



Australian Children's
Education & Care
Quality Authority

Quality Improvement Plan template

National Quality Standard

Updated June 2023

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan (QIP).

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (regulation 55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard
- and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request. The National Regulations do not prescribe a format for a Quality Improvement Plan.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard. A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

About the ACECQA Quality Improvement Plan template

The purpose of this template is to offer a planning format that supports approved providers to meet their obligations under the National Regulations.

This template provides quick links to helpful resources for each quality area in the [Guide to the National Framework](#) and the [ACECQA website](#).

Exceeding NQS themes guidance

The Exceeding NQS sections provided for each Standard should only be completed when there is evidence of one or more Exceeding NQS themes impacting on practice at the service.

When the QIP is submitted to the Regulatory Authority for assessment and rating, an authorised officer will consider how the evidence documented impacts on practice, to determine if the Exceeding NQS themes are being met.

Service details

Service name		Service approval number	
Heatherdale Preschool		SE-00003523	
Primary contacts at service			
Lara Wilson			
Physical location of service		Physical location contact details	
Street	12 Purches St	Telephone	03 98745020
Suburb	Mitcham	Mobile	0434438237
State/territory	Vic	Fax	N/A
Postcode	3132	Email	Heatherdale.kin@kindergarten.vic.gov.au
Approved Provider		Nominated Supervisor	
Primary contact	Muhammad Al Fasha Abdul Latiff	Name	Lara Wilson
Telephone	N/A	Telephone	N/A
Mobile	0426637738	Mobile	0422266116
Fax	N/A	Fax	N/A
Email	president@heatherdalepreschool.org	Email	Heatherdale.kin@kindergarten.vic.gov.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	
Educational leader			
Name	Lara Wilson		
Telephone	98745020		
Email	Heatherdale.kin@kindergarten.vic.gov.au		

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.

Describe the scheduled opening and closing times using a 24-hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

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.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	7:30	7:30	7:30	7:30	7:30		
Closing time	17:00	17:00	16:00	17:00	17:00		

Additional information about your service

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.

Heatherdale preschool runs in line with the Victorian school holidays, and public holidays. We also follow the VECTEA award with teachers and educators having the first and last day of the year as common days for planning. We also have a teacher planning day at the end of term two, where teachers and educators engage in professional development together.

How are the children's grouped at your service?

We have two four-year-old funded groups. The Bandicoots attend on Mondays and Thursdays 8:30am – 4pm. The Bilbies attend Tuesdays and Fridays 8:30am – 4pm. Both four-year-old groups have 22 children with a teacher and educator and a lunch cover. The Bandicoot group also has inclusion support.

We have one three-year-old group that attends on a Wednesday from 8:30am – 2:30pm, this is currently an unfunded program but is taught by a Bachelor teacher and educator.

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

Lara Wilson, Nominated Supervisor

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

"Tell me and I forget, teach me and I remember, involve me and I Learn"

We acknowledge the traditional owners of the land and pay our respect to the elders who have raised children's, taught them about the world around them and bestowed on them the gift of culture and language.

We respect and honour each family's structure, background, culture, and beliefs. We acknowledge the traditional owners of this land that we build our community on today.

We believe that the preschool years are unique. This is where foundations are laid for children to develop skills and knowledge that support them being capable, confident inquisitive involved learners.

We acknowledge that all children bring individual strengths interests and personality and that all children learn at different rates. To support this, we respect and see that children's learning is unhurried, so that acquiring knowledge becomes a process of discovery and a way of building understanding.

We believe in following a negotiated curriculum and our program is hugely influenced by inquiry-based learning, art as a language as well as nature-based programs. We seek to strengthen critical thinking, intellectual curiosity and informed risk taking. We promote strong communication and problem-solving skills, together with social and cultural learning and awareness.

We believe in strong enriched partnerships between families, preschool and the community. These partnerships enhance the day-to-day program through the sharing of knowledge, culture, skills, and time to be together.

Every opportunity is taken to develop an appreciation of respect for and care of nature. Sustainability is an integral part of our program. Our aim is that this becomes second nature to our children's.

As a teaching team we are reflective, regularly reviewing our practice and our environments to provide successful and rewarding learning outcomes for children's. We all share a passion for inspiring young minds through dedication to excellence in teaching. We believe life is a learning journey for all and are committed to our own on-going professional development and professional dialogue.

Quality Area 1: Educational program and practice

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

Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 1: Standards and elements

Standard 1.1		The educational program enhances each child's learning and development.
Approved learning framework	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.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2		Educators facilitate and extend each child's learning and development.
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3		Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
Assessment and planning cycle	Element 1.3.1	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.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children's)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children's over preschool age	1.3.1
Regulation 289A NT	Programs for children's over preschool age	1.3.1
Regulation 298A Queensland	Programs for children's over preschool age	1.3.1

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

Program: The Educational Program Enhances each child's learning and development

- 1.1.1 Educators seek to strongly cement the Victorian Early years Learning and development Framework (VEYLDF) in all aspects of their interactions with Children's, Families, Programming, Documentation, and colleague interactions. We strive to make the kindergarten program autonomous with the framework. We use the framework in our documentation of a child's individual learning journal, when discussing children's development and learning requirements, during parent teacher interviews, end of year transition statements, parent information evenings such as AGM and school readiness presentations. All staff have their own copies of the VEYLDF and other supporting documents. We use these documents to regularly review and discuss at monthly staff meetings, we share areas we feel we can improve and areas that we could work towards in implementing. As well as all staff having a copy of the VEYLDF we also all have copies of the QIP, and this is also regularly reviewed and discussed as a group. We feel it is important that all staff feel connected to and that their voice is reflective in the documentation. Our program works hard to reflect our local community needs, events and individual family events, celebrations, and cultures. We are constantly reviewing our service philosophy to accurately reflect on the program and values of our service, perhaps a new team member has joined each team member brings new ideas, cultures, celebrations, and we are always striving to reflect who we are within our philosophy. Other influences that we may consider for our philosophy are community changes, regulatory changes, or changes to our curriculum, we are always striving for our philosophy to reflect who we currently are. During the Covid 19 pandemic, staff stepped up to the challenge and were exceptional, staying on top of current information, implementing changes to the program and service quickly and effortless so that children and families were not disrupted at any time. Staff had regular conversations face to face, telephone and through online meeting channels to ensure we were all meeting our requirements, all knew the plan, and looked after our own wellbeing but also our families and children.
- 1.1.2 Teachers and Educators work hard to maximize children's agency, we value children's ideas, thinking and wellbeing and use this to drive the program. There is a strong emphasis to scaffold children's interests and through this we are able to impede intentional teaching group times, learning spaces and small group work. Teachers and Educators reflect with each other through incidental conversations, planning meetings and staff meetings about how the program is meeting children's development and how their learning is following the current knowledge and interests of the individual and group requirements. We are always empowering children to make choices and solve problems. Along with our strong emphasis that staff scaffold children's learning we also strongly encourage children to scaffold each other, we view the children as a teacher within the learning environment as well, they can and do on a daily basis teach us and it is important that they are given opportunities to teach each other, it might be simple like helping turn the taps on, or more complexed in sharing their knowledge and skills to each other, it might even be a child asks for help we know another child has a strong skill in this so we ask them to help. The forth teacher in the space is our environment, staff take great care and thought into how this is set up each day, we also share what is working or not working and when setting up new spaces asking the children to help and choose materials.
- 1.1.3 The beginning of the year plays a vital role in allowing Teachers, Educators, Children, and families settle into the program, routines. Time is spent getting to know families through orientation sessions the year prior to starting, information session at the beginning of the year, shorter sessions, and smaller groups for the first two weeks. Through this time children are able to spend time exploring the spaces and having more one on one time with their Teachers and Educators in order to develop a strong connection and learn more about each other. During this time, we are able to establish important routines to allow children's adequate play and learning opportunities both indoors and outdoors. 4-year-old groups may begin each session with a morning meeting or a meeting mid-morning, during this time they can share experiences with each other related to exciting events from their

communities and families. Teachers then use a visual board to plan and map out the day. The day of the week and weather is discussed, the children are then supported to put the running order of the session together. We will then discuss the intentional teaching for this session, children are invited to add information as questions or just listen to the conversations. Once this has been established children are invited to begin engaging in their play and learning together. Teachers and Educators will discuss changes to the day with children's and will also have discussions with each other to plan the day before hand.

Practice: Educators facilitate and extend each child's learning and Development

Our program reflects a strong variety of child led and intentional teaching learning spaces and opportunities. Teachers and Educators often reflect and discuss with each other the needs and interests of the group. We have regular monthly staff meetings where there is opportunity to discuss with the educational leader's views and needs for the program. Staff attend regular professional development together as a team, this allows us to reflect and share while also seeing new opportunities to move our program forward. The Four-year-old teachers have monthly planning meetings, we have a relief teacher to support this allocated time of the program. The groups are alternated each month to ensure one group does not miss their teacher on a regular basis. The relief teacher is a constant member of our team, they also relieve the lunch covers at kinder. During this allocated time, they are able to share their individual group ideas and interests, plan a program that will enhance the children's learning. As it is a shared space it can often be difficult to embrace individual groups interests, however through our monthly planning, staff meetings and incidental conversations we work very well together allowing for cooperation and support to continually manage and deliver programs that meet individual group goals and learning opportunities while allowing for easy and smooth transitions between group change overs. All teachers and educators have different strengths, and these are always acknowledged throughout the program, they may lead this intentional teaching supporting all teachers and educators to deliver the content. Teachers and educators celebrate each other's strengths and allow each other to shine. We have a strong connection with our families, and they are often be involved in our program, not just through being a parent helper through the stay and play but also through their profession or a skill and interest. We often have grandparents join us and help us in our kitchen garden program. We are actively involved in other members of our community and they will often engage with us in our service or support us on our many excursions.

1.2.1 We provide extended periods for indoor learning and outdoor learning as well as offering indoor/outdoor sessions at different times throughout the year. These extended play times allows for children's interests to be actioned in the moment. Often children's interests guide intentional teaching and ideas are set up from the group discussions during morning meetings or group time discussions and followed up with group reflection conversations at other group times throughout the session. We value children's verbal contributions to the program and strive to allow times for them to voice their opinions, enjoyment, and question parts of their learning from the day. If a group has a morning meeting there are opportunities for children to share interest and events from their families and communities. Hearing these stories we are able to add, modify and share new learning experiences as these conversations will often drive new ideas and child led or intentional teaching lead opportunities. Often, we have student teachers who bring new and exciting ideas to the program and we will often continue and follow on with these ideas and concepts as the children become so engaged and interested in the learning and play opportunities. After special events like excursions or incursions, children are asked to draw a reflection of their memory, enjoyment or what they learnt from this experience, they are then supported to share their verbal reflections which staff will write up to sit next to their drawing. These are then placed in their individual learning journals as a reflection tool of the even as well as an observation tool on how their skills are developing. Teachers and educators will often refer to other groups that use the space within their groups, perhaps it is something another group is working on and children have observed it and asked questions. Sometimes we will write groups notes on the white board for them to discuss and answer the next day. We are always striving to show the groups that others use the space that it is a shared space and that everyone feels apart of the community.

1.2.3 Children are constantly supported and challenged to make their own choices through many different plays and learning spaces. Often an intentional teaching experience is set up that allows for children to be challenged through learning a new skill or extend on an existing skill. Children

are encouraged and supported through this time. Children are given the time and respect that they require to achieve and work towards new and improved development. From morning meetings and group times, extended play and learning opportunities in all environments and spaces, children are able to explore, extend and question themselves, their peers, and the program through knowing that their voices are heard and responded to. Children are encouraged to be attentive listeners with one another through planned group time discussions, small group work or when trying to solve a problem sharing thoughts, feelings, encouragement, and ways to resolve their problems with one another. Children are invited to share outside experiences through show and share opportunities, often we allow these to happen organically when a special event or moment has happened in a child's life. Teachers and Educators strongly recognise the child as the 2nd teacher within the environment, they are capable and have a lot of knowledge to share they also have a willingness to help others and we recognise and support this to happen often. The environment is our third teacher as often the children are also included in setting it up and deciding what materials are needed.

Assessment and planning: Educators and Co-ordinators take a planning and reflection approach to implementing a program for each child

- 1.3.1 Teachers and educators use a variety of tools to document and share children's individual learning. Each child has an individual learning journal that they can share with friends, family and add to throughout the whole year of kinder. Children are encouraged to add their work to the folder and Teachers and Educators will often share in learning opportunity and encourage children to put it in their folder. Teachers and Educators will also document shared experiences from incursions and excursions to the group as a reminder to children about we shared, enjoyed, and learned from this experience. All staff are being encouraged to keep a journal and reflect on their individual practices, important information that happened during a session, conversations with families and ways that they could improve. Teachers keep a log of where children have spent time through a session, this is allowing us to observe the hot spaces of the program, during a planning meeting we have a clear idea of what areas are being used by majority of the children and perhaps a space that is no longer being visited allowing us to know this space is now ready for a change or modification. This tool also allows teachers and Educators to see how children move around the space, do children frequent all areas but only for short times, do children spend time at one space only throughout the session allowing discussions to set individual goals to support children to either try new things or perhaps be supported to engage in a play learning space for an extend time frame to maximise the learning opportunity's there. Teachers and Educators have a good open communication with one another and are able to verbally reflect on a session as it is going or after to continually improve the outcomes for children.
- 1.3.2 Teachers and educators keep individual reflective journals as a tool to critically reflect on their individual practices but also record goals and achievements for themselves and the group. These journals are brought to staff meetings and staff are invited to share from them if they would like. Asking the staff to bring them along helps us to make sure they are always on the go and allows us to support each other if someone reflects that they are struggling to know what to write or perhaps have forgotten to make entries. The concept of the Journal is new to the Educators, yet feedback is that they are enjoying the opportunity to reflect and are realising how often they are reflecting on their practices yet perhaps have not been documenting it. Each team of Teachers and Educators spend time together at the end of sessions to discuss the children's learning, set new goals for children and support each other through challenges. During these conversations' teams will discuss new goals for children and support one another. In 2016 we introduced monthly staff meetings during these scheduled times we are able to reflect on the program, share and support each other through children development and programming. Staff are very supportive of each other. Between groups we share information regularly and will discuss situations or concerns we might be having about different children. Seeking the advice of each other and sharing our ideas and knowledge helps us to always be striving to support individual children and families in different ways and new strategies.
- 1.3.3 The program is displayed in the foyer near the sign in book for families and community to read and comment on the learning opportunities. There is a white board displayed for families as they enter informing them of important dates coming up and important things to know for that session. Teachers display a communication board at the end of the session. This details what we did during that session, anything exciting that happened or

something that surprised us, and lead is in a new direction during that session. This tool is a great way for families to have further conversations with their children about their day at kinder and what they did. Teachers write a term letter to inform families and communities of what the outline of this term will be, what excursions and incursions are happening, and other important information needed to support the learning goals set out for the term. Families are encouraged to come and speak to teachers and educators about any concerns or questions they have during all times of the program, teachers and educators regularly spend time chatting with families at the beginning and end of sessions. Teachers will have planned meetings with families if and when they feel is needed or if a family have requested a time to sit down and chat about their child. There is scheduled meeting in the middle of the year with families and the teacher to discuss how they children are going and set goals together for the remainder of the year. We use the communication app FlexiSchools to do daily and weekly communication to families about up-and-coming information, things to remember but also photos of things in the day that we want to share from the program and children's learning. During the Covid 19 pandemic we spent a few teacher planning days exploring different digital platforms to use to make it easy for families and kinder to stay connected during lockdown stages and remote learning. We created a private you tube channel that teachers and educators could use to create videos of stories and songs as well as instructional learning videos relating to the take home craft pack. We would then share these videos into FlexiSchools. After some time had passed, we began to realise that so much information was going on FlexiSchools It might have been difficult for families to scroll through and find the links. Due to this we moved to Google Classroom platform where we could set things up as a week and families could easily search for what they wanted or needed. This platform also allowed families to communicate and share things together, the feedback was that people were enjoying seeing what others were doing in lockdown. We also used Zoom for weekly live catch ups where we sang songs, shared screens for dancing and singing of songs. These had a high attendance uptake and children really engaged well with the platform.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.1 is available in the [Guide to the National Quality Framework](#).

Standard 1.1 – Program: The educational program enhances each child’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • We actively seek any opportunity for intentional teaching moments, there are many incidental moments throughout the day as well as our intentional planned teaching moments. • We share our daily learning, experiences, and joy to our community of families through our communication App FlexiSchools. • Actively see and hear children helping children, this may happen spontaneously because we have built a community where, we care for each other, or it can be seen with teachers actively asking children to support one another. • Staff use words with children like ‘how can we solve this? What do you think we need to do? What do you think will happen? Can I help? Do you want help? Have a try and if you still cannot come back and we can try together. We will always acknowledge a child’s response, but want to allow them to try, solve and accomplish on their own or through guided support. • Like children are growing and learning in our space we as teachers and educators are growing too, we will actively acknowledge to the children when there is something we do not know and that we can learn together. We view ourselves and the children as researchers and will use books, tablets, projector, and Prior knowledge to explore ideas and learn to extend our knowledge.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • Teachers and educators have many open conversations, often starting with I have been reflecting on yesterday? I was reflecting on how we could do that better? For example. • Teachers and educators all have critical reflection diary’s and are able to use these to reflect on their interactions with children’s and families, their own practices and group dynamics. The team can use their diaries to discuss with each other on practices and programming needs of a day or a week. • Teachers and educators all contribute to individual, group documentation through daily observation sheets, written and drawn reflections individually and with children. • Teachers reflect and share information learnt at professional developments. Where possible we try and attend together so information is heard, and we can share our ideas and grow from these. • During the Covid -19 pandemic our committee allowed teachers time to plan, through student free days or by providing an extra teacher within in the program for staff to support and engage with children who were learning at home.

3. Practice is shaped by meaningful engagement with families, and/or community

- Parents are always invited to participate in our Stay and Play program where they are able to spend time supporting all the children in the program. This allows them to be connected with our learning spaces, get to know their children in a different environment, have incidental conversations with teachers and educators about why we do things. It builds our community and connection with one another.
- We are actively involved with allied health professionals. Through these connections and their experience in our programs can be enhanced. And we can share ideas. We are regularly visited by these people who might be there to actively work with a child on NDIS, but through this time we can discuss goals and program modifications that can be implemented to support all children.
- Families regularly attend our excursions, and this allows them to build connections with other families and engage in opportunity with their children, watching their child enjoy special moments. It also allows them to connect how these outings are followed up with in our programming to continue extending children's learning.
- Often there are things that need to be done for the program and we can communicate these to families through our communication app, it might be can you sew? We need new art smocks etc.
- Often our families will donate items to the kinder perhaps they are moving and will donate furniture, old kinder uniforms to be used as spare clothes, gumboots for outside. Once a family donated school uniforms and asked us to pass on to a family we felt was vulnerable and could benefit from them, we knew just the family and it was wonderful to pass on the support from another family.
- We have our Recycle, Reuse and repurpose area in the foyer where families are encouraged to donate different items, maybe it's for the compost like coffee or tea bag, perhaps it boxes and corks all things we can use in the program.
- We actively encourage families to share their celebrations with us at kinder, perhaps it is joining in with their child's birthday celebration, their cultural events and celebrations what does it mean for their family and how do they celebrate. We especially enjoy celebrating the birth of a child making a new big brother or sister is always shared with our community. We have sadly in the past had children and a parent pass away from cancer, these families are remembered and celebrated through a crazy hair day each year. Families are asked to share a gold coin, and this is donated on behalf of these past families to remember them. We use our enrolment form to gather information regarding children's outside interests and services they may be involved in, this allows us to build relationships as we can acknowledge a child's pet or mention their swimming lessons for example.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.2 is available in the [Guide to the National Quality Framework](#).

Standard 1.2 – Practice: Educators facilitate and extend each child’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • We regularly use a white board for the children to communicate between groups, it might be an amazing building that we wanted to show them, it might be a question about their group for example how many boys and girls do you have? • We have a cupboard within the room, in this each group has a couple of shelves on this they can have items that are specific for their group, projects and interests, having this allows for all staff to pack up and set up for each other between sessions, It allows all staff to have clear knowledge of each groups programs. • Often when children are thinking about things they would like to do or might need for the play, construction or art, children will be invited into the storerooms to look at what things are there that they might like to use or add. • As we engage in many different excursions and incursions often the play spaces, intentional teaching, displays and group discussions will be reflective of the excursion, this allows for learning opportunity to be explored before the event and to be extended and strengthened after the event. • The style of room set up allows for children’s agency to choose where they would like to play and learn thought out the session. • Children are actively encouraged to help and teach each other. If staff know a child has a strong strength, they will actively encourage this child to share and support their peers in this area. • We will have large and small group discussions on topics, group projects and even centre projects. We also have many formal and informal group times and teachable moments.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • Through having program time monthly for both teachers to sit together and discuss and review programs, we can use this time to develop new programs and discuss children’s and individual groups interests. • We have monthly staff meetings and programming is always discussed and ideas are shared during this time, it is important to the teachers that all voices are heard in the program so having educators’ ideas and feedback is vital. • We have incidental conversations between sessions if and when needed, sometimes a layout might have happened, or a new interest has begun and this needs to be discussed for everyone is aware. • During Covid 19 pandemic teachers and educators had all the non-teaching days as per the school sector to spend time reviewing and putting procedures and safety measures into place, this allowed us time to discuss and reflect on what needed to happen and what we wanted to happen. • In our individual teams we will often have incidental reflective conversations about how the day is going, do we need to change things or are you engaged with children on something we need to extend and continue running.



	<ul style="list-style-type: none">• Staff are flexible to change throughout a session and will spend time after sessions reflecting in their journals and verbally with each other why something needed to change or needed to happen.
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none">• Parents skills, knowledge and cultures are acknowledged and embedded into our programs though families coming into the program to share or the kinder session acknowledging a celebration or event with the group.• Our stay and play program allow families to feel included, connected and involved in our program, through this they feel welcomed to our service and can build relationships with the teachers and educators as well as connections with the other children allowing for a strong community to build.• Every month the teachers write a programming report to the committee, it involves events and programs that are being explored, it might be an excursion or celebration, it can also be a request for resources.• There is a term newsletter that is shared around the teachers and educators everyone takes a turn to write the programming report for that term.• Teachers use FlexiSchools to communicate photos and information from each session. We try to add a post each session but always do one weekly. Especially when we are on excursions. Families have communicated that they love seeing what is happening during the day and it is a conversation starter with their children at the end of the day.• Twice a year parents are invited to participate in a survey where they can add feedback both positive and negative about our service, these surveys are discussed at committee meeting and staff meetings so we can develop and grow in areas but also celebrate together our strengths.• Parents are invited to a formal parent teacher meeting throughout the year. But teachers are always communicating to families that of they would like to meet at any time they will find some time to meet and chat.• Our kitchen garden is often shared with families through our farm shop, children set this space up decide on the price and sell our produce and worm wee to their families.• We have very strong relationships with PSFO, and allied health services. They are regular visitors at our centre and are actively involved with recommendations and advice for teachers, educators, and families.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.3 is available in the [Guide to the National Quality Framework](#).

Standard 1.3 – Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none">• The program cupboard helps assist all teachers and educators to have a clear understanding of materials needed for each group allowing for quick and seamless changeovers and resetting of the environment between sessions.• The photo reflection book is put together in sessions with the children to capture their voices in what we did, these are then displayed to the families in the foyer.• Children’s individual learning journals are always in the room for children to regularly access, children will look at these together daily and are constantly encouraged to add to these with photos and work that is really meaningful to them. Children are often interested in viewing the other groups learning journals. We will have discussions with children about respecting other people’s belongings and work and that we need to seek permission from the other group to do this. Using the whiteboard each group will ask permission to at times see what their learning journals look like.• We have created memory photo books of excursions and incursions from different years, these are often used in the reading space around the time of this excursion so children can begin to review and reflect on their experiences. It always nice for children to see their siblings in these books.
2. Practice is informed by critical reflection	<ul style="list-style-type: none">• Staff constantly have incidental conversations through the session to review and discuss if something needs to change in the routine due to it not working or perhaps children are really engaged in some learning so we may need to move lunch later. We are extremely flexible in the day and communicate this to each other.• Teachers will often share documentation formats, we are always looking at ways to not double up on our work load and constantly thinking is the smartest way to work or the hardest way to work, we want to have seamless changes overs of group and be able to use our non-contact time to the best we can so sharing of materials is a great way to utilise time effectively.• At staff meetings we are always reviewing a session or an event and discussion what worked and what did not work, what would be better for next time.• We have large and group reflection conversations with the children to always ensure we are capturing their voices into our own programming and personal reflections asking open ended questions to children to allow their thoughts on what was good or bad and what they would like to do next time.

3. Practice is shaped by meaningful engagement with families, and/or community

- Program reflections are shared to families in many ways through daily updates on FlexiSchools and through the photo reflection book that is displayed for families. When we have had a special event or excursion, we allow families to also comment in the reflective book; what did their child tell them about, what did they enjoy on the excursion?
- Program is displayed for families to view and modifications are written on these so families can be aware of any changes at any time.
- During stay and play parents are able to be actively contributing to the program, they can also access their children’s learning journal. Children are encouraged to share their learning journal at any time with their family especially if new work has gone in that they are very proud off.
- Midyear parent teacher catch ups are great opportunity to share where individual children development is sitting and set some clear goals to support their learning for the remainder of the year.
- Parents are able to give feedback through the yearly surveys. Often there are questions about communication and programming that we can get information on what we can do better or where our gaps are.
- Committee is also able to contribute to the programs through the monthly teacher reports for committee meetings, they can hear and ask questions about what all groups are doing, supporting programming budgets through this process also.

Key improvements sought for Quality Area 1

Improvement Plan

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
1.3.1	Getting all team members to contribute to the program.	To have all staff knowledgeable and engaged in contributing to all aspects of the documentation cycle.	H	Staff will be encouraged to spend time with the educational leader to go through their documentation. One staff meeting a term will be for a pedagogical focus with discussions and reviews of the program. Clear templates for observations will always be on hand for easy access, they will cover observations, analysis, further panning and evaluations. Staff are then encouraged to use the colour coordinating for learning opportunities	All staff are feeling confident that they are actively and regularly contributing to the program each session. That all staff feel it is second nature that they are completing the program cycle all the way through.	End of term 3	<p>March 2023 All staff are engaging with the framework and theorists via the ‘cheat’ sheets. Staff are feeling they are managing 40% of the cycle but can now clearly identify what needs to come next. Educational Leader is accessible staff feel confident that they can engage with her for support.</p> <p>June 2023 We have set up a program wall in the office that supports the</p>



				to be written onto the program for easy vision of the planning cycle. 'cheat' sheets on the framework and developmental theorists will be given to staff and in the program folders for easy access when evaluating and analysing children.			cycle of planning, references the framework, theorists, process vs product information, drawing and pen grip developmental stages to support staff analysis of learning. Staff are continuing to meet regularly with the EL. Educators feel they are 50% and teachers 80% following the cycle. Its most important that future learning is put on the program.
1.1.2	New art/craft area	Looking to reenergise the art area, moving away from 'craft' and being freer to allow for children to be more experimental, imaginative and follow their own ideas.	M	Create a large space in the middle of the room, allow for many baskets and trays that have photos to show children what they can access. Scissors, glue and other art items are always available. Staff to be using language with the children that allows them to be the forward thinker, making suggestions but giving the child time to problem solve on their own.	That the space is actively used for children to explore, problem solve and share their learning. That the space is always set inviting and engaging with the easy access to materials. That the materials and resources are changing often to continue to entice engagement and new ideas.	End of 2023	March 2023 Discussed what do we all the space art, craft, tinker station. Creation station? June 2023 Trying to make more time dedicated to reset the trolley in the mornings. We have observed some children using the space? Others not using it. Adding the flip book of new ideas and what you can make might help? Reflecting more often asking the children why? What? How?

Quality Area 2: Children’s health and safety

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

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 2: Standards and elements

Standard 2.1		Each child’s health and physical activity is supported and promoted.
Wellbeing and comfort	Element 2.1.1	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2		Each child is protected.
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children’s are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children's)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children's	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children's from harm and hazards	2.2.1
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1



National Law and National Regulations		Associated element
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2



National Law and National Regulations		Associated element
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children's leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1
Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

Health: Each Child's health and Physical Activity is Supported and Promoted

- 2.1.1 We have a strong focus on wellbeing particularly around the children's mental health, we have many group discussions about how to best look after your body. We have regular group discussions about how it is important to eat well, exercise but also to slow our bodies down, relax focus on our breathing. We often run meditation sessions where children are guided through the use of a meditation script or CD. We have group discussions with them about why this is important, and how best to begin to relax your body and mind. We will then follow this with group discussions about how they now feel, what thoughts and feeling did they have during this time? Do they feel relaxed? We will use this tool when we feel children are upset, angry and need extra support, we then remind them of their breathing, support them to slow down and take a moment. Within the kinder room there is space where children can go to when they are needing time out. This space is always quiet with soft pillows, blankets, and sensory items available. Children are encouraged to individually recognise when they may need this space through co-regulation while they are learning to self-regulate. The children are supported and encouraged to recognise if someone is there that they need to leave them be as they are looking to have some time out to relax and reset their body. Teachers and educators have close relationships with all the children and can recognise when the quiet space is required or needed, Children will also seek out teachers and educators for comfort, this may be because they are hurt, feeling sad or just require some company. Teachers and Educators role model feelings through discussions with children using I feel sentences. We have a large resource of books, posters, social stories, and visual tools in our teacher library, parent library and children's library that can be shared with families, children as a group or individuals and be on display in the learning spaces. We strongly support emotional intelligence throughout the program. We also support families to tune into their child's emotions and support external parent forums for families to attend to learn how to best support their child's behaviour, emotions, and support.
- 2.1.2 During our monthly staff meetings, we have a section for house keeping a big focus on this is to discuss our practices particularly around health and safety. We will discuss if areas of the environment are needing to be fixed or removed. We will discuss any accidents that perhaps have happened, and we will reflect on our procedures to make sure we are all working towards the same processes. For example, as a staff group, at one meeting we reflected on the policies relating to medication, accidents, and collection of children. We all shared what we felt was best practice and from this we were able to find areas where there was confusion. From here, we were able to implement the same procedure. We then felt confident we had a universal clear process. Examples are requesting photo ID from a person collecting a child if we have not met them before, when a parent calls to change who is collecting a child, the parent has to tell both staff members of this. Any injury that is above the shoulders is reported to the family by phone before collection, if it was a hard hit to the head children are asked to go home in case there is a concussion. That a child with a temp above 38 is sent home, and that Panadol can be offered if parents are more than 30minutes away. This needs to be communicated verbally to both staff members. These are just some of the areas that were modified to ensure all team members were practicing the same way. Accident and illness forms are audited by the Nominated Supervisor each month to make sure they are being filled out correctly and that adequate safety measures were actioned. Children wash their hands before entering the kinder space, before meals, after using the bathroom and other times if needed. Children are also encouraged to have appropriate clothing for health and safety that shoulders are covered during high UV and that jackets are provided for cold outside play to keep chest warm. We have a very popular mud pit that gets used often, we never want children to feel like they cannot use the space because they may not have the correct footwear or change of clothes, therefore we have a large supply of kinder gumboots for children to use and a large supply of spare kinder clothes that children can use if they don't have their own spare clothes.

2.1.3 Healthy lunches are promoted and modelled during mealtimes. We have many large and small group times about healthy eating using the concept of everyday foods and sometimes foods. Teachers and educators have regular conversations with families to promote healthy eating and encourage families to bring the foods from their culture for children to eat. In 2017 we embarked on implementing the Stephine Alexander Kitchen Garden Early Years Program. Through support with the organisation 'Shared Table' we have been able to implement a more sustainable garden and eating program. Children are involved in planting, harvesting, preparing, and sharing foods grown on our garden. We also set up a farm shop for families to buy our fresh food to have at home, encouraging healthy eating at home too. Children are encouraged to be involved in physical activity from running races, walks around our community PMP program, Yoga, and discussions about who attends sport like activities outside of kinder. We spend long lengths of time in the outdoor environment allowing children opportunities to run, chase, climb, swing, and manipulate outdoor equipment. Children are often invited to help a teacher or educator to redesign the obstacle course allowing for input and challenges from the children. Daily conversations about keeping our selves healthy, safe, physically, and mentally well is always promoted with the children and families.

Safety: Each Child is Protected

2.2.1 Daily checks of the environments are carried out, staff communicate with each other if and when something has been noticed to be unsafe and needs to be fixed or removed. We have a paid maintenance person (Stan) to make sure the work carried out was always finished or correctly. Stan works in many education settings and is very familiar with the regulations and ensures work is always meeting these requirements. Staff supervision is at a high standard. Staff openly communicate and assess the supervision of the environments. When setting up new spaces there is discussion on weather good supervision is visual from all angles, Staff will position themselves appropriately in the spaces particularly outside positioning down each end of the yard. When running indoor outdoor sessions children will be asked to stay up one end of the yard and this will be explained to them as to why it is important so that the teacher can see and support all the children in that space. Staff now clean and disinfect all equipment that has been used before it is packed away. Every Year our local council conducts a playground audit, to ensure our playground is maintained to safe standards. We are then provided with any information needed to make changes or fix any issues that they recorded. This helps us to ensure the playground is always at a high standard. We go on many excursions at Heatherdale, we aim to do something in our community twice a term. Before this is done, we always communicate with families, supply, and ask for a signed copy of the excursion form to be returned. Teachers and educators will always do a risk assessment first for example we will visit the art gallery before we attend with the children to check on exhibitions and any safety changes that might be needed to be put in place. During group discussions teachers and educators will discuss safety with the children and with them talk about staying safe, this might be in our kinder environment, before or after an excursion or perhaps there has been an incident and needs to be discussed. Teachers and educators will always consult with the children about how to best stay safe, using their words to create safe boundaries, expectations and rules.

2.2.2 Teachers and educators choose to use the 'Bellbird' accident illness form as we felt it is in line with the regulation's legislation. The form is clearly outlined on what procedures need to be carried out, so teachers and educators are supported to know when they need to make the necessary notifications either to the Nominated Supervisor or to the DET. The emergency management plan was developed with the support of an OHS Officer to make recommendations for clearer implementation. The emergency management plan outlines that staff will use the kinder mobile phone to send an alert out to families through the FlexiSchools app of the emergency and collection point. The teachers and Educators also use the kinder mobile on excursions for emergency purposes. In our emergency kits we also have stored an emergency contact list to ensure all parent information and emergency contacts are taken with us. The Nominated Supervisor has developed a risk assessment and COVID safe plan of the environment in consultation with the teachers, educators and committee allowing for safety precautions and procedures for the duration of the pandemic. Teachers and Educators refer to federal and state government guidelines to create this, it is displayed in the room so it could be referred to and is on our website. It is reviewed regularly and updated as soon as any new guidelines or recommendations are required.

2.2.3 All staff complete the yearly professional development on child protection. To ensure we are always responding in the appropriate regulatory manner. The centre currently has one child protection case which all staff and Management are informed off. Staff have discussed what the concerns are an any protective orders that may affect the child. Staff communicate regularly with the support team for this child and will report any concerns adequately. Staff will contact Child First if they have concerns for a child or family, this is a great service that they can use to discuss the case and plan for if this concern needs further action or monitoring. Staff will also keep a logbook of events, conversations, and concerns regarding the child to ensure a correct timeline is recorded of events. Teachers and educators always ask for photo ID when it is the first time, we are meeting a person for pick up, even if this person is on the safe to collect section of the enrolment form. If a parent changes who is nominated to collect a child any particular session than the parent is asked to inform staff by phone, and this is communicated by the parent to both teacher and educator members. If the parent has not contacted the kinder about the change then teachers will call the parent to check before the child is allowed to leave. They then remind families to contact staff of any changes. teachers and educators have open communication with each other. If we have concerns for a child's safety, we will discuss as a team and make written records of anything that is said or heard from a child or family, Teachers will then make contact with Child First to have a conversation and seek some guidance over the issue or concern. Does this need to be reported? Can Child First offer the family support? Do we need to just monitor and gather some more information? Teachers and educators are very aware of our external boundaries, as our kinder fence is quite open to the community. Teachers and educators are always positioned for appropriate supervision of this area, often members of the community like to stop and chat to the children and teachers and educators will be present to monitor who it is and what is being discussed. We enjoy the opportunity to engage with our community members as often we have past families who will stop to say hi, but we are also aware of the risks and supervise the risk.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 2.1 is available in the [Guide to the National Quality Framework](#).

Standard 2.1 – Health: Each child’s health and physical activity is supported and promoted.

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none">• We regularly change up the obstacle course equipment to encourage different movements, balance, coordination, and challenge. The children are included in the reset listening to their voices for ideas and concepts. This also allows us to have safety conversations about not being close to other structures for falling etc.• We run a PMP program to support children to cross their midline, identify left to right and work on balance, hand eye coordination etc. we do this program early in term 2 so we can identify any concerns for children’s development and have time to discuss with families and involve allied health professionals if needed.• Teachers and Staff support children to self-regulate through co-regulation, support, and resources. We offer comfort and support when needed and provide safe environment for children to go to when feeling overwhelmed, upset, or angry.• Teachers and educators monitor how children’s energy are throughout the day, if we observe a child is appearing tired, we will provide a safe space within the environment to rest and sleep if they need it. We will also inform their family that they needed this time today.• We have daily group discussions about breathing and meditation time, children are supported and encouraged to find a quiet place to lay down and we use age appropriate guided meditation CDs and apps to talk them through visualisation, breathing and relaxing our bodies.• We regularly set up a farm shop to sell our garden produce to families. The children are always keen for their families to take some away as they have been included in the growing and harvesting so they very connected to the food. We will often encourage children to try the produce as we harvest. Children can be seen eating a celery stick, strawberry, or string bean straight off the plant.• During the Covid 19 pandemic teachers and educators worked very hard to ensure our kinder service was running as safely as we could, following guidelines from the Victorian and Federal Governments and DET. We also had many conversations with children about the importance of washing our hands more often, sitting apart from each other where possible. We worked hard to set learning spaces up to support social distancing but still allowing the children to be connected to each other and for the children to feel as little impact as possible.

<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> • Teachers and educators are regularly sharing information and resources that they have found or information about a PD that they have recently attended. We make time for these discussions at our monthly staff meetings but will also share in between these times. • There is constantly informal discussions and formal discussions around safety and supervision if there is an issue in a session teachers and educators will quickly alert the each other and decide on a plan to fix it. • We have regular conversations with the group around health and hygiene and support the children to also reflect on incidents and how we can all work together to make it safe. • Parents feel confident that they can raise concerns or issues with us during a stay and play visit or at drop of and pickup. Teachers and Educators will take on board their feedback and will discuss this as a team together. • During the Covid 19 pandemic, teachers and Educators worked hard to stay on top of current information, we would discuss and plan together on how this will affect our service and what needed to happen. We regularly communicated on what supplies we had and what we needed and who was going to get them for us, everyone knew the plan and knew who was doing what.
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> • Teachers write a monthly OHS report to go to the committee for discussion if needed. Child safe standards are also a regular on the committee agenda to discuss if needed. • We have a maintenance logbook that teachers and educators regularly update, this logbook is available to all families to check and see if there is a task they can fix. • We have a paid maintenance person who looks after major and emergency work that needs to be actioned. • We have many people in our community that regularly drop of materials to us for use in program, teachers and educators always check for any products or materials that may not be safe to use. • We have many allied health professionals that are engaged with our service and will often give practical strategies for us to use in the program to help all the children. • Through our Facebook page we often share information about community events and healthy eating tips. During the Covid -19 pandemic we shared health and safety advice.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:



- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 2.2 is available in the [Guide to the National Quality Framework](#).

Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • Teachers and educators regularly check the sign in book, if there is a name down for pick up that isn't recognised, teachers and educators will plan ahead and call the parent to confirm who it is, are they on the list and to ask them to have photo ID with them. • Teachers and educators have a good quick response to child protection issues, having recently had some complicated cases, teachers and educators are very familiar with procedures and are extremely supportive with one another when making reports. Teachers and educators will also witness and stay on site with one another during face to face contact or phone calls with families who are presenting with challenging or abusive behaviours. • When we do an evacuation or lock down teachers and educators will discuss with the children many reasons why we need to practice and what the emergency or safety risk might be. Having honest conversations and allowing the children to ask questions so they feel safe and secure during the drills and also if we had a real emergency. • FlexiSchools app is used to communicate with families when we have had a practice so that they are aware, their child might have questions or raise concerns with them and by them being aware means they can support their child. FlexiSchools would also be used to communicate to families in a real emergency. • We have many excursions and incursions to support safety for children. Responsible pet program, water safety, crossing supervisors to name a few and we discuss and sing songs to promote safety when out walking in the community. • Teachers and educators are aware of their safety risks particularly when supporting a child to change their clothes or support on the toilet. We will always notify the other person that we are in the bathroom and what we are doing. Teachers and educators will always ask a child's permission for help or support in dressing, on the toilet or looking at their body for a bruise or bump. • Medication, first aid kits and emergency bag are checked for safety and expiry dates every term.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • From conversations with families and some critical reflection and conversations around the bathroom access at the end of a session, it was agreed that the door to the bathroom locker area off the foyer would be frosted and a sign put on if a child is using the bathroom asking families to wait in the foyer. This gives children privacy from multiple adults, while still allowing teachers and educators to have visible supervision from the kinder room into the bathroom. • We have monthly staff meeting and have a standing agenda form OHS, Safety and child safe discussions. • Teachers and educators have a shared communication diary were they can write notes to each other on any safety issues or concerns that need to be highlighted for the next session. • If teachers and educators have concerns for a child's safety, they will begin a reflection diary on this child were they can record conversations, observations and concerns. Recording dates and times phone calls are made to families or DHHS for example. This record is then kept on the child's records. • Teachers and educators are always looking for PD to improve our practice, we often try and attend PD together so we are hearing similar messages, but we also attend on our own and will share the information to the team at meetings.



	<ul style="list-style-type: none"> • The nominated Supervisor is always communicating with teachers and educators when there are changes to regulations, legislations particularly things that need to be actioned or impact our procedures and practices. • At staff meetings we will review kinder policies in line with policies being reviewed by committee this allows us to discuss practices and make changes to policies that we feel are needed.
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> • There is a standing agenda at the committee meetings to discuss child safe standards, reportable conduct scheme and OHS issues or concerns from the environment and any accidents or illness that have happened in the last month. • Our Policies are shared to the community via the FlexiSchools app for two weeks after staff and committee have reviewed them, allowing for all community members to give feedback if they wish too. They are also on the website for people to access if and when needed. • The committee of management are always very supportive of teachers and educators when we have a child protection case, they will continue to check in on staff wellbeing and offer support where they can. • All members of our community are asked to have a volunteer working with children check, if they are going to volunteer at the kinder in any way, even if it is the Bunnings BBQ, they are required to hold a card. The decision to do this is to ensure that we are following the child safe standards and reportable conduct scheme, the Vice President is responsible for maintain all the volunteer documentation and doing a live check of everyone at the start of the year and a second life check in the middle of the year. • Our parent handbook that is given to all new community members mentions safety at kinder and child safety across many different formats. • All families and committee members are asked to sign a code of conduct form, this talks about how to conduct themselves at kinder, with other kinder members, children, teachers, and educators. If someone is believed to be in breach of this, then the committee of management will put in writing to them reminding them of the Code of Conduct and ask them to follow the guidelines.

Key improvements sought for Quality Area 2

Improvement Plan

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
As per Section 51 (1)(a)	Staff and committee need to work to engage with the new Child Safe standards.	To ensure that all areas of the standards are understood by all staff members of the community, that areas are	H	Committee will work practically on areas of the standards that are management related to	That all staff and committee have a understanding of the standards and that all areas are actioned, visible to the	End of 2023	March 2023 At the recent staff meeting staff were all allocated different



2.1.1, 2.1.2, 2.1.3 and 2.2.1, 2.2.2, 2.2.3		visible to see that we are activity engaging, working towards and following the standards in all areas of our service, policies, programming, management etc.		policies and governance. Staff will work to identify what gaps there are, what we are doing and asking is it visible. If it is not visible for all. Staff will continue to lease with committee on areas that are needed.	wider community and imbedded into our daily practices.	areas of the standards to review, look at what the service needs to do to ensure this standard is being actioned and visual. It was also related to the committee that all policies need to be looked at from this lens. June 2023 Staff have reviewed, the standards, recommendations have been made and an action list has been developed. The action list has been communicated to COM and will begin being actioned over the next three months.
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Quality Area 3: Physical environment

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.

Additional information and resources about Quality Area 3 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

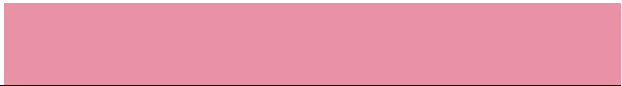
Quality Area 3: Standards and elements

Standard 3.1		The design of the facilities is appropriate for the operation of a service.
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2		The service environment is inclusive, promotes competence and supports exploration and play-based learning.
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 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.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children's to become environmentally responsible.

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
Regulation 109	Toilet and hygiene facilities	3.1.1
Regulation 110	Ventilation and natural light	3.1.1
Regulation 111	Administrative space	3.1.1
Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1



National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

Design: The Design of the Facilities is Appropriate for the Operation of the service

- 3.1.1 We have three groups that share the one room, there is 2 four-year-old funded groups and one three-year-old group. Each group has a ratio of 22 children with a teacher and educator. We feel this ratio allows for strong connections and relationships between teachers, educators and children and allows the children to have more space within the learning environments. Families often comment during walk throughs and open days at our large outdoor environment. Looking from the front of our kinder you are unable to see the large deck and garden that presents itself to you once you enter the kindergarten. Our room is filled with light due to our big windows that wrap around all the outside walls of the building, it allows for natural light to flood the room but also allows for our leafy outside environments to be visually connected in our inside environments. We also have many windows that we open to allow for fresh air to be present in the room and allow a natural gentle breeze to sweep round the room. Through this light and airy environment, we are able to always present a calming environment that never feels stuffy or closed in. Staff have a commitment to seek Australian made products and environmentally pleasing learning equipment and furniture to ensure that the environment is always pleasing to the eye and that the equipment is locally made, and aesthetically pleasing. Teachers and educators clean all equipment before it is packed away after use, sheds are regularly cleaned out and equipment is checked for safety. This also ensures insects are not taking up residence in the sheds. When setting up play spaces teachers and educators always look at ways it can be layered with textures, that it has adequate space for the children to manipulate the area. When purchasing new equipment staff will discuss that it is age appropriate, what the uses are for the equipment and can it be used across different areas for all children, for example when we replaced our tables and chairs we used a local Melbourne company to make them and used Tasmanian Oak as the main material.
- 3.1.2 We have a paid maintenance person (Stan) to make sure that jobs required around kinder are appropriately carried out. Stan has a strong understanding of the regulations as he works in many education environments. Stan is warm and inviting with the children and where safe will include the children in the job. When a job is logged through the maintenance officer Stan is contacted and it is decided if the job is urgent or can be fixed during his next visit. Stan aims to attend the kinder once a term to work on the maintenance logbook. He also has some jobs that he does on an annual roster like re-staining the deck. We also have the Council who does a yearly playground audit on the kinder and Stan will come and resolve any issues that were flagged during this time. Working bees are carried out each term by families this is mainly used for cleaning and gardening of the kinder, and any other jobs that perhaps can be fixed by families. We are supported by the Whitehorse Council for large upkeep of the floors, outdoor fences, Painting, windows and other jobs, they also complete yearly safety checks of the outdoor space, doors and locks, fire extinguishers and testing and tagging of electrical items to ensure the upkeep is safe, working and following standards. We have a Greens Thumb committee member who comes to the kinder on weekends and school holidays to make sure that paths are swept, and branches are removed that have fallen down and that the pruning of hedges is maintained. We also have a cleaner who cleans three times a week and during the school holidays will give the kinder a deep clean and once a year steam cleans the carpets. During the Covid-19 pandemic the cleaner came 5 days a week to clean the kinder, this allowed the teachers and educators time to clean and disinfect all the equipment that had been used during the day. During this time and to minimise cross infection we provided children with their own pencil case that had pencils, glue, scissors etc these were accessible in the program and the children would collect it when they wanted to engage in drawing or craft, we also had individual containers of playdough, teachers and educators would make a big batch of white play dough and the children were able to select a colour to manipulate in and then keep in their own container All equipment is cleaned before putting away all equipment is stored and labelled extremely well with consideration given to heavy items being stored low to ensure no heavy lifting above

heads. We are very fortunate at Heatherdale to have good storage inside we have two storage rooms one is for items such as games, puzzles construction etc. the pack storeroom is craft materials, dramatic play costumes, natural materials etc. Outside we have three sheds each shed has different ideas and the children are aware of this and they are welcome to open them and get things out they would like to use. The back shed is gardening equipment, signs and planks for obstacle courses. The other two sheds are for sport equipment's and imaginative play and sand pit, mud pit equipment's trucks and water play etc. Allowing the children access to these sheds also supports their independence for packing away. At times we utilise the support of our local Men's Shed program and they will help us with maintenance to our equipment for example painting and restoring kinder furniture, sanding, and vanishing out wooden building blocks.

The Service Environment is Inclusive, Promotes Competence and Supports Exploring and Play-based Learning

- 3.2.1 Teachers and educators are always looking at new ways to set up play spaces, with ideas and implementation from the children in what they feel a play space should look and feel like. Children are invited to engage in conversations about what else an area might need; children are also invited to look in the storerooms for equipment and ideas to support them in learning opportunities and also setting up learning spaces. Lots of our learning spaces will have different baskets that are filled with different items such as natural materials, animals, and recycled materials, we refer to these areas as lose parts and children are able to use this in open ended ways to enhance their ideas and learning. We also use our shelving as selection shelves, one will have different baskets of blocks, pipes and bamboo and another will have a selection of games and small construction. Children are invited to choose from these shelves and either use a table or floor space to engage with their chosen equipment. During morning meetings or group discussions, we will often discuss the safe and respectful use of equipment and materials, open ended questions are asked to support the children to decide on how the best way is to use a space, care for the environment and perhaps if a space needs to have limited no. of children in it to ensure that it is always engaged with safely and respectfully. Staff are currently working on setting up lose part areas indoor and outdoor to encourage problem solving, imaginative and recycled thinking into children's play and learning.
- 3.2.2 Teachers and educators will often have critical discussions when sourcing equipment we also aim to consideration how it can be used and what it is made from. As we are an extremely resourceful service we will often discuss if we already have materials that are similar or can be used in the same way. We are passionate about repurposing materials and because we maintain our equipment to a high standard and have a high expectation that the children will treat materials with respect and care we are able to maintain good upkeep or materials and ensure our wastage is minimal. We use a lot of recycled materials in our learning often these are presented as lose parts and children are invited to manipulate and use the materials in their play and craft ideas and concepts. As well as our own resources we are very lucky to have many local members who will donate goods and materials to us. We have regular community members who will drop off items for craft like material and wool and others who bring us recycling materials like boxes and tubes. We also utilise our current community for items such as builders and plumbers will bring us wood and pipe off cuts while families who work in the medical field might donate items for dramatic play. We also have a membership of Resource Rescue to collect recycled materials for use in learning opportunities, sometimes we might go to just replenish items or because we are working on a specific project and need different one-off items. As mentioned, we have multiple storage spaces, these spaces are always kept neat and tidy, equipment is stored in clearly labelled containers for easy use and packing away.
- 3.2.3 We have always practiced many environmental concepts with the children from recycling, composting, and worm farm. We are engaged with the Stephanie Alexander kitchen garden program 'Shared Table' with this we designed a large interactive vegetable garden that has access from all sides and is appropriate height for the children. We wanted to ensure children could stand inside the vegetable garden or the outside and still be able to touch and interact with the space. We run regular incidental and intentional lessons to maintain and care for all our environmental programs. One educator is currently working on ways to involve the community more in our sustainable practices, looking at setting up a regular farm shop, so we

can sell our worm wee and produce. Also, a recycling centre where the community can add donated items for the compost and to be used in the program. They are also working with the local council to have people come and visit us to help us maintain our worm farm and compost bin, through inclusions with the children to teach them also. During the year children take turns to be the environmental officer, having group discussion the children help decide what jobs this person needs to do things like turning the lights, heater and fans off when not needed and any other jobs the group thinks is necessary to look after our environment. During staff meeting we regularly discuss ways to continue to make our kinder as sustainable as possible, often this is supported through our Grants Officer as they can look out for sustainability grants and allow us to create goals and achieve them.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 3.1 is available in the [Guide to the National Quality Framework](#).

Standard 3.1 – Design: The design of the facilities is appropriate for the operation of a service.

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • Our maintenance of resources is of a high standard, everything is cleaned before it packed away, hence we always know resources are clean and disinfected ready for use. • Our storage of resources allows for them to be kept clean and organised. They are labelled clearly, and heavy lifting is considered in storing of items. • We utilise our space well maximising the light and air from the windows, we also take great care to consider the play spaces, is there a balance of large and small spaces? Are we using natural materials and that spaces are inviting and synthetically pleasing to look at? Our environment is seen as the third teacher. • Our indoor/outdoor environments are entwined resources are shared between them, often we have indoor / outdoor sessions where children can choose to engage in both spaces. The large windows always ensure the outdoor is visible from inside and vice versa. • We utilise the outdoor design to the land shape for example the riverbed is designed to run down the natural slope of the land. We are always looking at how we can increase and utilise the spaces and replace trees that have been removed to ensure we always have natural shade. • We are passionate about natural locally made resources, we will always have team discussions when wanting to purchase and replace items. • We are always looking at different ways children play, we will provide spaces for children to sit, stand, and work on the floor, we also look at the table levels and will often set up spaces that incorporate different tables with different heights to create levels in the play.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • With the new three-year-old funding coming we have been working on our space for three years. Engaging with Architects and council to look at extending the building. So that we can continue to offer programs. In this process the whole team has been included through looking at designs and adding their feedback to ideas, everyone has opportunity to voice their views throughout the process. • We have regular reflections about the environments and the safety of them, if teachers and educators believe a space is unsafe during a session they will communicate to each other and the children and then they will make the space safe or remove the problem immediately. • We have OHS as a standing agenda item for staff meetings, this allows staff to discuss any issues that may need to be actioned or equipment that may need to be replaced. • Teachers and educators are really good at having incidental conversations and writing communication in the diary before or after sessions letting each other know of a space that needed to be modified and why, or something that is not safe to use or appeared on the outdoor check list.



	<ul style="list-style-type: none"> • During Covid 19 pandemic the teachers and educators had many reflective conversations about how to set up the environment to ensure it was allowing for social distance and how to best clean the spaces.
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> • OHS is a standing on item on the committee meetings and allows for teachers to report any issues or concerns that have come up and ask for assistance from committee to be actioned and fixed. • Parent surveys provide information about our service and informs us to make changes to the environments to address parents' concerns. One major concern that always came up was the privacy of the children's bathroom at pick up times. We were able to add frosted glass to the foyer entrance and add a sign saying please do not enter children using the bathroom. We also changed the routine for the children to pack their own bags at the end of the day, supporting their independence and acknowledgement of their own belongings. This stopped the need for parent to enter this space. • We have working bees each term to allow for our community to support the cleaning and maintain the garden of our service. During the Covid 19 pandemic our service required Tanbark, the committee worked together creating a roster for families to come and help in small groups ensuring we were working to Government restrictions at all times. • We have a greens thumb officer who supports the kinder to keep the paths clean, cut back any over hanging branches or hedges, water the garden in summer and support the works officer at working bees. • We have the support from Stan to manage a lot of our bigger tasks, he is wonderful with the children if onsite with them present, and is a warm welcome in our programs • We have a parent who has stayed on as a consultant to help with our extension. Her background is town planning so she is a wonderful asset to support and manage the program in consultation with staff, committee, council and the DET.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 3.2 is available in the [Guide to the National Quality Framework](#).

Standard 3.2 – Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.

<p>Exceeding themes</p>

1. Practice is embedded in service operations

- We use natural materials to set up engaging play spaces, from layering materials, logs and branches from outside, flowers, shells gumnuts etc as well as natural felt pieces and wooden pieces to for imaginative play.
- We allow play spaces to be available for long lengths of time allowing for children to explore and develop their manipulation, storytelling, and investigation to evolve. It also allows for different learning styles children who like to observe first can watch and engage when they are ready.
- We are extremely lucky to have a wide range of resources, because we reuse and care for all our resources they stay in good condition for years.
- We take great pride in discussing our resources and what we need as a team, we make careful decisions about what we need to purchase from materials and how it can be used as key points.
- We work closely with families about our environment accessibility, we acknowledge to family's areas that would be a challenge but are committed to working with them and their team to ensure our environments are modified and that their child will be able to access all components and areas of our learning spaces.
- Our routines are designed to allow children long lengths of time to explore, investigate and engage in reciprocal relationships, from indoor/outdoor sessions to long periods of outside or inside play. Teachers and Educators are very skilled at reading the dynamics of the group and modifying routines to cater for the day's energy.
- We specifically designed and use our kitchen garden space to ensure children can access it from all angles, the space is inviting to enter and engage with at any time.
- We strongly encourage and support families to ensure children are independent through managing their own belongings and asking open ended questions of how can we solve this problem? What do we need? We always encourage children to have a go first. We see them as extremely capable young people who know that we are there to support and encourage them when needed.
- We support and encourage children to take risks in their play and learning, that making mistakes is a great way to learn. We have strong observations to show a child will assess their own risk and will not attempt something if they are not ready, they will continue to work on it until they are ready to complete the task or skill.

2. Practice is informed by critical reflection

- We will often have reflective conversations with children as a group, perhaps to discuss an event or something that happened that day. We ask children to draw their individual reflections and we will write their words.
- We are constantly having informal conversations to reflect on a space or practice and discuss what needs to change or modify.
- We will have reflective conversations with the children about how to use our play spaces safely and respectfully, how do they think this can be achieved?
- Staff will have discussions about spaces, and we will often plan, and someone will take responsibility for the implementation of this space. Often, we will set these as our personal professional yearly goals or a goal to implement for the service.
- We are always reflecting on what is happening in our community, local and more broadly we will discuss these events and implement them into the program to reflect all the goings on of our community and special days around the world. Our play spaces are often influenced by what is happening in our worlds.

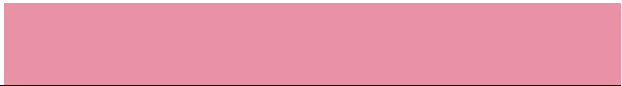
3. Practice is shaped by meaningful engagement with families, and/or community

- We have a strong connection with council, they support us through various grants and building works. They also support us through playground audits and maintenance of our roof or fences.
- Parents on stay and play have the opportunity to observe their children managing risk and being independent. They can ask questions about why we do things a specific way and how can the support their child at home.
- We encourage our parents to allow their children to be adventures, to allow them time to explore and engage, we educate parents about the importance of this for school readiness.
- Teachers write a report for the committee meetings which highlights important elements of our programs, opportunities children have been having and areas that we are working on to modify and improve.
- We regularly expand our programs with excursions and incursions, having connections with our local parks to support the children to engage with areas of our local community and have extended time to explore these spaces and engage in different styles of learning. Even during the Covid-19 pandemic we looked at ways to have incursions through zoom to provide children with different opportunities while in lock down.
- We have regular working bees where families support the service to maintain our paly spaces for safe use by the children.
- Parents and community members support our sustainability practices through donating items to be added for the children learning around repurpose and reuse as well as composting and gardening.
- We use our enrolment forms to see what family's skills are and can they support the service in different ways. We ask families to engage with us through their skill or interest to enhance our learning environments and opportunities.

Key improvements sought for Quality Area 3

Improvement Plan

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
3.1.1	Infrastructure for new hours for three-year-old kindergarten and four-year-old kinder.	With the recent approval of a government building blocks grant we need to work with all key stake holders, DT, state government and council to extend the building to two rooms to accommodate more funded hours. In order	H	Committee will be meeting the key stake holders each week to keep the project moving forward. They will continue to keep all staff informed practically around the plans to relocate. Within this we also need to be looking at what the timetable and staffing will look like once	That we have a successful relocation with minimal disruption to the families that the building is completed and we are ale to run more sessions offering more funded hours to threes and fours with the new staff work the the extended hours.	End of term 2 2024	March 2023 New kinder relocation has been approved by committee as being Terrara kinder wich is 9 minutes from here. There has been a delay in getting the keys for this due to new lockes being installed as the council discovered not all pervious keys were



		<p>to do this, we also need to relocate the kinder and ensure that the new building meets all the needs for fit for purpose in safety and programming of the kindergarten.</p>		<p>the build is complete. Relocation site will need to be made safe for all to use and will need to have a temporary licence by the DT governing body before we are able to use this space. We will also need to request for a waiver to run a week shorter to allow for the move to the new location.</p>		<p>returned. And we need to check that our insurance will cover this location too.</p> <p>The last of the architect plans are being completed although the ramps are still not finalised due to council requesting another arborist come and investigate the roots of the tree outside the double doors. This is at cost to the kinder at \$4000. Currently looks like we will move to new location in term 4 and terms 1 & 2 of 2024.</p> <p>June 2023</p> <p>Council have approached kinder and said that again the project is not financially viable and that we need to request to the VSBA for a 2nd extra amount of funds. Currently a letter is being written by council to ask for a further % of funds to complete the project. A parent information was held to communicate to the current community of the possible plans and possible relocation. It had a low attendance. Letters were handed to</p>
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							<p>the local residence informing them of a permit application being logged. Committee are also moving forward with a Permit application logged to keep the process moving forward as best we can while we wait for an answer on the extra funds.</p>

Quality Area 4: Staffing arrangements

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's, create safe and predictable environments and encourage children's active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 4: Standards and elements

Standard 4.1	The design of the facilities is appropriate for the operation of a service.	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children's to experience continuity of educators at the service.
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children's by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1



National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children’s who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children’s	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children’s	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children’s	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children’s	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1



National Law and National Regulations		Associated element
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children's	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

Staffing Arrangements: Staffing Arrangements Enhance Children's Learning and Development

4.1.1

We have built a strong team environment that is inclusive of all members of our team, we work hard to establish and maintain this environment through introducing monthly team meetings. Team meetings are inclusive to all people who work or volunteer at the kindergarten, at times members of the committee may join us, if we have a student, they are also invited to attend our meetings and contribute to conversations. We are also supported by the committee to have a team dinner out each term allowing for us to have social time together and while we may discuss some work, we have the ability to get to know each other on a deeper level and care for one another both professionally and personally. Because of this strong relationship we all feel safe, valued, and respected to have open communication with one another. This allows for good critical reflection conversations to ensure we are always applying a strong program with strong relationships for our children and families. We have set teams to teach each group allowing for strong connections and communication to be built up with the children and families. We have planned orientation sessions in the year before children commence where, they are invited to spend time with their families in the space and begin building a relationship with the teacher, educators, and environment. Staff frequently attend professional development together to continue our educational growth together. We also spend time at the monthly meetings discussing and reviewing professional development staff have attended that month.

4.1.2

To ensure we have a strong consistency of teachers and educators, where possible we aim to cover for each other if a teacher or educator is away. We also have regular relief teachers and educators that we call on to cover. When we are required to use an agency to cover a teacher or educator, we have a detailed induction form that is filled in with them to ensure that they are showing all the required health and safety procedures and policies. We frequently visit each other's groups to develop and maintain a relationship with all children and families at the service, this then supports when they are relieving. We have a regular teacher that covers planning once a month to ensure that both teachers can have time together to work on the program and discuss all aspects of the service. Having the same person do this means the children can build a relationship. She also attends our meetings and team building meals. Teachers alternate their session for planning so that one group of children are not constantly missing out on their teacher, and all groups have a relationship with the planning cover teacher.

Professionalism: Management, educators and staff are collaborative, respectful and ethical.

4.2.1

We have worked hard as a collaborative team to implement change at the service, through respectful collaborative conversations, the introduction of monthly meetings allowed for issues to be discussed as a group respectfully and inclusively together. We have implemented many changes to our practices to build a professional culture to ensure that all teachers and educators have a voice and that their needs are being met. Teachers and educators often report that they feel included in all decisions happening at the kinder, that their voice is heard, and they feel more confident to share ideas that will be listened too and implemented. We have a passionate, committed, and respectful committee who understand their role is to support the teachers and educators to implement the program to the children, they are always supportive to our work and will offer support and time where needed. When Teachers and educators attend Professional Development together it builds for strong collaborative ideas that can be included into the program. It also allows for shared team building experiences. Teachers and Educators actively participate in a yearly review. Each review is designed with a SMART goal concept. Individuals are able to set individual professional goal and a goal that will enhance the

service. We feel that this allows for all teachers and educators strengths and interests to shine and we are able to support each other through sharing our goals at team meetings. This allows us to all feel that we are always progressing as a service and individuals. Another acknowledgment of our strong team environment is that big discussions are never made by an individual, all decisions are discussed at team meetings or informal conversations, everyone is able to voice their opinions and ideas and a group discussion is agreed. We are currently investigating an extension to be ready for the roll out of three-year-old funding. During this process, all teachers and educators have had opportunities to review plans and add feedback and questions before the final plans were signed off.

4.2.2 The Code of Ethics and Victorian Institution Teaching Standards is on display in the office to ensure teachers and educators always have access to view them and remind themselves of the importance of them. Teachers and educators attend all the regulatory Professional development each year of first aid, anaphylaxis, and CPR, child Protection, and Food handling programs. We also engage in team professional development through our planning days, where we will often bring in facilitators to question and support our growth. Often at team meetings we will engage in professional development discussions and engage in fun Kaootz quizzes to prompt discussions relating to the Early Years Frameworks and National Quality Standards. During the Covid-19 pandemic, we had weekly team meetings to discuss and work on areas of the kinder like reviewing our QIP, discuss and develop a RAP for our kindergarten. These weekly meeting also allowed us to discuss health and safety measures that needed to be actioned to keep all members of our community as safe as we could. At the start of each year all staff are asked to read and sign the code of conduct and sign that that they are happy to be a responsible person, day-to-day in charge and educational leader as examples. Our team is also associated with the Whitehorse Teacher Group where we have the opportunity to attend professional development and network with other local teachers and educators to share ideas and support one another through respectful relationships and changes to the sector. Our Nominated Supervisor is currently the Coordinator of this group in partnership with another teacher from a local kindergarten.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 4.1 is available in the [Guide to the National Quality Framework](#).

Standard 4.1 – Staffing arrangements: Staffing arrangements enhance children’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • All teachers and educators are actively engaged in intentional teaching within a session. All teachers and educators are aware of the programming and goals that they can also take over from one another if needed. • Teachers and educators are actively engaged in communication throughout a session to make modifications to routines and learning opportunities depending on the group’s needs. • Teachers and educators are actively reactive to children’s needs and wants within a program and will work with the children to achieve their needs, this might be getting new and different materials for their learning and play, assisting them to set up new play spaces and discussions about what they would like and need. • All teachers and educators are active in the planning and modifications of the programs, ensuring that our goal outcomes are achieved. • Programs are discussed at team meetings, these conversations along with documentation supports the teachers in their planning meetings • Teachers and educators are aware of individual and group needs to ensure that when engaged in outdoor/indoor learning opportunities that supervision is well managed and communicated to each other.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • Teachers and educators actively participate in conversations before their sessions begin to discuss the routine and intentional teaching for that day, also to reflect together if there are things to follow on from last session. Conversations are also actively conducted throughout the session to modify and a reflective discussion happens at the end of each session also. • Professional development discussions is always supported and shared at team meeting, it is a standing agenda item to share any recent PD knowledge and how this can support or enhance our practices. We will also use this space to discuss and recent PD that we have done as a team and discuss what we learnt and implement from the session. • Teachers and educators have formal discussions after a incursion or excursion to discuss and issues that may have happened, any changes for next time and learning that the children had. • Children are invited to reflect and record their learning after an incursion or excursion through drawing pictures and being supported to write words with a teacher or educator. • Teachers and educators are all involved in developing risk minimisation plans for excursions, for example we may walk the area or visit the location before the event to ensure we can write a risk minimisation plan that covers everything that is required. • Teachers and educators will discuss and reflect on children’s conflict and will often include the children in the discussions to ensure they are able to have a voice in the understanding and outcomes of the conflict.

<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> • Teachers and educators will share the greeting of families at the beginning and end of a session, ensuring that all teachers and educators have a connection with families and can have conversations regarding the children. • Teachers and educators are all actively engaged in organising different excursions and incursions. Brining in external people to support the program. • Teachers write a detailed report each month for the committee meeting, this shows programming goals, health and safety concerns and requests for resources are communicated in writing. The Nominated supervisor attends the committee meeting and can answer committee questions relating to the report. • Teachers and educators share the writing of the termly newsletter, allowing for different voices and perspectives to be shared with the community. • Our consistent reliever list allows for families, children, teachers and educators to have connections and relationships with each other. • We actively engage in supporting and mentoring students through professional placement, during their time they are given opportunities to do more than their requirements through creating documents for the service, attending committee and team meetings, we feel strongly that by allowing them to engage in all aspects of the kinder they will learn the realities of working in the sector.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 4.2 is available in the [Guide to the National Quality Framework](#).

Standard 4.2 – Professionalism: Management, educators and staff are collaborative, respectful and ethical.

Exceeding themes	
<p>1. Practice is embedded in service operations</p>	<ul style="list-style-type: none"> • All teachers and educators sharing their goals with the team allows for everyone to support each other. It also allows us to know and understand each other’s strengths and interests to enhance our professional practice and programmes. • Team meeting always allow for respectful, safe conversations between teachers and educators, issues can be raised and supported to have positive outcomes for everyone. Discussions are discussed and agreed as a whole team approach. • During the lockdowns of the Covid-19 pandemic we held weekly team meetings which allowed for more collaboration on programming and remote leaning, also health and safety changes or government changes that impacted our daily delivering of a service. • Teachers and educators are invested in one another both professionally and personally, we care and are interested in each other and this has developed our strong respectful and valued team.



	<ul style="list-style-type: none"> Educators are involved in the planning and implementation of the program, this allows them to feel confident and supported to run the programs when the teacher is away, and they are working with a relief teacher.
<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> Team meetings provide space for teachers and educators to discuss, question and review policies and procedures, we work with the Quality committee rep. and have open constructive conversations to ensure we are all understanding and working the same way. When we have teachers and educators from an agency, we will have critical reflections regarding their practices and connections to ensure if they are someone, we would request again. We actively use the communication diary to leave messages to each other at the end of the day to ensure we all know if things need to happen the next morning, perhaps a family called to say their child will be away or there is something unsafe in the environment are some examples. Team culture is developed to ensure all teachers and educators feel safe and secure to raise issues and discuss and reflect of practices and issues. We also have a collaborative respect to ensure all voices are heard before big discussions are agreed on and implemented.
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> Committee members all sign a code of conduct related to their roles on the committee and the importance of privacy during discussions. All members of our community are asked to sign a code of conduct relating to engaging with the service and its teaching team. We have strong connections with members of our community who will come and support our service and programmes from the local council and DET. We have a connection with an Aboriginal liaison with the DET who will come and run incursions with the children, and support teachers and educators through our Aboriginal acknowledgment in our service. We are actively involved in the local network group with our nominated supervisor being the coordinator of the group and support our connection with other services.

Key improvements sought for Quality Area 4

Improvement Plan

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
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Quality Area 5: Relationships with children's

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

Additional information and resources about Quality Area 5 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 5: Standards and elements

Standard 5.1		Respectful and equitable relationships are maintained with each child.
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		Each child is supported to build and maintain sensitive and responsive relationships.
Collaborative learning	Element 5.2.1	Children's are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children's	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths

Respectful and equitable relationships are maintained with each child.

5.1.1 Staff look closely at the set up for the beginning of the year to make sure children are given the appropriate amount of time to explore the kinder space and build connections with their teachers. This is done through smaller groups for the first couple of weeks allowing for more interactions and secure the relationships between children's and teachers. When interacting with children's staff are respectful and allow children's to know they are valued, respected, and acknowledged throughout each session. Staff work hard to spend quality time with all children's during a session. Staff work closely with outside services working with the children to provide a holistic approach to continually strive to support the individual. The individual 4-year-old groups are tailored to meet the groups needs. Some sessions begin with a morning meeting, during this time they can share experiences with each other related to exciting events from their communities and families. Teachers then use a visual board to plan and map out the day. The day of the week and weather is discussed, the children are then supported to put the routine of the session together. We will then discuss the intentional teaching for this session, children are invited to add information and questions or just listen to the conversations. Some mornings the group will begin with activities and quietly settle into the program, once everyone has arrived and settled the group may come together to have a group discussion about the day. During this time, the children are invited to share news, ask questions, and be involved in the planning of the day. Teachers and educators will also check the weather and UV rating each day and this can often influence the beginning of a session as we may begin outside as this time may be limited due to weather and UV conditions. The 3-year-old program runs as an indoor-outdoor program providing children's with many opportunities to explore different spaces and have long lengths of time to engage in social reciprocal relationships with Teachers, educators, and peers. They are also given time to explore and implement different spaces such as sensory spaces, painting, puzzles etc. this allows them to explore and experiment with areas they may not have had opportunities to explore before. Once the day has been established children are invited to begin engaging in their play and learning together. Teachers and Educators will discuss changes to the day with children's and will also have discussions with each other to plan the day before hand.

In 2020 the Kinder started a new timetable and this has required teachers and educators to have many discussions as to how this new timetable looks and will feel for the children. Particularly the two long days as this was a new format for many members of our team. We are constantly reflecting on the routine and program, allowing for us to be flexible in trying different routines and having regular discussions as a team what is working? What did not work? Most importantly what are the children verbally and nonverbally telling us they need. By keeping an honest open dialogue with families, teachers, educators, and children regarding how the sessions are working has allow us to be open and flexible in working out new routines yet still maintaining flexibility in our days. With the success for our long day sessions in 2020 we saw a significant requirement in our community for this style of program, supporting working families to engage in the sessional kindergarten format. This prompted many discussing with the team and committee resulting in a change of timetable for 2021 ensuring that we could accommodate the needs of our community, this also meant for the first time in 4 years our service had all three groups full and a wait list.

We work closely with our families to support them in their interactions with their own children's and other children's particularly when the families are on stay and play help within a session, during these visit teachers and educators are able to have conversations about children's development what are expectations of a particular behaviour and age group and role play to families interactions when engaging in play and practically around scaffolding their learning how we support the children's to try and accept mistakes. We also are able to demonstrate giving the child time to do things for themselves and be in control of their routine and belongings.

5.1.2 Children's are encouraged to share their ideas and listen to each other, we use lots of different social stories to help children's to learn appropriate ways to manage emotions and be a good supportive friend. Staff use age-appropriate language with children to express feelings and discuss why behaviours have had implications for others. Teachers work closely with families to support and encourage and as mentioned above allow children's to hear consistent messages. We have a large variety of spare clothes and children are invited to change into clean clothes if they have had an accident or messy from play. Children's are always asked permission to share their work with others to support learning opportunity's. Children's's learning journals are accessible for children to read and share with peers and families showing that we acknowledge and celebrate their learning, friendships, and experiences through their kinder year.

Each Child is supported to build and maintain sensitive and responsive relationships

5.2.1 Teachers ensure that children's are involved in the decision making and learning opportunities throughout the program, this is supported during morning meeting times and group times where children's are encouraged to share and question about their learning by either sharing information or recalling prior knowledge from learning events that have happened. At the beginning of the year and when problems arise teachers facilitate group conversations about expectations around behaviours and group goals are supported to maintain safe, caring, and respectful relationships between each other and the environments. Teachers plan a program that is strongly influenced by the children's voices, through our daily conversations, informal teaching moments and incidental conversations and observations of children's playing and learning. The program is designed to enable children to have long lengths of time to explore, engage and question their learning. We strongly view the children's as teachers and encourage them to scaffold each other's learning by showing off work, helping a friend, and celebrating success. Children's can observe, lead, and support their peers. We also strongly view the environment as a teacher and will often leave spaces without change. We feel this allows for all learning styles to have the opportunity to share the space, we recognise that some children are quick to explore while others need time to observe before they move into a learning space.

5.2.2 Children's are encouraged to discuss the expectations and came up with the ideas of what we can do to maintain respectful relationships with one another and the environments. Children's are supported to solve their learning problems through open ended questions, they are also supported to engage in problem solving conversations when there are social problems during learning times. Staff have a high expectation that children are competent and involved learners and that they have strong abilities to show empathy and solve problems for themselves and support their peers to resolve problems. Teachers take a supportive scaffolding teaching style to encourage teacher and child-initiated learning spaces that support children's to be guided and take control of their learning and problem-solving skills. Throughout the program staff introduce meditation style techniques through the use of child meditation CDs where children are talked through breathing techniques and ways to all their minds to be imaginative to calm their bodies down. We have group discussions to explore why it is important to be active but also to know when to calm your bodies and relax your breathing and mind. Staff also introduce affirmation cards to help children's focus on being kind and caring to themselves and others, these cards are powerful to allow children's to explore strong self-worth techniques and be strong individuals.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 5.1 is available in the [Guide to the National Quality Framework](#).

Standard 5.1 – Relationships between educators and children’s: Respectful and equitable relationships are maintained with each child.

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • Children’s are verbally and physically supported and guided to solve problems for themselves. Through open ended questions like how can we fix this? how can it be done better? For example. • Visuals are used regularly to support social skills, routines, daily schedules, and self-regulation. Social stories are shared with the group, individuals, and small groups to support working through social issues, self-regulation, safe behaviours, and emotional regulation. • Teachers and educators understand that some children’s require more privacy than others when using the common bathroom space, we are able to have discussions with these children’s and their families we will acknowledge their concerns and discuss with them that we can make the bathroom private for them if and when they need this. children’s and families will express to us they now feel better and the children will indicate to us when they require this to happen. • Teachers and educators have a deep understanding of children’s development and individual needs their personalities and will support, guide and scaffold individuals for their needs, temperaments to support their growth and development within their learning. • When conflict arises, children are addressed through a quiet respectful conversation, they are asked to verbally reflect on things and are thanked for efforts and for problem solving. During these discussions we refer to different emotions that we can see on others and feel within ourselves. • Teachers and educators are always responsive to children’s needs, emotions, behaviours, and we react through conversations, emotional visual cues, and follow up discussions and check ins with children.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • Teachers and educators have many open conversations, often starting with I have been reflecting on yesterday? I was reflecting on how we could do that better? For example. • Teachers and educators all have critical reflection diary’s and are able to use these to reflect on their interactions with children’s and families, their own practices and group dynamics. The team can use their diaries to discuss with each other on practices and programming needs of a day or a week. • Teachers and educators all contribute to individual, group documentation through daily observation sheets, written and drawn reflections individually with children’s and the four-year-old learning journals. • Teachers all ways share with children’s how they are feeling, are they happy and way or are they unwell or sad and why, through this sharing of personal information it allows the children’s to understand emotions and perhaps begin to verbally begin to connect their emotions too.

3. Practice is shaped by meaningful engagement with families, and/or community

- Families have secure relationships with teachers and educators, they feel comfortable to have incidental and formal conversations about their children's.
- Families know that the teachers and educators door is always open for them to discuss anything they need, sometimes this might be at the beginning or end of the session and at times teachers and educators will suggest that we arrange a meeting to discuss in more detail.
- These relationships and understanding between teachers, educators, families, and committee is established through orientation sessions the year before, shorter sessions, committee meetings and families doing stay and play.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 5.2 is available in the [Guide to the National Quality Framework](#).

Standard 5.2 – Relationships between children’s: Each child is supported to build and maintain sensitive and responsive relationships.

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • We have a strong emphasis on wellbeing as a group and as individuals we have many spaces for children’s to have time on their own, this could be a one to one learning space or a hidey hole to go and sit and be quiet and unseen. We also as a group often practice and discuss meditation and breathing techniques, the children really enjoy this time and will often ask if we are doing it today or request to do meditation. • We do lots of group and small group conversations about conflict, particularly when it arises, we can discuss expectations, right and wrong responses and share social stories or emotion books to discuss how to support these behaviours. • Children’s are encouraged to verbally express to their peers how they are feeling, particularly when an incident has occurred teachers and educators work with the children’s to verbally express how they are feeling, why they perhaps did what they did, how they are feeling and to problem solve together how to fix or solve the problem. • When a child is having difficulty with a task and teachers and educators know other children’s who perhaps find it easy or have achieved it, we will ask this child to come and help and support their peer this allows for strong connections and peer scaffolding of learning.



<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> • Teacher and educators will always check in with children’s after an incident to find out how they are now feeling, and do they feel their problem was solved. • Teachers and educators will always follow up with a family regarding any delicate conversations that may have raised during the day or any incidents, often this is just to inform the family as often a child will go home and talk about it. • Teachers and educators will discuss with families of something happened for a child and perhaps the teachers and educators where unable to help and support the child, often the families can chat with their child and then they can relate back to us so next time we can support the child. • Teachers and educators always discuss with each other when they have engaged with a child during an incident, having this combined partnership means that if an incident occurs again then the other person can follow on with the conversation that has already happened with the child or children’s. • Teachers and educators record in their reflection diaries and have verbal conversations with one another on how an intentional moment, conversation, group time or incident went and we will scaffold together with the children’s to work on ways it could be improved or changed next time.
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> • Teacher, educators, and families have many two-way conversations. This can be before and after sessions or through formal meetings. There are times when there might be an incident or concern for a child and teachers and educators will ask the families to discuss with their children’s and report back to us so we can support and help the child. Other times the family may have concerns and they will ask teachers and educators to have conversations with their child to see if we can support or help them. • Teachers, educators, families, and committee members have many opportunities for conversations with one another. This can be informal chats or formal meetings. During the Covid 19 teachers, educators, families, and committee members turned to online video and phone conferencing tools to continue their communication.

Key improvements sought for Quality Area 5

Improvement Plan

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

Quality Area 6: Collaborative partnerships with families and communities

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

Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 6: Standards and elements

Standard 6.1		Respectful relationships with families are developed and maintained and families are supported in their parenting role.
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2		Collaborative partnerships enhance children's's inclusion, learning and wellbeing.
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

Respectful relationships with families are developed and maintained and families are supported in their parenting role.

6.1.1 For many families their first opportunity to engage with the kinder is at the annual general meeting (AGM). During this time teachers present to families the important information to begin their kinder journey. During this meeting we also discuss all the ways families are encouraged to be involved within the program from, Stay and Play which allows them to be part of the session, and learning opportunities that children are engaged with. We also run many excursions and families are informed about how this is important for the children's to be connected to their outside spaces and how to achieve this goal we require family support. After the AGM there is a transition session where families are encouraged to come and spend time in the space, make connections with teachers and also with other families that will be in their group the following year. This is also an opportunity for families to begin sharing information about their children's in preparation for the following year. In the new year Parents and teachers have an opportunity to sit down together and share information about the child and also for teachers to share again the roles in which families can be involved in the program.

Once a family has chosen our kindergarten, perhaps this is from the open day or an individual walk through, there is always a recognition from teachers and educators that they remember speaking to the family or showing that family around the kindergarten. It also works the other way that families will often acknowledge that it was our interactions with them on these occasions that they remembered and is what helped them chose our kinder. We acknowledge that relationships with families begin from the very first interactions with them.

6.1.2 We have many families that come from different backgrounds at the kinder and we support them through often helping them connect with other families who share the same culture as they do. Often families tell us they feel isolated and do not know people or are missing family members back home, so by having a good understanding of what cultures we have within our community allows us to help support families to make connections. Allowing families opportunities to share their concerns, values, and celebrations with each other and possibly help them feel more confident to share them with us as well. Our open-door environment means families feel comfortable to know that we are available to them particularly at the beginning and end of each session for them to express or share current information. Staff are very transparent in their feedback and information and will contact families when they believe it is required. Families are encouraged to also make contact via phone, email or in person if they require a discussion. We understand that families know their children's best and will draw on their information and support when programming and supporting development, this is done through formal and informal meetings, incidental conversations and any other ways of communication a family requires to ensure a holistic approach to the children's development is met. We also acknowledge to families that we don't always have all the answers, but we can listen and offer support and will give families a realistic time frame for us to research and reach out to other services such as PSFO, NDIS etc and give the parents the right information that they need. We work closely with our families to support them in their interactions with their own children's and other children's practically when the families are on stay and play help within a session. During these visits teachers and educators are able to have conversations about children's development what are expectations of a particular behaviour and age group and role play to family's interactions when engaging in play and particularly around scaffolding their learning how we support the children to try and accept mistakes. We also are able to demonstrate giving the child time to do things for themselves and be in control of their routine and belongings.

4-year-old children's have a learning journal that families are encouraged to engage with at any time as they are clearly present in the learning space and when families share exciting experiences from their holidays or celebrations we encourage them to share and these can be added to their learning journals also. 3-year-old children are involved in many different experiences and events throughout their kinder year and these are often captured through photos,

using these photos a calendar is put together for the families to keep and enjoy looking back and reflection on their first year of kinder. As the Calendars evolves teachers and educators are able to add important dates for the next year regarding their child in four-year-old kinder.

6.1.3 We have a communication board where important information about community events, school transition sessions and parent forums and meetings are displayed. This board is regularly kept up to date so that parents can access the current information. Through our many ways to discuss a child's individual learning and development teachers are able to support families to access external supports for them and their child. The Team has a close relationship with the Preschool Field Officers (PSFO) and will use them often to support families through difficult conversations and to offer more family support. We also support families to have their children's external therapists to engage with us at kinder this can be by phone, email, or regular visits to kinder. Therapists may be speech, OT, Psychologist and NDIS key workers. Parents know our door is always open for them to come and chat with us incidentally from here we can make on the spot suggestions, support them or be a supportive ear but we can also organise to have more formal meetings out of the child sessions if both parties feel is necessary.

The kinder committee also uses our online platforms to inform and update families about things happening at the kinder, ideas for outside of the kinder community. Through our Facebook page, individual groups using a WhatsApp, FlexiSchools they can interact and inform the community. We also offer a Dental screening in the four-year-old program as part of our healthy body discussions. Through the screening families are given some information about their child's teeth and gums with recommendations to see a dentist if required. We also offer a speech screening for fours and threes, a speech therapist comes to the kinder and spends time one on one with any child a parent has identified as wanting to participate and can make some recommendation's for further speech support or helpful hints for at home. The kindergarten also has a parent library where families are encouraged and supported to borrow books to read or share with their children's that may help with emotional regulations, behaviour supports or general information.

6.2 Collaborative partnerships Collaborative partnerships enhance children's inclusion, learning and wellbeing.

6.2.1 During our sessions we have many opportunities to have open discussions with children about the learning and expectations for a particular unit of work or perhaps on that day, these can be whole group times in the morning or small incidental conversations. We also provide a visual board that with the children's input we put together the daily routine. This allows all the children's to be involved in the routine and understand what the transition for the day will be. During this time, we also support the children to share their stories or discuss learning that happened the previous day and what we learned and how we can extend in this learning. Children's are also given opportunity to do drawings and verbal reflections usually this is done as an intentional teaching opportunity and is completed one on one with a teacher or educator. The children's can reflect on any special events they have had in their community and also when we have had incursions and excursions. These reflections are displayed in their individual learning journals that children's, families, and specialists can access daily they can see and reflect on their progression of the learning and skills demonstrated through the children's work.

6.2.2 Staff are heavily connected to individual needs and will liaise with families to ensure that our program and routines are supporting all abilities and needs within the group. Staff have regular contact with families and support teams to ensure that we are supporting the children's in their development and learning and supporting goals they may have. Staff attend regular training sessions to learn new strategies to support all children's through sensory play and visual supports and how the NDIS is supporting families and what our role is to also ensure children are having the correct support. Specialists are regularly attending kinder to provide support to teachers and support children's through their development utilising an environment where the child feels safe and secure. We feel we have strong partnerships with our families and their external supports, and this allows for better outcomes for the children's as everyone is working on the same goal. With our strong relationship with specialists that come and engage at our kindergarten they always feel like they are a member of our team, they are introduced to the group and over the course of the time at the kinder they recognise and greet all children's within the space, children's see them as a member of the team rather than a guest, often they will work not just with their child but include other children's into the game and hence there is a strong emphasis on not shining a focus on an individual rather everyone being involved.

During the Covid 19 pandemic teachers and educators worked very hard to ensure families had the current information regarding what was happening at the kinder, that they were able to make decisions based on the right information for kinder from the government. Families that chose to attend were clearly given

information about how kinder was being made safe for all children's and how the kinder was supporting everyone to have safe social distancing. For the families working at home, we relied heavily on our social media platforms to provide families with information. We created a YouTube channel and regularly did videos and stories for families to enjoy of their teachers at kinder. It was very important that the remote learning was personal to our service and that children's and families still felt a strong connection to the kindergarten. During this time, the teachers and educators were constantly looking for new platforms to present work and to safely communicate to our families. Allowing for new opportunities. Teachers and educators also had regular conversations about families and if families were not participating in the program or connecting with the online platforms we would call these families to check on them and see that they were ok and if we could help them in anyway at all.

6.2.3 The kindergarten is always looking and applying for different grant opportunities to help support our environment and programs. We have had great success with the Rotary club to erect a vegetable garden. We have a strong partnership with our local Bunnings and through their community project scheme they provide us with seasonal produce and also attend to help plant them with the children's. We have a strong working relationship with our local council and with their support we are able to maintain some of our big-ticket items like flooring and roofing, we are also working with council to support our possible extension of our building, so we can provide better times and longer sessions to meet the needs of our community. Through this extension project we have had lots of parent involvement and have been fortunate to have a parent who from her involvement in the project has stayed on as a consultant to continue to support the kinder, liaise with council and the architects and get the project off the ground. She is supporting and working with the kindergarten even though her children are no longer at the kinder, it shows the strong connections and working partnership we have with families that they are willing to stay on and support us. Teachers and educators are connected to the local teacher network group and regular attend their meetings and PD' this is also a great opportunity for us to network and share ideas with other teachers in our areas. Our Nominated Supervisor is the co-convenor of this group and has been for the past three years supporting and strengthening our connection. Over the past few years we have been attending an excursion at Yarren Dherran during our 2018 excursion the facilitator gave us feedback that our children's were always so well prepared for the day through safety discussions and their behaviour of the expectation of the day, she suggested to us that we could look at coming more times in a year and we could then explore the changing environment through the sessions. Staff are very interested this as concept, and we explore if this can be fitted into our program schedule. This connection with the facilitator has grown further as she is no longer the facilitator of this program and moved onto new programs but has stayed in close contact with us and is continuing to work with us in her new role supporting new and exciting programs into the kinder.

Teachers and Educators have a strong connection to the welfare of our families and we will often have discussions if we are connected or not seen or heard from a family for a period of time, we will then provide a welfare phone call to the family to check in and see how they are, can we offer any supports perhaps the family needs help, often just the phone call is enough to support the family to reconnect with kinder and strengthen the connection between us.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 6.1 is available in the [Guide to the National Quality Framework](#).

Standard 6.1 – Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none">• Stay and play has a clear routine and expectations for families to follow this is displayed in the kinder kitchen and in the parent handbook, it outlines some of the tasks they might need to do while they are at kinder but also clearly outlines how they are to engage with families and if they have concerns about children's behaviour to raise this with the teachers and educators who will handle to situation.• During stay and play teachers and educators are provided with opportunities to demonstrate language with children's, behaviour management and support for children's learning and play. Teachers and educators are also able to have informal discussions with families and show them specific behaviours, learning and skills that children are presenting what is age appropriate and what requires extra supports and why. Families are often able to see it on stay and play and allows for more open conversations and support.• During our AGM the teachers and educators are given opportunities to present to families the program and discuss the importance of the kindergarten year and the focus of development for each age group. Families are able to ask questions about the program and teaching style during this forum.• Through our orientation sessions and start of year shorter hours and smaller groups teachers and educators are able to form connections and build on their relationships with children's and families starting this early allows for good relationships and children's and families feel a strong connection to the service.• Our new enrolment form highlights family's cultural backgrounds and celebrations and supports teachers and educators to have discussions with families on how we can celebrate their culture at kinder what special days would they like to be involved in or perhaps what their religion allows them to participate and how can we appropriately support them at kinder. We are always striving to communicate with families to ensure our program reflects all and is sensitive to individual needs and requests.

<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> • We constantly are asking questions with our families and researching different cultures and religions to ensure we understand and can be respectful at all times. We always share this information at staff meetings, so all teachers and educators are aware of how to support and engage different families and why. • At staff meetings or through informal conversations between teachers and educators regarding how events worked what did not work how can it be better next time and what feedback was provided by families after an event. • Teachers and educators check in with one another when they are perhaps managing a difficult situation either a child's behaviour or a difficult family member. Opportunities are provided for teachers and educators to debrief with one another check in with responses to families to ensure that they are always and that professional and personal feelings and emotions are not coming into the situations or emails with families. For example, in 2019 we had a very difficult case that involved children's protection and resulted in repeated abusive and threatening emails from the parent, resulting in the committee of management needing to step in, and a teacher needing to take out a personal safety order against the parent. Having the opportunity for the teacher to debrief with her team allowed her to continually feel safe and secure at work and continue to professional engage with the child at kinder.
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> • Teachers and educators always provide realistic timeframes when parents are requesting information, meetings or feedback perhaps the teacher has a full work load for that week or is already following up with another family, teachers and educators will say to the family can you give me a week to organise this for example allowing families to feel heard and acknowledged. • During the Covid-19 pandemic teachers and educators looked at many different ways to continue to connect with children's and families often using Zoom to have fun catch ups and dance and singing sessions with the children. • Teachers and educators have very strong relationships with outside services and these services will often recommend our kindergarten to their clients as they know how hard we work and how open we are to allow the services into the program and make them feel a part of the team. • We strongly emphasize to families that we strongly encourage extended family's members being involved into the kindergarten as well, through stay and play, working bees or if a family expresses that someone would like to come and share their interest or talent with the kinder. We welcome it all. • When supporting families through difficult situations teachers and educators work hard to always stay informed about external services and supports that they can recommend and refer families too. • Teachers and educators work in partnership with the committee when organising the open day to provide the right information's for all the paper work required and to present a combined presentation on the night to clearly demonstrate to new families show we work together and how the kinder is a partnership between families, teachers and educators.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 6.2 is available in the [Guide to the National Quality Framework](#).

Standard 6.2 – Collaborative partnerships: Collaborative partnerships enhance children's's inclusion, learning and wellbeing.



Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none">• The kindergarten uses a variety of online platforms to help communicate to families and allow families to communicate with one another. FlexiSchools was chosen as it allows families to have the information be represented in their first language. We also encourage families to start a group WhatsApp to communicate together and develop connections.• Teachers and educators are always looking for new platforms to support information for families. During the Covid-19 pandemic teachers began using google classroom for families to use and share learning opportunities between home and kinder.• We have flexible daily routines that factor in individual and group needs.• At the start of the year short and small group sessions allows teachers and educators time to discuss with parents and observe children to ensure we are developing a good picture of their individual needs and supports.• When specialists are attending the kinder, they are always introduced to the group, perhaps the group has been told they are attending so children's can know someone is going to be coming into their learning space today. Specialists are presented as part of our team and encouraged to acknowledge other children's, so they all feel connected.• Families are very aware that kinder is an open-door space and they can come in at any time to chat and observe or spend time with their child at kinder. Through this teachers and educators are able to develop a strong connections and relationship with families.
2. Practice is informed by critical reflection	<ul style="list-style-type: none">• Teachers and educators have a monthly staff meeting and many opportunities are provided to have robust discussions about the program and events. We can have safe conversations regarding teaching practices families and children's concerns and share ideas. We are a very supportive team sand care greatly for one another.• Individual teams have weekly catch ups to discuss the program, incidents, behaviours, children's interests, up and coming special days or excursions and future planning. There is opportunity for these to be informal conversations at the end of sessions or formal catch ups in the office during non-contact time.• All teachers and educators have their own reflective journals that they can record in and share with the team or have for their own reflective practices. Each group now has their own programming reflective journal also, so staff are currently using these as a trial for continued improvement of our recoding and reflecting of information.• Teachers and educators are always available at the beginning and end of sessions to meet with families sometimes these are informal chats other times they are planned and scheduled, there is also mid-year formal parent meetings to review children progress and set goals for the end of year.• Transition statements are shared between teachers and educators as we often are aware, we have different perspectives of children's learning and development. By sharing the knowledge, we are able to reflect on children and record all of themselves in the statements.• Staff will share information between each other when a family has indicated that they are struggling with something personal, we can all discuss the concerns so we are all on board to support the family as best we can.

3. Practice is shaped by meaningful engagement with families, and/or community

- Currently the kinder is looking to add an extension to the building to be ready for 2 years of funded kinder and have more flexibility in our timetable to offer sessions for all family needs. To support this a past parent has stayed on to project manage as a consultant for us. This is a great help as it is her background of past employment and takes pressure of incoming committee members and staff.
- Over the past few years, we have been coordinating transition meetings. Inviting all the local schools prep and principals and all the local kindergartens in our area to come to our service once a term, we share a glass of wine, tea and coffee and some nibbles, thought this we can build a strong community of educators and can support each other in transitions to school It's a great way to share what others are doing and also discuss individual complexed needs of children to individual school when required.
- During the Covid 19 pandemic staff set up different online tools to allow families to stay connected through WhatsApp, zoom meetings, google classroom to name a few. We shared information daily and used these platforms to share each other's work. Staff also set up weekly craft projects and used instructional videos to communicate our learning intentions within the project. Families then shared photos and comments about the work into the google classroom project.
- Our front windows often display things in the community, during Covid 19 they were filled with teddy bears and rainbows, we created Spoonville out the front as well. We also have acknowledged Anzac Day and the death of police offers with blue hearts. These items are discussed with the children and it is their work that is used to share with our community.
- Each year we run a mini market, the children are encouraged to create and run a stall, current families may also have a stall the invite is also extended to older families and outside of our community. It is advertised in our community and on the day the kinder is always filled with existing, old families and an invite to new families is given it is always a day filled with community people.
- At the end of the year our children write a personal letter to their prep teacher and invite them to come to kinder and share a cup of tea with them, the response is always over whelming with schools acknowledging the personal touch. When they come the children are given a special space to sit and chat with their teacher, they are encouraged to share their learning journals and of course a cup of tea together.

Key improvements sought for Quality Area 6

Improvement Plan

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

Quality Area 7: Governance and Leadership

This quality area of the National Quality Standard focuses on effective leadership and governance of the service to establish and maintain quality environments for children’s learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service’s continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service’s statement of philosophy.

Additional information and resources about Quality Area 7 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 7: Standards and elements

Standard 7.1	Governance supports the operation of a quality service.	
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2	Effective leadership build and promotes a positive organisational culture and professional learning community.	
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.

National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children's by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children's	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children's from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's's attendance record to be kept by family day care educator	7.1.2

National Law and National Regulations		Associated element
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children's not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2

National Law and National Regulations		Associated element
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children's check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Quality Improvement Plan for Quality Area 7

Summary of strengths for Quality Area 7

Strengths

Governance supports the operation of a quality service.

- 7.1.1** Teachers and educators review our centre philosophy often to ensure it is always an accurate reflection of our service and the programs we develop. We acknowledge that as we develop professionally, as new teachers and educators join the team and as different families and committee bring new aspects to our service it is important to regularly review and discuss. When we began the process of reviewing, we will often use our planning day at the end of term 2. We will also often bring in a facilitator to support and critically question us on our practices, at times we have used the Reggio Exchange, but we will always decide as a team who would be best for us at that particular time. During these reviews we will discuss and look at our values and beliefs, how we all individually feel about working at the service and we will gather voices from our families and children to support the discussions. We will then use team meetings to workshop our words and similarities and then we piece it together to create a new philosophy reflects our current practices.
- 7.1.2** Our monthly team meetings we have a regular agenda item to discuss any safety concerns that may have arisen or are there ways we can do things better. Teachers and educators will report an OHS concerns that may have arisen over the month and these will be added to our maintenance logbook for the works officer to follow up on, however if it is an emergency, we also have the Greens Thumb committee position and Stan who is our paid maintenance employee. Teachers and educators always work hard to maintain our storage areas from the two inside rooms, and outside sheds, we focus on items being stored in clearly labelled containers and every effort is made to ensure heavy items are stored low so that people do not need to lift. Our maintenance man Stan means has certain items that he does on a yearly basis, this ensures that big times are regularly maintained and allows for the families to do other tasks at working bees. All equipment is cleaned and disinfected after use and packed away. We also have a working bee each term and often families will do a big clean-up of outside. Our cleaner attends three nights a week and during the holidays will come in and do a deep clean of the kinder. During the Covid-19 pandemic the cleaner attended every night to ensure that kinder had a big clean and teachers and educators could focus on disinfecting equipment and furniture. Yard checks are documented daily, and any concerns are recorded and either verbally shared with the team or written in the communication diary and where applicable added to the maintenance logbook to ensure they can be actioned accordingly.
- 7.1.3** We work as a strong team and in order for this to be maintained many of our roles are views as a collaborative approach, like the educational leader this way we work together and share out the responsibilities. Everyone has their strengths and interests, and it is important to our team that we all have opportunity to shine. Every attempt is made to ensure that every team member contributes and is responsible for different aspects of the service. Many things are discussed and decided on at our monthly team meetings, teachers and educators will often volunteer to manage a specific job or it is delegated out, so workload is always shared. Everyone is involved in the planning and documentation of children learning, everyone is involved in cleaning and setting up learning spaces. If people are not sure of something, we have many opportunities to discuss and clarify with one another. We all feel it is important to work together and we feel we work very well together. We also have a team building dinner every term, allowing us to be social and care for each other this helps our teamwork. Teachers and educators have a close working relationship with the committee. It is always viewed as a partnership with support coming from both ways. There was an instance when there were some issues with the committee the team worked really hard to establish and review the service constitution and delegation of roles, this ensured that future committees had clear documentation to ensure any future concerns could be clearly managed and we can continue the strong clear partnership together with minimal disruption.

Effective leadership builds and promotes a positive organisational culture and professional learning community.

- 7.2.1 We have reviewed our staff appraisals and have changed the format to be more goal orientated with a focus on personal growth and development and ways to improve and develop the service. These goals are reviewed mid-year to provide additional support and assistance if needed. At the end of the year if they are successfully achieved, then new goals are set for the following year. Teachers and educators also have the ability to roll their goals over year to year if they feel they still have more they wish to explore and achieve. Teachers and educators all feel safe and secure to have the opportunity to raise any items of concerns during our team meetings and teachers and educators all know they can speak with the nominated supervisor privately if they require. All teachers and educators have also begun to take more of a leading role in the QIP by reviewing and adding to it regularly every term we set aside a monthly team meeting to review and discuss the QIP. On the last day of the year we set new goals and review existing goals to see if they have been achieved.
- 7.2.2 Although one person holds the title role as educational leader the approach to the role is very collaborative amongst the team and all aspects of the program. Pedagogy practice, philosophy, QIP and frameworks are discussed as a team and everyone contributes in ways that may relate to their goals or interests, also teachers and educators will acknowledge when a particular person has a large workload and will volunteer to take some of the work. Teachers have a 4-hour meeting every month together, we are relieved by a regular teacher who covers our groups so that we can collaboratively plan and support one another in our workloads. The teacher alternates each group monthly as this was decided as we felt one group then does not miss out on their teacher every month. This is working extremely well as it gives the two teachers an opportunity to support each other and program for the groups, looking at shared and individual learning opportunities. Team also have a section for educational discussions here teachers and educators can contribute ideas and reflections on the program and they can share any professional development they may have attended or up and coming professional development can be discussed to see if people would like to attend. We can also discuss any equipment to purchase or anything new in the sector to share.
- 7.2.3 With the introduction of the new staff reviews teachers and educators set two goals one for individual growth that will support and challenge their own professional development and one that will enhance and support the kindergarten. Through this goal setting teachers and educators are asked to set SMART goals and are able to ask for support from management to complete their goals. Goals are also shared at team meetings and allows for all team members to support each other and the educational leader to share any Professional development opportunities that they know would support a particular individual's goal. There is a mid-year review component to support the teachers and educators in the continuing completion of their goals. We aim to complete the reviews to be at the end of term 3 allowing of the reviews to involve the current President who has been with us that year rather than a new person who we have not developed a relationship with yet. We also have a professional development notice board where staff can see up and coming events, we also have a display book where staff add their professional notes to for future references when needed. Our Nominated supervisor is also the coordinator of the Whitehorse Kindergarten Group where we are able to network with other teachers and educators, attend our regulatory professional requirements and explore other Professional development.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 7.1 is available in the [Guide to the National Quality Framework](#).

Standard 7.1 – Governance: Governance supports the operation of a quality service.

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • All our visitors are asked to sign the visitor book and where possible a committee member is available to be with this personal allowing the teachers and educators to stay with the children. We also aim to have maintenance people on site when children are not present or between sessions. • Daily yard checks have the space to write notes, these are also verbally discussed when practical and written in the communication diary. If it is an emergency, then the Works Officer and Stan is phoned right away. • Policies and procedures are reviewed at monthly team meetings in line with the policies being reviewed at committee meetings. • Centre philosophy is reviewed by all team members and all voices are incorporated in any review we do. • Teacher monthly planning is a opportunity to collaborate on programming and admin tasks ensuring a close working relationship is maintained. • Teachers and educators have professional critical discussions and feel supported to have different opinions as our language with one another is professional.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • The QIP is reflected and worked on together, it promotes positive change in our service and allows for respectful collaborative respectful conversations. • Team meetings are viewed as opportunities for shared information and critical discussions where teachers and educators can discuss things in a formal setting. • Teachers and educators have their own critical reflection diaries to record their practices and their individual notes can often allow for conversations at meetings and informal chats. • We bring in facilitators to support our critical reflection when reviewing the philosophy, it allows us to be challenged and have a outside perspective.

<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> • Committee members are often on site to support a visitor particularly around maintenance and quotes. This allows the teachers and educators to continue being with the children and allows for a shared partnership. • The nominated supervisor represents the teaching team at the committee meetings, we aim to have our monthly team meeting in the same week so they can share the minutes of the committee meeting with the team and we can discuss any discussions that need to be made. • We utilise many aspects of our community from the council for support with big maintenance aspects and also support with our environmental practices through Parks. We also are connected with Seth an Aboriginal person who works with the DET, he comes and supports our Indigenous practices and incursions with the children. • Our relationship and involvement with the WKG is strong and allows for networking, Professional development and our nominated supervisor is the coordinator for the group currently. • We work in partnership with the committee for the review of policies and procedures changes to the sector and daily operations of the kindergarten. • The committee supports our term team dinners through a donation toward the meal, we always feel supported by the committee and that they value our strong team building and want to support the continuation of this growth.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 7.2 is available in the [Guide to the National Quality Framework](#).

Standard 7.2 – Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.

Exceeding themes	
<p>1. Practice is embedded in service operations</p>	<ul style="list-style-type: none"> • Through our goals that we individually set and share with the team everyone is able to support and encourage one another, everyone feels leadership has developed a culture where the team feels listened to and safe to share. • Educational leadership has encouraged all team members to be actively involved in the documentation of the groups through observations, reflections and development of programmes and be engaged to share their interests and passions in the program. • Leadership provided all team members with their own documentation books, from all having a copy of the framework, QIP and supporting documents and these are updated often. All having the documents allows us to be active in our understanding and confidence to engage in all aspects of the service. • Staff passions and interests are strongly supported and encouraged to be visible in the program and other areas of the service. • Individual team goals allow everyone to always be striving to be better in a supportive safe environment.

2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • Through the regular review of our QIP, philosophy and programming we are able to have critical conversations and record reflective areas for improvement and celebrate together areas we feel are exceeding. • The program time between the teachers ensure a strong collaborative relationship and allows for shared workload to be effective. Development can be reflected and discussed, and all aspects of our roles can be together. • All team members feel a sense of respect within the space and this allows them to feel safe to raise concerns and problems in a respectful way that it will allow for health critical discussions to be had. • Each team has a group reflection book as well as individual teachers and educators having reflections books. We also have the team diary where we can communicate to each other if needed. • The families and children are aware and feel our positive respectful environment and that the team is connected and supportive of one another.
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> • Teachers invite the local primary schools and kindergartens to come to our service once a term, they share a cuppa together and can discuss transitions to school, how are new children settling in, how are second year conversations going and verbal handovers for new children transitioning. These meeting have allowed for strong connections in our catchment area to be supported and transitions for families is more fluent. • The team dinner once a term is supported financially by the committee as they value our team building just as importantly as the teachers and educators do. • Our welcoming environment allows for families to feel supported and safe to raise concerns about their child and that they will be listened to and supported however is needed. • Our local community is active in our program, from past members continuing to donate materials, to council support and other local members engaging and supporting our excursions and programs.

Key improvements sought for Quality Area 7

Improvement Plan

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 and 7.1.3	Committee Handbook	That a committee handbook can be implemented and shared with new committee members at the handover, explaining and guiding them through	H	Handbook to cover, code of conduct, delegation of authority, policies, information external services eg. ELAA, information about their role in the daily running	That a clear informative document is created and available for all new committee members at the handover meeting.	2023 Handover meeting.	March 2023 Has been mentioned to the committee at recent committee meeting asking for the President and the quality improvement officer to work together in



		their role on the committee.		of the service as the staff employer.			retrieving an old handbook and updating. June 2023 President has found a 2015 committee handbook and is reviewing the booklet for updating. Once it is updated it will be presented to the COM for approval and ready for circulation at the committee handover meeting in Nov. Goal is on track.
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