**THIS IS AN EXAMPLE. COMPLETE YOUR QIP TEMPLATE LIKE THIS USING YOUR OWN STRENGTHS AND IMPROVEMENTS.**

**This example uses Exceeding Indicators. You can use same technique using Meeting Indicators for a Meeting rating if you wish.**

Week 24, 7 to 11 August 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 7.1.2** | **Management systems** Systems are in place to manage risk and enable the effective control and operation of a quality service |
| **Strengths** | **MEETING** We prioritise the **privacy and confidentiality** of children and families. To ensure their privacy, we securely store all personal and sensitive information in a locked filing system with limited access only to authorised staff members. We obtain written consent from parents or guardians through consent forms before collecting any personal information, clearly outlining the purpose and use of the data. All staff members sign confidentiality agreements to emphases the importance of maintaining privacy. Communication practices are designed to avoid accidental disclosure.  **When a complaint** is made against our service or by a parent, we handle it with a structured and respectful process. We promptly acknowledge the receipt of the complaint, expressing our commitment to address their concerns. Conducting a thorough investigation, we seek all relevant information from involved parties while maintaining objectivity and impartiality. We maintain open and transparent communication with the complainant throughout the investigation, keeping them informed of the progress and steps taken to resolve the issue. Our goal is to find a fair and satisfactory resolution, and we view complaints as opportunities for continuous improvement.  We **actively contribute to reviews of service policies** and procedures through various steps. We provide feedback and suggestions based on my experiences with children and families, sharing insights on what works well and areas that may need improvement. Actively participating in team meetings and policy review sessions, We contribute my ideas and perspectives, collaborating to identify potential changes or updates. Through reflective practice, We assess how policies impact my work with children and identify areas for adjustment or enhancement. I share insights from professional development sessions and research with colleagues, enriching policy discussions. Staying informed about current research and theories in early childhood education, I advocate for children's well-being, development, and individual needs, ensuring a child-centred approach in all aspects of service provision.  **EXCEEDING**  **Embedded practice -** Service policies, procedures and other management and administrative systems help drive continuous improvement in relation to incidents, complaints and feedback from families. For example, we thoroughly investigate incidents and complaints and where appropriate take action to ensure the situation does not recur. We regularly review incident and complaint registers to detect any adverse patterns we can address.  **Critical Reflection -**Educators are encouraged to suggest improvements to governance and administrative systems and decision-making processes, and we respectfully consider this feedback. This is completed through weekly policy reviews, and PD. Our educators cover all NQS elements including those related to service operations, governance and leadership, and they contribute to QIP.  **Families and community -**Educators actively support families and the community to suggest improvements to governance and administrative systems, and decision-making processes. For example, we display the “Partnerships with Families” document and post it online inviting feedback. We conduct successful regular “service information” and “meet your children’s educators” nights and use the information gained from families. Our ISBAR was developed with the assistance of families.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 7.1.2** | **Management systems** Systems are in place to manage risk and enable the effective control and operation of a quality service |

Improvement plan (identified through assessment against NQS indicators)

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 7.1.2  Week 24  Date: 7/8/23 | Ensuring the privacy of children and families | To strengthen and maintain the privacy of children and families involved with our service. |  | Review and update our privacy policy and procedures to align with current regulations and best practices.  Conduct training sessions for all staff members on the importance of privacy and confidentiality.  Implement secure data storage and access protocols to safeguard sensitive information.  Regularly conduct internal audits and assessments to identify and address potential privacy risks.  Establish clear guidelines for sharing information with external parties, ensuring consent and legal compliance. | *We ensure the privacy of children and families in many ways, including:*   * using admin/office areas for private conversations (rather than classrooms or within earshot of others) * providing private breastfeeding areas for nursing mothers * providing practical bathroom design for nappy changing/toileting practices * ensuring discreet help for a child managing a toileting accident * addressing inappropriate behaviour with children privately * only displaying children’s medical plans in public areas after gaining parents’ authorisation * not opening children’s portfolios to all families * only using children’s first name (plus first letter of surname if more than one child with same name) in learning stories or other learning documentation * locking confidential information in office cabinets accessible only to those who need the information to do their jobs * implementing a social media policy – no posting of service or family information on personal accounts * implementing a photography policy (seek authorisation to use children’s photos publicly) * not openly discussing children’s medical conditions/ healthcare needs or personal family circumstances. |  |  |
| 7.1.2  Week 24  Date: 7/8/23  **Exceeding Embedded** | Ensuring that service policies, procedures, and other management and administrative systems drive continuous improvement in relation to incidents, complaints, and feedback from families. | To have effective service policies and administrative systems that facilitate continuous improvement based on feedback from families, incidents, and complaints. |  | **Review and analyse** existing policies, procedures, and systems related to incidents, complaints, and feedback.  **Gather feedback** from families through surveys, focus groups, and one-on-one interactions to identify areas for improvement.  **Analyse incidents** and complaints data to identify patterns and areas of concern.  Develop an action plan to enhance policies and procedures based on identified areas for improvement.  **Implement the revised policies** and procedures and communicate changes to all staff members.  **Monitor and evaluate** the effectiveness of the updates in driving continuous improvement.  **Regularly collect feedback** from families and staff to assess the impact and make further adjustments if necessary. | *Service policies, procedures and other management and administrative systems help drive continuous improvement in relation to incidents, complaints, and feedback from families. For example, we:*   * we change policies/procedures/governance/admin systems after * thoroughly investigating incidents and complaints and taking appropriate action to ensure the situation does not recur * regularly review the incident and complaint registers to detect any adverse patterns we can address, such as … * always action complaints and feedback even if, after reflection, the service does not proceed with any changes, and we advise the person submitting the feedback and our reason * support continuous improvement of our management and admin systems through   + regularly issuing questionnaires to families   + policy and procedure reviews including seeking feedback from families   + audit processes   + complaint procedures   + record-keeping procedures   + orientation practices including home visits   + holding regular meetings between NS and RLs, RLs and EL, NS and EL to discuss issues including staff performance, children’s, and families’ needs   + recruitment practices that ensure new staff fit culture and expectations   + transition-to-school practices including liaising with local school executives   diary note systems such as NS or admin manager related to maintenance schedules, family communications (immunisations, emergency contacts,medical plans) |  |  |
| 7.1.2  Week 24  Date: 7/8/23  **Exceeding Critical reflection** | Encouraging educators to suggest improvements to governance and administrative systems and decision-making processes, and respectfully considering their feedback. | To foster a culture of open communication where educators feel empowered to provide feedback on governance and administrative matters, and their suggestions are valued and considered. |  | **Create a user-friendly communication** platform for educators to submit suggestions and feedback.  **Conduct training** sessions to raise awareness about the importance of educator input for organisational improvement.  **Establish a transparent and fair** review process for evaluating submitted suggestions.  **Designate** a committee to regularly review and make decisions on implementing suggestions.  **Provide timely feedback to** educators on the status and outcomes of their suggestions.  **Recognise and appreciate educators** whose suggestions lead to meaningful improvements.  **Continuously communicate** the value of educator feedback and its positive impact on organisational growth. | *All educators are encouraged to suggest improvements to governance and administrative systems and decision-making processes, and this feedback is respectfully considered. For example, we ensure:*   * weekly policy reviews through CS PD * weekly CS PD for educators that covers all NQS elements – including those related to service operations, governance and leadership * contributions to QIP resulting from CS weekly PD * staff meetings/questionnaires. |  |  |
| 7.1.2  Week 24  Date: 7/8/23  **Exceeding  Families and community** | Educators actively supporting families and the community to suggest improvements to governance and administrative systems, and decision-making processes. | To create a collaborative environment where educators actively encourage and facilitate suggestions from families and the community regarding governance and administrative improvements, and decision-making processes. |  | **Conduct workshops** or training sessions for educators to emphasize the importance of family and community input in service improvements.  **Create a user-friendly communication** platform for families and the community to submit suggestions and feedback.  **Develop guidelines** for educators to actively seek input from families and the community on governance and administrative matters.  **Implement a process for educators to regularly share collected suggestion**s with decision-makers and the designated committee.  **Encourage educators to collaborate with families** and the community in refining and prioritizing suggested improvements.  **Recognise and acknowledge** the valuable contributions of families and the community in driving positive changes.  **Regularly communicate** the impact of implemented suggestions to families, the community, and educators. | *Educators actively support families and the community to suggest improvements to governance and administrative systems, and decision-making processes. Examples include:*   * weekly CS “Partnerships with Families” document displayed/posted online inviting feedback * questionnaires/service information nights/parent committees * feedback resulting from partnerships with community organisations * result of complaint process and investigation or incident outcome. |  |  |

**Summary of Exceeding Themes Standard 7.1 Governance and Leadership**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 7.1.2 we have identified the following exceeding theme indicators:   * *Service policies, procedures and other management and administrative systems help drive continuous improvement in relation to incidents, complaints, and feedback from families.* |
| 2. Practice is informed by critical reflection | In the strength example for element 7.1.2 we have identified the following exceeding theme indicators:   * *All educators are encouraged to suggest improvements to governance and administrative systems and decision-making processes, and this feedback is respectfully considered.* |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 7.1.2 we have identified the following exceeding theme indicators:   * *Educators actively support families and the community to suggest improvements to governance and administrative systems, and decision-making processes.* |