



Australian Children's  
Education & Care  
Quality Authority

# Quality Improvement Plan

National Quality Standard

Updated August 2024

## 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>	
Emma McLean Kindergarten and Daycare Inc		SE-00003932	
<b>Primary contacts at service</b>			
Roslyn Jamieson- Centre Coordinator			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	71 Hope Street	Telephone	03 9391 1415
Suburb	Spotswood	Mobile	N/A
State/territory	VICTORIA	Fax	
Postcode	3015	Email	Emma.mclean.kin@kindergarten.vic.gov.au
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact	Laura Craig	Name	Ros Jamieson/Andrea Laughlin
Telephone		Telephone	03 9391 1415
Mobile	0405842432	Mobile	0466 495 699 / 0401 655 149
Fax		Fax	
Email	lauracraig@gmail.com	Email	Emma.mclean.kin@kindergarten.vic.gov.au
<b>Postal address (if different to physical location of service)</b>			
Street		State/territory	
Suburb		Postcode	
<b>Educational leader</b>			
Name	Andrea Laughlin		
Telephone	03 9391 1415 service. Andrea 0401 655 149.		
Email	Emma.mclean.kin@kindergarten.vic.gov.au		

## Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

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

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08:00	08:00	08:00	08:00	08:00		
Closing time	18:00	18:00	18:00	18:00	18:00		

## Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

- The Emma McLean Kindergarten and Daycare was established in 1944 as a sessional kindergarten. It is a trusted centre and has a long tradition in Spotswood and Hobson's Bay communities. The centre was started and named in honour of a local resident, Ms Emma McLean who was a strong activist for the rights of young children believing that they should all have access to kindergarten.
- The previous service was built in 1980 and in 1996 the centre expanded its range of programs to meet the changing needs of the local community. Including offering sessional kindergarten, long day-care for 3-6-year old's and after kinder care for sessional kinder children. The current service was built in 2023 and opened in January 2024 consisting of 88 places.
- The centre is a not-for-profit organisation and is run by the committee of management for the community. The committee of management comprises of volunteer parents of the children who attend the centre, and/or any interested community members. The centre has a full-time co-ordinator, this is currently shared by two staff members. The co-ordinators' role and responsibilities are to oversee the operational needs of the service in a Nominated Supervisor capacity and work in partnership with the Approved provider, the Committee of management. Hobson's Bay City Council owns and maintains the premises as part of a licensing agreement between the council and the service.
- We are child-centred and run an inside-outside program to allow for the children to explore both environments. We ensure all children are respected and valued and allowed to learn and grow. EMK is designed to meet the needs of the community and has included aftercare and long day care to support working parents. The committee of management value the staff at EMK and support staff who are committed to the philosophy of providing a safe, warm, engaging environment that is inclusive to all children and families. EMK is a supportive service that acknowledges the importance of quality early childhood education. Staff are supported in their role to provide education and care, and are offered guidance, support, resources, and professional development to be the best teachers and educators they can be.
- The service follows the Victorian Government school term dates and Victorian public holidays. We offer long day care during the April, July and September holidays. The service is closed over the Christmas/New Year's break for 3 weeks and long day care is offered 2 weeks before the beginning of Term 1.
- Our educators are given 3 child free days per year, to accommodate 2 set-up days and 1 pack-up day each year.
- Parking is available for staff and parents and is shared with the Westgate Golf Club and Donald McLean Reserve.

How are the children grouped at your service?

- The service offers both a 3-year-old and 4-year-old funded Kindergarten programs and a Long Day Care Program.
- 3-year-old Kindergarten program consists of two funded kindergarten groups. **Green Group** offers 15 hours of kindergarten on Tuesday and Thursday 8:00 am – 4:00pm. **Yellow Group** offers 15 hours of kindergarten on Wednesday and Friday 8:00 am – 4:00pm. The room is licenced for 33 children each day. An ECT and four educators are employed to run the 3-year-old funded Kindergarten programs.
- In the 4-year-old kinder room the red and blue groups are sessional kindergarten groups. The **Blue Group** operates Monday and Wednesday 8:00 am – 4:00pm. The **Red Group** operates on Tuesday and Wednesday 8:00 am – 4:00pm. The room is licenced for 22 children each day. An ECT and two educators are employed to run the 4-year-old funded Kindergarten programs.
- Children in the Kindergarten groups are offered optional Before and After Kinder care. Two educators are employed to run the Before and After Care Program.
- The Long Day Care Program **Purple Group**, run Monday to Friday, 8:00 am – 6:00 pm. The room is licenced for 33 children and is run by two Program Leaders and two Co-educators, all four are diploma trained educators.

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

Roslyn Jamieson, Coordinator/Nominated Supervisor

Andrea Laughlin, Co-ordinator/Educational Leader/Nominated Supervisor

Miranda Goncalves, Kindergarten Teacher/Education Leader

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: 18

## Service statement of philosophy

Please insert your service's statement of philosophy here.

We believe that all children are unique individuals who have the right to be nurtured, respected, and heard. We celebrate their differences by encouraging the sharing of each family's traditions and cultures to create an inclusive environment. We acknowledge and embed Indigenous culture and learning within our service, thanking, and respecting the first peoples past, present, and future leaders. We create a warm, safe, and caring environment which provides the children, families and educators with a sense of belonging and community. Our collaboration between children, families and educators enhances our ability to set goals, meet individual developmental needs and provide open-ended play-based experiences to promote lifelong learning. Through positive role modelling, we encourage children to make healthy choices surrounding food and exercise, self-regulation, and sustainable practices regarding our environment. We value and respect our co-educators, working closely together to consolidate our skills and knowledge for best practice. We continually challenge our thinking and that of the children by attending professional development and obtaining new skills. We believe that childhood is a precious time of life, to be valued and enjoyed in its own right. This is the time when foundations are laid for future health, learning and wellbeing.

## 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.
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## 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

Our educational programs promote children's learning and development based on the approved learning frameworks; VEYLDF the National Quality Framework and they underpin our Emma McLean Philosophy.

We operate a funded kindergarten program during Victorian kindergarten terms, After Kinder care program and a kinder holiday program. All programs are led by our Bachelor qualified kindergarten teachers and diploma-trained staff in conjunction with our casual and part-time support staff.

Our play-based learning environments are carefully planned with intention and provocation. We provide a wide variety of open-ended experiences for children to actively engage with; explore, learn, and practice skill development. An indoor/outdoor program is operated throughout the day. We strongly embed Aboriginal perspectives into our programs, we develop children's growth mindset capacity, and we have a great focus on STEM learning with this year adopting a government approved program to increase STEM learning through digital technologies.

We embed the values of 'Be Safe', 'Be Kind' and 'Work Hard' with the children and staff. This framework supports the direction of our programs and invokes the community connectedness within our kinder as a holistic team.

We ensure that each child is observed, and their progress is reflected in a way which enhances their individual learning and development. We engage in a range of assessments to give us a holistic view of each child. We actively support children to share their knowledge, ideas, culture and interests in the program and this information gives us a deeper understanding of each child and is reflected in our interactions and planning for each child. We actively promote and create environments that develop each child's sense of agency; intentionally teaching children problem-solving skills to increase children's capacity to be curious, capable and make decisions for themselves.

We adopt a 'flexible routines' model each day; ensuring the team is reflecting on the ebbs and flows of the day, the group dynamics, and the projected learning needs of children to implement plans accordingly. This allows for food times to be in tune with the needs of individual children, and groups and shared learning times to be flexible learning opportunities throughout the day. We understand that children need embedded and consistent routines to support their agency' so careful consideration, planning and intentional teaching are implemented to support children in their learning.

We adopt a cyclical approach to our planning and programming documentation, and each ECT and program leader engages in the cycle of planning to suit their strengths and their own learning style. The educational leader regularly reviews each staff member's documentation and supports their ongoing critical reflection in this process.

Each ECT and program leader is responsible for assessing and planning for each individual child's learning and development journey in conjunction with the child and their family. This is implemented through a variety of holistic assessment methods. Families are informed of their child's progress through various methods of

communication. Staff use the online forum; Storypark to post updates on individual children's engagement in the program and keep the regular communication of the program available for families to engage with.

Families are informed of their child's progress through informal and formal practices. The information exchanges occur through many different mediums to suit the context of the family, the educator, the child, and the situation presented. We use face-to-face discussions, online conversation platforms, and phone discussions to support collaboration. Our annual organised practice is for families to have access to regular termly updates on the progress of their child through documented summaries/assessments each term and organised parent/teacher interviews in term 1 to support transition and term 3. However regular meetings are organised when the need arises.

The Outdoor Program is planned for separately and is done in consultation with all ECTs, Program Leaders and Educators. Each group is responsible for a particular area of the outdoor space and implementing the program. Each group is responsible for the coordination, planning, preparation, implementation, and documentation of these environments and the Educational Leader ensures it is completed implemented.

Our structured planning times are organised by management to ensure teams have a collaborative discussion about the program together to implement the curriculum. The planned learning environments are communicated through program plans, these are viewed as continuous documents and are available for all staff to collaborate with on the Storypark online forum. Updated printed programs are available for families, children, and staff to engage with in these environments. Experiences and visual photos are recorded on the 'program IPAD,' to support the visual learner staff to have agency in the set-up, engagement, and following of the learning outcomes and intentions of experiences when they engage and scaffold the children's learning.

## 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>Educators reflect on each child’s learning and development through their individual learning journey cycles and the strategies formulated from the basis of reflective discussions with the team to plan the educational program.</p> <p>Teachers and Lead Educators formulate term goals for their focus children with explicit strategies and experiences to support each child’s learning and development. These are made available to all the Educators working with the children to support the consistency of each child’s achievement of these goals.</p>
2. Practice is informed by critical reflection	<p>Our critical reflection and self-assessment of Quality area 1 and 2021 staff appraisals identified the need for each lead educator to develop a greater understanding of the programming cycle and the documentation that meets the regulations and practices.</p> <p>We have implemented the Educational Leader providing support to each staff member fortnightly. This aims to continue to develop lead educators’ capacity to enhance their programming skills, critically reflect on children’s learning and ensure the cycle of planning is being met.</p> <p>We meet regularly as a room to reflect on and evaluate current programming and planning.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>The educational program is shared with families on Storypark and within the room. Teachers and educators share term goals with families and encourage a collaborative approach to each child’s learning and development.</p> <p>Families are encouraged to provide feedback on the education program and their own children’s learning, interest, strengths and areas of need.</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 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>Growth Mindset theory is embedded into our philosophy, we believe the foundations for lifelong learning are the fundamentals of our teaching program for each child’s future health, learning and wellbeing.</p> <p>Educators support children through our intentional teaching and programs to view themselves as confident individuals. This will set a positive mindset to fuel their behaviour and choices to develop their intrinsic motivation for learning.</p> <p>We teach children how to grow their brains, develop resilience to keep going, take on new challenges, and understand that learning takes practice and persistence.</p> <p>Educators give constructive feedback, focus on the process of learning, encourage children to learn new things, take on challenges in a safe and secure environment, and give children a healthy self-image by only comparing yourself to yourself, or ‘YOU DO YOU!’</p>
2. Practice is informed by critical reflection	<p>The increasing feedback from experienced teachers and educators over many years of teaching in a play-based environment was the need to build children’s resilience and persistence. The continued response for parents needing resources, and informal coaching to support their child’s growth in these areas helps support our teaching.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>School readiness feedback from local schools suggested the importance of children’s readiness to learn was a key success to the children’s positive transitioning from kindergarten to the formal learning environment at school.</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 1.3 is available in the [Guide to the National Quality Framework](#).

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

Exceeding themes	
1. Practice is embedded in service operations	Our organised embedded practice is for kindergarten teachers and lead educators to prepare and plan for their focus groups of children. Creating a cycle of planning that reflects the VEYLDF, EYLF and NQS, practice principles and philosophy is key to our program. Staff work with a collection of their own documentation style and team-developed resources to ensure each child is supported and plan for their individual learning. All teachers and educators ensure children are supported to achieve their individual goals and the cycle of planning is being followed; ensuring each child is reaching their full learning and development potential.
2. Practice is informed by critical reflection	As a team of educators, we reflected on the capacity of each teacher to plan an individual program for each child. We felt that creating smaller groups of children for focus groups over the year would keep that continuity for learning, they would facilitate a deeper connection with children, therefore building healthy positive relationships. Partnerships with families would be given more time and purpose and teachers would have a deeper, continued understanding of the progress and success of children's continued learning and development.
3. Practice is shaped by meaningful engagement with families, and/or community	Families are informed of their child's progress through informal and formal practices. The information exchanges occur through many different mediums to suit the context of the family, the educator, the child, and the situation presented. We use face-to-face discussions, online conversation platforms like Storypark and Zoom and phone discussions to support collaboration and partnerships with families. Formal term assessments are communicated through Storypark and followed up with parent/teacher interviews in Term 1 and 3. Our annual survey from families provided feedback that reflected the need for a more in-depth understanding of their child's learning and development for their school readiness.

## Key improvements sought for Quality Area 1

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.3.1 Assessment and planning cycle.	Consistent approach is not working for all rooms/groups. Full planning cycle not evident in all rooms.	To ensure all educators and teachers to document children's learning and contribute to the planning process.	H	<ul style="list-style-type: none"> <li>- Discuss at team meetings and work out a better system for collecting data.</li> <li>- Creating documentation that supports the full cycle of planning</li> <li>- Communication with all staff to ensure contribution from all.</li> <li>- Reflecting and reviewing planning processes regularly.</li> </ul>	- Full planning cycle evident in program, planning and observations.	End of Term 4 – 2024	<p><b>March 2024</b> – 3-year-old kindergarten teachers finding the current templates not working so reviewing and changing documentation templates. Program/planning documentation updates to ensure we were completely a full cycle and meeting the needs of each room.</p> <p><b>May 2024</b> – New Observation books working well for 3-year-old kindergarten room.</p> <p><b>August 2024</b> – Discussions in 4-year-old kindergarten to ensure full planning cycle is completed - understanding what is required.</p>
1.3.2 Critical Reflection	For educators to critically reflect on their practice and teaching.	For all staff member to document their critical reflection regularly and include children's voice.	M	<ul style="list-style-type: none"> <li>- Discuss expectations at staff meetings.</li> <li>- Communicate with all staff members to ensure staff are doing it regularly.</li> <li>- Guide staff about how to critically reflect on practices. And what to reflect on.</li> <li>- Give all staff members their own books to keep and add to on an ongoing basis.</li> </ul>	<ul style="list-style-type: none"> <li>- Practices and teaching improve as staff can honestly reflect on their own performance and on the program.</li> <li>- Education Leader will check in with staff to see how they are going with their reflection.</li> </ul>	Term 3 – 2024	<p><b>May 2024</b>– Staff were given a book for critical reflection at the Staff meeting. Ed Leader to follow this up.</p> <p><b>June 2024</b> – Critical Reflection Book in staff room for teachers and educator to put questions down for all staff to critically reflect on.</p> <ul style="list-style-type: none"> <li>- Risky play</li> <li>- Communication with families</li> <li>- Using food in play</li> </ul> <p><b>August 2024</b> – encouraging children to participate in critical</p>



				- encourage staff to document children's voices.			reflection in 4-year-old room and documenting this in our 'Child's Voice Book'.



## 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

We have a relaxation program in each room that supports the varying sleep or rest needs of all children; in the 3-year-old kinder room in consultation with families on the rest needs of their children, with ongoing daily communication to support this process. A variety of relaxation techniques are incorporated into planned experiences, for example, mindfulness, yoga, drawing, colouring, breathing, and stretching. In this way, we can provide children with many different tools that they can use to meet their well-being needs and support their self-regulation.

Children bring their own food to the program and have the opportunity to engage in flexible mealtimes in accordance with the space and time. Educators support conversations around healthy meal choices and teach children about where foods come from. Educators use the *Australian Guide to Healthy Eating* from the [eatforhealth.gov.au](http://eatforhealth.gov.au) website to actively promote educational and intentional play experiences for the children to learn and explore healthy eating and healthy lifestyles.

All educators train annually in child protection and child safety procedures are regular agenda items for discussion and review at our collaborative staff meetings. We believe in the importance of teaching body safety to the children to teach them their rights regarding their own bodies. This involves teaching children, body awareness and safety with the children; our own bodies and the bodies of other people, what they can do to keep themselves safe, who they can speak to if they are feeling unsafe, and that they have a right to say no, and to make decisions about their own bodies. These discussions are set out in collaboration with families to ensure that they are feeling comfortable with the teaching and learning being implemented. Staff are confident in their roles to respond to a child who is at risk and to take the necessary steps to respond to the 4 critical actions to incidents, disclosures, and suspicions of child abuse.


We value the importance of physical activity for children and understand the need to support children to learn the foundations of physical skill development to support their growth, brain development and wellbeing. We have specific outdoor educators whose roles and responsibilities are to plan and prepare the outdoor environments and experiences. This includes the domain of physical and wellbeing development as a specific curriculum area to ensure that physical activity is promoted, skill development is taught, alongside opportunities for practicing, mastering skills and fostering positive dispositions for healthy lifestyles. We have regularly organised outings in the community to engage and extend children's physical activity in our neighbourhood park, sporting oval and tennis courts.

We use the current health and safety guidelines for our health and hygiene practices and schedules, this has been modified and changed over the past 2 years to reflect our Covid Safe policy.

In addition to the daily cleaning schedules implemented by the staff, we have a contracted cleaning company that is employed daily to clean the premises each night after session closure. Frequent and additional sanitising occurs to reflect the current situation and changing needs of the kindergarten environment.

We have organised schedules for the regular cleaning of equipment, this occurs daily/weekly and anytime equipment is being packed away into storage.

Our procedures reflect all children washing their hands on arrival at the kindergarten. Children experience planned and organised teaching opportunities to support their increasing autonomy over their health and hygiene needs.



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Managing the Covid pandemic for 2020, 2021 and 2022 is a high priority in our daily practices. We have consistently modified our health and safety practices in accordance with the government and department of education guidelines. We employ a staff member to keep our Covid Safe plan updated and use the Covid safe ECEC settings guide to support our decision-making.

We ensure all our staff members are trained and qualified in first aid management. In addition to the regulations, we actively practice and discuss emergency scenarios to increase the capacity of educators' practice to work effectively if any emergencies occur. Risk minimisation plans are discussed with the team of educators to ensure consistency of practice within the program.

We actively participate in community events and excursions to promote the community's links with children and families, we have a class set of Emma McLean high visible vests to support children's safety when out in the community.

## 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	Our service has two educators who are solely focused on planning for and implementing an outdoor program in the Big Room. These educators work alongside the Educational Leader, teachers and educators to ensure that they are providing a holistic and inclusive outdoor educational program that is engaging, challenging and promotes children’s positive dispositions for physical activity.
2. Practice is informed by critical reflection	The roles and responsibilities of designated educators leading the outdoor planning are informed by the team critically reflecting on the program. There was a need for more time given to educators to purposefully and intentionally incorporate physical activity to support children’s growth and development. In 2022 we introduced a formal group program template to support the core areas of development including physical activity.
3. Practice is shaped by meaningful engagement with families, and/or community	This practice was introduced by some teachers and educators who worked out our program and shared their experiences about how they plan and implement the program at other services.

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

### Notes:

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

### Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
1. Practice is embedded in service operations	All educators complete yearly child protection training as offered through the Department of Education. The Big Room program implements a body safety program that involves supporting children to learn positively about their bodies with the knowledge that they are safe and will always have someone to talk to if they have a problem, including recognising a problem and knowing a trusted person to go to.
2. Practice is informed by critical reflection	Through our critical reflection, we wanted to raise awareness and the capacity of educators to understand child protection, develop ways to teach child protection in an early childhood program, and increase children’s capacity for their own rights and empower their voice, giving them practical strategies to keep themselves safe.
3. Practice is shaped by meaningful engagement with families, and/or community	During a round of parent/teacher meetings, an increasing concern for some families was that their children had little or no awareness of safety for themselves, including leaving the house unaccompanied, no awareness of people they know or don’t know, taking off their clothes, and doing things to please others.



## 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
2.1.3 Healthy Lifestyle	Inconsistencies with educator beliefs around healthy eating.	To ensure all educators are providing children and families with current information on nutrition and healthy eating language.	M	- Research and Professional Development on teaching children about nutrition and healthy eating.	- Consistency with all educators on how they promote healthy eating. - Healthy meals are brought to kindergarten.	Term 4 2024	<b>Nov 2023</b> – 2024 Parents are given information about healthy lunchbox options for children. <b>June 2024</b> – Implemented cooking and eating foods from around the world in 4-year-old Kindergarten program, providing healthy choices. Encouraging children to try new foods. <b>August 2024</b> – Discussions with staff about best practice for encouraging healthy eating. Discuss this at next staff meeting.
2.2.1 Supervision	Supervision in new Service	To ensure all staff members are aware of supervision positions and effectively supervise children in the new service.	H	- Communicate to all staff members the supervision points. - Communicate to each other when moving in and out of room/spaces.	- Low number of incidents. - Educators are feeling supported in their supervision role	Term 3 – 2024	<b>March 2024</b> - Staff created new outdoor supervision plan as we are back in the new service and have mixed age group outside. <b>March 2024</b> – Reflection at staff meeting on how the mixed ages and larger number of children are going. <ul style="list-style-type: none"> <li>- Is indoor outdoor program for all rooms working?</li> <li>- How is supervision?</li> <li>- How are the children managing a busier yard?</li> </ul>



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							It seems to be working well so keep monitoring it and reflect at next meeting.

## 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

Our outdoor space areas are a delight with established trees that offer shade to a good proportion of the yards. Over the years we have been intentional in our tree planting to increase the children's awareness, knowledge and connection to local indigenous plants, trees that offer food, and evergreen and deciduous trees. Many of our plants and trees attract the local wildlife which supports the children's learning of the natural environment.

We have a private courtyard space at the front of the kindergarten that supports private conversations with families, and the opportunity for staff to have their planning time outdoors or for staff to have their break on-site in an outdoor setting.

Our embedded Aboriginal perspective culture is reflected in the 3 flags proudly displayed in our front garden with lighting for display at night, Aboriginal, Torres Strait Island and Australian flags. The sign "Tranquillity," by Garry Purchase welcomes children, families and visitors into our service. Tranquillity represents our commitment as a service to working towards reconciliation.

The kinder has a covered verandah area in the 4-year-old kinder room with clear blinds. This supports an extension of the indoor and outdoor environments with optimal play and learning opportunities in extreme weather conditions. We have invested in a sustainable amount of waterproof clothing, gumboots and umbrellas to engage children in the outdoor environment during wet weather and learning in different weather conditions is promoted.

There is a balance of natural and man-made equipment to support differentiated play experiences, we have recently invested in moveable and durable play equipment items in both the 3- and 4-year-old kinder environments to support imaginative and creative play learning experiences.

We are fortunate to have 2 large outdoor environments in our kindergarten, a playground for the 3-year-old kindergarten and a separate playground for the 4-year-old kindergarten program. We recognise the importance of each room having its own separate planned space, but also recognise the need for wider opportunities for learning that multiple environments can sustain. Staff will collaborate daily/weekly to allow for flexible times for children to engage in both playground areas, depending on the learning outcomes, intentions and planned experiences.

Through OHS audits and consultation with staff, the kinder recently resurfaced our grass area to be suitable for children to engage in active games and to ensure the space is weather durable. We also installed a new swing frame and attachments to upgrade the ageing equipment. We extended our digging patch in 2021 to create a larger space for more children to work together in this area and support the safety of children using real spades for digging.

We have scheduled working bees throughout the year, to encourage parents and members of the community to collaborate with staff and work together on the upkeep, maintenance, aesthetics and any relevant current projects of the outdoor and indoor environments. Each year we have a maintenance officer elected on the committee from our kinder community to work on any extra projects needed in the environment. Hobson's Bay Council owns the kindergarten site and we collaborate with them on the ongoing maintenance and repairs to the building, site and utilities. For our introduction to the 3-year-old funded kinder program for 2022, we collaborated with Hobsons Bay City Council to erect storage units to increase the space for newly purchased equipment for the program.

When purchasing equipment, careful consideration is made and we make our decisions based on the following questions; flexibility of the item? how inclusive the item is? is it a natural resource? does it have sustainable properties? how durable it will be? Will it have longevity in the environment and not be 'disposable'? will we be able to store this item in the available storage? We have invested in a collection of multipurpose large equipment items for the 3-year-old funded kinder program for 2022.

We have many equipment items that are movable, convertible or adaptable pieces of equipment so that we can change our learning environments to suit the needs of the children at any time. We have been successful in obtaining grants from local businesses and the Department of Education, which have supported the purchase of resources that allow for the inclusion of children with differing needs.

Our environmental program supports children to be active participants in learning about sustainability practices; this includes our worm farm, compost bin, garden beds, water tanks, a shared community garden with the families in our foyer area and our rubbish bin collection in line with the Hobsons Bay City Council.

Redevelopment of service – 3 rooms (total 88 places) planned for September 2023 and reopen Jan 2024. Service will move to another site while the service is rebuilt.

## 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>All indoor and outdoor spaces, buildings, fixtures, and fittings;</p> <ul style="list-style-type: none"> <li>- support each child’s participation and access</li> <li>- contribute to a stimulating and flexible environment that supports children's interactions, learning and development.</li> <li>- Are clean, well maintained, and safe.</li> </ul>
2. Practice is informed by critical reflection	<p>Staff reflect on and evaluate the physical space regularly, through staff meetings and room critical reflections.</p> <p>Staff reflect individually, in small and whole groups on the design of the physical environment and consider opportunities to make changes to further support the inclusion and participation of all children who access the service.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Parents are informed of any changes to the environment through Storypark posts. We welcome feedback from families, the community, and children about the physical space and environment.</p> <p>Parents, community, and educators are consulted regularly with the redevelopment of the service</p> <ul style="list-style-type: none"> <li>- Regular meetings</li> <li>- Consultation process of plans</li> <li>- Plan updates</li> <li>- Updates via emails</li> </ul>



## 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>The service provides an indoor/outdoor program. The spaces and environment are planned and created in consultation with children, families and educators, with a purposeful focus on Aboriginal and Torres Strait Islander perspectives and nature pedagogy. Doors from inside to outdoors are opened throughout the day to support a free-moving environment where children can independently choose where they would like to actively engage, collaborate, learn and explore. An indoor/outdoor program is inclusive of all children’s learning needs.</p> <p>We use moveable pot plants and natural materials to define learning spaces, we have wet weather gear and gumboots to increase children’s access and connection to the natural environment. We have an active worm farm, compost process and seasonal plantings that are part of our daily program.</p>
2. Practice is informed by critical reflection	<p>The indoor/outdoor program was strengthened through the philosophy review in 2018 and is currently going through review in 2022. Current consultation for the re-development to maintain our outdoor space and utilise to the maximum.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>The children and the family community established our front foyer garden and continue to upkeep this through donations of little treasures, seedlings, and maintenance during our working bees. The children actively look after the compost and worm farm, families and children bring in shredded paper, lint, food scraps and lawn clippings to upkeep the compost and feed the worms. The children make available worm juice and vegetables or herbs they have harvested for the kinder families.</p>

## 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
3.2.1 Inclusive Environment	Risky play – giving children the opportunity to explore risk in a safe way within their environment.	Explore risky play (inside and outside) in a safe way.	M	<ul style="list-style-type: none"> <li>- Discussions at staff meetings about risky play – benefits and concerns.</li> <li>- Asking children about safety and what they feel is unsafe and safe behaviour.</li> <li>- Set up experiences in a - safe manner that gives children the opportunity to experience risky play inside and outside.</li> <li>- For the children to understand and learn their limits and respect boundaries.</li> </ul>	Children understand their limits during play.	Ongoing	<p><b>January 2024</b> – Discussions around keeping outside safe for 3-year-olds but challenging enough for 4-year-olds as we are now sharing the yard with all ages.</p> <p><b>February 2024</b> - Critical reflection on child safety</p> <p><b>May 2024</b> – Lots of staff conversations about what is safe for children to explore. Boundaries vary form staff member to staff member so need to create a service wide list of boundaries to ensure all staff are consistent with limits.</p> <p><b>August 2024</b> – Staff attended MOVERS Professional Development to explore how to incorporate physical development, including risky play.</p>
3.2.3 Environment ally responsible	Sustainability - Recycling could be improved with	Be more sustain able as a service - less waste and more recycling.	M	<ul style="list-style-type: none"> <li>- Storypark posts to promote sustainability - recycling.</li> <li>- Community initiatives</li> </ul>	Sustainability is embedded in our program.	Ongoing	<p><b>June 2024</b> – Discussions in the 4-year-old room about become more sustainable.</p>



	children and educators			<ul style="list-style-type: none"><li>- Discussions with children about not overusing collage resources and recycling what is not needed anymore.</li><li>- Professional Development to learn new ideas and strategies to become more sustainable.</li></ul>			<p>Reflection on paper and collage use as children are encouraging arts and crafts.</p> <p><b>August 2024</b> – Staff have organised for Bunnings to come out and plant some garden beds with the children and bring a worm farm.</p>

## Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, 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

Maintaining the consistency of staff is a priority for our service, a majority of the staff have worked for over 5 years and 4 staff have been at the service for beyond 10 years.

During many periods of the day we employ staff to work in the programs above the ratio, this occurs in both the 4 and 3-year-old kinder programs. Educators use the above ratio times to engage children in small group planned and spontaneous learning experiences.

Our monthly staff meetings are used to extend our educators' knowledge, share ideas, reflect on our practices and challenge our thinking. Professionalism is highly regarded, we use the Code of Ethics to guide our everyday work and as a kinder team, we have worked towards creating a Statement of Professionalism that guides our everyday work.

Educators are expected to be involved in our planned team professional development once a year. The program organised reflects professional development sessions that support our team/QIP goals or current Early Education issues. Educators are encouraged to undertake professional development in any areas of interest and the kindergarten often funds these to support educators' interests in the program.

We recognise that the well-being of educators is a shared responsibility and we are committed to promoting a positive work environment. We have adopted a Staff Health and Wellbeing policy and we actively take part in different initiatives relevant to the needs of our employees. This year we have implemented a fruit roster for the staff room to encourage healthy eating choices, we actively promote the growth mindset of educators and pay close attention to kindness efforts.

Further upskilling and education are promoted within our kinder community; mentoring and coaching are provided to new teachers and educators. Jessica (previous Kindergarten teacher at Emma McLean) is providing mentoring and coaching with Miranda and Stephanie B to move to Full Teacher Registration. Tash and Sarah are supported weekly by Libby to complete their Diploma of Children's Services. Summer, Stephanie T and Sarah have (or will be) enrolled in Bachelor of Education.

Whilst being responsible for individual groups of children (Green/Red/Blue/Purple groups) knowledge, observations and thoughts are exchanged by all educators across the different groups. There is collaboration and sharing of knowledge with respect given to different viewpoints and experiences. Educators are encouraged to work together, collaborate, and further deepen their thinking and knowledge through ongoing reflection. There is a wealth of experience with the Educators working in all of the rooms and a deep commitment to ongoing learning and development, and the willingness to always be open to new ways of enhancing children's learning and development.



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

### Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 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	<p>We have multiple staff at Emma McLean that have been with our service for more than 5 years. We value, encourage and promote the further education of our staff. Every effort is made for staff to fulfil their study requirements at the service and in collaboration with more experienced and trained staff. Organised study time is given off the floor as well as opportunities for staff to undertake their placement at the service and sometimes the movement of staff is organised between rooms to accommodate this. The educational leader or kindergarten teacher has allocated times weekly off the floor to review work and collaborate with educators who are engaging in further study.</p> <p>The following staff have engaged in further study in the past few years;</p> <p>Stephanie completed her Bachelor of Teaching while working at Emma McLean and now is employed as the ECT for the sessional kindergarten for 2022.</p> <p>Tash and Sarah have both nearly completed a Diploma of Children’s Services working in the 3-year-old program.</p> <p>Tillie our Diploma-trained staff member has been supported to engage in study to work towards her ECT qualification.</p> <p>Summer, Stephanie T and Sarah have (or will be) enrolled in the Bachelor of Education in 2022.</p>
2. Practice is informed by critical reflection	<p>The culture of the kinder supports ongoing learning and development and advocacy is developed through our staff’s professional development process. Review and reflection from staff appraisals have supported the access and processes to be implemented for further learning, education and the long-term staff members in our service.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>The committee of management and families value long-standing staff members, feedback from some families is they chose to come to Emma McLean for the staff they know, and they continue to return with the hope that all the children will have the same teachers and educators.</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 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	
1. Practice is embedded in service operations	<p>A statement of Professionalism was completed in 2019 after consultation with all staff. This statement formed in consultation, and with input from all (Management and Educators) ensures the embedding of respectful and ethical relationships.</p> <p>All staff;</p> <ul style="list-style-type: none"> <li>- Interact professionally and support each other to provide the best care and education.</li> <li>- Support each other to better their professional knowledge and skills,</li> <li>- Work within the policies, procedures, practices and standards.</li> </ul> <p>The service identifies educators’ individual skills and knowledge and assigns jobs/roles to staff members accordingly.</p>
2. Practice is informed by critical reflection	<p>Educators critically reflect on their practices and document. This is done individually and in small and whole groups regularly.</p> <p>Decision-making is informed by professional standards, as well as the service’s policies and procedures.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Monthly committee meetings are held to ensure adequate consultation with the families, committee and community.</p> <p>Collaborate decisions making with the committee about staffing and practices.</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
4.2.1 Professional Collaboration	Not utilising all educators' strengths and passions with the service.	Incorporating all staff members strengths and interests and include these in the education program/plan.	M	<ul style="list-style-type: none"> <li>- Open discussions at staff meeting.</li> <li>- Individual meeting to encourage all staff members feel comfortable to participate and identify their own strengths or interests/passion.</li> </ul>	<ul style="list-style-type: none"> <li>- New staff members identify their area of interest and strength.</li> <li>- Staff feel more valued in the workplace</li> <li>- All staff members have an area of interest they can add to the service.</li> </ul>	Term 4 – 2024	<b>August 2024</b> – Asked all staff for feedback on QIP and this came up. Discuss this at next staff meeting.
4.2.2 Professional Standards	All educators, especially new staff members are not aware of all their roles and responsibilities.	All educators are completing their roles and responsibilities.	H	<ul style="list-style-type: none"> <li>- Open discussions at staff meeting.</li> <li>- Individual meeting to further support staff in understanding their roles and responsibilities.</li> <li>- Thorough orientation process – reflect on this.</li> </ul>	<ul style="list-style-type: none"> <li>- All staff, practically new staff members, are fully aware of their roles and responsibilities and complete them, accordingly.</li> </ul>	Term 3 – 2024	<p><b>February 2024</b> – Discussion with all staff at orientation and first staff meeting about expectations, roles and responsibilities for each staff member.</p> <p><b>March 2024</b> - Individual meetings about expectations and responsibility.</p> <p><b>May 2024</b> – Room meetings to ensure transparency.</p> <p><b>August 2024</b> – Ed Leader creating a roles and responsibility list to ensure all educators and teacher are aware of their roles and responsibilities when it comes to program and planning.</p>



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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

Our three main kindergarten values that are reflected holistically in the program support the importance of our relationships with children and build on empowering their sense of agency and their rights. These values are *Be Safe, Be Kind, and Work Hard*. We consult and connect children's thinking and experience to these values in daily experiences, group goals and our communication and language with children.

We support children in settling and transitioning into the service by gathering information about their likes, their family structure and their individual learning needs during the orientation process. During their enrolment, families document an 'about me and my family,' questionnaire. This information is used to program and give educators vital information on how best to engage each child and support them in their feelings of safety, and security. Children are encouraged to choose their own lockers, put their snacks, and drink bottles into a collaborative space. This supports children's ownership and responsibility for their belongings and connection to the kindergarten.

We view children as capable and confident learners; we actively engage children in learning the skills necessary for them to develop autonomy and gain success in their learning. The environment is organised, the program structured and supports available like visual routines to support children to develop skills to learn effectively at their own pace and achieve their own success.

Children are taught skills to develop their resilience and to learn self-regulation techniques to support their wellbeing. We intentionally teach emotional competence through all aspects of the program.

We talk often about our rights and the rights of others, how we can work collaboratively and how we can see the emotions of our peers. We feel that by doing all of these things we build very strong connections with our children and help them to navigate their own behaviour. We consult with children on all aspects of the program and on matters that affect them and encourage them to feel empowered.

## 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>All educators understand the importance of building reciprocal meaningful relationships with the children and do this with all children in the service.</p> <p>Relationships are based on;</p> <ul style="list-style-type: none"> <li>- Trust</li> <li>- Respect</li> <li>- Listening to the voice of the child</li> <li>- Supporting the individual child</li> <li>- Dignity</li> <li>- Protecting the rights of children</li> <li>- Understanding the emotional and social needs of the child</li> <li>- Knowing the child</li> </ul>
2. Practice is informed by critical reflection	<p>A consistent approach by all staff regarding supporting children’s needs.</p> <p>Regular critical reflection on managing and supporting challenges on an individual basis and in small groups. Reflection on past incidents and experiences at staff meetings to gain input from all staff to improve on practices.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>The service seeks, values, and considers family input to inform practices and policies.</p> <p>The service reflects on the unique culture of the community and families and promotes an inclusive environment with a sense of belonging. We acknowledge all cultures within our community and embrace family values in our practices.</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.

Exceeding themes	
1. Practice is embedded in service operations	We do this by allowing for periods of uninterrupted play, by supporting each child to participate, share their ideas, and develop skills for social play. We model language, skills and strategies for sensitive and responsive relationships, and do group work that focuses on skills for problem-solving and negotiating tricky situations. Children are encouraged to treat others with respect and also to see the world in different ways and develop skills for listening to the perspective of others.
2. Practice is informed by critical reflection	Educators use the room diaries and critical reflection book to communicate and reflect on play and relationships. Practice is also reflected upon through informal conversation, group discussions at staff meetings, and Storypark conversations. Readings are passed on or placed on the staff room table for staff to read and reflect on.
3. Practice is shaped by meaningful engagement with families, and/or community	Families are engaged through conversations in person, through email, Storypark, phone calls and parent-teacher chats which are held in Term 1 and Term 3. Emails are sent early in the year asking families what their children are wondering about? What are they wondering about? What are their children interested in? What their goals are and what they are hoping their children will achieve. This sets up a really strong base of meaningful dialogue with mutual respect to work together throughout the year.

## 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
5.2.2 Self-regulation	Have a consistent approach to supporting challenging situations and behaviour	Consistent strategies are used when supporting children's behaviour and challenges. This includes the use of Behaviour Guidance Plans, with consultations from families, support agencies and other educators.	H	<ul style="list-style-type: none"> <li>- Discussions with educators about strategies to support challenging behaviour.</li> <li>- Document strategies and have a Behaviour Guidance Plan in place for all educators to support children.</li> <li>- Professional Development on additional needs and supporting behaviour</li> </ul>	Children that need support with self-regulation have Behaviour Guidance Plans in place to promote consistency.	Ongoing	<p><b>February 2024</b>– Children's behaviour and concerns discussed at room meeting and staff meeting to support children and staff.</p> <p><b>August 2024</b> – Discussion at staff meeting for strategies for consistent approach to self-regulation</p>

## 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

Emma McLean Kindergarten and Daycare has a very high standing in our local community. Families in the area are always keen to join our kinder community and service.

Our committee of dedicated volunteer parents are the management of our service, together with our 2 coordinators Ros and Andy. They work in collaboration together to ensure the highest quality of education and care is delivered to the children, families and staff in the Spotswood community. We hold organised committee meetings once a month to consult on the shared decision-making on the operations and running of the service, they implement succession planning for the long-term success and continuity of high-quality programs at the kindergarten.

Some of our committee members continue to be a part of the committee when their children have left for their school year and while the parent waits for the following year for another sibling to attend. We have a life member recognition program in place for long-standing committee members and staff in our community, as we recognise and celebrate their valuable contribution to our service through a commemorative pin and an endless invitation to our AGM and community events.

We have a very socially active group of parents and families and organising social events are an important role for the committee. We often have a yearly planner for our social events for example welcome picnics, family nights/dinners, special visitor sessions at kinder, end-of-year concerts, and a family disco. Some of these events are also connected to our fundraising goals for the year which support purposeful purchases of equipment in the future.

We value the skills/strengths/abilities of our parents and families because we believe these connections further build a sense of community and support our children's learning more holistically. Pre Covid times, we have had parents join our program to share their work and roles they play in their local community for example a paramedic, a nurse, and a firefighter. We have had parents who have shared their baking skills, cooking with the children.

We involve the children in their local community through regular outings, the local park and reserve space is a regular site to visit to engage the children in physical experiences that require more space than our playground offers, for example football games, team sports and athletic skill development. The local Spotswood community is essential for the children to stay connected to their community beyond the service front gate. We take the children on walking excursions to the local shops, supermarkets, post office, and Scienceworks, the Zoo, and Traffic school, as well as taking the opportunity to engage in local events that are occurring in Spotswood annually.

We believe practicing gratefulness and kindness makes the world a better place and supports the children to develop deep connectedness to their own identity, cultural awareness, and community. We plan for relevant initiatives to the context of the current community where we can support others

that might be having a tougher time than us for example; We bake cookies as an end-of-the-year event to give to people in the local community, to say thank you for delivering our mail every day, picking up our rubbish every week and most recently we held a PJ Dance Party Week 'Dance for Sick Kids' to raise money for Roald McDonald House Charities.

We have varied online platforms for families to engage in the kindergarten community. In addition to the kindergarten environment where we often set up purposeful communication displays, staff use Storypark as an online platform to communicate the programs, events, individual learning journeys for each child, and individual and group communication connections are facilitated with parents and families.

The service has a Facebook page that is managed by the committee, and families can choose to be a part of this online platform to engage in the service and local community updates.

The educational leader and long-standing staff members are knowledgeable of professional agencies and referral pathways in the local area. We often engage or refer our families to the Hobsons Bay Preschool Field Officer service and Co-Health local services for families to gain vital intervention programs to support the learning and development of their child.

For the CCS funded/long day care enrolled children we engage in the Inclusion Support Agency to access funding and support. Most recently we have accessed the NDIS services from the Brotherhood of St Laurence.

We have planned and organised sessions each term to support the communication between parents and lead educators about the progress of their child's development, this is usually supported by a written document on the child's individual learning progress through the term. More regular conversations about children's development are planned and organised in accordance with the individual child's needs. The communication setting and tool are flexible according to the individual family needs for example; phone calls, face-to-face, zoom/face time sessions.

We are committed to promoting positive change for all Australians, especially Aboriginal and Torres Strait Islander peoples; working to ensure that Aboriginal and Torres Strait Islander cultures and histories are appreciated and reflected throughout our service and our wider community. We acknowledge the Australian history before and after settlement and look to educate our children, families and community to provide a just and equitable country. We welcome everyone into our service and our Educators aim to support the rights of all Aboriginal and Torres Strait Islander peoples. Our curriculum supports reconciliation, and we believe it is important to support families in understanding the importance of their children's learning about Australia's First Peoples and all our country's history.

## 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>Families are engaged through conversations in person, through email, Storypark, phone calls and parent-teacher chats which are held in Term 1 and Term 3. Emails are sent early in the year asking families What are their children interested in? What their goals are and what they are hoping their children will achieve?</p> <p>This sets up a really strong base of meaningful dialogue with mutual respect to work together throughout the year.</p> <p>Parents are supported with advice, referrals to other professionals, links to the community, to each other and other resources.</p> <p>We have a welcome picnic at the beginning of the year and support families to connect not only with us but also with each other.</p>
2. Practice is informed by critical reflection	<p>During 2020/2021 many families had a particularly difficult time with online learning, the pandemic, and various stages of lockdown in Melbourne. Educators were engaged in dialogue with Committee Members about how we could best support them, as well as non-committee members. Each educator had a chance to write and report on how best we could support families and we worked towards the best possible ways to do this collaboratively.</p> <p>This changed throughout the year, and after reflection and feedback on the first lockdown, our approach changed with the second.</p> <p>The initial lockdown had some educators working solely from home and delivering content, whilst others worked solely at the kindergarten. During the second lockdown, all staff were involved both online and in person in a more collaborative approach.</p> <p>Now that parents are allowed back into the service, families are feeling more connected to the kindergarten and happy to be back inside again.</p> <p>Although we still use Sptrypark as a way to communicate information to families.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Throughout the year, families are engaged in a myriad of ways to check-in and see what is working and what is not. During 2020/2021 this was mostly done through Storypark but in 2022 this is mostly done face to face.</p> <p>We do a parent and staff survey each year which then informs the Quality Improvement Plan for the following year.</p> <p>Individually tailored support to individual families is done through email, zoom, phone calls, and sharing of resources.</p> <p>We also try to connect families, to help support each other in the parenting role.</p> <p>During conversations with families, in-person and online, families have identified needing further support with resilience and self-regulation.</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 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	Collaborative partnerships are built with families from the beginning of the year. We have parent-teacher meetings in Term 1 & 3 where inclusion, learning, and wellbeing are discussed. Families are also given term summaries each term which describes where their children are at in terms of each learning outcome as well as individual goals for ongoing learning and development. Educators work with each family to support their child’s learning and development.
2. Practice is informed by critical reflection	Staff are involved in ongoing critical reflection and look at the way we work collaboratively with families. During Covid times, we had to keep up to date with the latest communications and updates from the Department and find different ways in how best to enhance children’s learning and family partnerships in a very different ways. Staff complete a range of different training about supporting collaborative partnerships from the State Government of Victoria and a range of other organisations.
3. Practice is shaped by meaningful engagement with families, and/or community	As well as ongoing engagement with families through all stages of the year we also regularly asked families what is and isn’t working. This then informed our approach and helped us to tailor our approach better to support our particular community. This is also addressed more formally through the end-of-year surveys for parents. Families are engaged in a range of different ways. We use Storypark for a large part of our communication which allows us to do community posts, individual posts for one child and their family, or multiple children and also groups. Through this, there can be an ongoing dialogue between the kindergarten and families. We also use Storypark conversations which are private messages, emails, phone calls, and zoom meetings.



## 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
6.2.2 Access and Participation	Limited parent engagement on Storypark and parent helpers.	More engagement and feedback from families, especially on Storypark.	L	<ul style="list-style-type: none"> <li>- Ask families if Storypark is a good way to share information and communicate.</li> <li>- Open communication with families.</li> <li>- Parent survey</li> </ul>	Parent engagement improves on Storypark.		<p><b>May 2024</b> – Educator surveyed the families about Storypark using a ballot jar with a simple question. Not many families responded, but out of the ones who did, majority said it was a good way to communicate with families.</p> <p><b>August 2024</b> – staff discussion about families being busy with limited time to respond to Storypark posts. Is this the reason for limited engagement?</p>
6.2.3 Community Engagement	Educators need to build on their knowledge of First Nations People and embed this into our core values and philosophy, particularly Torres Strait Islander culture.	Represent Torres Strait Islanders culture more within our Educational Program, as well as continuing reconciliations with all First Nations People.	H	<ul style="list-style-type: none"> <li>- Delegate a leadership opportunity for staff to implement and drive the RAP, research, investigate, teach and inspire other staff about First Nations People, culture and traditions.</li> <li>- The leadership staff have the opportunity off the floor to engage with Narra Gunna Wali platform to develop their direction,</li> </ul>	<ul style="list-style-type: none"> <li>- Aboriginal and Torres Strait Islander perspectives are embedded in educators' everyday thinking and practice.</li> <li>- Children and families have a demonstrated awareness of reconciliation</li> <li>- Children and educators are willing to act in connection with reconciliation</li> </ul>	Ongoing	<p><b>June 2024</b> – Discussion at staff meeting about modifying our Acknowledgement to Country as some of the language we are including is not respectful.</p> <p><b>July 2024</b> – All rooms have been critically reflecting on the Acknowledgement to Country with the children and creating a new one that is more</p>



			<p>knowledge and understanding of the vision for the kinder.</p> <ul style="list-style-type: none"><li>- Provide professional development for staff to support and develop their understanding of Aboriginal and Torres Strait Islander ways of learning</li><li>- Engage with Aboriginal and Torres Strait Islander Elders in our community consult with them and invite them to be a part of the kindergarten program</li></ul>	<ul style="list-style-type: none"><li>- The kinder community is engaging with Aboriginal and Torres Strait Islander Elders</li><li>- RAP is viewed as a continuous document and provides the kinder community with a clear vision</li></ul>		<p>respectful for First Nations People.</p>

## 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 6: 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
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## Quality Improvement Plan for Quality Area 7

### Summary of strengths for Quality Area 7

#### Strengths

Our management team works effortlessly to support each staff member and all of our families.

We conduct a parent survey each year and from this feedback we can add things to our Quality Improvement Plan, to better understand the needs of our community and how we can better support them.

Staff and families feel confident in the relationship that management has with them, and they have stated that they are happy with the way issues have been handled, followed up and explained.

Clear guidelines are provided regarding the roles and responsibilities of each educator, and all staff members have the opportunity to express ideas, thoughts, and queries at our monthly staff meetings or at any other time.

Our leadership group is strong and confident in their abilities while also being open to the ideas and experiences of other staff, families, and children.

Staff appraisals are conducted twice a year, and educators are encouraged to think about their current aspirations as well as their future ones.

Professional development is encouraged and supported by covering staff, paying for professional development, with our Educational Leaders researching different courses that may be of interest to educators.

We have Professional develop with a local Occupational Therapist and Optometrist to give us information about children’s social play and eye conditions that we can look for to support the children and families.



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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	Ros, Andy, and the Committee of Management ensure the operation of a quality service in a range of different ways. Monthly staff meetings and Parent Management Committee meetings are held. Current information and updates are passed on as needed. Educators are placed in charge of different areas eg. QIP, RAP etc.... which are brought to staff meetings for updates and discussion.
2. Practice is informed by critical reflection	Critical reflection is done regularly through staff meetings, individual and group reflections, staff appraisal, discussions, parent feedback, risk assessments, documentation, and conversations between staff, parents and children.
3. Practice is shaped by meaningful engagement with families, and/or community	The service is committee run so they manage the service alongside staff and educators. The families and community are key to our success and operation and play a large role in the service.

## 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>Clear guidelines are provided regarding the roles and responsibilities of each educator, and all staff members have the opportunity to express ideas, thoughts, and queries at our monthly staff meetings or at any other time.</p> <p>Our leadership group is strong and confident in their abilities while also being open to the ideas and experiences of other staff, families, and children. Staff appraisals are conducted twice a year, and educators are encouraged to think about their current aspirations as well as their future ones. Professional development is encouraged and supported by covering staff, paying for professional development, with our Educational Leaders researching different courses that may be of interest to educators.</p>
2. Practice is informed by critical reflection	<p>As well as our twice-yearly staff appraisals, all Educators are encouraged to fill in an anonymous survey reflecting on their work in the kindergarten, the organisational culture and professional learning. This then informs our current and future practice as we look at ways to further build on and improve how we can enhance our professional learning community.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Emma McLean Kindergarten is a committee-run service that is designed to meet the needs of the community and consults with the families and the community regularly. We also have annual parent surveys to consult with families and received feedback from parents.</p>

## 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
7.1.3 Roles and responsibilities	We need to develop clear roles and responsibilities for staff and share this with all stakeholders	For management to clarify all leadership roles within the service and clarify roles and responsibilities of all staff members.	H	<ul style="list-style-type: none"> <li>- Create a role/job description for the Educational Leader and other leadership roles</li> <li>- Educational leaders to work together to identify each other's strengths and implement these into their role</li> <li>- Identify and outline any processes that need to be put in place for each staff member.</li> <li>- Identify and attend any Educational Leader training sessions or other areas of leadership and growth to support ongoing growth and development in leadership skills.</li> </ul>	<ul style="list-style-type: none"> <li>- All staff feeling confident in their leadership roles</li> <li>- Better outcomes for children</li> <li>- A culture of best practice and professionalism throughout the staff and kinder community.</li> </ul>	Term 4 2022	<p><b>Jan 2024</b> – New service opened, and all staff new staff are aware of roles and responsibilities.</p> <p><b>August 2024</b> – Discussions about roles and responsibilities for 2025.</p>
7.2.1 Continuous Improvement	A Self-Assessment of quality improvement of the service has not adequately been in place.	A collaborative approach to the QIP.	H	<ul style="list-style-type: none"> <li>- Each staff meeting, we will cover 1 – 2 quality areas. And seek feedback from staff, completing self-assessments.</li> <li>- We will run a shared learning session with the children during program</li> </ul>	<ul style="list-style-type: none"> <li>- A clear vision for the service in working towards quality improvement.</li> <li>- All stakeholders have their voice in all aspects of the assessment process</li> </ul>	Ongoing	<p><b>July 2024</b> – Staff were given a Self-assessment for all areas and asked to provide feedback on strengths and improvement areas.</p> <p><b>August 2024</b> – Feedback was correlated and added to QIP. However still need all staff to contribute.</p>



				time to gain their voices on each Quality Area. - Each committee meeting, we will run an agenda item in conjunction with the QIP focus to seek their feedback	- Better outcomes for children		
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