Australian Children's
Education & Care
Quality Authority

Hazel Glen Kindergarten
Quality Improvement Plan
2020

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.

Service details

Service name		Service approval number	
Hazel Glen Kindergarten		SE-40001226	
Primary contacts at service			
Deborah Rainbow Charlotte Williams/ Sarah Fraser			
Physical location of service		**Physical location contact details**	
Street	65 Eminence Bvd	Telephone	9717 7565
Suburb	Doreen	Mobile	
State/territory	Victoria	Fax	
Postcode	3754	Email	hazelglenkinder@gmail.com
Approved Provider		**Nominated Supervisor**	
Primary contact	Anthony Stockwell	Name	Deborah Rainbow
Telephone	9717 7500	Telephone	9717 7565
Mobile	0419 862 131	Mobile	0412 980 431
Fax		Fax	
Email	astockwell@hazelglencollege.com	Email	
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	
Educational leader			
Name	Charlotte Williams/ Sarah Fraser		
Telephone	9717 7565		
Email	**cwilliams@hazelglencollege.com** **sfraser@hazelglencollege.com**		

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	07:00 EC 08:00 Dingo 08:00 Echidna 08:00 Possum 14:00 Kookaburra 14:00 Magpie	07:00 EC 08:00 Kangaroo 08:00 Wombat 08:00 Echidna 13:00 Koala 14:00 Emu 14:00 Magpie	07:00 EC 08:00 Kangaroo 08:00 Koala 08:00 Possum 13:00 Dingo 14:00 Lyrebird 14:00 Kookaburra	07:00 EC 08:00 Dingo 08:00 Koala 08:00 Wombat 13:00 Possum 14:00 Emu 14:00 Lyrebird	07:00 EC 10:30 Kangaroo 10:30 Echidna 10:30 Wombat		
Closing time	18:30 EC 13:30 Dingo 13:30 Echidna 13:30 Possum 16:30 Kookaburra 16:30 Magpie	18:30 EC 13:30 Kangaroo 13:30 Wombat 12:30 Echidna 17:00 Koala 16:30 Emu 16:30 Magpie	18:30 EC 12:30 Kangaroo 13:30 Koala 13:30 Possum 17:00 Dingo 16:30 Lyrebird 16:30 Kookaburra	18:30 EC 13:30 Dingo 13:30 Koala 12:30 Wombat 17:00 Possum 16:30 Emu 16:30 Lyrebird	18:30 EC 15:30 Kangaroo 15:30 Echidna 15:30 Possum		

Additional information about your service

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

Provide additional information about your service—parking, school holiday dates, pupil-free days, etc. As we are part of Hazel Glen College, parking around the Kinder is very busy at school drop off and pick up times. There is street parking and a car park across the road from the Kindergarten. Our Extended Care Program operates during school holidays except over the Christmas/January period. It operates 48 weeks of the year.
How are the children grouped at your service? We have 6 four year old Kindergarten groups (5 x 33 and 1 x 22 children) and 4 three year old Kindergarten groups (22 in each). We also have an Extended Care Program catering for children from our 3 & 4 year old Kindergarten programs. We have 80 children accessing this service. Parents are asked for preferences when selecting a group.
Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor) Debbie Rainbow (Director Hazel Glen Child & Family Centre, Director of Hazel Glen Kindergarten and Nominated Supervisor) Charlotte Williams & Sarah Fraser(Educational Leaders) Cassie Sculli (Leader Extended Care Program) Anthony Stockwell (Principal, Hazel Glen College)
For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.   No. of educators:_____

Service statement of philosophy

Our programs and philosophy are continually evolving. Our program is influenced by our community, our families, other educators and a variety of pedagogical influences. Our program is inclusive and is based on acceptance of, and respect for the diversity of each child and their family regardless of ability, gender, race, language, culture or economic status. The National Quality Framework (NQF) and the Early Years Learning Framework (EYLF) are embedded within our program which is active play based, with a combination of child initiated and adult facilitated/intentional learning relationships, experiences and interactions.

We strongly advocate the five Early Years Learning Framework outcomes for all children:
Children have a strong sense of identity
Children are connected with and contribute to their world
Children have a strong sense of wellbeing
Children are confident and involved learners
Children are effective communicators.

Our program, philosophy and practice is linked to the EYLF's understanding of:

"Belonging, Being, Becoming"

At our Kindergarten, we believe that all children and families are able to have a place and feel they belong to our Kindergarten community, where we can all contribute and respect each other. ***Our goal is that every child and their family feel a sense of belonging.***

Our learning environment encourages the child to engage in exploration, questioning, discovery, creativity and problem solving in a cooperative and collaborative manner. Our aim is for each child to build on their strengths, interests and abilities to enable them to achieve their full potential. The children's learning is scaffolded by their interactions with both the physical and social environments.

We focus on and celebrate what the child can do and contribute. We will track their journey and enjoy the milestones they achieve along the way. Online learning journals will be kept for each child to record this journey and their experiences during their Kindergarten year.

Our kindergarten program has a premise of celebrating children's achievements. ***We strive to foster a joy of learning and equip children with necessary life skills.*** We have an ongoing commitment to providing a high quality and innovative educational program for all children in a nurturing and respectful environment.

We value the partnership between staff, children and families and encourage family participation and input. ***We strongly believe that the kindergarten experience should be a fun, happy time for both children and their families.***

Children make sense of their world through play based experiences which are meaningful to them. Our play based curriculum follows the children's interests but is not only restricted to that. Our teaching is intentional. We focus on processes, experience and discovery rather than use a formal approach.

Quality Area 1: Educational program and practice

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

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

Quality Area 1: Standards and elements

Standard 1.1		The educational program enhances each child's learning and development.
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2		**Educators facilitate and extend each child's learning and development.**
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3		**Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.**
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

National Law and National Regulations underpinning Quality Area 1

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

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	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	<u>The educational program and practices</u> 1.1.1 – Approved learning framework 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 communicator. The children are involved in an engaging indoor and outdoor program, which develops the children's skills and interests. We have developed an inquiry approach to planning with an inquiry question as a focus. The children brainstorm with their teachers and educators what they know about a topic and what they would like to find out about. The planning cycle is a collaborative process where all staff have the opportunity to provide input. Based on this information the teacher can plan the program based on the children's needs and interests. <u>Educators facilitate and extend each child's learning and development.</u> 1.2.1 – Intentional teaching Teachers and educators are deliberate, purposeful, and thoughtful in their decisions and actions in both emergent and planned experiences. Teachers utilise observations, developmental milestones checklists and focus groups to plan for intentional teaching moments throughout the week. These planned activities are highlighted in the fortnightly planner and allow teachers and educators to build on the children's strengths, interests, ideas and needs. Throughout sessions, teachers and educators scaffold the children's thinking through questioning to extend their learning. Focussed teaching moments are acted upon throughout the session where staff are flexible to meet the spontaneous needs and interests of the children. <u>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</u> 1.3.3 – Information for families Families are informed about the program and their child's progress. Program planners and weekly reflections are provided to parents through Storypark allowing parents to comment and make suggestions. Observations of children's learning are recorded as learning stories using the online platform Storypark which is viewed by the families allowing them to comment and provide feedback. Each learning story analyses the children's learning and provides an opportunity of extending their learning or interest by adding this to the program. Goals and strengths for each child are identified and documented each term. Parents also have the opportunity to write an aspiration for their child and comment on goals and strengths. This allows for a strong educational partnership between families and educators. Parent teacher interviews are held at the beginning of terms one and three. Progress reports for children are provided half way through the year.

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	• Teachers, educators, the educational leader and the director demonstrate a deep understanding of the requirements of the standard, the concepts and the component elements, and a commitment to high quality practice at all times.
	• All teachers and educators:
	  ➢ work collaboratively with the educational leader to consistently make curriculum decisions, including the organisation of daily routines, that maximise learning and development outcomes for every child in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators
	  ➢ work collaboratively with the educational leader to consistently develop and implement a purposeful and responsive educational program that reflects and builds on the knowledge, strengths, ideas, culture, abilities and interests of each child
	  ➢ confidently make curriculum decisions throughout the day, week or month to ensure each child's learning and development is maximised.
	• All teachers, educators, the educational leader and the director are able to explain how their approach to curriculum decision-making connects to:
	  ➢ the approved learning framework/s and enhances learning and development for each child
	  ➢ the service philosophy and supports the service's broader vision for quality.

2. Practice is informed by critical reflection	• The service's approach to curriculum decision-making:
	  ➢ reflects robust debate, discussion, and opportunities for input by all teachers and educators, and is informed by critical reflection and past incidents
	  ➢ is informed by current recognised guidance.
	• Any change to the service's approach to curriculum decision-making is understood by all and implemented appropriately.
	• All teachers, educators, the educational leader and the director regularly reflect, individually and with each other on:
	  ➢ opportunities to strengthen the educational program
	  ➢ implementation of changes to the program to enhance children's learning and development outcomes, including through the organisation of daily routines
	  ➢ the evolving knowledge, strengths, ideas, cultures, abilities and interests of children at the service, and how these inform the educational program
	  ➢ social justice and equity implications of curriculum decisions to ensure that the program considers the circumstances and rights of every child at the service

	➢ opportunities to cultivate deep respect for, and knowledge of, the cultural diversity of the broader community in the educational program, including Aboriginal and Torres Strait Islander histories and cultures ➢ the theoretical and philosophical influences on their curriculum decisions, including the theoretical perspectives identified in the approved learning framework/s ➢ how they draw on theoretical and philosophical influences and how they have influenced practice over time.
3. Practice is shaped by meaningful engagement with families, and/or community	• The service's approach to curriculum decision-making: ➢ reflects the unique geographical, cultural and community context of the service; welcomes, respects and draws on the voices, priorities and strengths of the children and families at the service; ➢ reflects a strong commitment to meaningful, regular engagement with families and the community to promote strong connections between each child's various learning environments. • All teachers and educators: ➢ consistently and meaningfully engage with children's families and/or the community to: ➢ draw on family and/or community understanding of each child's knowledge, strengths, ideas, culture, abilities, interests and learning and development in order to develop a child-centred educational program, for example Aboriginal and Torres Strait Islander children's ways of knowing and being; ➢ regularly communicate about the educational program and children's evolving knowledge, strengths, ideas, abilities, interests and learning and development outcomes to support continuity of learning and development across children's various learning environments ➢ actively seek out the voices, perspectives, and views of children throughout the day, and draw on this input to develop a child-centred educational program and enhance children's learning and development; ➢ draw inspiration from the unique geographical, cultural and community context of the service to enhance 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 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	• Teachers, educators, the educational leader and co-ordinators:
	   ➢ demonstrate a deep understanding of the requirements of the standard, the concepts and the component elements, and a commitment to high quality practice at all times
	   ➢ consistently engage in planned and spontaneous critical reflection on children's learning and development, as individuals and in groups
	   ➢ consistently draw on their insights to make changes to the design and implementation of the program
	   ➢ work collaboratively to assess or evaluate each child's learning and development as part of an ongoing assessment and planning cycle that drives development of an education program that enhances and extends each child's learning and development
	   ➢ are able to explain how their approach to assessment and planning connects to:
	      - the approved learning framework/s and enhances and extends each child's learning and development
	      - the service philosophy and supports the service's broader vision for quality.
	   ➢ consistently engage meaningfully with children's families to inform them about the educational program and their child's participation, learning and development.
	• The observed and discussed approach to assessment and planning:
	   ➢ consistently aligns with the service philosophy
	   ➢ consistently demonstrates a strong commitment to the principles and practices of the approved learning frameworks/s
	   ➢ is consistently reflected in the service's program documentation and required assessment or evaluation documentation
	   ➢ consistently reflects meaningful engagement and communication with families.

2. Practice is informed by critical reflection	The service's approach to assessment and planning: ➢ reflects robust debate, discussion, and opportunities for input by all teachers and educators, and is informed by critical reflection and past incidents ➢ is informed by current recognised guidance. • Any change to the service's approach to assessment and planning is understood by all and implemented appropriately. • All teachers, educators, the educational leader and the director regularly reflect, individually and with each other on: ➢ their approach to assessment and planning to consider whether it supports the best outcomes for children and families ➢ engagement with families and whether communication of the education program and children's participation, learning and development is accessible and understandable ➢ alternate assessment and planning processes, and make changes where opportunities for improvement are identified ➢ social justice and equity implications of their assessment and planning to ensure that practice considers the circumstances and rights of every child at the service » theoretical and philosophical influences on their assessment and planning, including the theoretical perspectives identified in the approved learning framework/s ➢ how they draw on theoretical and philosophical influences and how they have influenced practice over time.
3. Practice is shaped by meaningful engagement with families, and/or community	• The service's approach to assessment and planning: ➢ reflects the unique geographical, cultural and community context of the service ➢ welcomes, respects and draws on the voices, priorities and strengths of the children and families at the service. • All teachers and educators: ➢ consistently seek out the voices, perspectives, and views of children throughout the day, and draw on this input in ongoing assessment and planning ➢ consistently support children to participate in assessing and planning their own learning and development. • All teachers, educators, the educational leader and the director: ➢ consistently engage with families and the community to ensure that children's learning and development outside of the service is incorporated into the assessment and planning cycle ➢ consistently engage with families about their child's progress in ways that are tailored to individual families' circumstances and ways of connecting, for example engaging with families using respectful and culturally safe practices.

Key improvements sought for Quality Area 1

Improvement Plan

Standard/ element	Growth Area	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when? By who?	Progress notes
1.1.2 Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	To create a program that ensures that the child's needs, abilities, strengths, interests and culture are central to all elements of the program.	H	To use developmental checklists to support and extend children's skills and abilities.	Developmental checklists and student goals are completed termly.	Ongoing All Teachers Sarah	
					To collect data from developmental checklists to use in the Data Wise cycle.	Beginning of Term 2 & 4 Sarah	
					Professional Learning provided around use of developmental checklists.	Ongoing Sarah	
				Program planners are displayed annotated to reflect children's needs and interests.	Monitor planning documents		
				Program planners to clearly identify focus groups which are reflective of children's needs.	Monitor planning documents	Ongoing Sarah	
1.2.3 Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	To empower children to take complete ownership of all elements of their learning to ensure connectedness to learning is guaranteed.	H	Children are provided with an opportunity to participate in student voice.	Student voice sessions are undertaken termly.	Sarah Charlotte Cassie	
				Children's wonderings are evident and are used to drive planning.	Children's wonderings are displayed each new planning cycle.	Ongoing All teachers	
				Children's learning journey is documented and	KWL charts are used each planning session.	Fortnightly All teachers	

				demonstrates prior knowledge and new learning.		Sarah	
					KWL charts are reflected upon and demonstrate what learning has taken place.	Ongoing All teachers	
					Children are given the opportunity to share what they have learnt at the end of each topic.	Ongoing All teachers Sarah	
1.3.1 Assessment and planning cycle	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.	To implement a comprehensive assessment and planning cycle that encompasses input from staff, children and families.	H	Termly assessment schedule will be followed.	Monitor teacher use of assessment schedule	Ongoing Sarah	
				All educators to have input into program planner.	Teaching staff to share planning documents and encourage input from all educators.	Ongoing Sarah	
				KWL charts are collaboratively created with children.	Monitor use of KWL charts	Termly Sarah	
					Regular posts to families for their input into topics.	Week prior to topic beginning	
				Seeking input from parents about upcoming inquiry topics.	Parent aspirations are recorded on Storypark.	All teachers/ Sarah	

Quality Area 2: Children's health and safety

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

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

Quality Area 2: Standards and elements

Standard 2.1		Each child's health and physical activity is supported and promoted.
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2		Each child is protected.
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children 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

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

National Law and National Regulations		Associated element
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children 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	Wellbeing and comfort 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. Each child's wellbeing is prioritised by understanding their individual needs through initial parent teacher interviews at the commencement of the year and discussions with relevant personnel - families, specialists, educators. The gathered information ensures that all children's needs are met through various strategies tailored by teachers and educators to ensure the provided program supports all children in their wellbeing and development. Incident and emergency management 2.2.2 - Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. Through regular emergency evacuation and procedures practices throughout the year, all educators all educators are provided with ample opportunities to Implement plans and all role responsibilities that are in place. The Emergency Management Plan, which is created in conjunction with Hazel Glen College in order to provide consistency is provided in all rooms and exit points throughout the building. Any occurring incidents are documented at the time, reported to the Nominated Supervisor and followed up accordingly.

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	• All teachers and educators:
	  ➢ ensure that children are supervised effectively at all times;
	  ➢ are consistently attuned to the needs of all children to ensure each child's safety at all times
	  ➢ are aware of and act on their responsibilities for ensuring children's safety at all times, including in relation to child protection, and are able to articulate these responsibilities
	  ➢ proactively identify and manage risks and take precautions to protect children from harm and hazard
	  ➢ identify and respond confidently to changes in the service environment throughout the day, adjusting practice where necessary to ensure that children are safe and effectively supervised at all times
	• Ongoing risk assessment and management is built into day to day operations across the service to ensure a consistently safe environment
	• Effective plans to manage incidents and emergencies are developed and reviewed in consultation with relevant authorities and practised regularly
	• The observed and discussed approach to supporting and promoting children's safety consistently aligns with the design and delivery of the educational program and service philosophy and demonstrates a strong commitment to the priorities, principles and practices of the approved learning framework.

2. Practice is informed by critical reflection	Teachers, educators, the educational leaders and director:
	  ➢ systematically and regularly reflect, individually and as a team, on practices to support child safety, including risk assessment and emergency management procedures and practices, and make changes when opportunities to further enhance children's outcomes are identified
	  ➢ are responsive and adjust supervision strategies as required
	  ➢ are able to explain how an ongoing commitment to children's safety influences the design and delivery of the educational program
	  ➢ reflect together on safety-related incidents, and support the service to make changes to practices, policies and procedures where opportunities are identified to strengthen the approach
	  ➢ are aware of and able to discuss the influences on their practice to support and promote children's safety, including recognised guidelines, information sources, and other legislation that underpin their practice approach, and how these align with the approved learning framework/s and the service's policies and procedures
	  ➢ consider and discuss social justice and equity implications of their practice decisions to support and promote each child's safety to ensure that practice takes into account the needs and rights of every child at the service

	• The service's approach to risk assessment, emergency management and child protection reflects current recognised guidelines and up-to-date information from trusted sources • The service's approach to supporting and promoting children's safety reflects discussion and genuine opportunities for input by all educators and is informed by critical reflection on past incidents • Any change to the service's approach to supporting and promoting children's safety are understood by all.

3. Practice is shaped by meaningful engagement with families, and/or community	Teachers and educators:
	  ➢ actively engage with families about their concerns and priorities for their children's safety
	  ➢ actively raise awareness of issues impacting on child safety with families and the community, including in the context of child protection
	  ➢ are familiar with and respond respectfully to the differing cultural contexts of families and the community that impact on perspectives about child safety and protection, while ensuring that practice decisions always reflect a best practice approach
	The service's approach to managing risks and supporting child safety:
	  ➢ reflects the voices, priorities and strengths of the children and families at the service
	  ➢ is informed by meaningful and ongoing partnerships with the broader community, for example local community and emergency services
	  ➢ considers the geographical context of the service and is responsive to changes in the environment throughout the year

Key improvements sought for Quality Area 2

Improvement Plan

Standard/ element	Growth Area	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when? By who?	Progress notes
2.1.2 Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	To establish effective hygiene and cleaning practices throughout the kinder.	H	Provide children with opportunities to develop effective hygiene practices. Daily cleaning at the conclusion of each day by professional cleaner. Create daily, weekly and monthly cleaning schedules for all staff to adhere to.	Decrease of contagious illnesses. Rooms thoroughly cleaned and hygiene materials replenished when required. Cleaning regimes completed in relation to cleaning schedules.	Ongoing All staff Cassie Ongoing Cassie Ongoing All Staff Cassie	
2.2.1 Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	To ensure all children are safe in both the indoor and outdoor environments.	H	Ensure that internal and external checklists are completed to highlight and remove any potential areas of risk or danger to the children. All educators to be positioned in highlighted zones and to be actively supervising the children. Any damaged objects/equipment are reported to relevant personnel.	Daily inspections completed each morning prior to session. Equipment to be in a good and safe condition both indoors and in outdoor environment. Decrease in children's incident/injury reports. Using the Data Wise process to identify high injury areas in the yard. Internal/external checklists to be correctly completed weekly.	Ongoing All Staff Cassie All staff Ongoing Term 2 Charlotte Ongoing Cassie	

Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

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

Quality Area 3: Standards and elements

Standard 3.1		The design of the facilities is appropriate for the operation of a service.
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2		The service environment is inclusive, promotes competence and supports exploration and play-based learning.
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

National Law and National Regulations underpinning Quality Area 3

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

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

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

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths	Fit for purpose
	3.1.1 – Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for the purpose, including supporting the access for every child. The indoor and outdoor learning environment has been specifically designed in such a way to ensure that all children can engage, play and learn within them. The indoor space provides opportunities for educators adapt and change the environment, as a tool to ensure opportunities for the children are maximised. A natural play space in the outdoor environment supports children in engaging in purposeful ways based on the individual – with a combination of both natural and artificial fittings. Resources support play-based learning 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. All rooms are equipped with a variety of different resources which can be used in multiple formats to provide vast learning opportunities for all children in an open-ended format. All equipment is of a high quality and supports children's learning and development. Ample materials are provided to ensure educator's plan to engage children in meaningful play-based experiences – and utilise natural and hand-made resources where applicable to support this further.

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	All outdoor and indoor spaces, buildings, fixtures and fittings: ➢ support the access and full participation of every child ➢ promote and positively support children's interaction with space, materials and each other ➢ contribute to a flexible and stimulating environment that enhances each child's development and learning ➢ are safe, clean and well-maintained at all times. The observed and discussed approach to the design and maintenance of the physical environment: ➢ consistently aligns with safety, cleanliness and reflects the service's policies, procedures and record keeping systems.
2. Practice is informed by critical reflection	The service's approach to design and main the physical environment: ➢ reflects discussion and opportunities for input by all educators, and is informed by critical reflection and past incidents to create an inclusive, safe physical environment that strengthens children's learning and development outcomes and enhances participation in the program. • Any change to the service's approach to design and maintenance of the physical environment is understood by all and implemented appropriately. • Teacher, educators, the educational leaders and director: ➢ reflect, individually and together, on the design of the physical environment, and consider opportunities to make changes to strengthen inclusion and participation, and to enhance children's safety, learning and development outcomes.
3. Practice is shaped by meaningful engagement with families, and/or community	The design of the physical environment: ➢ welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service ➢ shows that the service works creatively within the limitations of the physical setting Opportunities for collaboration with family and community partners are built into the service's approach to designing and making changes to the physical environment.

Key improvements sought for Quality Area 3

Improvement Plan

Standard/ element	Growth Area	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when? By who?	Progress notes
3.1.2 Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	To create a schedule for the replacement of furniture.	M	To review the condition of all furniture and equipment. All damaged/broken furniture reported to relevant personnel.	Replacement of broken and worn equipment.	Ongoing Charlotte	
3.2.1 Inclusive environment	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.	To develop the children's engagement in both indoor and outdoor spaces.		Planning meetings to provide teachers with opportunities to plan meaningful activities for indoor and outdoor spaces. Provide modifications in experiences where necessary to meet the needs of children.	Planner reflecting children's interests and inquiry topic in both indoor and outdoor environments. All children gaining knowledge and development in planned areas and activities.	Fortnightly All tchs Sarah Ongoing All tchs Sarah	

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

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

National Law and National Regulations underpinning Quality Area 4

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

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

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children 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

National Law and National Regulations		Associated element
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	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	The design of the facilities is appropriate for the operation of a service 4.1.1 – Organisation of educators The organisation of staff across the service supports the children's learning and development. An organisational chart for the College and Kindergarten outlines the staffing and leadership arrangements. The Kindergarten has a full time Director and two part time (job sharing) Educational Leaders. The Kindergarten also has a Leadership Team consisting of the Director, Educational Leaders and Extended Care Program Leader. All teachers are dual qualified. Teams consist of highly qualified staff who work collaboratively in a team teaching approach. Management, educators and staff are collaborative, respectful and ethical. 4.2.1 – Professional collaboration Management, teachers, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills. Through weekly staff, teaching and leadership meetings all staff are able to collaboratively come together to share ideas, information and skills with one another. Team planning ensures that each teacher and educator is given the opportunity to incorporate and share their own ideas and skills with others to help build and develop a strong program for the children. All staff are respected, and as a team regularly participate in professional learning sessions to ensure that new knowledge is shared consistently amongst all staff. Our coaching program supports teachers to reflect on their practice and identify areas of growth. Peer observations are undertaken to allow teachers to grow and learn from each other. We have developed a staff culture and climate based on the Fish Philosophy's four principles of play, make their day, be there and choose your attitude.

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	• Teachers, educators, the Educational Leaders and the Director demonstrate a deep understanding of the requirements of the standard, concept and the component elements, and a commitment to high quality practice at all times. • All interactions between teachers, educators and others in the service community are respectful and promote a positive atmosphere within the service. • All teachers and educators show a willingness to share information or ask for assistance from others and acknowledge the strengths and skills of others. • All members of the service team consistently demonstrate a high level of collaboration, affirming, challenging, supporting and learning from each other. • The observed and discussed approach to professional collaboration and standards: ➢ consistently aligns with the approach described in the service's chosen code of conduct and code of ethics ➢ consistently aligns with the service's philosophy, policies and procedures.
2. Practice is informed by critical reflection	• The service's approach to professional collaboration and standards: ➢ reflects robust debate, discussion, and opportunities for input by all teachers and educators, and is informed by critical reflection and past incidents ➢ enables and promotes regular opportunities for all members of the service team, with special consideration to support newly inducted staff, to work collaboratively and to share and learn from each other's existing and developing strengths and skills ➢ is informed by current recognised guidance and the service's chosen code of conduct and code of ethics • The service team reflects together: ➢ on the role and application of professional ethics and standards across the service ➢ on ethical issues that arise in the service » to consistently identify and implement opportunities to strengthen ethical practice. • Teachers and educators reflect collaboratively on pedagogical knowledge and curriculum delivery. • Teachers' and educators' discussions and notes demonstrate: ➢ self awareness of the ethical and professional standards underpinning their own practice ➢ ongoing reflection on opportunities for improvement. • Decision-making processes are informed by professional standards, including the service's chosen code of conduct and code of ethics.

	• Changes to the application of professional standards within the service, including the chosen code of conduct and code of ethics, are clearly understood by all.

3. Practice is shaped by meaningful engagement with families, and/or community	• The approach to professional collaboration and standards:
	    ➢ reflects the unique geographical, cultural and community context of the service;
	    ➢ welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service.
	• All members of the service team recognise diversity as a strength and work together to promote a culture of inclusiveness and sense of belonging for all children, families and the community, including cultivating a deep respect for Aboriginal and Torres Strait Islander histories and cultures.
	• All members of the service team consistently identify and implement culturally sensitive ways to communicate, support and engage with families.
	• Decision making and problem solving in regard to ethical issues that emerge within the service environment are informed by the voices of families and the community.
	• Teachers and educators build relationships with families and members of the community that include the exchange of ideas and best practice.

Key improvements sought for Quality Area 4

Improvement Plan

Standard/ element	Growth Area	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when? By who?	Progress notes
4.1.1 Organisation of Educators	The organisation of educators across the service supports children's learning and development.	To complete an annual workforce plan that highlights teaching teams and qualification of staff to ensure best practice and best outcomes for the children.	H	Revise and reflect on current staff organisational processes and structures. Continue to annually revise and develop the workforce plan. Workforce plan designed to maximise individual staff strengths and capacity.	Teams that reflect our staff climate and culture. Successful teaching teams.	Ongoing Leadership team Debbie	
4.2.1 Professional Collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	To provide opportunities for teachers and educators to improve their skills and build the capacity of others.	H	All staff to embed the Fish Philosophy into their everyday practice. Teachers and educators to participate in peer observations. All staff encouraged to seek feedback to grow and build capacity. Seek input from staff on PL requirements.	PL and planned opportunities for peer observations and Fish. Peer observation proformas created, utilised and reflected on. Staff Opinion Survey Participation in Fishmonger activities.	Ongoing Deb & Sarah All staff	

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 4 are available in the Guide to the National Quality Framework and on the ACECQA website.

Quality Area 5: Standards and elements

Standard 5.1		Respectful and equitable relationships are maintained with each child.
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		Each child is supported to build and maintain sensitive and responsive relationships.
Collaborative learning	Element 5.2.1	Children 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	Respectful and equitable relationships are maintained with each child
	5.1.1 Positive educator to child interactions
	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. We work hard to establish respectful and equitable relationships with every child in our centre. All interactions with children are warm and responsive, in all situations. Staff use an appropriate tone of voice at all times, and converse with children in a mature and sensitive way. Every effort is made to maintain eye contact, for example by kneeling down to face the child when conversing. Though we have clear routines, experiences are unhurried and allow children time to talk with each other and with teachers and educators. Parent helpers are provided with an education session to ensure that they understand how to engage with children in a constructive and positive way, modelling correct use of language, manners and listening skills. Group time is used to allow children to reflect on learning, and present their discoveries, which in turn allows for peer scaffolding. Teachers and educators model listening and questioning skills and support the other children to engage in the same way. Teachers and educators engage in planned and spontaneous play with the children, and observe individuals and groups carefully to ensure there is support for children who may require it. Group times and intentional teaching are often responsive to the interactions between children, and include discussions related to developing a sense of belonging.
	Each child is supported to build and maintain sensitive and responsive relationships
	5.2.1 Collaborative learning
	Children are supported to collaborate, learn from and help each other. We incorporate group times into our kinder sessions which involve whole group discussions or smaller group work which enables the children to problem solve, share, take turns, communicate effectively and support each other.

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	• Teachers, educators, the educational leaders, and director demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times.
	• Each teacher and educator's practice reflects a deep commitment to building and maintaining respectful and equitable relationships with each child.
	• At all times, interactions between teachers, educators and children across the service:
	  ➢ support each child to feel secure, confident, and included
	  ➢ maintain each child's dignity and rights.
	• All teachers and educators are able to explain how their relationships with children are guided by an understanding of and commitment to:
	  ➢ building trusting relationships which engage and support each child to feel secure, confident and included
	  ➢ respecting the dignity and worth of each child
	  ➢ protecting and ensuring children's rights.
	• The observed and discussed approach to relationships between teachers, educators and children:
	  ➢ consistently aligns with the principles and practices of the approved learning framework/s
	  ➢ consistently aligns with the service's philosophy, policies and procedures.

2. Practice is informed by critical reflection	• The service's approach to relationships between teachers, educators and children:
	  ➢ reflects robust debate, discussion, and opportunities for input by all teachers and educators, and is informed by critical reflection and past incidents.
	  ➢ is informed by current recognised guidance.
	• Any change to the service's approach to relationships between teachers, educators and children is understood by all and implemented appropriately.
	• All teachers and educators:
	  ➢ systematically reflect on their interactions with children across the service and on opportunities to further enhance children's lifelong learning and sense of belonging within the service and the child's world.
	  ➢ demonstrate self-awareness and are purposeful in the consideration of the theoretical perspectives that influence their pedagogy and the practice across the service.
	• The service team reflect together to:

	- consider the social justice and equity implications of teachers' and educators' approaches to relationships with children to ensure interactions support the dignity, rights, cultures and best interests of all children, including children who identify as Aboriginal and Torres Strait Islander peoples - challenge stereotypes and biases in promoting and maintaining a culture of inclusiveness - engage in robust debate and discussion in which personal, professional and organisational values that influence relationships between educators and children are identified and discussed.
3. Practice is shaped by meaningful engagement with families, and/or community	The service's approach to building and maintaining respectful and equitable relationships with each child: - reflects the unique geographical, cultural and community context of the service - welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service - contributes to a culture of inclusiveness and sense of belonging for children and families at the service - is strengthened by meaningful relationships with families and the community - seeks, values and considers family input to inform 'Interactions with Children' policy and practice.

Key improvements sought for Quality Area 5

Improvement Plan

Standard/ element	Growth Area	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when? By who?	Progress notes
5.1.1 Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included	For all educators to build positive, engaging and supportive relationships with all children.	H	Staff to spend time getting to know the children and building trusting relationships. Get to know the children's interests Staff engaging in small group activities with the children	All children will feel happy and safe with all educators in their environment Children's happiness survey Evidence of the children's ideas and interests in the program planners, observations and the environment. Focus groups will be documented on the planners	All Educators Ongoing Charlotte Terms 1 & 3 Charlotte All Educators Sarah Ongoing All Educators Ongoing Sarah	
5.2.2 Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	To provide a learning environment that is productive, safe and affirming of a child's educational development and their positive behavioural outcomes.	H	To embed YCDI into the weekly kinder sessions To introduce SWPBS (School Wide Positive Behaviour Support) to staff, children and families	YCDI to be incorporated into the program planner Educators, children and families to understand the behaviour matrix and reward system.	All Educators End of term 1 Sarah All Educators Ongoing Charlotte Term 1	

				Delivery of PL to staff around SWPBS		Charlotte / Cassie	
				Implementation of SWBPS by all staff		Ongoing All Staff Charlotte	

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

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

National Law and National Regulations underpinning Quality Area 6

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

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

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	Respectful relationships with families are developed and maintained and families are supported in their parenting role. 6.1.1 – Engagement with the service Families are supported from enrolment to be involved in the service and contribute to service decisions. Our service provides regular and ongoing opportunities for parents and families to be engaged with the service and programs. Parents are able to assist in the kinder rooms once they have completed our parent helper training sessions. Parents are also able to join our Kindergarten committee and support with policy development, fundraising and social events. Parents with expertise in certain fields are encouraged to share their knowledge and skills with the children in kinder sessions. Storypark serves as a platform for families and educators to collaborate. Collaborative partnerships enhance children's inclusion, learning and wellbeing 6.2.2 – Access and participation Effective partnerships support children's access, inclusion and participation in the program. Inclusion for all is expected and access to support is provided or facilitated. Programs provided by therapists or specialists inform the program, and teachers and educators work with families to ensure the environment and routines are adapted appropriately to facilitate inclusion. We apply for KIS funding if children with a diagnosis require support in the kinder program. An additional assistant supports the educators to provide an inclusive program for all. Staff attend Professional Learning sessions to ensure they have the skills and expertise to support individual students.

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	• Teachers, educators, the educational leader, and the director demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times.
	• Teachers, educators and the educational leader:
	    ➢ establish and maintain ongoing collaborative partnerships with the community and link with community and support agencies to enhance children's learning, wellbeing and participation.
	    ➢ consistently facilitate inclusion and support assistance to ensure that the educational program enables each child to fully participate.
	    ➢ systematically promote continuity of learning and transitions for each child by sharing relevant information, clarifying responsibilities, and building collaborative strategies with relevant stakeholders.
	• Across the service, the observed and discussed approach to building collaborative partnerships with the community displays a strong commitment to the principles and practices of the approved learning framework/s, and aligns with the educational program and with resources that support community engagement and inclusion.

2. Practice is informed by critical reflection	• The service's approach to collaborative partnerships:
	    ➢ reflects robust debate, discussion, and opportunities for input by all teachers and educators, and is informed by critical reflection and past incidents
	    ➢ is informed by current recognised guidance on collaborative partnerships.
	• Any change to the service's approach to collaborative partnerships is understood by all and implemented appropriately.
	• Teachers, educators and the educational leader:
	    ➢ purposefully consider and create opportunities to strengthen the service's approach to enhancing children's inclusion, learning and wellbeing, and seek out new links and partnerships where opportunities to further enhance children's and families' outcomes are identified.
	    ➢ are able to explain how ongoing community engagement influences the design and delivery of the educational program and supports children's learning, wellbeing and enables full participation in the program for every child.
	    ➢ are aware of and able to discuss how the service's approach to inclusion support and supporting transitions between learning environments aligns with practice theory, the approved learning framework/s and the service's policies and procedures.
	    ➢ consider and discuss social justice and equity implications of their approach to inclusion support and supporting transitions for all children, including self-awareness of their own biases and how these may impact on child and family outcomes.
	    ➢ challenging stereotypes, raising awareness of, and cultivating deep respect for Aboriginal and Torres Strait Islander histories and cultures.

	• As a team, teachers, educators and the educational leader engage in robust debate and discussion about the service's approach to building community partnerships and supporting inclusion and transitions. As part of this debate and discussion, personal, professional and organisational values that influence practice are identified, discussed and challenged.

3. Practice is shaped by meaningful engagement with families, and/or community	• The service's collaborative partnerships:
	   ➢ reflect the unique geographical, cultural and community context of the service
	   ➢ welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service.
	• Teachers, educators and the educational leader:
	   ➢ support families to build relationships with relevant community services and agencies that enhance children's wellbeing, learning and participation in the educational program.
	   ➢ seek out and build new community partnerships in response to the perspectives, priorities and strengths of the children and families at the service, including the changing support and transition needs of children and including at the direct request of families if appropriate.
	• Community partnerships contribute to a culture of inclusiveness and sense of belonging at the service.
	• The service demonstrates a commitment to building and sustaining reciprocal relationships with community groups, including mutually beneficial partnerships that make connections with local Elders and give back to the community

Key improvements sought for Quality Area 6

Improvement Plan

Standard/ element	Growth Area	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when? By who?	Progress notes
6.1.2 Parent views are respected	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.	To seek input from families into their child's learning program.	M	Parent teacher interviews Parent responses on Storypark through learning stories, planners and community posts Encourage parents to set aspirations each term for their child on Storypark	Teacher notes from interviews Data from Storypark Aspirations published each term and educators reflecting on the child's progress	Term 1 & 3 All teachers Charlotte Sarah Termly All teachers Termly Sarah	
6.2.1 Transitions	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	To ensure smooth transitions pathways for all children as they move through the kinder program and into their first year of school.	H	To reflect on and revise our current transition timetable To extend our transition to school program with a focus on curriculum	Meet with members of the prep team to discuss the transition timetable Meetings once a term with prep instructional leader Peers obs (kinder-prep)	End of term 1 Charlotte Termly Teachers Charlotte	

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

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

National Law and National Regulations underpinning Quality Area 7

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

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

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

Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
National Law and National Regulations		**Associated element**
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2

Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Quality Improvement Plan for Quality Area 7

Summary of strengths for Quality Area 7

Strengths	<u>Effective Leadership builds and promotes a positive organisational culture and professional learning community</u> 7.2.2- Educational Leadership The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. Weekly teacher planning meetings facilitated by the educational leader allow for rich discussions about assessment, curriculum and program planning. Reflection and assessment of the program and children, feeds into weekly program planning and consistency amongst our teachers and educators. Ideas, knowledge and reflections are shared leading to rich discussions and learning from each other. Our thorough assessment and planning cycle is documented each week for all staff and families to see and also contribute to.

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	• Teachers, educators, the educational leaders and the director demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times.
	• Effective leadership:
	   ➢ builds and consistently promotes a positive organisational culture and professional learning community that supports all members of the service team to develop as professionals and contribute meaningfully to quality improvement processes
	   ➢ builds teacher and educator capacity by supporting them through ongoing professional development opportunities, for example coaching.
	• All members of the service team:
	   ➢ are able to explain how the service's performance evaluation process consistently supports their learning and development goals and growth as professionals, including how a tailored professional development plan provides a focus for continuous performance improvement
	   ➢ are able to discuss and demonstrate how they actively participate in the service's ongoing self-assessment and quality improvement process, and how this process drives continuous improvement in service quality and enhances outcomes for children and families.
	• The educational leaders are able to discuss and demonstrate how they are supported by the service's leadership team and work collaboratively with teachers and educators to effectively lead the development of the curriculum and set high expectations for teaching and learning.
	• Teachers and educators are able to discuss and demonstrate how they are supported by the educational leader to learn and grow in their professional practice, and how they work with the educational leader to consistently deliver an educational program that sets high expectations for each child's learning.
	• Across the service, observed and discussed quality improvement processes align with the service's Quality Improvement Plan and with other supporting documentation, including individual professional development plans for staff members.

2. Practice is informed by critical reflection	• The service's approach to leadership:
	  ➢ reflects robust debate, discussion, and opportunities for input by all staff, and is informed by critical reflection and past incidents
	  ➢ is informed by current recognised guidance on leadership that supports the operation of a quality service.
	• Any changes to the service's approach to leadership is understood by all and implemented appropriately.
	• The leadership team regularly reflects on the service's quality improvement processes and makes changes where opportunities are identified to enhance outcomes for the service team, children and families.
	• All members of the service leadership team:
	  ➢ regularly reflect on their own learning and professional development goals and opportunities to strengthen their performance and practice, and share their insights through informal and formal performance discussions to support alignment of expectations and goals
	  ➢ systematically reflect, individually and as a team, on service performance in relation to the National Quality Standard, focus areas identified in the Quality Improvement Plan, and goals for teaching and learning to ensure the service is meeting its own and the regulatory system's expectations for high quality and continuous improvement.
	• The service supports and enables all members of the leadership team to provide feedback on quality improvement processes and this feedback is respectfully considered.
	• Change processes are managed sensitively and collaboratively with key stakeholders and the rationale for change is clearly communicated.

3. Practice is shaped by meaningful engagement with families, and/or community	• Leadership at the service:
	  ➢ reflects the unique geographical, cultural and community context of the service
	  ➢ welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service.
	• Teachers, educators, educational leaders and the director:
	  ➢ support families and the community to participate meaningfully in the service's quality improvement processes, including the development and review of the Quality Improvement Plan
	  ➢ support families and the community to understand the role of the educational leader in relation to their own child's participation in the service, and regularly invite them to discuss their own goals and expectations for their child's learning to inform the educational program.
	• The service supports and enables families and the community to provide feedback on quality improvement processes, and this feedback is actively considered as part of the regular cycle of self-assessment that supports continuous quality improvement.
	• The service builds and maintains community partnerships that strengthen the professional learning community and support continuous quality improvement, enhancing outcomes for children, families, and the service team.
	• Quality improvement processes contribute to a culture of inclusiveness and a sense of belonging at the service, and suit the unique context of the service.

Key improvements sought for Quality Area 7

Improvement Plan

Standard/ element	Growth Area	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when? By who?	Progress notes
7.1.2 Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.	To develop clear processes to ensure consistency in day to day operations.	H	Develop a booklet of processes for all staff to reference. Risk assessment completed and read by staff where needed.	Staff knowledge and implementation of processes. Risk assessments signed off by all staff.	Ongoing Leadership team Charlotte	
7.2.3 Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	To build the capacity of all staff to create Performance and Development Plans that have relevant and achievable SMART goals.	M	PL session on completing PDPs. PL revision session on writing SMART goals.	PDPs contain relevant and measurable goals.	Term 1 Charlotte Sarah	

Notes