



Australian Children's  
Education & Care  
Quality Authority

# Quality Improvement Plan template

National Quality Standard

Updated February

## 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

<b>Service name</b>		<b>Service approval number</b>	
Gowrie St Preschool		SE-00003685	
<b>Primary contacts at service</b>			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	<b>1-19 Gowrie St</b>	Telephone	<b>58213100</b>
Suburb	<b>Shepparton</b>	Mobile	
State/territory	<b>Victoria</b>	Fax	
Postcode	<b>3631</b>	Email	
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact	<b>Eron Chapman</b>	Name	<b>Melinda Brodie</b>
Telephone	<b>58213100</b>	Telephone	<b>58213100</b>
Mobile	<b>0466364241</b>	Mobile	<b>0430083148</b>
Fax		Fax	
Email	<b>Eron.chapman@education.vic.gov.au</b>	Email	<b>brodie.melinda.g@edumail.vic.gov.au</b>
<b>Postal address (if different to physical location of service)</b>			
Street		State/territory	
Suburb		Postcode	
<b>Educational leader</b>			
Name	<b>Melinda Brodie</b>		
Telephone	<b>0430083148</b>		
Email	<b>brodie.melinda.g@edumail.vic.gov.au</b>		

## 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'. w

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	9am	9am	9am	9am	3.15pm		
Closing time	6pm	6pm	6pm	6pm	6pm		

## 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.

4 year old Preschool runs Monday, Tuesday and Thursday 9am -2pm. 3 yr old Preschool operates on Wednesdays 9am – 2pm.

After Kinder Care operates Monday, Tuesday and Thursday every day from 2.00pm-5.00pm.

Preschool and OSHC run in accordance to the school terms. The Preschool and OSHC service are co- located on a school site and is managed by the Gowrie St Primary School Council.

- Long term parking is available in the car park opposite the Preschool on Balaclava Rd.
- In the mornings, our preschool families have access to a crossing guard to cross Balaclava Road.

How are the children grouped at your service?

For the preschool children, we have implemented a rotational model with two Early Childhood Teachers. The following depicts the weekly timetable:

Monday-Melinda, Amber & Naomi teach 4 year old preschool

Tuesday-Melinda & Naomi teach 4 year old preschool

Wednesday- Melinda, Amber & Naomi teach 3 year old preschool

Thursday-Melinda, Amber & Naomi teach 4 year old preschool

After Kinder Care children and OSHC children are booked into the service on an occasional basis.

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

Melinda Brodie – Educational Leader/Teacher/Director

Amber Sanders- Early Childhood Teacher

Jorjia Dempster – Diploma OSHC Leader

Naomi Clark – Diploma Preschool Educator

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.

At Gowrie St Preschool we believe  
That RELATIONSHIPS are the key to developing learning & behaviour  
RELATIONSHIPS with CHILDREN  
RELATIONSHIPS with FAMILIES  
RELATIONSHIPS with COMMUNITY

## 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

<b>Standard 1.1</b>	<b>The educational program enhances each child’s learning and development.</b>	
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.
<b>Standard 1.2</b>	<b>Educators facilitate and extend each child’s learning and development.</b>	
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.
<b>Standard 1.3</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>	
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)	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 over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1

# Quality Improvement Plan for Quality Area 1

## Summary of strengths for Quality Area 1

### Strengths

#### Curriculum decision making

- At Gowrie St we have developed our own curriculum planning document that connects to the EYLF, this document can be easily altered/amended by all staff members at anytime during the planning cycle. During our KQIP involvement it was discussed that there may be alternative ways of communicating curriculum planning with families. As a whole staff we looked into some changes and we continue to review our current planning/curriculum development.
- Educa is our online documentation tool, we are able to document individual and group learning through an online application, families and other stakeholders are then able to get up to date information on a regular basis about their child's learning. On Educa families are able to comment on learning and also post stories or information about their child.

#### Child's knowledge & Strength

- Staff recognise that each child brings expertise in different areas and we are able to exploit these aspects to help impact on other areas of their learning. For example a child with excellent numeracy skills may be encouraged to help peers with a numeracy activity which in turn gives them opportunities to practice skills which may not be so well developed eg social skills, oral language skills
- The knowledge and strengths of each child can be learned through observations, conversations, participation in show and tell, play, during the orientation process, conversations with family members, conversations with intervention professionals. This element is heavily reflected in our Philosophy.

#### Program Organisation

- Our educational program is based upon a number of influences such as Educa, weekly staff reflections, individual learning plans, relationships with families etc.
- Our current program organisation has been reasonably consistent over the past three years. We have made minor adjustments eg in 2023 we decided to swap our morning tea and lunch times and we are finding the children are eating more nutritious food by filling up on their sandwiches and fruit first rather than eating lots of packaged snacks. This change also moves in line with Gowrie St Primary School who have recently made the same change.
- Our program routine, group games, intentional teaching activities and Book Buddy are all displayed in the classroom for families and visiting staff members.

#### Educators are deliberate, purposeful, and thoughtful in their decisions and actions

- With the implementation of SRF we have planned several new practices that aim to support the specific needs of our children such as a breakfast program, book buddies program and professional development specifically pertaining to oral language development and trauma informed practiced.

#### Each child's agency is promoted

- For our children who are connected with intervention services we seek permission from families to link their Educa account with intervention workers or special Ed teachers so that we can attempt to cover as many aspects of the child's life as possible. For example we have a child who is engaged with Special Ed and an Occupational Therapist, on one occasion we had documented that this particular child was experiencing some sensory difficulties during meal times and that we were currently experimenting with a few different strategies to support him. The child's Special Ed Teacher commented on this documentation

that they were also seeing the same behaviour and listed the strategies they were using and his Occupational Therapist also commented offering some strategies that we may find useful and she was also able to work on these behaviours during their therapy sessions. The use of Educa has definitely benefited the effectiveness of our planning and programming for all of our children.

- Valuing and documenting the child's voice is a significant cog in our planning cycle.

#### Ongoing learning and development cycle

- In 2023 we reflected on our current planning document and while it was quite functional and effective for the staff in programming and planning for the children's learning and development we wondered if our families were able to access and engage in it in an efficient manner. Our program is always displayed in the room, however, through observations we noticed that families never looked at it, however, they were commenting on the learning stories posted on Educa. As a staff group we wondered if it would be more beneficial to somehow post our program on Educa. Melinda did some research into the programming and planning capabilities on Educa and found that staff could actually create programs on Educa and then link all learning stories to relevant plans. All staff agreed that there were a lot of potential benefits to programming using Educa therefore we would trial this method for the remainder of 2023 and revisit regularly to see how effective it is.

#### Critical reflection of children's learning and development

- Our weekly reflections is a document that we use throughout the week to give all staff an opportunity to critically reflect on what worked well, what was challenging and how we can change the program to support children more successfully. Each week's reflection has a deep impact on future planning cycles, as each year progresses we can see how child and family voice increasingly impacts our programming and planning, our weekly reflection documents these contributions.
- Connections and interactions with our children 's intervention workers have a significant impact on how we manage individual children's learning and development as we both bring knowledge and expertise on how to support each child to continue to learn and develop.

#### Families are informed about the program and their child's progress

- We pride ourselves on our relationships with families and children making it our mission to make all families feel comfortable and that they belong. We continually strive to empower families to contribute to their child's learning through strategies such as Educa, involving them in morning news, excursions, special events, conversation, asking for their opinion verbally or written, inviting them to share their special skills or knowledge. Each of our families are so unique and we are fastidious in ensuring that they are all heard and listened to. We know that a strong family/service relationship leads to great outcomes. All of these strategies help us to provide an educational program that is flexible but supportive while also maintaining high expectations for each and every child.
- We have many children involved in intervention services such as ECIA, NDIS or community health, each term we have at least 1 PSG meeting to establish learning goals and strategies. Goals and strategies are often altered or amended throughout the term to suit support needs, this is usually done over the phone or via observation visits. These practises also heavily guide our planning and program.

## 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	<p>All staff have access and are encouraged/expected to contribute to reflections, Educa and planning. All staff are engaged in professional development that is informing how they are contributing to our educational program. Programming is consistent across the Preschool and OSHC program. Staff meet together every Wednesday to debrief about the week, discuss programming.</p> <p>At Gowrie St Preschool and occasional care we pride ourselves on our relationships with our families and children, naturally some staff members have stronger connections with certain families, therefore, we recognise that sometimes certain staff members have a deeper knowledge and understanding of a family and their child. During our staff reflections this understanding and knowledge is shared and is used to ensure our program enhances each child’s learning and development.</p> <p>During 2020’s pandemic it was evident that life was now very different for everyone and there was a real sense of losing control of life on many different levels. As a service we recognised a need to help children feel more in control and empower them with developmentally appropriate decision making. Amber implemented a voting system for mat time activities , this has proven to be very successful and popular with the children as it allows each child to make decisions and to also have their opinions heard. Amber’s voting system in itself is a learning experience as it often promotes discussion about fairness, prediction, turn taking and numeracy.</p>



**2. Practice is informed by critical reflection**

Critical reflection is practised regularly at our service to provide an effective educational program. This is done via our weekly reflection format, both preschool and OSHC have the same format but use it specifically for their program. All staff members are encouraged to contribute to our weekly reflection and these are reviewed at our weekly staff meetings so that we can work together to enhance our program and make changes where necessary.

Both Preschool and OSHC used to use the same program format, through staff discussions and reflections the Preschool staff are now trialling the planning capabilities on Educa and Jorjia is trialling a few different planning documents with her school aged children. It was reflected in a staff discussion that the OSHC children are often actively seeking control (many have trauma backgrounds) and Jorjia would really like to have a programming document that encourages the children to actively make decisions and contribute to the program.

Through consultation with the school, completing the best start vulnerability tool and looking at regional data we were able to identify that oral language development and trauma informed practice were critical factors within our immediate cohort of children thus influencing how we allocated our School Readiness Funding. We are currently working with our allied health speech therapist to develop a tool that will assess the effectiveness of our Book Buddy program that aims to improve oral language development. It is hoped the tool will provide us with feedback around effectiveness and areas that we may need to improve or change.

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

We have always placed a huge emphasis on our relationships with our families and children, but we had recognised that they weren't always engaged with our service. After doing some research as a staff group we were able to introduce our families to Educa, an online documenting app that allows staff and families to connect wherever and whenever. As staff we are able to document and communicate the children's learning as a group and as individuals, parents are able to comment on their learning or ask questions. Families can also share their own family experiences with the service, provide us with information about recent holidays/celebrations, add photos or simply send us a message all from their smart device. The educa platform also allows us to send reminders, post newsletter, get feedback on policy development etc. Families can also elect to link in other family members or any professionals involved in their child's learning.



	<p>In 2017 we were wanting to incorporate a “child friendly” acknowledgement to country so we connected with a couple of past parents who were members of our local Yorta Yorta community and worked with them to come up with something both suitable and respectful. This is now part of our morning routine.</p>  <p>We regularly encourage our traditional dishes such as sushi or Indian curries. We’ve had families share traditional music and dance with the class. Each year is different and our families provide us with so many possibilities to learn and grow.</p> <p>In 2021 we collaborated with Allied Health to produce a presentation for our families “Enhancing Conversation and Shared Reading with your Child”. We advertised this presentation within our service and extended the invitation to Gowrie St Primary School’s families and to our local playgroup and community hub. It’s so important to us to not only engage our current families but also families within the wider community.</p>
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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 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	<p>As previously mentioned our programming document is quite fluid, therefore, is conducive to children taking control of their own learning and making choices with support from staff to extend learning. Any educator has the ability to support and facilitate child directed learning. Staff are encouraged to connect with as many resources as possible to ensure that each child is reaching their full potential, these resources may include and are not limited to family, extended family, intervention therapists, Key workers, special Ed teachers, play therapists, maternal health and social workers etc. We have now included on our enrolment forms a section that parents can authorise us to liaise with local maternal health professionals and intervention specialists. This authorisation allows us to get in contact with these professionals early on and we can then identify early whether or not a child had already been referred for interventions or if there are any other concerns that we need to be aware of in order to facilitate an effective program for individual children.</p>



Our Book Buddy program is something we are particularly proud of! This is funded through our SRF and was implemented in 2021 due to our reflective processes. Each month we have a focus story book that is gifted to every child, we support the family to engage their children in shared reading at home to support learning and oral language development. We do this by pasting shared reading tips in each book for families, we post videos on educa demonstrating book orientation and activities that extend children’s learning. While at kinder we embed the storybooks into our curriculum to scaffold each child’s learning through experiences that promote all areas of development. For example at the moment we are reading “The Wrong Book” and we have introduced the children to an activity that promotes oral language and sentence extension. Each child receives a flash card that has a picture of something wrong, the children take turns to tell the rest of the class what is wrong on their flashcard, “The girl is writing with a banana” This gives the children an opportunity to practice their expressive language and gives us an opportunity to model how they might be able to extend their sentences.

During 2021 we have also used our Allied Health SRF to collaborate with our speech therapist to create a presentation for families that supports and extends shared reading experiences at home. We have found the book buddy invaluable in ensuring our children are engaged in meaningful learning at kinder and at home, families are also thrilled and appreciative to receive many quality story books.



**2. Practice is informed by critical reflection**

Up until mid 2018 we would begin and end our sessions as a class on the mat, however, we were finding that we were continually being interrupted by families wanting to have conversations. As a staff we decided that by starting the day outside for at least the first 30 minutes the children are able to arrive and settle with some healthy gross motor exercise to promote self regulation and it would give families an opportunity to converse with staff. We have found this change in our practice to be extremely valuable in building relationships with our families. We are finding that this time give families ample time to talk in an open and honest manner in a relaxed environment. The knowledge that we gain from these conversations really enhance how we teach and relate to our children as an example we spoke to one Father about a change in their child’s behaviour and he divulged that the children are beginning to see their mother again. This information influenced how we managed that child’s behaviour and learning as we implemented some strong trauma informed practice strategies.

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

We have many children in attendance who have additional needs and/or have experienced trauma. We make it our mission to first build a strong relationship with these families and then build relationships with other stakeholders who they are connected to such as the Smith Family, key workers or therapists. Having these connections enables us to give each child what they need to reach their potential. We hold PSG meetings at least once per term, more often if required. The information obtained from these meetings is integral to ensuring a consistent learning environment that uses consistent strategies to enable a child to continually extend their learning. We generally have a cohort of children who have open Child Protection cases and we are actively involved in the support of these children and their families through care team meetings which often occur fortnightly. In our experience we have noticed that there is a high turnover of staff in various support agencies therefore we feel its highly important that we are actively involved in the care team meetings to ensure there’s a consistent and familiar advocate for the child and their family.

Recently Melinda went to Verney Rd Special School to observe a couple of children who are dual enrolled. This was a great opportunity to see how the children behaved and learned in a different environment and the different strategies that were used. Melinda encouraged staff from Verney Rd Special School to visit our service to observe and learn how the children engage and learn with us.

In 2020 and 2021 we have lived through a pandemic, this has been a challenging time for our entire community! Despite remaining open we saw a massive drop in attendance, during the first lockdown we only had 5 children attending regularly. We remained connected via educa, we dropped off learning packs to homes and encouraged families to post videos and photos of their children engaged in learning. Staff posted videos of themselves making obstacle courses and completing them. Fortunately our Book Buddy program was a great way to keep our families involved in learning, we were able to continue much of this learning in a remote fashion.

We are constantly supporting families to remain engaged in their child's learning journey. Recently (2021) we discovered through conversation that a family had suddenly become displaced. They were a very vulnerable family before becoming displaced but this new development and another barrier, they didn't own a car and it was too far to walk to kinder. Melinda quickly got in touch with The Orange Door to discuss the options of some Taxi vouchers. By the end of the day Melinda had secured some taxi vouchers to ensure the child was still able to get to and from kinder each day.

## 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





<p><b>1. Practice is embedded in service operations</b></p>	<p>Educa is used to document children’s learning, through the use of Educa we can identify what areas of the EYLF are being achieved and which areas still need to be developed.</p> <p>Our weekly reflections are also used to identify what is and isn’t working and how we can improve our educational programming. As previously mentioned our weekly staff meetings are used to formerly review our reflections but our diary is also used as a tool to make anecdotal notes regarding assessments and our program so that all staff members are kept informed. Furthermore in 2021 we began to keep a page of notes in the individual records of our children. We have so many children who are engaged in various supports eg OT, speech, orange door, Rumbalara Family services it was becoming really difficult to keep track of. Having this “cheat sheet” for relevant children is really helpful if we need to get in contact with a child’s speech therapist or paediatrician.</p> <p>Using our interactive whiteboard we also give the children the opportunity to reflect on their own learning each day. Throughout the day we take photos and videos of learning to assist with documentation, we then use the smartboard to reflect on learning with the children. This gives the children the opportunity to voice what they would like to do next or differently, it also gives them the opportunity to celebrate their achievements and acknowledge the challenges.</p>
<p><b>2. Practice is informed by critical reflection</b></p>	<p>Amber had observed that a child was particularly motivated by reading and writing, in particular, supermarket catalogues. Amber documented this on Educa and noted it in our weekly reflection. As a staff we discussed how this child’s strength could be used in our program to extend his learning in other areas. This particular child has additional needs in the areas of sensory and social development, through this process we decided to include making shopping lists in our program and then going on an excursion to Woolworths to do some shopping and cooking. These learning experiences were planned to facilitate social development during the excursion phase and to encourage the child to engage in some sensory experiences during the cooking phase, eg. Smelling, tasting, feeling.</p>
<p><b>3. Practice is shaped by meaningful engagement with families, and/or community</b></p>	<p>While Educa is our main tool for engaging families in assessment and planning we also engage with community health to come to our service and perform speech and OT assessments. Usually these assessments lead to community health either making recommendations to do whole class therapy such as Fingergym or they work with staff to prioritise referrals for individual therapies. This practise is used to not only ensure that our children are being assessed and planned for in the most comprehensive way, It’s also assisting community health to alleviate the pressure on them being able to access all who require the service.</p> <p>Through assessing local outcomes for early education, looking at the school’s data and looking back at numbers of children we have referred to community health we were able to effectively allocate our School Readiness funding for the 2020 year. Having identified oral language, wellbeing and access and inclusion as key areas of need.</p> <p>Since the Pandemic we have found through conversations with families and observations of children that their interactions with supports and services such as Maternal Health or Family Care were almost non existent. Essentially this means that our new 3 year old enrolments were coming in having not seen MCH since they were 12 months old. Over the last 12 months Melinda and Amber have both worked hard to ensure that all children are connected to the services that they need whether that be ECEI, MCH, Community Health. For example this year we enrolled a child who hadn’t seen MCH for two years, he had no language, not toilet trained, very poor social skills, very low attention span and dangerously poor risk assessment. This very vulnerable family have had numerous interactions with Child Protection over a number of years, yet this 4 year old had no support services in</p>

place. The family was very happy to have the support in us referring the child to ECEI and also supporting and coordinating the initial assessment with ECEI. Melinda also got in contact with the families Family Practitioner from Rumbalara to help support the family to attend the meeting and subsequently assist with getting their child to intervention services. As an added layer of support Melinda also initiated and coordinated dual enrolment for the child at Verney Rd Special School.

## 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
1.3.3	Currently having difficulty engaging families with the service despite using Educa, newsletters, onsite noticeboards and school facebook page.	To have families engaged with the education and care of their children in a meaningful way	H	Have direct verbal conversations with families about what they want and how they want to engage.	Analyse parent opinion surveys. How many surveys did we get back? Has activity on Educa increased? This can be seen via the apps data analysis	ASAP	<p>Have sent out surveys to all families and beginning to conduct very specific conversations about engagement.</p> <p>June 2022 – Engagement with Educa has dropped off, however, conversations at the service and willingness to engage in matters about their child has been good although difficult to measure.</p> <p>July 2023 – We can see from our Educa reports that families are viewing educa but not necessarily contributing to it. Families definitely</p>



							seem to prefer a face to face conversation and we try to facilitate this as best we can .

## 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

<b>Standard 2.1</b>		<b>Each child’s health and physical activity is supported and promoted.</b>
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.
<b>Standard 2.2</b>		<b>Each child is protected.</b>
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children 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)	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	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children 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



<b>National Law and National Regulations</b>		<b>Associated element</b>
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



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children 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

##### Each child's wellbeing and comfort is provided for

- Provision is made for rest and relaxation during sessions, eg. Couch and cushions are readily available for spontaneous rest; and organised group rest period after lunch.
- Children's voices are captured in the program and acted upon.
- Our yard offers opportunity for physical play-running, climbing, riding, scooting, swing
- Hand washing posters

##### Effective illness and injury management and hygiene practices are promoted and implemented

- Staff follow appropriate procedures for administering medications (for example written authorisation from caregivers, medication named and stored appropriately, medication when administered is documented)
- Staff appropriately document children with medical conditions, allergies and asthma. Risk assessment/communication plans are completed with families and shared with staff.
- The Early childhood teachers have completed the online food safety test from Dept of Health website
- All staff have appropriate first aid qualifications and first aid kits are checked regularly and updated where necessary

##### Healthy eating and physical activity is promoted and is appropriate for each child

- Posters to promote healthy eating
- Positive role modelling by educators
- Reminders in newsletters and suggestions for the families
- Planned and spontaneous opportunities for physical activity throughout each day both indoors and outdoors.
- Our yard gives opportunity for lots of physical play.

##### Reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

- Play items washed regularly
- Hygienic food practises-wiping tables before meal times. -Children's using placemats-use of tongs with fruit platters
- OH&S concerns are discussed at staff and committee meetings and are dealt with immediately.
- Maintenance book records issues for Huddo (maintenance man employed by the school) to come and fix/review our concerns
- Equipment is checked regularly and maintained. Faulty and dangerous equipment is disposed of. Toys are washed and dated regularly
- Staff position themselves to ensure optimal supervision levels.



- The playground is checked each morning for hazards. Safety is paramount when setting up play spaces

Effective management of incidents and emergencies

- All parents are notified when an infectious disease is diagnosed and are given information regarding necessary requirements for contacts
- Emergency management plan for evacuation is in place and practiced and documented each term

Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

- Our Preschool and School is committed to ensuring a child safe environment.
- The rights of the child are explicitly taught to our children to ensure they understand their basic rights.
- All staff complete the mandatory reporting pd from DET
- Staff have participated in Child Information Sharing procedure Professional Development sessions.

## 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	<p>All children with medical issues have a medical management plan that is displayed within the service, each of these children has a medication bag with their name and photo, the medication and a copy of their medical action plan and risk assessments. These medication bags are located with our first aid kit and accompany us whenever we leave the service.</p> <p>Every two years we complete the accreditation process to become a smiles for miles kindergarten, this is a lengthy process that involves PD, incursions and lots of intentional teaching.</p> <p>In our OSHC program Jorjia and her students collaboratively write shopping lists and decide on afternoon tea menus. The students are encouraged to organise and prepare afternoon tea.</p> <p>Physical activity is an essential element in our curriculum as we find that it’s a great strategy to help many children enter a more regulated state. We often include it in our program throughout the day via outdoor play, large group games, our RAMSR program, yoga sessions.</p>
2. Practice is informed by critical reflection	<p>Many of our children have experienced some trauma in their early lives and therefore experience difficulty in regulating their emotions and can exhibit impulsive behaviour. Staff found these behaviours to be impacting upon the children’s learning, affecting the individuals learning and often affecting the entire class. Melinda sought some PD related to self regulation and attended a session based on Rhythm and Movement for Self Regulation (RAMSR). Melinda was then able to teach these strategies to the rest of the staff and the children. We have found that by doing a few RAMSR activities first thing every morning we were able to calm everyone down and ready them for a day of learning.</p> <p>Through SRF we have committed to each staff member completing the Cheshire Seed Program which focuses on behaviour management, a breakfast program, Amber and Naomi completed the Bridges out of Poverty PD and shared their learning with Melinda.</p> <p>We found through regular reflections that often our children arrive at kinder without having eaten breakfast and as a staff decided to include a breakfast program in our plan. The program was implemented in 2020 and was well used on a daily basis, we also found that we often used the supplies for sandwiches for those children who came without filled lunchboxes. We have continued to provide this program in 2021,2022 and 2023.</p>

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

Day to day intentional teaching around health and wellbeing is communicated to families via Educa and we often access members of the community to conduct learning experiences such as Smiles 4 Miles, water only programs, Woolworths fresh food discovery tours etc.

We work very closely with families of children with additional needs, in one instance we had twins enrolled that were both peg fed, in the beginning the children had to sit down during their feed, which could take up to an hour. Very quickly we met with the family and their key worker to work on a solution so that the twins could continue to move around the classroom or outdoor area while being fed. We were able to work together to access funding to provide the twins with special backpacks that allowed them to be fed while still accessing the learning program.

In 2018 we first took our children to Woolworths for an excursion to explore the supermarket and what it has to offer in terms of healthy and fresh produce. We again conducted this excursion in 2019, however in 2020 and 2021 due to covid restrictions we haven't been able to conduct the excursion. Due to maintaining our relationship with Woolworths we have still been able to access promotional materials such as the Woolworths discovery garden class set, this has been valuable getting the children involved in growing their own vegetables and subsequently cooking them during the session.

**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	
<b>1. Practice is embedded in service operations</b>	<p>It is an expectation that all staff are mandated to report to Child Protection when needed. Information is documented and discussed by all relevant staff members. If a child divulges something to a staff member then it is that staff members responsibility to report to child protection, however, they will always be supported by the educational leader and the whole staff group. Any relevant information pertaining to a particular child is recorded on a notes page in their enrolment record and in our daily journal.</p> <p>Child Safety Standards are consistent across the service and school and are regularly revisited to ensure expectations are being met. Staff are enthusiastic participants in PD such as Child First and trauma informed practice training. Bridges out of poverty training was completed by 2 staff members in 2021 and then shared to other staff.</p>



	<p>Yard and classroom checks are daily practices to ensure equipment and spaces are safe for children and staff. Bush Kinder site checks are done regularly to ensure safety for staff and children, before arriving at bush kinder we always “tune” the children in by discussing what to do when we see things such as snakes or syringes.</p> <p>Recently we were involved in a scenario (2020) whereby a child confided in Naomi, as soon as was reasonable Naomi reported the incident to child protection. Our staff worked cooperatively with local authorities and the report resulted in the child being removed from the home for a period of time until it was deemed safe to return. The level of communication and actions by staff have ensured that this child and her family are well supported and safe. These incidents have become quite common in our service over the last 4 years, all of our staff are well versed in how we manage these situations. We could provide many examples of similar situations where staff have used their mandatory reporting knowledge and connections with support agencies to ensure the safety of our children.</p> <p>All staff are up to date with CPR, First Aid, Asthma and Anaphylaxis training.</p> <p>During the pandemic we have implemented Covid safe practices as advised by DET. QR check in, hand sanitising, mask wearing, temperature checks, density requirements, social distancing, limited indoor interactions.</p>
<b>2. Practice is informed by critical reflection</b>	<p>As a staff group we were frustrated with families not communicating changes of medical plans or issues with us, together we created a “Medical Conditions Communication Plan” that outlines the key responsibilities for managing medical conditions and who is responsible for each. Both staff and families sign the document and it has a section for updates and changes to the plan.</p> <p>During recent staff reflection (2022) we were discussing what strategies we could employ to help empower children to advocate for their own safety or to understand what is and isn’t ok. The question was asked “How can children advocate for themselves and know what their rights and basic needs are if they’ve never had them consistently met?” We reflected on the rights of the child, it’s a confronting realisation that many of those rights for lots of our children are not being met. We quickly decided that explicitly teaching the children about their rights could be highly beneficial. The teaching and learning in this subject has been really interesting to hear what the children bring to the conversations. We created our own game to support learning in this area as well as using the SNAICC resource kit “Bringing Child Rights into the Classroom”.</p>



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

When there are concerns around medical conditions or outbreaks of illness such as gastro we notify families immediately and provide information to families via educa and newsletters around how to best manage illness or conditions. An example of this is the most recent outbreak of covid 19, we have regularly posted information around how to stay safe and we regularly document intentional teaching on educa for families to view and consolidate this learning at home. We have also done our utmost to ensure we are connected with all of our families support workers to ensure that our families are fully informed around current covid 19 restrictions etc.

We continue to maintain an open and respectful relationship with the school wellbeing team to ensure we are providing a wrap around care approach to the whole family. We all bring different strengths to this approach and it's proving to be an effective team. Over the past few years

(2019 – 2023) We have worked closely with Child Protection, Lookout, Gowrie St Primary School, Rumbalara to ensure a group of children in out of home care are well supported in kinder and school and that they transition through their education with as little disruption as possible.

## 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
2.1.2	Our storage system for our individual medical kits could be more organised and easier to identify	A more cohesive/easily identified individual medical kits for our children with Action Plans	M	Melinda to source a more suitable way to organise the kits	We will have all medical kits displayed which are easily accessed by staff and clearly identifiable	Term 2 2023	Through online search Melinda was able to order a medical kit organisation system that could attach to wall, become mobile for excursions
2.1.2	Keeping on top of first aid supplies	Set aside time each term for our First Aid officer to do stocktake of the first aid kits	H	Each Kit will have a checklist that can enable items to be cross checked.	To always have a fully stocked first aid kit	Term 1 2019	Each backpack has a checklist and a fully stocked kit. Naomi is in charge of the first aid kit in the kinder and Jorjia is in charge of the kit in the OSHC program. We have been able to factor in this time allocation for our first aid officers and we have fully stocked first aid kits.



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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

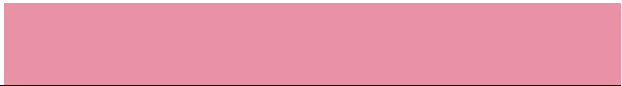
<b>Standard 3.1</b>		<b>The design of the facilities is appropriate for the operation of a service.</b>
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
<b>Standard 3.2</b>		<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>
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 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



<b>National Law and National Regulations</b>		<b>Associated element</b>
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

##### Outdoor and Indoor Spaces are suitable and accessible to all children

- Our centre is wheelchair accessible-ramps, wide door ways
- Learning spaces are flexible-children have input into equipment and activities implemented.

##### Premises, furniture and equipment are safe, clean and well maintained

- Cleaning occurs daily (contracted cleaners)
- Maintenance is completed on a regular basis
- Roster for OH&S / Test and Tagging schedule is maintained by the Approved Provider.

##### Spaces are organised and adapted to support engagement of all children

- An age appropriate change table facility was installed to cater for the children who aren't developmentally ready for independent toileting.
- Both areas promote quiet and active spaces with children being able to engage in group activities or play independently in a range of developmental learning areas.
- Outdoor and indoor spaces are designed to engage every child in quality experiences involving the built and natural world.
- The learning areas and spaces are flexible and can be adapted to suit the changing needs and interests of the children.

##### Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

- Our centre has play items that have been purchased from the Op shop or have been upcycled.
- Upcycle box for children to use recycled materials in their play

##### The service cares for the environment and supports children to become environmentally responsible.

- Taps in the children's bathroom are on timer system
- Our yard watering system is on a timer
- We save food scraps for our chickens
- We have a recycle bin
- Conscious when lights can be turned off
- Purchase locally, ethically and sustainably where possible. We use recycled and donated items as much as possible.
- Working with a local Secondary College to make improvements to our yard and install a child friendly water pump that recycles unused water.



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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 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	<p>Our Kindergarten was purpose built for a kindergarten program through obtaining a grant in 2013. Where our kindergarten is situated is where school's junior playground used to be therefore, the permanent playground equipment was actually built for 5-9 year olds. We have had the equipment adjusted to be more suitable for our age group.</p> <p>Over the years we have been able to add to our outdoor space to ensure that they children have freedom to direct their own learning and make choices about how they play in a safe and engaging environment. Our chickens give our children the opportunity to care for living creatures and our vegie gardens allow our children to learn about paddock to plate concepts.</p>
2. Practice is informed by critical reflection	<p>Our numbers of children coming to kinder in nappies was increasing steadily, we felt that we needed to cater for these children so we went to school council and asked the buildings and grounds committee for funds to put in a suitable sized change table. The committee approved it and we were able to provide these children with a more dignified space to be changed.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>In 2016 we worked with local secondary school students to erect a chook pen. The year 11 students visited our site on a weekly basis as part of their technology class to build the children a wonderful chook pen.</p> <p>In 2019 Melinda worked with the CBA to access a community grant that would enable the service to purchase a class set of wet weather gear so that we could access our bush kinder site no matter what the weather was presenting us with.</p> <p>Recently in 2023, we have been engaged with Notre Dame College and are currently in discussions around working together to make some garden improvements in our yard and to install a child friendly water pump that recycles unused water. The children will be able to use this water in their play without having to worry about water wastage.</p>

## 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.

Exceeding themes	
1. Practice is embedded in service operations	<p>All staff are constantly looking at how to best support children in an inclusive environment. In 2017 we found that we were seeing more and more children who were not ready to independently toilet, therefore we worked with our provider to create a space with nappy changing facilities. In 2018 we had two children enrolled that both had sensory needs that needed to be supported, we were unsure as to what type of aides would work best so we worked with a local business to trial a number of options before finally purchasing two different types of sensory seats. We have since worked with this business on a number of occasions to find suitable aides.</p> <p>Our service check is done daily to ensure all learning spaces are safe for students and staff members.</p> <p>In planning our program our practice is to ensure that all children are being catered for in terms of the physical environment. Some learning areas are at a table and chair set up, some activities are provided at ground level and some are provided in a quiet corner, all of our learning experiences can be adapted or modified to ensure inclusion and access for all children.</p>
2. Practice is informed by critical reflection	<p>After some deliberation at staff meetings it was decided that in our outdoor spaces we would only create a couple of set learning experiences, for the most part we wanted the children to create their own learning environment. The theory behind this decision was that we essentially wanted the children to develop the skills necessary to make their own decisions about their learning and to think creatively and independently. We have found this strategy to be extremely effective and it has created a sense of ownership of their own learning and pride in their ability to create their own play.</p> <p>Our Bush Kinder program also complimented this nicely as when would attend our site we took nothing but our food and water with us, the expectation was around connecting with nature and the immediate physical environment. While this takes some time for children to get the hang of, once they did the learning and development we observed was tremendous</p>

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

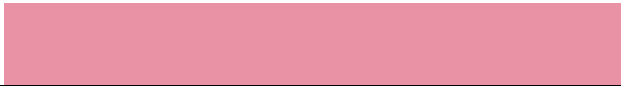
We are able to gain information around what families require to be able to gain full access and inclusion during our enrolment process. We make it a priority to get to know our new families and work out together what they all need in order to succeed during their kinder year. If there are any major concerns or structural changes required Melinda will discuss during school council and problem solve accordingly. If families are linked in with support agencies we seek permission from families to also liaise with these stakeholders.

In the past we have had to engage in and complete specific training, such as peg feeding, to ensure each child can fully engage and participate in our service and program.

### 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
3.2.3	Water wastage. We have an outside tap that they children can access easily, however, they are often quite wasteful with the precious commodity.	For the children to be more purposeful with their use of the water.	M	Intentional teaching around being water wise. Incursions with GV water. Possible give the children a large bin of water to use, once it's gone there's no more water. This could teach the children how to ration better.	We may see a decrease in our water bill and observe less wasteful behaviour	ASAP	Intentional teaching and GV water incursion has occurred and we are beginning to see less wasteful behaviours from the children, however some of our children with sensory needs are still wanting to access the water for sensory purposes.  2023 – currently working with NDC to discuss a community project which will see them install a water pump that will recycle unused water.



3.1.2	A lot of our beams have either been broken or are about to break causing a high safety risk	Safe play equipment that promotes gross motor development	H	Melinda contacted a past resource supplier of recycled pallet equipment and asked him if he could repair or make new beams.	We will have a set of safe balance beams.	ASAP	Ken was happy to repair our broken beams and made us a couple of new beams free of charge. We now have fixed all of our existing beams and have a couple of new ones.
3.2.2	Wet weather clothing is needed for our Bush Kinder program so that we can attend regardless of the weather	A class set of wet weather gear.	M	Keeping abreast of any grants that might be able to fund the purchase of the clothing	Being able to purchase a class set of wet weather clothes	ASAP	Melinda was able to access a \$500 grant from CBA June 2019. Melinda has since purchased a class set of wet weather overalls and 8 waterproof jackets.



## 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, 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

<b>Standard 4.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
<b>Standard 4.2</b>	<b>Management, educators and staff are collaborative, respectful and ethical.</b>	
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 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



<b>National Law and National Regulations</b>		<b>Associated element</b>
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 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	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1



<b>National Law and National Regulations</b>		<b>Associated element</b>
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	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

##### Organisation of educators.

- Educators work as a team, communicating and interacting positively.
- Educators always work together and share tasks and responsibilities.
- All educators have current first aid qualifications and partake in professional development.
- Educators work collaboratively to develop and work towards shared goals and outcomes for children at the Preschool
- All educators have access to EDUCA and contribute.
- Child/educator ratio is always maintained and is excessive on Mondays, Wednesdays & Thursdays.
- All educators are qualified and have worked at the same service as a team for 7 years +.
- The Early Childhood Teachers both work together on Monday, Wednesdays & Thursday's, this has been budgeted for to ensure continuity and opportunity for collaboration.

##### Continuity of staff.

- Every effort is made to ensure consistency of educators working with the children. Early Childhood Teachers can often accommodate each other and swap dates, or relieve for each other.
- Staffing arrangements ensure that at least 2 educators are consistently with the children.
- All educators work with all the groups with a rotational model in place.
- Families are notified via EDUCA if a reliever will be working or staffing has been altered.
- All educators make contributions to the educators diary and weekly reflections and positive daily engagements with the children and families..
- Educators provide feedback and important information to relief staff. Relief staff have a check list to fill in acknowledging they know where items and documents can be found in the service before starting the session.

##### Professional collaboration.

- Verbal and written communication is shared between educators via a diary/emails/text messages.
- The implementation of EDUCA allows all educators to be kept up to date with the program and what is happening.
- We have implemented Termly breakfast dates as a means to reflect and support staff wellbeing. This also provides an opportunity to collaborate on different levels.

##### Professional standards.

- All staff attend professional development and have a professional development plan in place.
- Induction process has been developed for new educators, work placement students and relief staff.

- Staff records are on site and monitored and updated regularly.

## 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	For the past 4 years we have been implementing a staffing arrangement that has not only been consistent but also effective. We implement a rotational program whereby we have our Diploma qualified educator (Naomi) and Early Childhood Teacher (Melinda) work each operational day (4 days) and Amber who is also an Early Childhood Teachers works three days. All 3 staff work together on a Monday, Wednesday and Thursday, this arrangement provides opportunity for collaboration and collegiate mentoring. This arrangement ensures that there is at least two consistent staff members in the service at all times (Naomi & Melinda), the consistency is vital to our children as their little lives are often very chaotic and traumatic, therefore, the consistency of our staffing aids in the provision of a safe and calm setting. We always schedule any PSG meetings and meetings with colleagues on a Thursday so that all staff can be in attendance, we find that this is hugely beneficial in the support and enhancement of each child’s learning and development.



	<p>Our staff communication strategies (Diary, Educa, individual case notes) also ensure that staff are always fully aware of what is happening in the service and with our families.</p> <p>During periods of remote learning all staff were enthusiastic around providing learning via educa, we had staff singing songs, reading stories and suggesting possible activities. We also had our staff happily attend the homes of remote learners to ensure we maintained connection and supported continued learning, these visits were also a great opportunity to gauge the current level of wellbeing.</p> <p>Between 2021 and 2023 we have used our SRF to fund an extra ECT two days per week, this has enabled us to better support the wellbeing of our children and their families, it has also lessened the load on both ECT's alleviating their stress and improving staff wellbeing.</p>
<b>2. Practice is informed by critical reflection</b>	<p>Up until March 2020 staff used to document information in our diary so that everyone could keep abreast of what was happening. Our cohort and current community has proven to become very busy, particularly with supporting our families through various complexities. During a staff debriefing it was decided that it was becoming too difficult to trace back through the diary for documentations/notes, therefore we decided to create a space in each enrolment record for individual case notes. This change has been very positive and welcomed by all staff as it's now much easier to refer back to a child's case notes having them all in the one space, therefore, being more effective in supporting children's learning and development. We still use our educators diary to make daily notes.</p> <p>In 2022 we reintroduced 3 year old preschool to our service for 5 hours per week. Amber and Naomi were set to staff this program. Although it was a very small group both staff were struggling with the complexities and demands of the group. All of the children were not yet toilet trained and there were significant separation anxiety issues. After some discussion it was decided that Melinda, the educational leader, would spend some sessions in the 3 year old group as a 3<sup>rd</sup> staff member. Melinda ended up remaining in this group for the rest of the year. Throughout the year we continued to have robust discussions around why this 3 year old group was so challenging and as a result we decided to increase the 3 year old hours to 10 hours per week over two sessions. As a group we strongly believed that 1 session per week was simply not enough for the children to establish relationships, routines etc. We also decided that the 3 year olds could really benefit from peer role models, therefore we would integrate them in with the 4 year olds using a rotational model.</p> <p>We are now halfway through 2023 and it's clearly evident that the changes to how our 3 year old preschool program is delivered have been extremely positive. We have maintained our high expectations but also taken into consideration our philosophy and how it can impact and shape our program delivery. Outcomes are being achieved at a faster and higher rate and relationships between children and staff as well as families and staff are considerably stronger.</p>

<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>Educators have been part of the service for several years and welcome and support new families and continue to welcome back returning families. Parents are familiar and comfortable with the service and staff, sometimes returning with their 5<sup>th</sup> or 6<sup>th</sup> child. Our Educational Leader has been here since graduating from university (20 + years). Our co-worker has been at the service for 18 years +. Our Early Childhood Teacher has worked in the service for 7 years and prior to that worked in a relief capacity for 2 years. There are also excellent relationships maintained with the school families and playgroup families.</p> <p>All educators are familiar with the community, demographic and family needs and offer ongoing support. Its not unusual for educators to see ex families in the school and want a hug or to stop for a talk. Over a long period of time our staff have developed and maintained strong relationships with many stakeholders including but not limited to therapeutic services, local special school, local primary schools, GV Family Care, Rumbalara etc</p>
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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>	<p>Recently (June 2020) our staff were involved in a child protection case whereby the children were removed twice due to reports made by staff. This was a distressing situation for all staff involved. The staff involved conducted themselves in a highly professional manner and have since been extremely ethical and respectful, particularly in their interactions with the family. Due to the intensity of this situation, the Educational Leader (Melinda) organised a counsellor for individual debriefing sessions, the counsellor returned a couple of weeks later for a whole staff debrief. During this session all staff demonstrated professionalism, empathy and respect for each other. Educators share information or ask for help from others and acknowledge their strengths and skills of others.</p> <p>After lots of critical reflection we proposed in our SRF plan to employ an extra ECT for two days per week. It was decided that we would employ Amber for an extra two days per week, this allowed for greater collaboration in terms of being able to support our children’s learning and wellbeing needs. Through reflection and counselling we have found that our staff are often suffering from vicarious trauma that is inflicted by our families. This is a massive burden to our staff and therefore having Amber and Melinda work together for three days per week allows them to share the load, conduct more debriefing and reflecting without having to encroach into each other’s personal lives.</p>



<p>2. Practice is informed by critical reflection</p>	<p>During our counselling sessions we were provided with many opportunities to critically reflect on our practice and to truly assess which areas of our practice we could change in order to be more effective in day to day operations. Amber and Melinda both found that upon critical reflection they were both working beyond their role description to the point they were performing the role of several other professionals. They both walked away from these counselling sessions with a new understanding of their own limitations for the benefit of their students. Naomi and Lexie have been wonderful supports in this area and will often remind either Amber or Melinda when they need to remember their limitations. This shows a wonderful sense of respect and support amongst the staff group.</p> <p>In 2021 Melinda suggested that the staff meet for a breakfast date once per term, generally towards the end of the term. The breakfast date was suggested as a chance to come together as a staff to support our wellbeing by reflecting on our term not only from a professional lens but also with a personal lens. It's proving to be a lovely way to end our term and find the positives and celebrate our achievements in all our lives.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>Our staff have formed wonderful connections over the years with many intervention and support services, we are often told by colleagues such as the local special school, ECIS key workers and community health professionals that they recommend our service to their clients. This is a reflection of how we are able to build and maintain professional, collaborative and respectful relationships.</p> <p>In 2017 we wanted to develop our own "acknowledgement of country" for our service to use daily. We had researched quite a few but at a staff meeting it was decided that we really needed to use the community around us to develop one. We sought advice and collaboration from our Yorta Yorta Language teacher, a parent and our Indigenous cultural School council representative. Through this collaboration we were able to produce a relevant "acknowledgement of country" that was meaningful to our service and our community.</p>

## 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
4.2	Educator Wellbeing	An environment where wellbeing is promoted	H	-Counselling sessions through the DET EAP -Take time to breathe -Share with others	Educators mental health and wellbeing will be positive	Ongoing	The Educational Leader organised 1:1 counselling term 2 and whole staff counselling in term 3.



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## Quality Area 5: Relationships with children

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

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

<b>Standard 5.1</b>		<b>Respectful and equitable relationships are maintained with each child.</b>
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.
<b>Standard 5.2</b>		<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>
Collaborative learning	Element 5.2.1	Children 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	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

##### Positive Educator to child interactions

- Educators actively engage with children getting to know their interest, strengths and needs.
- The educators build respectful relationships with children by making connections early in (even before this time at our welcome/information night) the year and learning about the child and their families.
- Children's choice of educator they feel comfortable with is encouraged and supported in the service.

##### Dignity and rights of the child

- Educators respect the dignity, rights, privacy and worth of all children at all times and is reflected in the centre philosophy.
- Gowrie St School Values are embedded into the program and reflect belonging and empowerment.
- Individual needs are identified and supported.

##### Collaborative learning

- Every child is supported within the program to participate at the level they feel comfortable with.
- The program is strong, consistent and predictable.
- Children are supported in small groups and large groups
- Educator's role model positive interactions with children, families and other educators.
- The program allows for group reflection throughout the day. Educators show children their learning (via the smart board).

##### Self-regulation

- Children are encouraged and supported to engage with their peers in a positive manner
- Educators implement a number of self regulation techniques into the practise that children are also taught.
- Children are supported to make positive behaviour through the intentional teaching around green and red choices.
- RAMSR intentional teaching times support self regulation.

## 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: Respectful and equitable relationships are maintained with each child.

Exceeding themes	
1. Practice is embedded in service operations	<p>We understand that many of our children come from traumatic and unstable backgrounds so we aim to give each child a sense of empowerment, control and continuity while building their confidence. We maintain a strong, predictable routine that provides opportunities to promote confidence and empowerment. A few examples of this are that every morning we have morning news, every child is given the opportunity to share aspects of their lives with peers and staff, we have found that this is not only confidence building but also contributes to better oral language outcomes. Our school values of Determination, Empathy, Excellence and Pride are embedded into our practice through language, visuals and behaviours. We find that these values give our children a sense of stability, belonging and empowerment. The children quickly take on the language that staff use and this tends to support them in their learning and everyday interactions with peers and staff. We have tokens labelled with our school values and when we see our children demonstrating these values we reward them with a token. Once the child builds up 5 tokens they can choose a treasure from the treasure box. This practice is well understood by the children and is an excellent way to build self confidence and self awareness.</p> <p>While our routine is very clear and predictable the learning experiences that we plan for our children are very open ended, children are given the freedom and encouragement to make their own learning choices and critically think about their own learning, staff are very experienced in being able to use language to prompt further thinking and learning. During each session we reflect as a class on our learning from the day using photos on the interactive whiteboard, this is always a great opportunity to celebrate and discuss learning.</p> <p>Recently (2023) we had an ex preschool student stop at our yard on her way to school for a chat, this interaction became a regular occurrence for a couple of weeks. Each time she stopped for a chat she would disclose little pieces of information about a man who was living in their home. Naturally we reported to Child Protection the disclosures this child was making. We also encouraged her to speak to her teacher or the School's wellbeing team, however, she was adamant that they wouldn't listen to her or do anything about it. Our reports resulted in this man being removed from the home and an AVO being put in place. This is a clear demonstration of the strength of our staff/child relationships and that they can stretch far beyond the child's preschool year.</p>

<p>2. Practice is informed by critical reflection</p>	<p>One example of how this standard is being informed by critical reflection is how during a staff meeting in early term 2 it was noted in our weekly reflections that Amana still hadn't spoken a word to either staff or peers. A couple of staff had expressed frustration around this challenge. There was a lot of debate around whether she was ready to be at kinder or whether she may have some additional needs that were still unrealised. We discussed the fact that Amana's parents and older siblings as well as family friends had all reported that she was very fluent in speaking and understanding English and that in the past we had other CALD children who took their time to speak at kinder but given time it always eventuated. Amana had been demonstrating that she could follow instructions extremely well and most other areas of her development were age appropriate. Melinda reflected on learning from a past PD ran by FKA children's services and that a main learning point was to "not force the language but continue to support it". Jorjia had reported the same characteristics in OSHC as had Jen who runs a playgroup that Amana attends regularly with her Mother. Taking all of this into consideration and further discussions with our Preschool Field Officer and a speech pathologist it was decided that Amana was happy and demonstrating strong learning in all areas and that the oral language would come in time.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>Over the years we have had many children attend with additional needs, these children usually arrive to us with an intervention team usually headed by a Key Worker. Over time we have built excellent relationships with many of the key workers and intervention professionals, these relationships have been a great asset to us moving forward as it has given us an extensive pool of knowledge to draw from when supporting each of our children. The use of PSG meetings have been so valuable for us in ensuring that children are being supported and included in our program and that they or their families never feel excluded. Our school's wellbeing team have also been a great resource for us to tap into when referring families for various supports within the community.</p> <p>Educa has been a fabulous tool in bridging the gap between home and kinder, families regularly enjoy sharing stories from home and aspects of their lives, again, children love this during our morning news time – such a confidence booster! Educa also allows staff to continually celebrate with families the valuable learning that occurs each day at kinder.</p>

## 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: Each child is supported to build and maintain sensitive and responsive relationships.

<p><b>Exceeding themes</b></p>
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**1. Practice is embedded in service operations**

Over the last two years we have engaged with Relationships Australia to conduct a program called “Confident Kinder Kids”. This is a 4 week program that aims to teach children about emotions and how to manage them. We have found the content of this program to be very useful in supporting our own intentional teaching strategies around building relationships and managing emotions.

From the beginning of the year we discuss with the class “caring values” for example caring for yourself, others, the class and your learning, what they mean and why they are important to everyone along with this we also use the language of “green choice/red choice”. The children pick up this concept very quickly through the use of stories and class games. Being able to learn all these concepts and language enables the children to better deal with conflict with peers and it supports them in building peer relationships.

Our program always includes multiple social learning spaces that encourage cooperation, language and collaborative learning, this really fosters a sense of teamwork. As a staff we also feel that because we are always together outside, inside and at mealtimes we tend to operate as a team which lends to many opportunities to initiate and support new a varied peer to peer relationships.

**2. Practice is informed by critical reflection**

Our OSHC program is a multi-age program that incorporates children from 4 years to 12 years and operates between 2pm and 6pm. Early in the year Jorjia was experiencing difficulty with a few of her school aged children, behaviours were beginning to get quite aggressive and at time unsafe. These concerns were discussed by staff and it was clear that a lot of work needed to be done around building positive relationships between peers in this program. Many difficulties present in an OSHC program as it’s one classroom and many of our children with additional needs and/or behavioural issues are grouped in one room. With support from the Early Years staff and the school staff Jorjia has acquired many visuals from the school detailing their current values and their school wide positive behaviour matrix, she also worked on relations with particular student’s classroom teachers and encouraged them to let her know how their day had been and anything else to be aware of. Compass entries have also helped Jorjia to keep abreast of incidents that may impact their time at OSHC. Melinda and Jorjia also held discussions with the Principal and Assistant Principals to ensure a shared view around strategies to manage certain behaviours.

In 2022 we had a little boy enrol in 3 year old kinder. He didn’t appear to have any language skills, we didn’t hear him speak Dari or English. Every time he attended he would cry for the entire session, it was distressing for all involved. We engaged an interpreter from the Shepparton English Language Centre (SELC) to assist with conversations with his mother. Mum assured us that he had good language skills at home and that she had no concerns with his behaviour at home and that she didn’t know why he kept crying. The interpreter stated he knew the family and had never seen the child speak to his mother. We decided to engage our PSFO to carry out a Brigance screening with our interpreter in attendance as we had more general developmental concerns as well. The PSFO couldn’t carry out the Brigance as the child refused to engage with her or the interpreter. We continued to work on our relationship with this little boy and do our best to engage with him based on his interests. Eventually we had a breakthrough and formed a connection with the little boy and he is now more engaged than ever. We have always prided ourselves on our relationships with children and their families but this particular case proved to us just how powerful relationship really is and it prompted us to rewrite our philosophy and share it with our community to gain feedback.



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

Since it's inception in 2019 we have attended Gowrie Street Primary School's Dream Big Days. Dream Big is a celebration of what is possible, what we can achieve as individuals and as a community. During the Dream Big day children and their families get to participate in activities such as henna art, Indigenous Dance classes, yoga classes, cooking classes and they were able to listen to inspirational speeches from past students. During this celebration families were also able to discuss with staff their child's learning and development in an informal atmosphere.

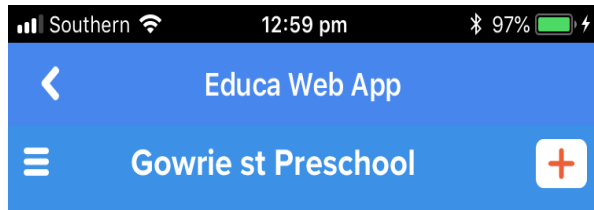
We regularly find that many of our families lack solid social skills so as staff we constantly look for opportunities to model our school values and use the language the children use around school values and green and red choices. This is done through Educa and the many face to face interactions we have every day.

### 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
5.1	During Covid-19 restrictions, families have opted to keep children home	To continue to have positive relationships with children and families	H	Provide home packs for children absent from kinder. Email and use educa to inform families of happening at kinder  Call families  Post learning ideas on Educa	Positive interactions Maintaining relationships with families and children	Term 2	Positive interactions Maintaining relationships with families and children. One parent wrote to the Shepparton news expressing their Thanks to our service for excellent remote learning





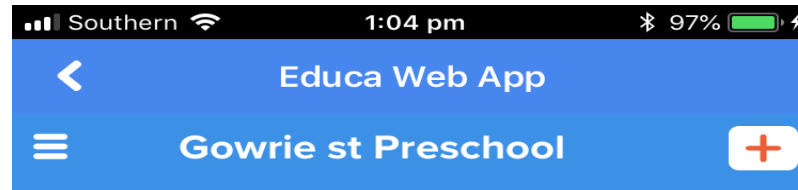
## Learning about emotions

Multiple Classes

26/05/2020 by Amber Sanders [Edit](#) [More](#)

We borrowed some books from the Gowrie St Primary school library we help us learn about emotions and feelings.

These are social stories that present a “real life scenerio” and make it easy for children to relate too.

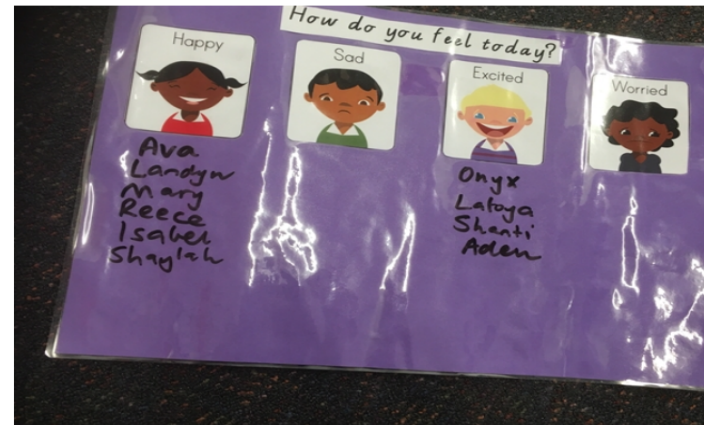


## How we feel today

Multiple Classes

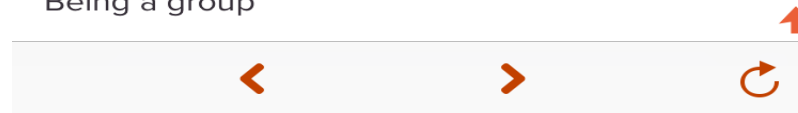
26/05/2020 by Amber Sanders [Edit](#) [More](#)

The children all took turns telling the group how they felt today



### What learning is happening here?

- Expressing our feelings
- Social and emotional development
- Confidence
- Being a group

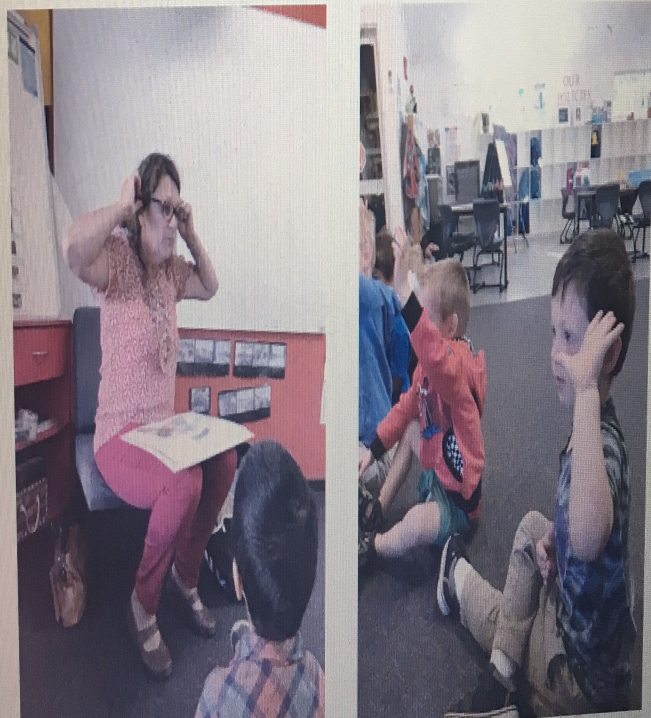


## Confident Kids Program

20/02/2019 by Amber Sanders

Edit More

Cheryl from Relationships Australia came today to teach the children about different emotions and how to manage them. Cheryl will come for the next 4 weeks to consolidate this learning.



Southern 9:39 pm 32%  
Back Gowrie st Preschool

### One of my favourite parts of the day

Amber Sanders - 21 July 2020

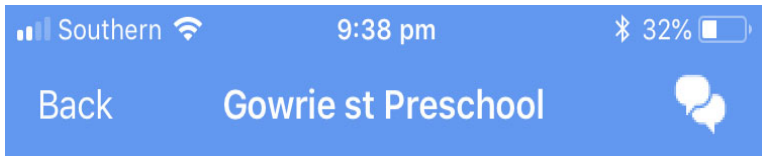
Every day, we sit as a group and look at the photos taken by the teachers and reflect on our learning.

Southern 4:41 pm 47%  
Done Edit



Leave a comment... ➤



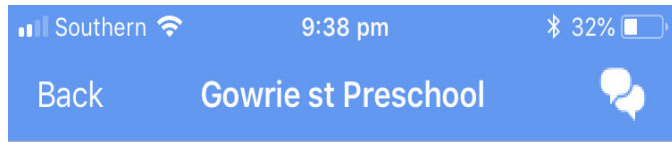
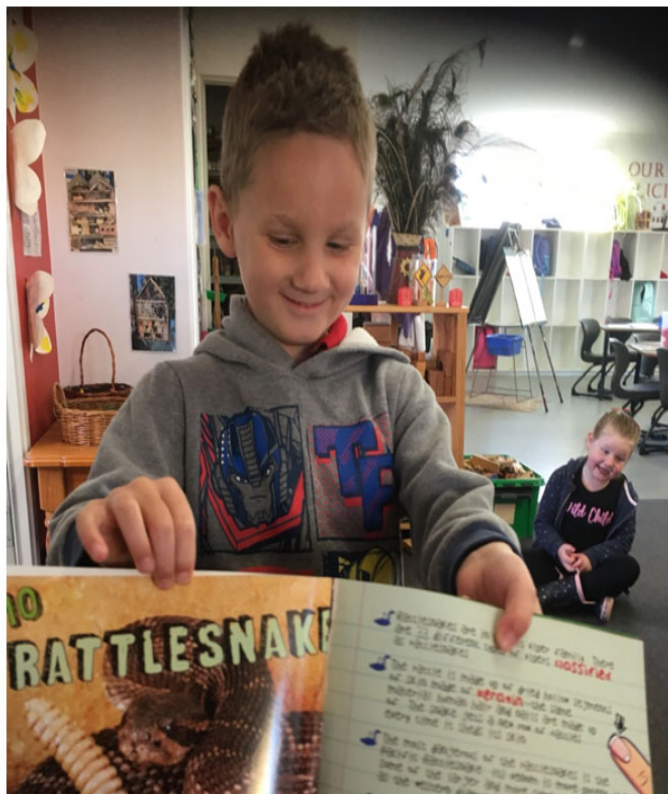


### Morning news

Amber Sanders - 31 July 2020

We encourage our friends to either bring something from home to show us or share information or something significant that's happened in their lives.

Morning news encourages confidence and oral language development.



### Lexi's sharing

Amber Sanders - 30 July 2020

Lexi talked us through her friend Clare's farm today.

All the children watched and listened.



Leave a comment...

## 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 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

<b>Standard 6.1</b>		<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>
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.
<b>Standard 6.2</b>		<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>
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 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

##### Families are supported from enrolment to be involved in the service and contribute to service decisions

- Recognising when families may be in need of support and our ability to link them in with these services
- We consistently invite parent input and feedback at our service, at times it can be very difficult to engage our families, however, when we achieve this level of engagement, it is very rewarding.

##### The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.

- Forming relationships with families and maintaining them.
- Recognising the various challenges that families face and being able to work with them to overcome these challenges

##### Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

- We pride ourselves on a high level of communication with our families, we use many avenues such as Educa, newsletters, facebook, face to face conversations, phone conversations, hard copy letters, noticeboard reminders. We find that each family responds differently to different forms of communication, therefore recognising the importance of supplying information in varying formats.

##### Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.

- Over many years we have developed and maintained relationships with community services, these collegiate relationships assist in the holistic support that we are able to offer our families. These services may include but not limited to local playgroups, MCH, support services, AEL, DFFHS etc

##### Effective partnerships support children's access, inclusion and participation in the program

- We have been able to form strong partnerships with our families intervention workers, thereby ensuring inclusive participation on all levels.

##### The service builds relationships and engages with its community

- At every school council meeting Melinda provides a comprehensive report, during this time community and family input is encouraged and valued to maintain the daily operations of the service.
- Connections with local playgroups and local schools have been essential in providing continuity of learning and transitions.



## 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	<p>We feel as though building relationships with our families is a real strength across our service. Staff are aware of the unique challenges that many of our families face daily and are sensitive to this while still maintaining respectful relationships that value their role in their child’s education. Families often approach staff for support in their roles as parents, staff are well versed in being able to connect them with services that can provide support where needed.</p> <p>In August our book buddy book “Thelma the unicorn” had a strong theme around loving your self and valuing who you are. Each day for the month of August we posted on Educa a positive parenting card that had a conversation starter such as “A highlight of my life as a parent so far is...” Staff would comment and then our parents contributed to the conversation. This proved to be a really positive fun way to build up each other as parents and give our parents the opportunity to focus on the aspects of parenting that they are doing really well.</p> <p>The strong relationships we have with many of our allied health professionals and support agencies has also added to the level of wraparound care we are able to offer our families therefore enabling them to feel even more supported.</p> <p>Our strong relationships with our families has created a sense of community and belonging where they are more open and willing to contribute to our program and/or educate staff around cultural practices or sensitivities.</p>
2. Practice is informed by critical reflection	<p>We are constantly looking for innovative ways of engaging with and supporting our families. During remote learning we tried to support our families in various ways as we believe families aren’t all the same. We collated learning packs and delivered these to families, we made phone calls to simply converse and maintain relationships with families, we used Educa to communicate ideas and we used Educa to send videos of staff reading books or talking through ideas.</p> <p>We have been well aware for some time that our families are some of the most vulnerable in our local area and we have data from the vulnerability tool kit and from AEDC that supports this knowledge. When we had our SRF allocated we decided that some of this funding should be allocated to building our knowledge and understanding of the challenges our families face, therefore we committed to participate in “Bridges out of Poverty” training. Naomi and Amber attended this training in 2021 and they found it extremely beneficial in extending their level of understanding, particularly in the area of intergenerational poverty. They also learned about mutual exchange, while it’s vital to support our families we must not fall</p>



	<p>into the trap of spoon feeding them. Spoon feeding doesn't help parents long term and it can lead to a quick burn out of staff. Naomi and Amber returned after their training and conducted collegiate professional development with the other staff members. Mutual exchange has been a really key take away of this PD, as a staff we find that we are using this strategy more and more when supporting our families. For example recently one of our families found themselves in emergency housing which was located quite a distance from Kinder, the parents informed us that while in emergency housing they wouldn't be able to get their child to kinder as it was too far to walk and the weather forecast wasn't ideal for walking either. Melinda told the parents that it'd be quite a shame for their Child to miss out on Kinder and that it was important to try as best they could to keep in a normal routine. The parents then asked if a staff member could bring her to and from kinder each day. Melinda then suggested that they contact their case worker at Orange Door to see if they could access some taxi vouchers. The parents then claimed that they didn't have any credit on their phone, Melinda then offered them the use of the phone at Kinder. By the end of the day the family had the taxi vouchers they needed to get their child to and from kinder whilst in emergency housing.</p>
<p><b>3. Practice is shaped by meaningful engagement with families, and/or community</b></p>	<p>At Gowrie St Preschool we really value our relationships with our families and we continually strive to take every possible opportunity to engage with our families. Once we have formed a solid relationship we work out how each family likes to communicate and the most effective strategies is engaging them in their child's learning. We find so much value in the everyday conversations at drop off and pick up times, it really enables us to teach and support each child's behaviour at the highest level.</p> <p>At Gowrie St we always have a high percentage of children who are at risk developmentally and this is reflected in the vulnerability tool kit as well as AEDC data. Therefore each year we often refer many of our students to community health for intervention (speech &amp; OT). We have recognised that although this is the most logical pathway for intervention for families who can't afford private therapy it is still not always accessible. We have found that many of our families can't access transport to community health, they don't have the literacy skills to be able to fill out forms or they simply don't have the organisational skills to be able to organise sessions and keep appointments. Teachers, Melinda &amp; Amber met with Community Health to discuss various alternatives to ensure access and inclusion. It was decided that Community Health would now send any paperwork to Preschool and Melinda or Amber would support the family in filling out paperwork and returning it. It was also decided that because we always had so many referrals for community health that we would remain a priority service where Community Health would conduct a "Fingergym" program with our whole class. These changes eliminated many of the challenges our families faced in being able to access Community Health. Having staff from Community Health come to us was also building the capacity of our staff to support the OT needs of our children on a day to day basis.</p> <p>Through our relationships with our families we have been able to draw on our families strengths in order to educate our children and the wider school community. For example we have encouraged many families to come into the service and cook cultural cuisine, teach the children traditional song and dance, demonstrate indigenous art and teach the children about various cultural practises. This has not only broadened our student's learning it has also consolidated a sense of belonging for our families.</p> <p>Through SRF money we purchased some resources through ST Lukes and one particular item was positive parenting cards. Each card has a prompt that encourages the parents/families to think about their role as parents in a more positive light. We thought we could build our parents positivity and confidence by positing one of these cards each week on Educa and encourage them all to contribute their ideas and thoughts thereby creating a supportive community.</p>



	Gowrie Street Primary School is starting to develop their R.A.P and we will be part of the process with them, meaning we can share knowledge and resources more effectively and build even stronger ties between the preschool and the local Yorta Yorta Community.
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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 6.2 is available in the [Guide to the National Quality Framework](#).

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

Exceeding themes	
1. Practice is embedded in service operations	<p>At Gowrie St Preschool we recognise the importance of collaborative partnerships the role they play in enhancing each child’s inclusion, learning and wellbeing. As previously mentioned we have the utmost respect for our families and truly believe that they are key in ensuring their child’s development.</p> <p>Having retained a consistent staff group for many years we have been able to build and maintain an extensive array of partnerships in our local community. These partnerships have been critical in being able to provide our families and children with the necessary support as soon as possible. Many of our families have never attended day care, playgroups or three year old preschool and our families are typically transient or difficult to engage, therefore, it is vital that we act quickly with building relationships and connecting them with the necessary support services. Some of these services include Preschool Field Officer, Cradle to Kinder, Community Health, Relationships Australia, Marion Community, Family Care, Child First, Playgroups, Maternal Health, NDIS.</p> <p>For one of our most vulnerable children who we referred to NDIS we have been able to organise with his provider to conduct all of his therapy at preschool during preschool sessions. This has made intervention far more consistent and accessible for this child.</p>

<p>2. Practice is informed by critical reflection</p>	<p>We regularly use Educa to seek feedback from our parents, however, many lack literacy skills, therefore, it has become apparent that many of them prefer a verbal conversation when discussing their child or happenings at the service. Through surveying the families we have found that many of them would prefer us to text them rather than ring, so we now often use this method for quick reminders etc.</p> <p>In 2017 we actively sought out a partnership with the Lighthouse foundation, we were looking for partnerships with the community. Lighthouse were able to provide us with two volunteers from the Westpac Bank who would come to kinder once a fortnight and spend time with our children. This was an excellent program that gave us more capacity to offer that 1:1 attention that many of our children were craving. Our volunteers would spend their time reading to individual children, engaging in role play or playing board games, anything that really promoted intense oral language development. This Lighthouse partnership didn't continue past 2017, however, we were able to connect with a couple of retired ladies who committed to coming to preschool one day per week, they were able to continue the work of the volunteers from the Lighthouse foundation.</p> <p>Our Staff continue to have a strong connection to our local Special School, this has been beneficial on a number of occasions. This year alone we have referred three of our children to Verney Rd School for their Early Education Program, this provides our children with an additional layer of education and intervention. Our strong relationship with Verney Rd School enables us to share strategies and monitor engagement to enhance inclusion, learning and wellbeing.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>Families are invited to participate and join in working with children and sharing their home culture. We seek Participation for excursions, cooking, gardening, special interests, fundraising, assisting in the day to day activities of the Preschool and for working bees.</p> <p>We celebrate with Dream Big days- During these days, multiculturalism is celebrated, dreams are inspired and community spirit is consolidated. The Dream Big festivities take place at Gowrie St Preschool, all families are invited to come along during the day and celebrate community and learning.</p> <p>During the enrolment process we work closely with our families to establish their needs and whether or not we may need to access Kindergarten Inclusion Support funding. If we establish that there is a need for this we organise PSG meetings to discuss access and inclusion needs and then as a group we write an application for the funding. Usually we would have the family present at this meeting, the Preschool staff and any current support workers. Throughout their time at kindergarten we hold a minimum of one PSG a term to review access and inclusion needs and discuss the child's learning and development. During these PSG meetings we strongly encourage families to discuss their concerns/desires for their child's learning and development and we endeavour to seek solutions or alter strategies in a timely manner.</p>

## 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

<b>Standard 7.1</b>	<b>Governance supports the operation of a quality service.</b>	
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.
<b>Standard 7.2</b>	<b>Effective leadership build and promotes a positive organisational culture and professional learning community.</b>	
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 by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

<b>National Law and National Regulations</b>		<b>Associated element</b>
Section 167	Offence relating to protection of children 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 attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2





<b>National Law and National Regulations</b>		<b>Associated element</b>
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 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

<b>National Law and National Regulations</b>		<b>Associated element</b>
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 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

##### Service, Philosophy & Purpose

- In addition to our centre philosophy, that is reviewed and updated yearly by educators, families and school council, our service is guided by the Gowrie Street Primary school values- EXCELLENCE, EMPATHY, DETERMINATION and PRIDE.
- Philosophy has been consistently reviewed and reflected on each year with an extensive review undertaken in 2023 as part of the Kindergarten Quality Improvement program (KQIP).
- All educators understand the context of the vulnerable community and are in agreement that positive, trusting relations are vital as a solid foundation for supporting families and children.
- The philosophy is shared in enrolment packs, displayed at the service and reviewed in collaboration with the families each year.
- The philosophy has been added to the social story shared with newly enrolled families.
- The philosophy is included in the meeting minutes shared at school council.

##### Management systems

- Development of policies/procedures occurs in conjunction and consultation with the school council, parent/family representatives, Principal and Educators.
- All policies and procedures have been updated and reviewed by the Educational leader and school council. They are reviewed on a regular 2 year rotation.
- The team has an open and effective communication style that ensures modification and reflections on procedures are constantly being respected.
- An in depth induction process is available for new employees.

##### Roles & Responsibilities

- School council have defined roles. Within these roles they support decision making and the general operation of the service.
- Our Principal is responsible for position descriptions.
- Opportunities for engaging in decision making via Termly meetings our Educational leader attends and represents our services.
- Open and honest communications and interaction occur on site and daily check in's occur.
- The nominated supervisor of the kindergarten attend each school council meeting and meets individually with the AP in week 8 of each term.

##### Continuous Improvement

- QIP is being developed by all levels of our management, educator, school council, Principal.
- QIP is available for families and the wider community in the service and online.
- The team have actively engaged in the KQIP 22-23 and used the time to make changes to systems and procedures to strengthen governance and leadership.
- Participation in local network meetings and collaborations.
- Current actions are shared via Educa so families are aware of what the current focus of the kindergarten is.
- While reviewing the philosophy in 2023 the leadership team considered the schools vision and uphold the schools' values.

- Continuous improvement and the progress of actions is included in the report at school council meetings.

#### Educational leadership

- Our Educational Leader is supported by school leadership.
- Our Educational leader has been a mentor to the staff as well as student teachers and work experience students.
- Educational leader is supportive of all educators and respects their knowledge and input.
- Collaborative decision making between all team members is valued and respected.
- The Educational Leader seeks out and follows up on requests for professional development.
- The Educational Leader understands the various elements of the role of Educational Leader, striking a balance between mentoring, supporting, guiding and developing the team and self through target professional learning and conversations.
- The Educational Leader has engaged in 1:1 coaching through the KQIP program to develop a strong understanding of the role and its scope.

#### Development of professionals.

- Staff appraisals are completed annually by our Educational Leader. Individual plans are developed to support educators learning and development.
- The Principal collaborates with the Nominated Supervisor to develop an individual learning plan for the purpose of supporting learning and development as a professional.
- The ECT attends the EYLN each term facilitated by the Kindergarten Improvement Advisors and a mentor.
- Individual professional development plans are in place and reviewed by the NS for all educators at the kindergarten.
- The team engage in professional development and online learning opportunities.
- The team have participated in the KQIP 22/23

## 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	
<p>1. Practice is embedded in service operations</p>	<p>The school council arrangements, administration systems in place and HR, consistently support the running and operation of a high level service and drive constantly for quality improvement. Our policies reflect our values and the needs of our community. There are clear processes in place and communicated to ensure the effective operation of our service</p> <p>We have recently introduced termly meetings between the Principal (approved provider) and the Educational Leader (Melinda). Other staff members are invited to attend or are welcome to put forward agenda items.</p> <p>The school staff support the Preschool team with wellbeing for children, professional development and targeted responses to child safe standards being upheld.</p>
<p>2. Practice is informed by critical reflection</p>	<p>School council supports and enables all members of the service team to provide feedback on opportunities to strengthen governance and administration systems, including decision-making processes and this feedback is respectfully considered.</p> <p>Critical reflection through discussions, informal discussions, formal meetings, parent feedback, documentation, valuations, risk assessments, communication between children, parents and educators are regular and ongoing.</p> <p>The service philosophy is reflected on each year and has been extensively reviewed through the KQIP in 2023</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>Governance of our service reflects the unique geographical, cultural and community context of the service. Our Principal/School Council and Educational Leader have lots of supports set up for the families and children. All educators and those with management supports responsibilities actively support families and the Gowrie St community by helping them understand the roles and responsibilities of the service team.</p> <p>All families have been invited to be part of the policy review process. Policies are updated and sent for review to the School Council, all staff, and families who have indicated they would like to be part of the process, with a period of time to review and make any comments or changes. They are then brought before the School Council to approve. Once this occurs they are sent to families.</p>



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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	
1. Practice is embedded in service operations	<p>Our educational leader builds educators capacity by supporting them through ongoing professional development opportunities and sources this out. An example of this was the Educational leader seeking PD on cued articulation, something all educators were interested in implementing into our program. Our educational leader worked with our Allied Health speech therapist to organise onsite PD. Sonia (speech therapist) delivered a very comprehensive PD with all staff and then visited during a couple of sessions to help us embed our new skills into our daily teaching and learning.</p> <p>Our educational leader acts on events quickly and offers ongoing support to the educators always. An example of this is when counselling was organised through the Dept of Education’s EAP to actively look after the wellbeing of the educators after a serious incident. Melinda first organised individual counselling and then counselling as a team.</p> <p>Our educational leader has coordinated the school readiness funding plan effectively and has worked with staff, school council and Principal class to ensure that all items included in the SRF are relevant and beneficial for the preschool and the whole school community. Melinda worked closely with the Principal to ensure that the Junior section teachers were also participating in either the same professional development or similar so that continuity of professional development would benefit our students as they move through their education.</p>



	<p>In 2022 we were approached to participate in the KQIP program and as a staff group we decided that it would be beneficial to engage in this program, particularly to make improvements in area 7.</p>
<p>2. Practice is informed by critical reflection</p>	<p>The school Principal and Melinda met regularly towards the end of 2019 to discuss SRF items. It was decided that School could use their equity funding to engage their foundation teachers in the same professional development that Preschool staff were enrolled in. This would ensure continuity of professional learning with the aim to increase knowledge and skills across the school in areas of need such as communication, wellbeing and access and inclusion. In 2020 three foundation teachers and two preschool teachers attended Deakin University’s SOLD program to enhance our oral language development skills and then in 2021 two preschool staff and the school’s wellbeing leader attended Bridges out of Poverty to enhance our understanding around our vulnerable families. Ensuring that we are streamlining our professional development across both sectors is a positive move for organisational culture and strengthening relationships across the profession.</p> <p>In 2022 staff took time to reflect upon and review our current philosophy, as a team they considered the EYLF and what the overarching themes of Belonging, Being and Becoming mean to each of them. We also surveyed the families to gain their thoughts around the meaning behind the themes. There were very common responses – feeling a sense of safety, comfort, ease, creating a space where children and families can have the time and space to just be, providing support to children and families in order to develop and improve learning, develop advocacy skills, parenting skills etc. These responses triggered staff to revisit Brofenbrenner’s ecological system theory, in particular the microsystem and mesosystem. “The interactions within microsystems are often very personal and are crucial for fostering and supporting the child’s development.” “The mesosystem is where a person’s individual microsystems do not function independently, but are interconnected and assert influence upon one another.” According to the ecological system theory if the child’s parents and teachers have a good relationship this will therefore have a positive impact on the child’s development. Brofenbrenner’s theory has always resonated with our team given the high number of children with traumatic backgrounds and intergenerational poverty, it demonstrates how a child’s development can be affected by a complex system of relationships and surrounding environments. It also aligns with our lived professional experiences when working with children and their families to achieve positive outcomes, as previously mentioned in this QIP building positive relationships is integral to our service and creating positive outcomes. Through these critical reflections our team created a philosophy that was based around the importance of relationships, however, we were adamant that we wanted it to be meaningful to all stakeholders as well as being easy to understand for all of our children and families. We sought feedback from our families and it was overwhelmingly positive. Initially we sent it out via educa to gain feedback, however, only one family responded. We then decided to have face to face conversations which was far more successful.</p>

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

Preschool staff, Principal class and school council have actively engaged with each other to ensure the preschool is embedded as part of the wider school community. Preschool staff have been invited to meetings and guest speakers with the school staff. Preschool have been invited to school incursions, DREAM BIG days, Book week parades, visits to the junior classroom, the annual school fete and end of the year concert, visits to the library etc. Senior schoolchildren have also been part of a buddy program and made visits to the kinder. Our service has the opportunity to use school resources and ability to explore the school grounds.

School council is integral in the running of the Preschool. Our educational leader attends meetings twice per term to communicate the day to day operation of the service and to keep the school community up to date with current happenings. The school council has parent representatives, school staff representatives and community representatives, they are all active participants during meetings and actively engage in overseeing the service.

## 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	Philosophy has been shared with the families	Family Input	M	Families making suggestions that can be implemented	Possible changes to the philosophy	Ongoing	Put on educa for more feedback 2022 – our philosophy was shared with our families and we sought feedback. We had conversations with various families around their thoughts and feelings. All our feedback was positive, they loved the simplicity but also how meaningful it was .
7.1.1	We'd like to "flood" our community with our philosophy to ensure they know what we stand for.	On enrolment or soon after, families are aware of the service philosophy and understand what it means.	H	Consider how we can communicate our philosophy to the community as much as possible.	Our philosophy will be more prominent and will feature on the school website as well as being included in our social	Term 3 2023	The philosophy has been included in our social story and is published on our website. We have posted additional copies in our service.





				<p>Include in our social story that is given to families in the orientation process.</p> <p>Include it on the School's website.</p> <p>Display it throughout the service.</p>	<p>story. It will also displayed in our service.</p>		

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## Notes

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## Notes