

QCHIRP · STANDARD OPERATING PROCEDURE

Your QIP

Uploading the plan you already have, writing strengths and Exceeding themes, reviewing with assessor eyes, and producing the report for assessment and rating.

Document	SOP-DIR-03 · Qchirp QIP statements
Version	1.0 · 7 September 2026
Applies to	Qchirp web app at qchirp.com , director sign-in, on a computer browser (the QIP pages are wide; a phone works for reading)
Audience	Directors, nominated supervisors, approved-provider representatives, QIP Champions
Owner	Qchirp · hello@qchirp.com
Review	Every 6 months, or when the QIP pages change

Screens in this document come from the Riverbend Early Learning demonstration centre. Names, statements, results and the uploaded plan are sample content.

Contents

1. Purpose, scope and how the QIP is organised in Qchirp
2. Roles and responsibilities
3. SOP-1 · Before you start: service details and philosophy
4. SOP-2 · Uploading the QIP you already have
5. SOP-3 · Writing and updating strengths and Exceeding themes
6. SOP-4 · Reviewing with assessor eyes
7. SOP-5 · Reading the report: what the evidence sections mean
8. SOP-6 · Printing or saving the QIP for an assessor
9. SOP-7 · Uploading a newer version later
10. Standards: what a good strength statement looks like
11. Privacy and AI: what Qchirp does with your document
12. Quick reference card and troubleshooting
13. Document control

1 · Purpose, scope and how the QIP is organised in Qchirp

Every approved service must keep a Quality Improvement Plan (regulation 55) and have it ready for the regulatory authority on request. In Qchirp the QIP is not a file you attach. It is a living page: your own words about your practice, plus the evidence the service collects every week through the sign-in kiosk, educator reflections, policy inductions and compliance records. This SOP covers getting your plan into Qchirp and keeping it assessor-ready. The improvement plan itself (generating, accepting and closing actions) has its own SOP, DIR-04.

Open **QIP statements** in the left rail. The page has four tabs, and they are four faces of one document:

Tab	What it is	Who uses it
Report	The QIP itself, as an assessor reads it: cover, service details, philosophy, then one chapter per Quality Area with your strengths, family evidence, educator reflections, compliance records and improvement actions. Printable.	Everyone with a director-side login. Viewers see only this tab.
Strengths & themes	The editor for your narrative: a strengths statement for each of the 40 NQS elements, and the three Exceeding-theme sections for each of the 15 standards. The upload lands here.	Owners, managers and QIP Champions.
Improvement plan	The working plan: issues identified, outcomes sought, steps, priority, by-when and progress notes.	Owners, managers and QIP Champions. See SOP DIR-04.
Achieved	Completed improvement actions, with the count in the tab so the archive is visible without opening it.	As above.

Narrative stands, evidence is windowed

Your strengths and theme statements are standing self-assessment and never expire. The evidence sections of the report (family responses, reflections, completed actions, policy acknowledgments) are scoped to an **evidence period**, twelve months by default, shown on the cover. Change the period on the Report tab when an assessor asks for a different window; your words are unaffected.

2 • Roles and responsibilities

Role	Responsibilities for the QIP
Owner the first director login, or anyone given Owner access under Team	The only role that can upload a QIP document and confirm the import. Keeps service details and the statement of philosophy current in Settings. Signs the report.
Manager	Writes and updates strengths and Exceeding themes. Runs assessor-eyes reviews. Owns the improvement plan day to day. Cannot upload a document.
QIP Champion an educator promoted to help with the plan	Reads the report, runs assessor eyes, works the improvement plan and adds progress notes. Their rail shows only the QIP pages.
Viewer committee members, provider representatives	Reads the report and the evidence pages. Changes nothing.
Educators	Do not edit the QIP. Their reflections, policy inductions and Our QIP progress notes flow into it. See SOP-EDU-01.

Access levels are set per person under **Team**. When in doubt, give someone Manager rather than Owner: Owner is the role that can replace the document.

3 · SOP-1 · Before you start: service details and philosophy

When: once, before the first upload, and whenever a name or number on the cover changes. **Time:** 5 minutes.

The report cover prints what Settings holds. An assessor reads the cover first, so fill it before anything else.

1. Open **Settings** in the left rail (Account group).
2. Under **Centre details**, check the centre name, the **Approved provider name** (often the legal or association name, which can differ from the trading name) and the **Service approval number** (your ACECQA number, printed on the cover).
3. Paste your **Statement of philosophy**. Regulation 55 requires the QIP to contain it; it prints verbatim on the report.
4. Under **Service details (for your QIP)**, complete the street address, nominated supervisor, educational leader, the person responsible for the QIP (name plus a phone or email) and the **operating hours** for each day.
5. Save. Open **QIP statements** → **Report** and confirm the Service details block reads correctly.

The screenshot shows the Chirp application interface. On the left is a sidebar with a 'Workspace' section containing links like Overview, Questions, Library, Kiosks, Educators, Team, Reflections, Analytics, QIP statements, Improvement Plan, Compliance, Policies & procedures, Sector news, and Readiness. Below this is an 'Account' section with links for Settings (highlighted), Account, Super-admin, and Sign out. The main content area is titled 'SETTINGS' and 'Riverbend Early Learning'. It features a 'Centre details' section with input fields for 'Centre name' (filled with 'Riverbend Early Learning'), 'Approved provider name (optional)' (filled with 'Riverbend Community Childcare Association Inc.'), and 'Service approval number (optional)' (filled with 'SE-90001234'). Below these fields are explanatory notes. The 'Statement of philosophy (recommended)' section contains a text area with a sample philosophy statement. At the bottom, the 'Service details (for your QIP)' section is partially visible.

Settings → Centre details. Everything here prints on the report cover or the Service details block.

Standard

Cover fields match your service approval exactly, including the provider's legal name. The philosophy is the version your committee or provider last endorsed, not a draft. If you upload a QIP document (SOP-2), Qchirp offers to fill these fields from it; anything already in Settings is kept unless you tick the upload's version.

4 · SOP-2 · Uploading the QIP you already have

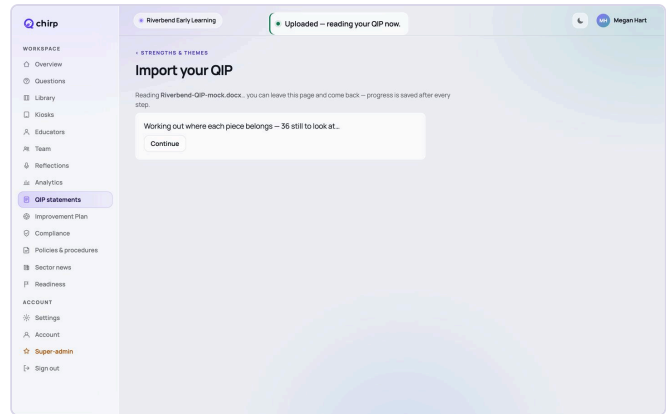
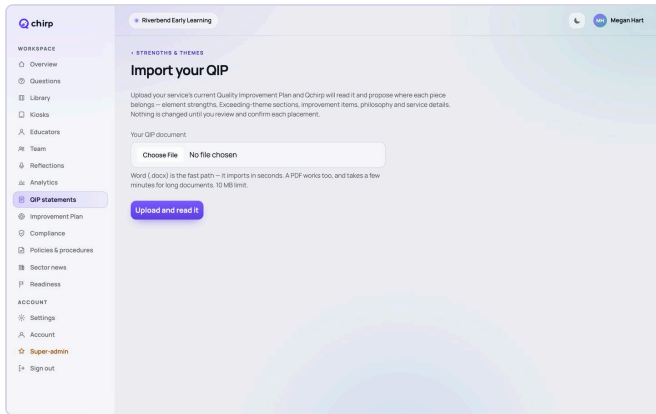
When: once, when your centre joins Qchirp. **Who:** an Owner. **Time:** 15 to 30 minutes, most of it reading the review pages. **You need:** your current QIP as a Word file (.docx) or PDF, 10 MB or smaller. Word is the fast path and imports in seconds; a PDF works too and takes a few minutes for a long document.

Qchirp reads the document, splits it into pieces (a strength for one element, an Exceeding-theme paragraph, an improvement-plan row, a service detail) and proposes a home for each piece in the NQS structure. **Nothing touches your live QIP until you confirm**, and every tick you make is saved as you go, so you can leave and come back.

4.1 Upload and read

1. Open **QIP statements**. On an empty centre the Report tab shows *This page becomes your QIP*. Click **Upload your existing QIP**. (Later, the same door is **Upload your current QIP** on the Strengths & themes tab.)
2. Choose the file and click **Upload and read it**.
3. Wait on the progress screen. It reports each stage (*Working out where each piece belongs, 36 still to look at*). You can leave the page; progress is saved after every step and the page resumes where it was.

An empty centre. The report already carries the service details you entered in Settings.



Left: the upload page. Right: the reading stage. A Word file takes seconds; a PDF a few minutes.

4.2 The review hub

When reading finishes you land on the review hub. It counts what was found and where it is proposed to go:

- **Strengths & Exceeding themes:** one card per Quality Area, with n pieces from your upload $\cdot x$ of n decided.
- **Everything else:** Service details & philosophy and Improvement plan rows.
- **Couldn't place:** pieces Qchirp would not guess at, usually bare headings such as "Standard 1.2 – Practice". Each has a **Place it** control; anything left here stays out of the import.
- **Skipped as template boilerplate:** the ACECQA template's own instructions and reference tables. Expand it to check; a piece wrongly skipped has a **This isn't boilerplate, let me place it** button.
- **Every piece, in document order:** the full list, for checking nothing was dropped.

chirp

Riverbend Early Learning

WORKSPACE

- Overview
- Questions
- Library
- Kiosks
- Educators
- Team
- Reflections
- Analytics
- QIP statements**
- Improvement Plan
- Compliance
- Policies & procedures
- Sector news
- Readiness

ACCOUNT

- Settings
- Account
- Super-admin**
- Sign out

STRENGTHS & THEMES

Import your QIP

Riverbend-QIP-mock.docx has been read and split into 126 pieces. Work through each section below and tick what should come into Qchirp — where a slot already has content you'll see the two side by side, and keeping what you have is always the default. Nothing touches your live QIP until you confirm the import at the bottom of this page — every decision you make here is saved as you go.

Strengths & Exceeding themes

QA1: Educational program and practice	QA2: Children's health and safety	QA3: Physical environment
14 pieces from your upload · 0 of 14 decided	8 pieces from your upload · 0 of 8 decided	9 pieces from your upload · 0 of 9 decided

QA4: Staffing arrangements	QA5: Relationships with children	QA6: Collaborative partnerships with families and communities
5 pieces from your upload · 0 of 5 decided	8 pieces from your upload · 0 of 8 decided	5 pieces from your upload · 0 of 5 decided

QA7: Governance and Leadership
10 pieces from your upload · 0 of 10 decided

Everything else

Service details & philosophy	Improvement plan
8 pieces · 0 of 8 decided	11 rows · 0 of 11 decided

Couldn't place (0)
Every piece found a home.

The review hub after reading a sample plan: 126 pieces, 48 of them template boilerplate, none unplaced.

4.3 Review each Quality Area

1. Open the **QA1** card. Each proposed piece sits under its element or theme with a tick box. On a first upload every piece whose slot is empty is **pre-ticked**.
2. Read each piece against its heading. If the reader put a paragraph under the wrong element, untick it now; you can write it into the right place later (SOP-3). Untick anything you would not want an assessor to read as-is.
3. Click **Save review** (top right). The hub card updates to *n of n decided*.
4. Repeat for QA2 to QA7. **Accept all in this quality area** ticks everything on the page if you have already read it elsewhere.

chirp

Riverbend Early Learning

Back to import Save review MH Megan Hart

WORKSPACE

- Overview
- Questions
- Library
- Kiosks
- Educators
- Team
- Reflections
- Analytics
- QIP statements**
- Improvement Plan
- Compliance
- Policies & procedures
- Sector news
- Readiness

ACCOUNT

- Settings
- Account
- Super-admin**
- Sign out

IMPORT YOUR QIP

QA1: Educational program and practice

Ticked pieces from Riverbend-QIP-mock.docx are added to your QIP when you confirm the import – untick anything you don't want. Where a slot already has content, keeping what you have is the default; tick the upload's version only if it should replace yours.

Standard 1.1 – Program

1.1.1 Approved learning framework

☒

Our program is built from what educators notice, not from a purchased curriculum. Each room keeps a running record of children's current interests and the educational leader meets with room leaders fortnightly to look at where those interests are heading. Approved learning framework outcomes are recorded against experiences after the fact rather than chosen in advance, which keeps the planning honest about what actually happened.

1.1.2 Child-centred

☒

Children's ideas visibly shape the day. When the preschool room became preoccupied with a leaking tap in the garden, educators let that run for three weeks and it became an extended investigation into where water goes. Documentation from that period is displayed at child height and children regularly return to it and add to it.

Exceeding themes

Theme 1 – Practice is embedded in service operations

☒

Our approach to programming is consistent across all three rooms and does not depend on who is rostered. A relief educator can pick up the current investigation from the room's planning wall, and new educators are inducted into the approach in their first week. When the nursery room leader was on extended leave in 2025, the room's documentation and planning continued without interruption, which we took as evidence that the practice sits with the service rather than with an individual.

QA1 review. Ticked pieces are added when you confirm; untick anything you do not want.

Undecided pieces are left out

A Quality Area you never opened and saved stays *0 of n decided*, and those pieces are **not** imported. The confirm box tells you how many are still undecided. Save every card before you confirm.

4.4 Review service details, philosophy and improvement rows

1. Open **Service details & philosophy**. Each field shows *In Qchirp now* beside *From your upload*. Keeping what Qchirp has is the default; tick the upload's version only where it should replace yours. Save review.
2. Open **Improvement plan**. Each row from your plan's improvement tables is shown field by field exactly as read (standard/element, issue identified, outcome sought, priority, steps, by when, success measure, progress notes). Rows that look like merged-cell fragments start unticked. Untick anything scrambled. **Accept all rows** ticks the rest. Save review.

Left: service details, side by side. Right: improvement rows. A mis-read row is visible here before anything lands.

4.5 Confirm

1. Back on the hub, scroll to **Confirm the import**. Read the line: *71 ticked pieces will be added to your QIP; 7 will be left out*. If it mentions undecided pieces, go back and save that card.
2. Click **Add n pieces to your QIP**. Landing takes a moment. Anything that cannot land (an improvement row with no usable element, unreadable operating hours) goes back to the *Couldn't place* list with a reason and the import stays open for you to fix it.
3. You land on **Strengths & themes**. The line *Last QIP upload landed [date]* confirms it, and every card shows how many element strengths and theme sections are now written.

Left: the confirm box. Right: after landing, the editor shows what is written per Quality Area.

Standard

Every Quality Area card reads *n of n decided* before you confirm. After landing, open the Report tab and read one chapter end to end: the words are yours, under the right elements, with no template text imported as a strength.

5 · SOP-3 · Writing and updating strengths and Exceeding themes

When: after an upload, when practice changes, after an assessor-eyes review, and at your regular QIP review (a suggested rhythm is one Quality Area a month). **Time:** 10 to 40 minutes per Quality Area.

1. Open **QIP statements** → **Strengths & themes**. The cards show, for each Quality Area, *x of n element strengths written* and *x of n theme sections written*. The counts show what is written, never how good it is.
2. Open a Quality Area. Each standard lists its elements with the official element descriptor, then a text box: *What's strong about your practice here? Short bullets scan best, start lines with a dash.*
3. Write or edit. Describe what an assessor would see on any day, who does it and how you know it works. See section 10 for the standard.
4. Below the elements, each standard has **Exceeding themes** (optional): Theme 1 practice embedded in service operations, Theme 2 practice informed by critical reflection, Theme 3 practice shaped by meaningful engagement with families and community. Each box carries a prompt for what the theme is asking. Write what is true; an assessor decides sufficiency.
5. Click **Save** (top right). Cancel discards the page's changes.

The screenshot displays the Chirp workspace interface for editing Quality Area 1 (QA1). The left sidebar shows the navigation menu with 'QIP statements' selected. The main content area is titled 'QA1: Educational program and practice' and includes a description: 'The educational program and practice ensures children are supported to participate in quality learning experiences.' Below this, there is an 'Assessor eyes' section with a prompt to review just this Quality Area and a button to 'Review QA1 with assessor eyes'. The 'Standard 1.1 – Program' section describes the educational program's purpose and includes a '1.1.1 Approved learning framework' subsection. This subsection contains a text box for the user's statement and an 'EVIDENCE YOU HOLD' section with a text box for supporting evidence. The interface also shows a 'Cancel' button, a 'Save' button, and a user profile for Megan Hart.

The QA1 editor. Each element shows its descriptor, your statement, the stamp of who last updated it, and any assessor-eyes suggestion beneath.

6 · SOP-4 · Reviewing with assessor eyes

When: after you finish a Quality Area, and before an assessment and rating visit. **Time:** under a minute for one Quality Area; a minute or two for the whole plan.

Assessor eyes reads what you have written the way an authorised officer would, and leaves suggestions beside your words. **It never rewrites anything.** Suggestions are of five kinds:

Kind	What it points at
Evidence you hold	Data already in Qchirp (a kiosk question with 27 responses, a reflection) that speaks to this element but is not cited in your statement.
Show, don't tell	A claim with no observable practice behind it ("we value families") where a concrete example would carry it.
Theme material	Something in a strength statement that actually belongs in an Exceeding theme, or a theme box left empty where the strength already describes theme practice.
An assessor would ask	The obvious follow-up question your statement leaves open.
Element fit	Words sitting under one element that better answer a different one.

1. On **Strengths & themes**, click **Review with assessor eyes** for the whole plan, or open one Quality Area and click **Review QAn with assessor eyes**.
2. Wait for the flash to clear. Cards on the overview show *n assessor-eyes suggestions*; inside a Quality Area each suggestion sits directly beneath the statement it is about.
3. Act on it or not: edit the statement, then click **Got it** to clear the suggestion. Got it is a dismissal, not an acceptance; the suggestion does not change your words.
4. Save the page.

WORKSPACE

Overview

Questions

Library

Kiosks

Educators

Team

Reflections

Analytics

QIP statements

Improvement Plan

Compliance

Policies & procedures

Sector news

Readiness

ACCOUNT

Settings

Account

Super-admin

Sign out

Riverbend Early Learning

QIP

Report

Strengths & themes

Improvement plan

Achieved (0)

Your QIP's narrative, in your own words: a strengths summary for each NQS element, and the three Exceeding-theme sections for each standard. Write what's true of your practice – counts below show what's written, never how good it is.

Last QIP upload landed 19 August 2026.

Assessor eyes

Qchirp reads what you've written the way an assessor would and leaves suggestions beside your words – it never rewrites anything.

Review with assessor eyes

QA1: Educational program and practice

5 of 9 element strengths written

✓ 9 of 9 theme sections written

2 assessor-eyes suggestions

QA2: Children's health and safety

5 of 6 element strengths written

3 of 6 theme sections written

3 assessor-eyes suggestions

QA3: Physical environment

3 of 5 element strengths written

✓ 6 of 6 theme sections written

3 assessor-eyes suggestions

QA4: Staffing arrangements

2 of 4 element strengths written

3 of 6 theme sections written

3 assessor-eyes suggestions

QA5: Relationships with children

2 of 4 element strengths written

✓ 6 of 6 theme sections written

2 assessor-eyes suggestions

QA6: Collaborative partnerships with families and communities

2 of 6 element strengths written

3 of 6 theme sections written

2 assessor-eyes suggestions

QA7: Governance and Leadership

4 of 6 element strengths written

Assessor eyes on the overview. Each card links to its open suggestions.

What assessor eyes will not do

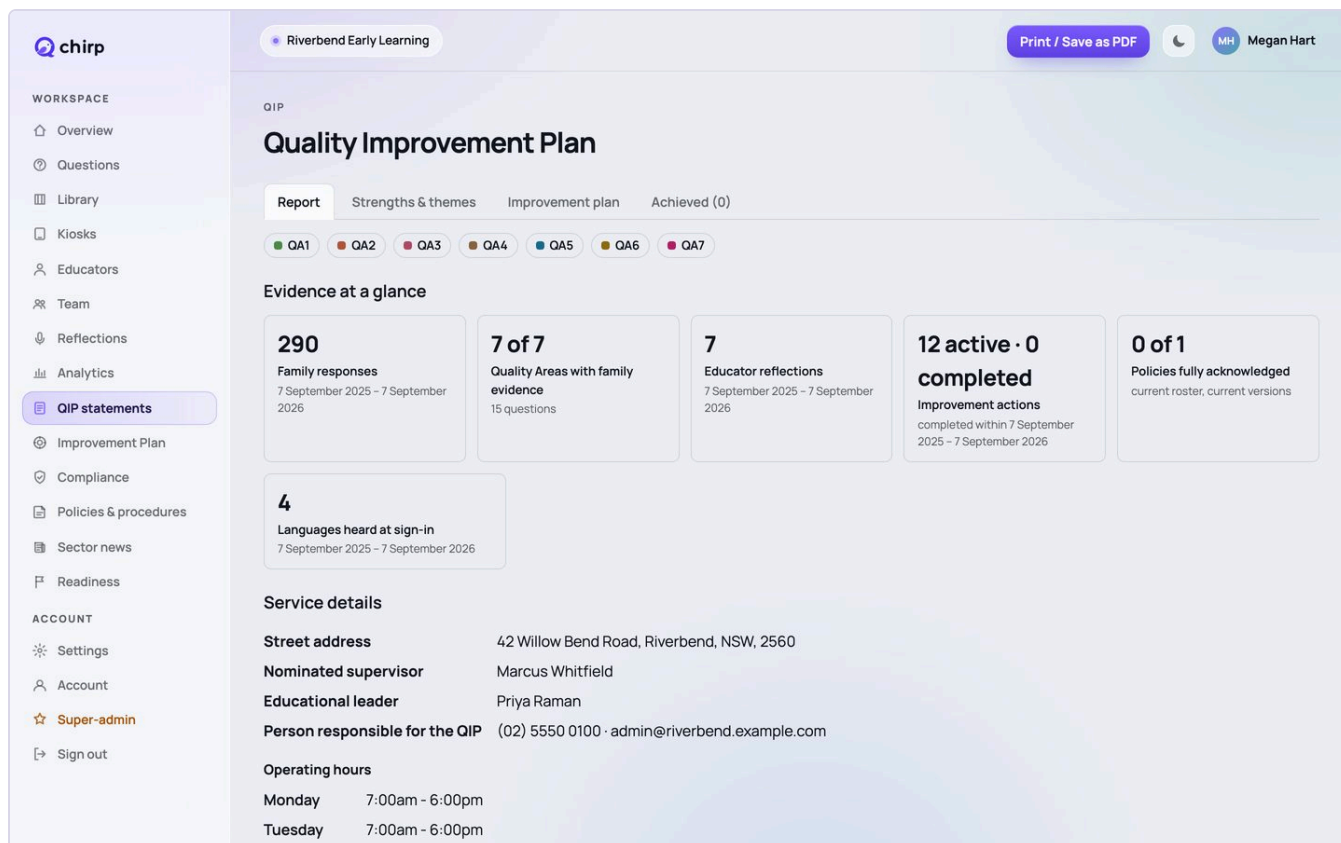
It will not tell you a rating, it will not score a Quality Area, and it will not write a statement for you. It reads your own words and your own data. Suggestions are advice from a careful reader, and the decision is always yours.

7 · SOP-5 · Reading the report: what the evidence sections mean

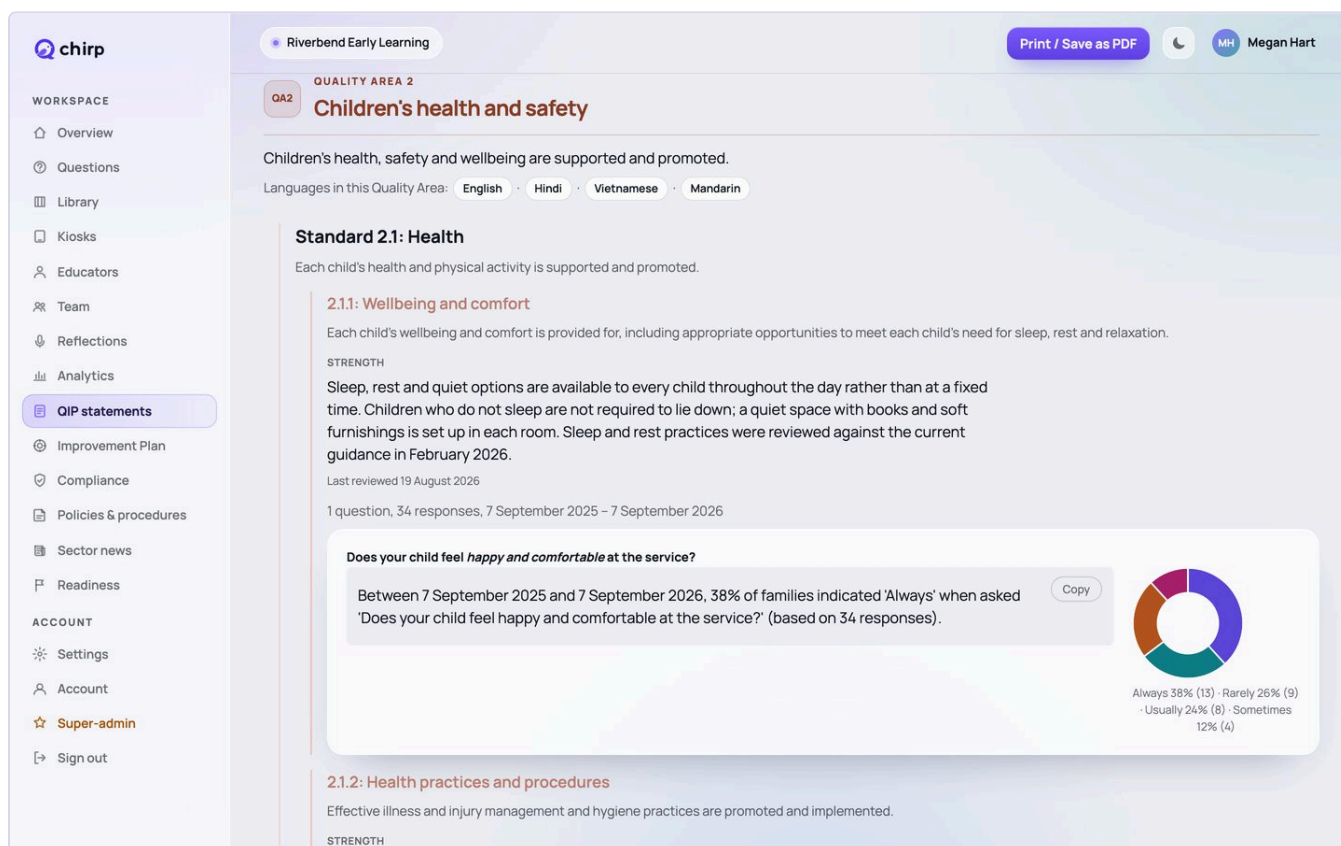
When: monthly, before a committee or provider meeting, and before an assessment. **Time:** 10 minutes to scan, longer to read.

The Report tab is the document. On screen, the QA chips under the tabs jump to a chapter. In order it contains:

1. **Evidence at a glance:** family responses in the period, Quality Areas with family evidence, educator reflections, improvement actions (active and completed), policies fully acknowledged by the current roster, and languages heard at sign-in.
2. **Service details, Operating hours, Additional information** and the **Statement of philosophy**, all from Settings.
3. **About this report** and **NQS coverage this period:** which Quality Areas have family evidence, how many questions and responses.
4. **One chapter per Quality Area.** Each standard, then each element: the official descriptor, your **Strength** statement with its *Last reviewed* date, the kiosk questions tagged to that element with a plain-English sentence and a chart (the **Copy** button copies the sentence for use elsewhere), **What educators reflected on**, the standard's **Exceeding themes, Practice evidence (compliance records)**, and the chapter closes with **Key improvements sought** and **Improvements achieved this period**.
5. **Policy induction, staff acknowledgments:** each policy, its current version, and how many current educators have completed the comprehension check.
6. **Content provenance, About AI assistance** and a **Reviewed & approved** block with name, role and a signature line.



The top of the report. The tiles count evidence inside the evidence period only.



Inside a chapter: element 2.1.1 with the strength statement, then the family question tagged to it, summarised in a sentence with the chart.

WORKSPACE

Overview

Questions

Library

Kiosks

Educators

Team

Reflections

Analytics

OIP statements

Improvement Plan

Compliance

Policies & procedures

Sector news

Readiness

ACCOUNT

Settings

Account

Super-admin

Sign out

Riverbend Early Learning

Print / Save as PDF

MH Megan Hart

PROGRESS NOTES

- 19 Aug 2026 · Megan Hart — Standing agenda item added to committee meetings from June 2026.

ISSUE IDENTIFIED

The educational leader role is carried out well but is not documented, so the work is invisible if the person in the role changes.

IMPROVEMENT SOUGHT

The educational leader role has a written scope and a record of the support provided to educators.

STEPS

Write a role description with the educational leader. Keep a simple log of mentoring conversations.

ELEMENT

7.2.2 PRIORITY Medium BY WHEN March 2027

ISSUE IDENTIFIED

Induction covers compliance thoroughly but says little about our philosophy or our approach to programming, so new educators learn it informally and unevenly.

IMPROVEMENT SOUGHT

New educators understand how this service approaches practice, not only what the rules are.

STEPS

Add a philosophy and practice section to the induction pack. Pair each new educator with an experienced educator for one month.

ELEMENT

7.1.3 PRIORITY Medium BY WHEN December 2026

SUCCESS MEASURE

New educators can describe the service's approach at their three-month conversation.

Policy induction — staff acknowledgments

Educators read each policy and pass a comprehension check on it (100% required, dated and versioned). Counts are against the current staff roster and each policy's current version, as at 7 September 2026, 21:42.

Riverbend Sleep and Rest Policy (v1) — completed by 4 of 9 current educators · latest 28 August 2026

Content provenance

Strengths and Exceeding-theme narratives in this document were authored by the service. Family response data was collected anonymously via Qchirp at sign-in.

Reviewed & approved

Megan Hart	Director	
Name	Role	Signature / date

The end of the report: improvement rows for the chapter, policy acknowledgments, provenance and the sign-off block.

Changing the evidence period

Near the top of the report (screen only) is **Evidence period** with **Change**: Last 12 months, This year, or a custom From and To. The cover prints the period you chose. It scopes the evidence only; your statements are standing.

Standard

Every element that has a strength statement also has something under it: a family question, a reflection or a compliance record. An element with a statement and no evidence is the first thing an assessor will probe, and the first thing to fix with a kiosk question (SOP DIR-02).

8 · SOP-6 · Printing or saving the QIP for an assessor

When: when the regulatory authority requests the QIP, before an assessment and rating visit, and for committee or provider records. **Time:** 2 minutes.

1. Open **QIP statements** → **Report** and set the evidence period you want on the cover.
2. Click **Print / Save as PDF** (top right). Your browser's print dialog opens.
3. Choose **Save as PDF** as the destination, A4, portrait, default margins. Turn off headers and footers if your browser adds them.
4. Name the file with the service name, the evidence period and the date, for example `Riverbend-QIP-2025-09-to-2026-09.pdf`, and keep it with your records.
5. Open the PDF and check the cover, then the last page's **Reviewed & approved** block. Sign a printed copy if your provider requires a wet signature.

Qchirp

Quality Improvement Plan

The service's self-assessment and evidence — prepared under regulation 55

Service

Riverbend Early Learning

Approved provider

Riverbend Community Childcare Association Inc.

Service approval number

SE-90001234

Evidence period

7 September 2025 – 7 September 2026

Generated

7 September 2026, 21:42

Evidence at a glance

290

Family responses

7 September 2025 – 7 September 2026

7 of 7

Quality Areas with family evidence

15 questions

7

Educator reflections

7 September 2025 – 7 September 2026

12 active · 0 completed

Improvement actions

completed within 7 September 2025 – 7 September 2026

0 of 1

Policies fully acknowledged

current roster, current versions

4

Languages heard at sign-in

7 September 2025 – 7 September 2026

Service details

Street address

42 Willow Bend Road, Riverbend, NSW, 2560

Nominated supervisor

Marcus Whitfield

Educational leader

Priya Raman

Person responsible for the QIP

(02) 5550 0100 · admin@riverbend.example.com

The printed cover. Navigation, tabs and buttons drop away; the cover carries service, provider, approval number, evidence period and the generation time.

Standard

The PDF you hand over is generated on the day, from the live page. Do not keep an old export as "the QIP": the report changes every week as evidence lands, and the *Generated* stamp on the cover shows an assessor how fresh it is.

9 · SOP-7 · Uploading a newer version later

When: your provider or a consultant has revised the plan in Word outside Qchirp, and you want the new wording in. **Who:** an Owner.

1. On **Strengths & themes**, use **Upload a newer version of your QIP**, or the *Upload a different version instead* box at the bottom of the review hub. A newer upload supersedes any open import; its pieces are kept as provenance.
2. Review as in SOP-2. The difference: where a slot already has content you see the two **side by side**, *In your QIP now* beside *From your upload*, and **keeping what you have is the default**. Tick the upload's version only where it should replace yours.
3. Improvement rows that came in from an earlier upload start unticked so they are not duplicated.
4. Confirm. Replaced statements keep their earlier versions in History, so a wrong tick is a restore away.

Prefer editing in Qchirp

Once the plan lives in Qchirp, round-tripping through Word means the evidence, the stamps and the reviews are not in the file you are editing. Use SOP-3 for changes and reserve re-upload for a plan that was genuinely rewritten elsewhere.

10 · Standards: what a good strength statement looks like

Write this	Not this
"Sleep, rest and quiet options are available to every child throughout the day rather than at a fixed time. A quiet space with books and soft furnishings is set up in each room. Practices were reviewed against the current guidance in February 2026."	"We meet element 2.1.1. Children's wellbeing is our priority."
"Educators record framework outcomes against experiences after the fact, which keeps planning honest about what happened."	"Our program is of a high quality and exceeds the standard."
"Three families answered 'sometimes' to whether routines support learning, so we changed the morning transition in August; the next question runs in October."	"Families are very happy with us."

- **Observable.** What an officer would see on any day of the week, in every room, whoever is rostered.
- **Dated and owned.** When it was reviewed, who leads it. The stamp on each statement helps, but say it in the text too.
- **Evidenced.** Point at the data Qchirp holds beneath the statement: the family question, the reflection, the compliance record. Assessor eyes will tell you when you hold evidence you have not cited.
- **No names.** Never a child or family member. Educators by role, not name, unless they hold a formal position (nominated supervisor, educational leader).
- **No rating language.** Say what you do. Whether it meets, or exceeds, is the assessor's finding, not your claim. Qchirp's counts and suggestions follow the same rule: they show what is written, never how good it is.
- **Short bullets.** Start lines with a dash. A statement that needs scrolling is two statements.

11 · Privacy and AI: what Qchirp does with your document

- **Your uploaded file** is stored with your centre's data so the import can be resumed and so a later upload can recognise pieces it has seen before. Only your centre's Owners can upload; no one outside your centre reads it.
- **Reading and placement.** Splitting the document into pieces is rule-based. Working out which element each piece belongs to uses an AI model over the text of your plan and the NQS element descriptors. If that step fails, **Continue without AI placement** proceeds with the pieces unplaced for you to place by hand; the import is always completable.
- **Assessor eyes** sends your statements and the summary counts of your own evidence to an AI model and returns suggestions. It does not send children's or educators' names, and it never changes your text.
- **The report says so.** The *About AI assistance* block on every report explains which content was AI-assisted (educator reflections may have been polished; improvement-plan suggestions were drafted from your own data) and that a person reviewed and approved it. Family response data is never produced or altered by AI.
- **Nothing is deleted.** Statements keep every version. Imports keep their pieces. An Owner can restore, never erase.

The full privacy statement is at qchirp.com/privacy.

12 · Quick reference card

First upload (Owner)

1. Settings → cover fields and philosophy
2. QIP statements → Upload your existing QIP
3. Upload and read it, wait
4. Open every QA card → Save review
5. Service details, Improvement plan → Save review
6. Confirm → Add n pieces to your QIP
7. Report tab → read one chapter

Monthly QIP review (Manager or Champion)

1. Strengths & themes → one Quality Area
2. Review QAn with assessor eyes
3. Edit statements, Got it on each suggestion, Save
4. Report tab → check the chapter has evidence under every statement
5. Improvement plan → progress notes (DIR-04)

Assessor asks for the QIP

1. Report → set the evidence period
2. Print / Save as PDF → Save as PDF, A4
3. Check the cover and the sign-off block
4. Send or print; keep the file with the date in its name

Where things live

- Cover fields: Settings
- Your words: Strengths & themes
- Actions: Improvement plan, Achieved
- Family evidence: Questions, Analytics
- Educator voice: Reflections
- Policy induction: Policies & procedures
- Practice evidence: Compliance

Troubleshooting

Symptom	What to do
I cannot see the Upload button.	Only an Owner can upload. Check your access level under Team, or ask an Owner to run SOP-2.
"Choose your QIP document first" or the upload is refused.	The file must be .docx or .pdf and 10 MB or smaller. Export a PDF from Word if the .docx is unusual (tracked changes, embedded objects).
The progress screen shows an error and a Retry button.	Click Retry. If the placement step keeps failing, Continue without AI placement takes you to review with the remaining pieces in Couldn't place, where you can place them by hand.
"This page is out of date" during processing.	Refresh the page. Progress is saved after every step.
A Quality Area card says 0 of n decided.	You have not saved that card yet. Open it, check the ticks, Save review. Undecided pieces are left out at confirm.
After confirming, pieces are back in Couldn't place with a reason.	Landing refused them (for example an improvement row with no usable element). Place or edit them, then confirm again; the import stays open.

A strength statement is under the wrong element.	Edit in Strengths & themes: cut it from one box, paste into the right one, Save. History keeps the earlier version.
The report cover shows the wrong provider name or approval number.	Fix it in Settings → Centre details. The report reads Settings live.
Assessor eyes says it is not available right now.	The AI service is temporarily unreachable. Try again later; nothing else on the page depends on it.
The evidence tiles show zero.	Either the evidence period excludes your data (change it on the Report tab) or the centre has not run kiosk questions yet (SOP DIR-02).
Print shows the sidebar or the tabs.	Use the page's own Print / Save as PDF button, not the browser menu, and make sure "Background graphics" is on if the charts look empty.

13 · Document control

Version	Date	Change
1.0	7 September 2026	First issue. Screens from Qchirp as at 7 September 2026.

This SOP is re-issued whenever the QIP pages change. The current version is always at **qchirp.com/guides**. Questions and corrections to hello@qchirp.com.

Qchirp is a tool for keeping and evidencing a Quality Improvement Plan. It does not assess or rate a service, and nothing in this document should be read as predicting an assessment outcome. Assessment and rating is carried out by the regulatory authority in your state or territory.