
PROGRESS NOTES	<ul style="list-style-type: none"> •

IMPROVEMENT PLAN & KEY IMPROVEMENTS SOUGHT	
WHAT OUTCOME OR GOAL DO WE SEEK?	For the Aranda Afters Quality Improvement Plan (QIP) to be understood and engaged with by all members of the Service Team.
IDENTIFIED ISSUE	Quality Improvement and the QIP should be accessed and engaged with by all members and stakeholders of the service. At present is a governing document, managed by the Service Leadership Team alone, without engagement from other participants and stakeholders.
ELEMENT NUMBER(S)	<p>1.3.3 Information for Families – Families are informed about the program and their child’s progress.</p> <p>4.2.1 Professional collaboration – Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills.</p> <p>5.2.1 Collaborative learning – Children are supported to collaborate, learn from and help each other.</p> <p>6.1.1 Engagement with Service – Families are supported from enrolment to be involved in the service and contribute to service decisions.</p> <p>6.1.2 Parent views are respected – The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing.</p> <p>7.2.1 Continuous improvement – There is an effective self-assessment and quality improvement process in place.</p>
PRIORITY	LOW
HOW WILL WE ACHIEVE THIS OUTCOME?	<ol style="list-style-type: none"> 1. Updated QIP will be shared with educator team during Team Meetings and overview of goals will be distributed to all members of the team. 2. In line with Committee requests, from goals and self-assessment, identify areas of opportunity and share this with Director Reports in Committee Meetings, identifying how the service is tracking against the NQS and against our own values and goals. 3. Share goals with families through the weekly newsletter, identifying goals for family input and collaboration, altering these each week/fortnight/month. 4. In conversations with students during service operations identify with students goals and changes that they would like to see into the service and develop these concepts into QIP goals. 5. Display current goals in service, with support from students to identify how they would like to display goals. 6. Provide opportunities during team meetings for staff to contribute ideas and opportunities for improvement in service operations, based on their understanding and observations of the service. 7. QIP Strengths and goal achievement documents are developed to track the ongoing goal completion and continual improvement of service operations.

WHO WILL BE INVOLVED IN THIS	<ul style="list-style-type: none"> - Educator Team - Program Coordinators - Educational Leader - Students - Families - Committee
WHEN WILL THIS BE ACHIEVED BY?	END OF TERM 2 2023
SUCCESS MEASURE	<ul style="list-style-type: none"> <input type="checkbox"/> All members of the educator team are aware of service's current goals in relation to QIP <input type="checkbox"/> All current goals have been shared with families through newsletters <input type="checkbox"/> Students and educators at the service have collaborated and a way to share QIP goals in service has been developed and implemented. <input type="checkbox"/> Goals, built from parent, student and educator feedback have been developed and included into the QIP. <input type="checkbox"/> Framework for Committee reporting has been developed and is clearly sharing current tracking against the NQS. <input type="checkbox"/> QIP Strengths and Goal achievement documents have been created to track continuous improvement of service's delivery and goal achievement.
PROGRESS NOTES	