



Australian Government  
Department of Education

# **Budget Based Funded Programme**

## Quality Improvement Plan Template

# Service details

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Service Name

Primary Contact at service

## Physical Location of service

Street	<input type="text"/>
Suburb	<input type="text"/>
State/territory	<input type="text"/>
Postcode	<input type="text"/>

## Physical Location contact details

Telephone	<input type="text"/>
Mobile	<input type="text"/>
Fax	<input type="text"/>
Email	<input type="text"/>

## Postal address (if different to physical location of service)

PO Box or address	<input type="text"/>
Suburb/Town	<input type="text"/>
State/territory	<input type="text"/>
Postcode	<input type="text"/>

# 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. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.  
If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.  
For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time							
Closing time							

## Additional information about your service

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

How are the children grouped at your service?

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

## Service statement of philosophy

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Please insert your service's statement of philosophy here.

## Quality Area 1: Educational programme and practice

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

### Quality Area 1: Standards and elements

#### Standard 1.1 - An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

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.
Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the programme.
Element 1.1.3	The programme, including routines, is organised in ways that maximise opportunities for each child's learning.
Element 1.1.4	The documentation about each child's programme and progress is available to families.
Element 1.1.5	Every child is supported to participate in the programme.
Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.

#### Standard 1.2 - Educators and co-ordinators are focused, active and reflective in designing and delivering the programme for each child.

Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the programme.

## Quality Improvement Plan for Quality Area 1

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### Summary of strengths for Quality Area 1

Strengths	Summarise strengths identified in the self-assessment process.

### Key improvements sought for QA1

Standard/element [number]	[Include the element number (left) and the description from the Quality Area 1 Standards and elements table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

<b>Standard/element [number]</b>	[Include the element number (left) and the description from the Quality Area 1 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

  

<b>Standard/element [number]</b>	[Include the element number (left) and the description from the Quality Area 1 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

  

<b>Standard/element [number]</b>	[Include the element number (left) and the description from the Quality Area 1 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]



## Improvement Plan

Standard/element	What outcome or goal do we seek?	Priority (Low/Medium/High)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

## Quality Area 2: Children's health and safety

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

### Quality Area 2: Standards and elements

#### Standard 2.1 - Each child's health is promoted.

Element 2.1.1	Each child's health needs are supported.
Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Element 2.1.3	Effective hygiene practices are promoted and implemented.
Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.

#### Standard 2.2 - Healthy eating and physical activity are embedded in the programme for children.

Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.

#### Standard 2.3 - Each child is protected.

Element 2.3.1	Children are adequately supervised at all times.
Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

## Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

<b>Strengths</b>	Summarise strengths identified in the self-assessment process.
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## Key improvements sought for QA2

<b>Standard/element [number]</b>	[Include the element number (left) and the description from the Quality Area 2 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

<b>Standard/element</b> <b>[number]</b>	[Include the element number (left) and the description from the Quality Area 2 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

  

<b>Standard/element</b> <b>[number]</b>	[Include the element number (left) and the description from the Quality Area 2 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

  

<b>Standard/element</b> <b>[number]</b>	[Include the element number (left) and the description from the Quality Area 2 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

## Improvement Plan

Standard/element	What outcome or goal do we seek?	Priority (Low/Medium/High)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

## Quality Area 3: Physical environment

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

### Quality Area 3: Standards and elements

**Standard 3.1 - The design and location of the premises is appropriate for the operation of a service.**

Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.

**Standard 3.2 - The environment is inclusive, promotes competence, independent exploration and learning through play.**

Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the programme and allow for multiple uses.

**Standard 3.3 - The service takes an active role in caring for its environment and contributes to a sustainable future.**

Element 3.3.1	Sustainable practices are embedded in service operations.
Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

## Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths	Summarise strengths identified in the self-assessment process.

## Key improvements sought for QA3

Standard/element [number]	[Include the element number (left) and the description from the Quality Area 3 Standards and elements table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

<b>Standard/element</b> <b>[number]</b>	[Include the element number (left) and the description from the Quality Area 3 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

  

<b>Standard/element</b> <b>[number]</b>	[Include the element number (left) and the description from the Quality Area 3 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

  

<b>Standard/element</b> <b>[number]</b>	[Include the element number (left) and the description from the Quality Area 3 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]



## Improvement Plan

Standard/element	What outcome or goal do we seek?	Priority (Low/Medium/High)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

## Quality Area 4: Staffing arrangements

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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 programme.

### Quality Area 4: Standards and elements

**Standard 4.1 - Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.**

Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
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**Standard 4.2 - Educators, co-ordinators and staff members are respectful and ethical.**

Element 4.2.1	Professional standards guide practice, interactions and relationships.
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Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
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Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.
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## Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths	Summarise strengths identified in the self-assessment process.

## Key improvements sought for QA4

Standard/element [number]	[Include the element number (left) and the description from the Quality Area 4 Standards and elements table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

<b>Standard/element [number]</b>	[Include the element number (left) and the description from the Quality Area 4 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

<b>Standard/element [number]</b>	[Include the element number (left) and the description from the Quality Area 4 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

<b>Standard/element [number]</b>	[Include the element number (left) and the description from the Quality Area 4 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

## Improvement Plan

Standard/element	What outcome or goal do we seek?	Priority (Low/Medium/High)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

## Quality Area 5: Relationships with children

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This quality area of the National Quality Standard focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

### Quality Area 5: Standards and elements

**Standard 5.1 - Respectful and equitable relationships are developed and maintained with each child.**

Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
Element 5.1.3	Each child is supported to feel secure, confident and included.

**Standard 5.2 - Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.**

Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
Element 5.2.3	The dignity and the rights of every child are maintained at all times.

## Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths	Summarise strengths identified in the self-assessment process.

## Key improvements sought for QA5

Standard/element [number]	[Include the element number (left) and the description from the Quality Area 6 Standards and elements table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

<b>Standard/element [number]</b>	[Include the element number (left) and the description from the Quality Area 6 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

  

<b>Standard/element [number]</b>	[Include the element number (left) and the description from the Quality Area 6 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

  

<b>Standard/element [number]</b>	[Include the element number (left) and the description from the Quality Area 6 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]



## Improvement Plan

Standard/element	What outcome or goal do we seek?	Priority (Low/Medium/High)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

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

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

### Quality Area 6: Standards and elements

#### Standard 6.1 - Respectful and equitable relationships are developed and maintained.

Element 6.1.1	There is an effective enrolment and orientation process for families.
Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
Element 6.1.3	Current information about the service is available to families

#### Standard 6.2 - Families are supported in their parenting role and their values and beliefs about child rearing are respected.

Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.

#### Standard 6.3 - The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.

Element 6.3.1	Links with relevant community and support agencies are established and maintained.
Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Element 6.3.3	Access to inclusion and support assistance is facilitated.
Element 6.3.4	The service builds relationships and engages with their local community.

## Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	Summarise strengths identified in the self-assessment process.

## Key improvements sought for QA6

Standard/element [number]	[Include the element number (left) and the description from the Quality Area 6 Standards and elements table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

# QA6

<b>Standard/element</b> <b>[number]</b>	[Include the element number (left) and the description from the Quality Area 6 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

  

<b>Standard/element</b> <b>[number]</b>	[Include the element number (left) and the description from the Quality Area 6 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

  

<b>Standard/element</b> <b>[number]</b>	[Include the element number (left) and the description from the Quality Area 6 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

## Improvement Plan

Standard/element	What outcome or goal do we seek?	Priority (Low/Medium/High)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

## Quality Area 7: Leadership and service management

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This quality area of the National Quality Standard focuses on effective leadership and management of the service that contributes to quality environments for children's learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

### Quality Area 7: Standards and elements

**Standard 7.1 - Effective leadership promotes a positive organisational culture and builds a professional learning community.**

Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.

**Standard 7.2 - There is a commitment to continuous improvement.**

Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
Element 7.2.3	An effective self-assessment and quality improvement process is in place.

**Standard 7.3 - Administrative systems enable the effective management of a quality service.**

Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

**Quality Improvement Plan for Quality Area 7**

Summary of strengths for Quality Area 7

<b>Strengths</b>	Summarise strengths identified in the self-assessment process.
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## Key improvements sought for QA7

<b>Standard/element [number]</b>	[Include the element number (left) and the description from the Quality Area 7 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

  

<b>Standard/element [number]</b>	[Include the element number (left) and the description from the Quality Area 7 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

  

<b>Standard/element [number]</b>	[Include the element number (left) and the description from the Quality Area 7 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]

  

<b>Standard/element [number]</b>	[Include the element number (left) and the description from the Quality Area 7 Standards and elements table]	
	<b>Identified issue</b>	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement plan for this Quality Area. Delete rows not required.]



## Improvement Plan

Standard/element	What outcome or goal do we seek?	Priority (Low/Medium/High)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes