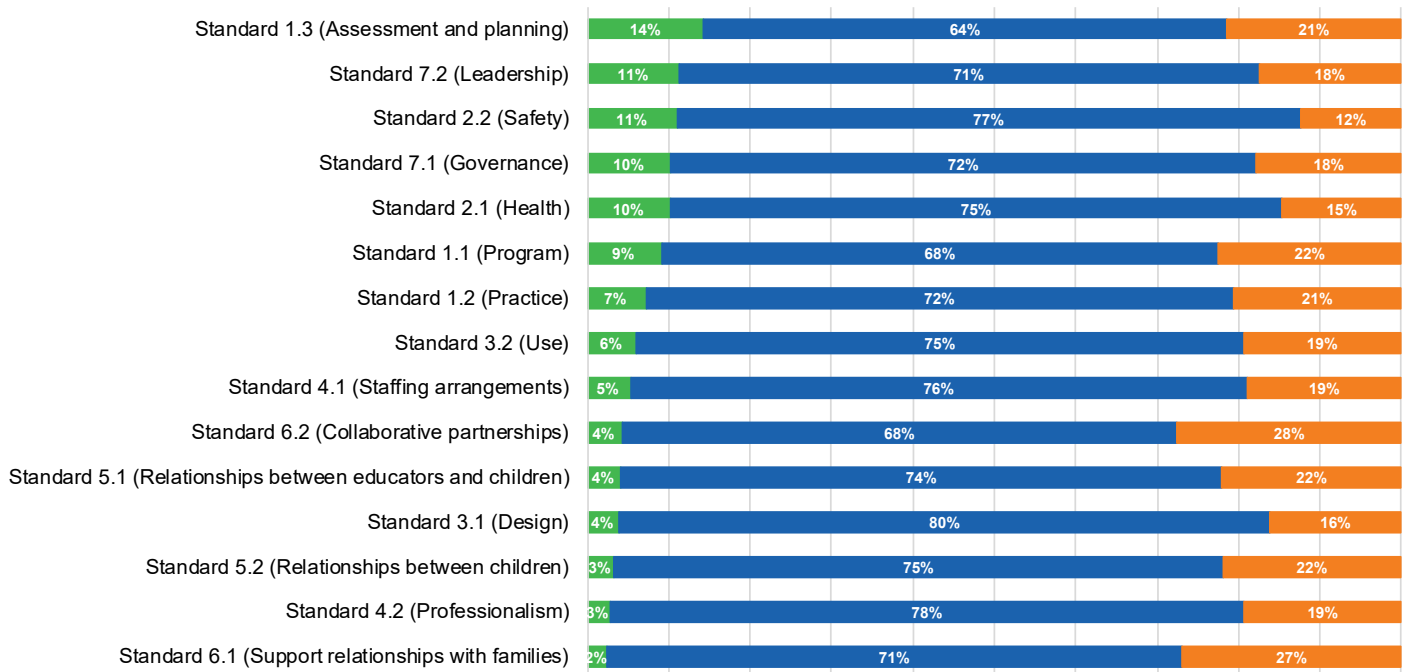


# Standard level ratings under the 2018 NQS

Figure 13 ranks the 15 standards of the 2018 NQS in descending order based on the proportion of services rated Working Towards NQS in each standard.

Figure 13: Standard level ratings under the 2018 NQS



# Element level results under the 2018 NQS

Table 8 ranks the 40 elements of the 2018 NQS in descending order, based on the proportion of services that do not meet each element.

**Table 8: Element level results under 2018 NQS**

	% Not Met		% Not Met
1.3.1 (Assessment and planning cycle)	11.9%	5.2.2 (Self-regulation)	3.1%
1.3.2 (Critical reflection)	11.4%	3.1.2 (Upkeep)	3.1%
7.1.2 (Management systems)	8.9%	6.2.3 (Community engagement)	3.1%
2.1.2 (Health practices and procedures)	8.4%	7.1.1 (Service philosophy and purpose)	2.9%
7.2.2 (Educational leadership)	7.4%	2.1.3 (Healthy lifestyle)	2.8%
2.2.1 (Supervision)	7.3%	7.1.3 (Roles and responsibilities)	2.7%
7.2.3 (Development of professionals)	7.0%	3.2.2 (Resources support play-based learning)	2.7%
1.1.3 (Program learning opportunities)	6.8%	2.2.3 (Child protection)	2.5%
2.2.2 (Incident and emergency management)	5.4%	5.1.1 (Positive educator to child interactions)	2.4%
4.1.1 (Organisation of educators)	4.9%	4.2.2 (Professional standards)	2.1%
1.2.2 (Responsive teaching and scaffolding)	4.3%	2.1.1 (Wellbeing and comfort)	1.9%
1.1.1 (Approved learning framework)	4.3%	6.2.2 (Access and participation)	1.9%
7.2.1 (Continuous improvement)	4.3%	3.1.1 (Fit for purpose)	1.7%
1.1.2 (Child-centred)	4.2%	6.2.1 (Transitions)	1.4%
1.2.3 (Child directed learning)	4.2%	4.2.1 (Professional collaboration)	1.4%
3.2.3 (Environmentally responsible)	3.9%	6.1.3 (Families are supported)	1.4%
1.2.1 (Intentional teaching)	3.8%	6.1.1 (Engagement with the service)	1.2%
1.3.3 (Information for families)	3.5%	6.1.2 (Parent views are respected)	1.1%
5.1.2 (Dignity and rights of the child)	3.2%	5.2.1 (Collaborative learning)	1.0%
3.2.1 (Inclusive environment)	3.1%	4.1.2 (Continuity of staff)	1.0%