

Quality Improvement Plan

National Quality Standard



Australian Children's
Education & Care
Quality Authority

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.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) 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.

Service details

Service name		Service approval number	
Winston Hills Preschool		SE-00003215	
Primary contacts at service			
Joanna Garner			
Physical location of service		Physical location contact details	
Street	24 Rohan Street	Telephone	03 9459 7593
Suburb	Viewbank	Mobile	
State/territory	VIC	Fax	
Postcode	3084	Email	Winston.hills.kin@kindergarten.vic.gov.au
Approved Provider		Nominated Supervisor	
Primary contact	Karen Lee	Name	Joanna Garner
Telephone		Telephone	
Mobile	0468550494	Mobile	0411432840
Fax		Fax	
Email	president@winstonhillspreschool.org.au	Email	jo.garner@winstonhillspreschool.org.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	

Operating hours

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

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

Round times to the nearest quarter of an hour.

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:30 9:15	8:30 9:15	8:30 9:00	8:30 9:15	8:30 9:00	CLOSED	CLOSED
Closing time	16:00 14:45	14:30 14:45	16:00 16:30	14:30 14:45	11:30 16:30	CLOSED	CLOSED

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.

Bush kinder for Yellow Group on Friday's during Term 2 & 3

How are the children grouped at your service?

3 groups of 22 - 3 year old children

3 groups of 22 – 4 year old children

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

Joanna Garner, Nominated Supervisor/Educational Leader

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

Service statement of philosophy

Please insert your service's statement of philosophy here.

Our Philosophy

“At Winston Hills Pre-School we foster creative, responsive, respectful relationships and learning opportunities where children can discover, flourish and become.”

Winston Hills Pre-School operates under a set of core values:

BE YOURSELF

We believe that no two children are the same, and we cherish each child and family's diverse culture, values, and experiences. We aim to provide safe, equitable and accepting learning environments that reflect and enrich the lives and identities of children and families. Our focus is to nurture children as they build their self-esteem, and to support and reinforce an emerging sense of self-identity, belonging and resilience. We truly believe in each child's unique capacity to be amazing.

RELATIONSHIPS & CONNECTIONS

We focus on fostering relational spaces where trusting, warm and reciprocal connections with others can be built, as we believe that through these interactions and attachments, a child's innate strengths, skills and potential can be maximised. Through the creation of opportunities for cooperative and positive interactions with other children, families, teachers, and the wider community, children acquire vital social knowledge and skills. Each child is supported and encouraged to develop responsibility for their actions and interactions with others, as they develop an understanding and respect for the interrelationships between themselves, others and the natural environment.

The special 'character' of our Pre-School is primarily built around the genuinely collaborative and committed relationships between families, children and educators. Parents are treasured and invaluable contributors to the Winston Hills Community, and are actively involved as 'Parent Helpers' in each and every learning session. We are proud that our Pre-School is completely independent, and we rely on children's families for our Management Committee, working bees and fundraising.

OPENNESS & SPONTANEITY

We strive to foster an atmosphere of openness, where ‘what is possible’ has not been predefined. Mutual discovery and learning is fostered so that each child’s unique way of experiencing, being and interacting with the world can be recognised and supported. Naturally occurring and intuitive opportunities within our indoor and outdoor learning environments encourage and inspire children to imaginatively explore, experiment, invent, question, and solve problems. We focus on sensitively recognising, celebrating and extending on what unfolds for each child within the open-ended play experiences.

BUILDING ON STRENGTHS

Active learning through play is facilitated through the provision of a range of opportunities, environments and experiences built thoughtfully around the individual strengths and interests of each child. Strengths that emerge through creative play such as curiosity, cooperation, confidence, persistence and reflexivity are carefully acknowledged and celebrated so that they can become part of a child’s lifelong attitudes towards learning and being.

CONTINUOUS IMPROVEMENT

Through regular educator, parent, committee meetings and informal discussions we constantly reflect on, and ask of ourselves “How we can do better?” Educators at Winston Hill Pre-School are encouraged to engage in reflexive practice, and to critically reflect on our philosophy, values and ethics to guide decision making. We recognise and value the knowledge and commitment of the educators and fully support their continued professional learning.

Our Pre-school’s philosophy reflects the foundations of the National Quality Framework. We believe that a philosophy statement changes as new insights are gained, and practice is evaluated.

Our Outdoor Philosophy

FOSTERING A LOVE OF NATURE

In a world where children are spending increasingly less amounts of time outdoors we are committed to providing them with opportunities to re-discover the wonders of nature. Outside, children have access to a forever changing environment, where they can experience the natural rhythms of the seasons and the world they live in. Outside experiences instil in children a love of nature while providing them with lifelong learning skills that support their future development and responsibility in taking care of our world.

NATURE HAS NO BARRIERS

Being outside in nature is beneficial for everyone, regardless of gender, ethnicity, ability or age. It enables children to learn through all of their senses by providing them with unlimited open-ended opportunities and possibilities - which is exactly the way children and our brains want to learn.

SAFE BUT WITH CHALLENGES

Although we are committed to providing a safe environment by removing hazards from our outdoor area, we are also committed to ensuring that children are able to learn about and take risks. During this sort of play and exploration children learn about themselves in relation to the real world, about their bodies and ways to keep themselves and others safe. It also builds their capacity to feel confident, independent, strong and self-assured.

SUPPORTING MULTIPLE SKILLS AND DISPOSITIONS

Spending time outdoors offers children the opportunity to improve their understanding of numeracy, literacy, science, environmental and sustainable practices. Outdoors is also a space for children to explore and improve their own levels of persistence, problem solving and curiosity. The range of naturally occurring features in our outdoor environments challenge children to be creative, resourceful and imaginative – a gumnut is a spaceship in the right hands!

SUPPORTING MENTAL AND PHYSICAL HEALTH

There is a wealth of research that supports the benefits of spending time outdoors and engaging with nature, such as improvements to memory and our immune system. For children to learn, first they must move. Aside from the physical benefits of spending time immersed in nature, outdoor time maximises a child's opportunity to self-regulate, and to build important life-long learning skills such as concentration, commitment and focus.

CHILDREN HAVE THE RIGHT TO CHOOSE AND MAKE DECISIONS

Acknowledging the importance for children to have time to explore and deepen their play and learning, we ensure that children are always offered the choice to be either indoors or outdoors. Providing children with the opportunity to make choices and to experience the outcomes of those choices helps to strengthen their sense of autonomy in the context of their relationship with others and with the world around them.

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.

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

Relationships are key to our teaching and our community, and we aim to build trusting, reciprocal relationships with both children and families to best support a child's learning and development.

Program

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 communicators.

Curriculum is developed in line with VEYLDF, our philosophy, family information, previous teacher knowledge and children's input. Strong relationships with children and families provide all staff with opportunities to gather knowledge about children's interests, abilities, knowledge, culture and ideas. programs are organised in a way that provides routines but also flexibility.

We have reviewed and rewritten our mission statement with input from all stakeholders, values and philosophy over the last few years with the aim that they are relevant and clearly relate to each other.

1.1.2 Child-centred: Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

Each child has an Individual learning plan written by the teaching team with a specific individual goal for each child from the teachers and one from families. The ILP is shared with families twice per year for further goal setting and feedback. Both individual and group goals are determined and reassessed regularly throughout the year.

Each group provides a mix of daily/weekly group reflections on learning to families via email, on our closed FB page, and on our 'statement of intent' which is displayed in our rooms.

Discussions are held with children regarding curriculum, events, celebrations, activities through group and individual discussion. This forms the framework for what we place into the environment by way of resources and play spaces, guides our intentional teaching and also our spontaneous reactions and scaffolding provided for children's play and ideas.

1.1.3 Program learning opportunities: All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

We provide long uninterrupted periods of play, that allow children to maximise their learning with each other and themselves. We minimise transitions, communicate to children what to expect during sessions and promote children's independence and agency.

Children have the choice to either be inside or outside at any time, whatever the weather.

Progressive snack and lunch times allow children to tune into their bodies and self-regulate.

Children can request resources from the outdoor shed, art storeroom, library and resources storeroom during sessions to add to their current play and learning.

Practice

1.2.1 Intentional teaching: Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

Play based learning is at the core of our curriculum and consists of planned, intentional teaching and spontaneous experiences. As a teaching team we share our own interests and encourage children and families to do the same to enrich our program as this builds our connections with our community. We intentionally teach to the VEYLDF in conjunction with our philosophy, mission statement, values and current children's, community and staff interests.

The way we gather knowledge from parents at the time of enrolment and our commitment to developing a respectful and meaningful relationship with each child contributes to our understanding of how each child learns. These have a direct impact on how we scaffold each child and means our interactions are deliberate, purposeful, meaningful and thoughtful.

1.2.2 Responsive teaching and scaffolding: Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

Our statement of intent is documented as either – child initiated, teacher led or spontaneous to capture all input so that we can document and scaffold what is occurring at any given time. Children know that they can ask us for anything they need, and we intentionally encourage them to know what resources we have so they can have access to them. This provides us with the opportunity to respond quite often 'in the moment' to children's needs and to scaffold learning quickly. This informs our programming and planning for future sessions, communication with families and resource procurement.

We often perform a dance of carefully observing children and determining the right time to intervene and what sort of scaffolding is optimal at that time and for that child.

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.

Agency is fostered at every opportunity from the smallest things such as the expectation that children carry their bag through to being part of group decision making. The rights of the child are evident in everything we do, and we believe that all children are capable and confident learners.

We intentionally use a democratic way of making decisions wherever possible and by listening and encouraging every child to have a say. This is often through brainstorming ideas, writing them down and sometimes voting to get a majority view or outcome. Children feel empowered that they have a voice and understand kinder is their place not just a place they come to play/learn.

Assessment and planning

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.

Planning begins when we receive information from families and the child in their enrolment information and this begins our planning input. Each child has an individual observation sheet for each term and discussions about children are held each week between the educators during planning time. Informal conversations, observations and discussions are had during sessions with both the groups' educator's and other educators on site if relevant. Handovers of information and assessments are given between the 3-year-old and 4-year-old team each year to provide as much information as possible for each child we teach.

Individual learning plans allow us to have two-way sharing about a child's learning with families. Goals are set by both families and educators and re-evaluated regularly.

1.3.2 Critical reflection: Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.

As per our ‘Philosophy’ through regular staff, parent, and committee meetings and informal discussions we constantly reflect on and ask of ourselves “How we can do better?”.

Educators engage in reflexive practice, and critically reflect on our philosophy, values and ethics to guide decision making. We recognise and value the knowledge and commitment of the educators and fully support their continued professional learning.

Educators were discussing particular behaviours in their group or individual children to gain a greater insight and gather collective ideas. We are trialling a more formal process, and this is outlined in our improvement and exceeding area.

1.3.3 Information for families: Families are informed about the program and their child’s progress.

Documentation of our program and children's learning is available to families and children in several ways. A Statement of Intent for each group is displayed in rooms and is an evolving/living document. A group goal is set which is determined by current needs of the group as a whole and changes dependant on circumstances e.g., returning to kinder after COVID and remote learning or the greatest need of the group.

Each child’s ILP outlines each child’s journey and documents strategies, strengths and goals. This is shared with families to provide information on their child’s learning journey but also to illicit parent’s goals and feedback. We revisit the document again later in the year and build on the previous documentation, reflect on each child’s journey and revisit goals. We again share this with families to reflect upon and revisit their goal.

Regular informal discussions are held at drop off, pickup and through email and phone conversations. Often families will reply to reflection emails with comments about their child’s day or feedback on activities or resources which have been shared.

Formal meetings with families are facilitated when requested or required.

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • Progressive snack enables children to be empowered to recognise, make decisions about their own needs and have a sense of agency. Children and educators often engage in small group communal eating which leads to lots of spontaneous learning. • Our indoor/outdoor program supports children’s sense of agency. Children are empowered to choose where they would like to learn and play and are encouraged to decide on their own projects and what items or resources they will need. Educators are available to scaffold and support children’s needs and ideas. Often these are spontaneous, teachable moments requiring educators to listen closely to children’s ideas and guide their learning without taking over. • We intentionally provide opportunities for play and learning to occur in both small and large groups, as well as moments of individual exploration/relaxation/solitude. • We use ‘Favourite book bag’, ‘Show and tell’, ‘Sid the sloth’ as well as many other home/kindergartens ideas to provide children with agency and family involvement. • Children’s voices are vitally important to our practice and are sought during play, group times and in our enrolment process.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • Our orientation process is always reflected upon in the year prior to ensure it is meeting the needs of families, children and educators. It is designed to allow educators and children to get to know each other in smaller groups prior to coming together as a whole. • Reflection on group and individual learning occurs: <ul style="list-style-type: none"> ○ During sessions via informal conversations between educators and children ○ At group time so we can hear and document children’s voice ○ With families via ILP’s, weekly reflections and conversations ○ Discussions held during planning time

<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> • From the moment of enrolment, we engage with families by asking them to tell us about their child and family life through well thought out and reflected upon questions. Children are also encouraged or given the opportunity to ask questions to their educators which can be followed up when we meet them physically in Term 4 with their parents/caregivers. • Individual Learning Plans are provided to all families with an individual goal for their child set by the teacher and family. • Each group provides families with weekly reflections, information and extra learning resources where applicable via email each week. Feedback is welcomed and encouraged at all times. • Connection and information are also provided via the kindergartens private FB group for current families and staff and regular newsletters from committee and the teaching team. • Families are encouraged to request meetings or schedule phone calls to discuss their child's needs. Educator's will also communicate with families if they feel that a one-on-one meeting would be beneficial for their child's development. • Take home initiatives such as 'Sid the sloth' provide a meaningful two way learning experience between home and kindergarten.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

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

Exceeding themes	
<p>1. Practice is embedded in service operations</p>	<ul style="list-style-type: none"> • Educator's scaffold individual learning through observations, meaningful interactions during experiences, the use of proper names/vocabulary to extend literacy, discussion around ideas, providing opportunities for children to test their ideas. • We document children's ideas and interests via our Statement of Intent and use this to further scaffold learning by setting up dramatic play areas to reflect their interests. • We look for the "teachable moment", seeing and acting on social, cognitive, emotional and physical opportunities for planned and spontaneous learning emerging from the children's exploration and play. • Children are encouraged to feel comfortable to request equipment or activities not already in the learning environment such as: change the swing, obstacle course equipment, wheelbarrows, Lego etc.

2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • As a whole team we reflect, discuss and collaborate about what is occurring for the group and individual children during team meetings as well as in educator teams (groups). • Resources, knowledge and prior experience is shared by all team members in a constructive and caring manner. • Educators critically reflect on current practice regarding programming, documenting, planning and reporting regularly and have reviewed and fine-tuned practice.
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> • We encourage and support parents and family members to contribute knowledge, interests, learning and cultural enrichment to learning programs. There has been amazing sharing of culture and traditions with the children and educators e.g., Holi festival, Cooking, Life as a GP, Chinese New Year • Our initial meeting with families and children in December prior to attending kindergarten allows an opportunity to meet and discuss further the planning and child information provided in the enrolment documents. Parent goals are documented along with educator goal and this is continued on with ILP's twice yearly. • Photos of all the children in each group are shared with families to build connection. • Discussions are always available to discuss goals, school readiness and to offer support to families if needed.

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

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

Exceeding themes

<p>1. Practice is embedded in service operations</p>	<ul style="list-style-type: none"> • Planning for each child responds to their interests, strengths, and extends their learning. We continually reflect upon and adapt our planning based on observations, children’s voices, intentional teaching and current interests. • Our observations include written observations, photos, video, samples of “work” and the child’s own voice. • Intentional teaching, dramatic play areas, and experiences are planned after reviewing a child documented and observed interests, strengths and needs. • Planning is also informed by our partnerships with families and specialist practitioners e.g., Speech Pathologists/ Occupational Therapists etc. • Daily, hourly changes can occur during sessions as we respond to what is happening in the moment. • Families are invited to send and share photos of special family experiences, journeys, holidays and these can be displayed or used to create links to learning in the program and reflection book. • Children are invited and supported to have their own voice in reflecting and analysing their own learning. Photos are used to assist recall, their ideas and reflections are written or recorded. Open ended questioning is used to ask children what they feel they have learnt or what they would like to learn more about.
<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> • As a whole team we reflect, discuss and collaborate about what is occurring for the group and individual children during team meetings as well as in educator teams (groups). • Resources, knowledge and prior experience is shared by all team members in a constructive and caring manner. • Educators critically reflect on current practice regarding programming, documenting, planning and reporting regularly and have reviewed and fine-tuned practice. • Educators seek the advice and support of other professionals e.g., PSFO’s etc. to ensure that their current practice is providing the best outcomes for children. • Formal and informal feedback from families from ILP, conversations or responses to weekly emails, is reflected upon and influences planning and decision-making
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> • We work closely with local PSFO’s to support children who may require a second year of kindergarten or who we feel need further support and to assist in our planning. • Children known to Child Protection are supported through strong reciprocal relationships with other professionals and services to plan an effective and positive program. • We use enrolment information regarding children’s current professional interventions to actively seek connections and to support the planning for individual children. • These specialists may include; Occupational Therapists/ Speech Pathologists/Psychologists/Physiotherapists

Key improvements sought for Quality Area 1

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	Aim to continue to include Indigenous Perspectives in the program in more meaningful and purposeful ways, we decided that it would be best to engage a Victorian Indigenous company to provide PD for staff.	Team to feel more knowledgeable and respectful regarding indigenous content when teaching intentionally, also to build and review our resources.	M	Apply for a Warrawong grant in 2019 for Yarn Strong Sista to deliver PD.	Grant successful and PD delivered. Kindergarten resourced and team feeling confident and informed regarding indigenous content.	March 2020	March 2019 grant application submitted. May 2019 grant successful. October 2019 first part of PD delivered onsite to our team and local kindergarten team. Second half to be delivered in March 2020. No delivery due to COVID restrictions. Still attempting to secure PD spot for 2021.
1.1.1	Ensure we have an anti-bias program.	Continue to strive to have a program that is nonbiased and gender equitable program.	M	Critically review all reading resources for gender equity/bias. Continue to critically reflect on our program and practice, including our environment and wider community celebrations yearly.	Resources that are balanced. Using language that is not biased or gender specific. Celebrations that are inclusive or all families and cultures.	Ongoing	Resources reviewed and new resources purchased by families in 2018. Critical reflection regarding 'typical' celebration days by staff in 2019. Mother/Father day gifts made by Fundraising team discarded. Celebration days renamed as 'Family' celebrations and children encouraged to ask who they want to come. 2021 – revisiting these days after not having them in 2020 due to COVID.

<p>1.1</p> <p>1.2</p>	<p>Increase awareness and understanding of the approved learning framework.</p> <p>Recognise teachable moments and identify opportunities to extend and provoke each child's learning.</p>	<p>All staff should feel comfortable and confident in understanding our frameworks and embed this knowledge in their daily practices.</p> <p>All staff will feel more confident about finding the balance between knowing when to stand back and when to step in.</p>	<p>H</p> <p>H</p>	<p>Brainstorm ways to increase understanding/knowledge at monthly teachers meeting.</p> <p>Provide printed pages of the framework for easy reference in each planning folder.</p> <p>Add learning outcomes to statement of intent for easy and regular referral.</p> <p>More skilled and confident educators will act as role models during teaching and planning times.</p> <p>Each team meeting, we will focus on a particular child (similar to BSEM) to utilise each educators' strengths, support the child, and increase and build up capacity for all team members. Strategies, experiences and links to the framework will make up these discussions.</p>	<p>Educators able to confidently link children's learning with the framework and recognise the moment where they can extend and supports childrens' learning.</p>	<p>Ongoing</p>	

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**.

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, 2.2.2.2, 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

2.1.1 Wellbeing and comfort: Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

- Post COVID we were aware that children would have complex needs and that our social and emotional teaching would be crucial to increased wellbeing. We believe that creating a strong sense of belonging and building trusting relationships with educators and peers is the best way to increase our children's wellbeing. We intentionally slowed down our program and spent as much one on one time with children and provided small group activities to allow those relationships to develop.
- Providing an outdoor program that gives access to outside space whenever they need it, quiet spaces (inside & out), loose parts to create cubbies, listening to children's voices, encouraging children's agency and minimal transitions allows us to meet children's needs.

2.1.2 Health practices and procedures: Effective illness and injury management and hygiene practices are promoted and implemented.

- Every educator has current First Aid Anaphylaxis training, Asthma training and CPR training, which we update on a yearly basis (which is over and above regulatory requirement) as we feel it gives us current knowledge and means our skills are best current practice. Diabetes and Epilepsy training has also been undertaken when required.
- On set up day teachers communicate to the whole team about the additional, health or Child Protection needs of children in groups other than their own so that a culture of whole centre awareness and responsibility is maintained. Children with action plans have medical bags with their plan, photo and medication stored in child's room. Each group also has a medical information page with photo and condition for children who have any other conditions, these are displayed in rooms. Updates are communicated as required throughout the year.
- During COVID staff promoted hygiene practices with children by intentionally teaching about hand washing, social distancing and things such as safe coughing/sneezing practice. We have continued to adapt our hygiene practice as mandatory requirements changed during various lockdowns.
- We created an OH&S position on our Committee of Management for 2019 and moving forward. A new safety audit has been conducted and we are amending our environment and procedures based on feedback from this audit. Our procedures for packing up the playground at the end of the day have been reviewed and improved. We will now record all maintenance requests in a central location to ensure that consistent records are retained and all staff can contribute to process on an ongoing basis.

2.1.3 Healthy lifestyle: Healthy eating and physical activity is promoted and is appropriate for each child.

- Our Kindergarten has a Nutrition and Active Play Policy, and families are encouraged to provide healthy food for their children's lunch and snack times during the day. Children are encouraged to eat when they are hungry (progressive snack/lunch) to foster independence, self-help and regulation skills. Children are exposed to cooking within sessions, discussions about healthy food both informally while snacking together and intentionally. Our outdoor program at kinder, our walking excursions into the neighbourhood and our park visits all promote positive physical activity with peers and educators.

2.2.1 Supervision: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

- Educators communicate with each other to ensure that there is always an ‘eye or ear’ on all children inside/outside. We build strong relationships with children and foster a sense of community, so we are always looking out for each other whether adult or child. Children know they can come to us for assistance or to help them work out a solution to a potential problem or risk situation.
- Through modelling and intentional teaching educators encourage children to think, reflect and grow in responsibility for their own safety and that of their peers. We encourage children to take managed “risks”, so they gain agency and learn to increasingly manage their own safety as they work and play.

2.2.2 Incident and emergency management: Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

- During the COVID-19 pandemic we consistently and comprehensively reflected, adapted and communicated necessary changes to practices and protocols which supported the health and wellbeing of our community in line with communications from Department of Education and Training and DHHS. Communication occurred via a variety of modes; website, email, verbal, newsletter, links to DHHS websites, and DET websites in response to families’ needs. We reviewed our COVID safe plan and Risk Assessment each time there were new directives or a return to kindergarten.
- A comprehensive Emergency Management Plan is reviewed and updated annually, and the public version provided on our website.
- A defibrillator was sourced via a grant as we identified that we have many grandparents visiting our service and wanted to provide all we can to support our response to emergencies.

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

- Our kindergarten ensures that we have a child safe environment and has implemented all seven Child Safe Standards to create and maintain a child safe organisation.
- All teachers, educators and lunch cover staff undertake DET Child Protection Training annually.
- Child First and Child Protection Protocols are displayed in the office.
- EL has undertaken PD - Information Sharing & Family Violence Reforms: Interactive Leaders Briefing session.
- EL will be sharing PROTECT information, training information and any other relevant documents via SharePoint with all educators.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • Quiet/calm spaces are provided in each room to provide children a place for quiet, rest and relaxation. These change over time if reflective practice indicates a change. They have included a tepee or tent, a couch with blankets, large floor cushions and books, calming or sensory play experiences and sensory toys. • Outside children are provided with large sheets/blankets to create ‘cubbies’ under trees or play equipment. Material is draped between fences and plants to form a ‘nook’. • We work with children to increase their self-awareness and regulation regarding appropriate clothing for the temperature/weather. We provide spare raincoats, hats and clothing, gumboots to ensure children are always able to access all weather. • The kindergarten follows the Sun Smart Policy. We intentionally teach children about the SunSmart app and use this each day to monitor the UV. Sunscreen is available to children at all times, and they are supported in re-applying when necessary, during the session. • Educators practice relaxation and mindfulness techniques with the children. These might include relaxation music, yoga techniques, mindfulness, using sensory soothing aids like squeeze toys, or using weighted animals/blankets to support relaxation and calm. • Rubber tough matting was installed under swings

<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> • Children’s needs are reflected upon individually and as a group during planning time and spontaneously during sessions. For example, if we see that the children are needing some down time, we will set up a picnic mat and start reading some books. Alternatively, if children are needing a more physical activity, we may set up an obstacle course or head off to the neighbouring reserve. • As a team we have reflected upon the best ways to support children who may be feeling anxious, unsettled or struggling with regulation. Each room created a set of resources called ‘calm’ which contains various items that children can choose from. This provides agency, choice and gives us an insight into what is the best aid for each child. We can then build on this further when planning.
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> • We have provided families with resources in a fun interactive newsletter format on e-safety and child safety. These were sent out to all families during Term 4, 2020 via email and links shared on our private FB page. We felt that these resources were something that families could dip into when needed and have permanently provided them on our website. • We communicate with families initially through our handbook, but on an ongoing basis through group communications and newsletters about appropriate clothing, our SunSmart policy, safe transport/road safety, hygiene etc. This communication is linked to our intentional teaching in these areas to provide relevancy and build that connection between kindergarten and home. • Educator’s strong reciprocal relationships with families is crucial with children who have medical or additional needs. Communication is two way and informal/formal depending on the need. We work closely with any other professionals to ensure that we are all supporting the child and family in the same positive way.

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

Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
<p>1. Practice is embedded in service operations</p>	<ul style="list-style-type: none"> • Each year the children participate in a “Responsible Pet” incursion to help the children understand skills and behaviours that protect their safety near dogs and other pets when out in the community or at home. This information is shared with their families. • Educators communicate with each other about the additional, health or Child Protection needs of children in groups other than their own so that a culture of whole centre awareness and responsibility is maintained. Photos of these children and details of their needs and management are shared at the beginning of the year or

	<p>as needed. Photos and information relating to children with health/additional needs are displayed discreetly in each room and in emergency bags.</p> <ul style="list-style-type: none"> • Our kindergarten has a 'Statement of commitment to child safety' in our parent handbook • All staff undertake the DET – Child protection in Early Childhood online training annually • A regular program of working bees is in place co-ordinated and run by our Working Bee co-ordinator. We also have weekend maintenance carried out by families on a roster basis. • We introduced an enhanced process for volunteers who visit our centre, everyone who wants to visit, spend time with us as part of our program must hold a current working with children check and undergo a thorough orientation process.
<p>2. Practice is informed by critical reflection</p>	<p>All Educators review and critically reflect on the following policies annually:</p> <ul style="list-style-type: none"> • Child Safe Environment • Child Safe • All Educators undertake annual Child Protection Training. • Staff reflected on the need to inform families about child safety and E-safety so created specific newsletters on these topics. These included videos, information, websites etc. that families could use all or part of with their children. These were emailed and then shared on our website as a permanent resource.
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> • Committee members provide feedback, support and ideas regarding safety concerns raised by staff or the wider community. Actions if needed are taken as soon as possible. • We provide families with information regarding health practices, current health issues and COVID related information in a timely manner through email, closed FB page and newsletters. • Educators communicate with Child Protection Practitioners, Kids First and any other allied professionals connected with children at risk in our care. • The kindergarten have a close relationship with Banyule council and are able to raise maintenance or safety concerns with them at any time.

Key improvements sought for Quality Area 2

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.2 Health practices and procedures	A whole setting audit is needed since we had our outdoor space renovated as we are concerned about some outdoor areas. Also refer to 3.1.2	Identified risks so we can rectify if necessary.	H	Engage an auditor	Audit completed and issues identified for action going forward.	September 2018	VP contacting Banyule Council to get advice/recommendation re auditing company – June 2018. OH&S Officer position created on COM (2019) to progress this issue and oversee the audit. Paper based 'Work, health and safety audit' completed by EL Nov 2019. May 2020 – Secretary organises OHS Essentials Program Free Consultancy June 2020 - initial consult/audit undertaken with EL. 15/6/20 - Action plan report sent to kindergarten for action. 14 July 2022

							OHS audit conducted. - Lead by O&S Officer on premesis
2.1.2	We had a child with a severe medical condition enrol for 2019. Our current enrolment procedures do not provide us with adequate time to do training or gain necessary information from the family and specialists.	Earlier medical enrolment information to allow us to ensure safety of child and training of staff.	H	Reflect on current enrolment procedures and change.	Adequate time for information sharing, training and preparation for children with medical or additional needs.	December 2020 for initial and then ongoing reflective process.	COM agree for enrolment to be streamlined and move to an online platform. This will cut down on timeframe. COM agree to time release for teachers if they need to interview families with medical/additional needs in November rather than December. Revise procedure with Admin and JotForm provider to document and ensure we get the information needed early.
2.2.3 Child protection	Educators recognise that we need to engage a professional organisation to work with children and families about 'Child safe' practices.	Children and families provided with 'Child safe' incursion/workshop	H	Source and engage an outside provider.	Program delivered.	March 2020	'My underpants rule' incursion booked for Term 1 2020. Cancelled due to COVID. Trying to engage for 2021.

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.**

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
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Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths	<p>We are immensely proud of and committed to providing a high-quality environment for children and families. Our environment focuses on many natural elements to support children's connection with nature. These include grass, sand, mud, stones, water, and a wide variety of plants that have been thoughtfully chosen. Our garden boasts many indigenous plants endemic to this area and includes many bush tucker foods and other significant plants that were used by early Aboriginal people. Carefully selected signs bring attention to significant indigenous plants, supporting children, staff and families to learn and identify names as well as the uses. Fruit trees, deciduous trees and raised vegetable beds bring children's attention to the changing seasons and supports children's understanding of where our food comes.</p> <p>3.1.1 Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. Our environment has received modifications to ensure access for those with limited mobility can move from the inside to outside areas easily (ramps) and to the top part of our outdoor area (graded slope). Safe and fit for purpose ladders enable staff to access resources on shelves and are stored safely and securely. Indoor lighting has been upgraded to ensure they are eco-friendly, warm, and soft, supporting children with sensory needs.</p> <p>3.1.2 Premises, furniture and equipment are safe, clean, and well maintained. A Maintenance Officer is appointed as part of the Committee of Management and ensures the premises and equipment are safe and well-maintained. An effective system between the Maintenance Officer and staff ensures areas to be addressed are logged and tracked until completion. A Working Bee Co-ordinator is appointed to organise and manage six working bees that are spread across the year. Regular maintenance (weekly) is also scheduled to ensure the indoor and outdoor environment are well kept and tidy. Large lockers with lockable wheels ensure every child have a space for their belongings. Ongoing external OH&S audits provide a comprehensive review of our indoor and outdoor environments.</p> <p>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. We provide an indoor/outdoor program which enables children the ability to choose an area in which to play and supports children's growing independence and sense of agency. It also enables children to choose areas that they are comfortable with as well as those less familiar such as the ability to access and play in either of the rooms at Winston Hills. Our environment ensures children have access to a variety of spaces including areas that allow for open-ended play and natural resources are valued in both our indoor and outdoor areas.</p> <p>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.</p>
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Learning through play is at the heart of our curriculum and our environment supports children to engage in a variety of learning areas where they have access to many open-ended resources. We regularly review the resources we have to ensure they do not impose any bias. Used and new resources are added in response to children's interests, intentional planning and as the need arises. These are also chosen for the value they have in allowing children to use their imagination, be creative with, and are open-ended. We are careful in ensuring our resources are not gender-specific, are gender balanced and that represent a variety of cultures including Aboriginal and Chinese or other cultures that are represented within our community at any given time.

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

Sustainability is embedded into our daily practices. Solar panels are installed on the roof. Children use water from our large water tank in the sandpit, dirt patch and to water our plants. A worm farm helps to decompose our green waste. Children are learning to separate their waste. Children reuse a range of materials such as boxes, ribbons, tubes, bread tags that have been brought in by families or are sourced from resource rescue. A recycling station located in the foyer supports and encourages children and families to recycle daily. Our community was involved in planting a pollinator garden, to provide essential food for butterflies, bees, and other important pollinators.

Since COVID entered our lives, we have retained many of our online practices meaning we are using less paper and ink. These include e-newsletters and delivering content via other avenues such as closed Facebook groups and videos messaging for families and children.

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

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

Exceeding themes

1. Practice is embedded in service operations	<ul style="list-style-type: none"> • The layout of both our rooms opens directly out to our outdoor area. It ensures we operate a strong and effective indoor/outdoor program that supports excellent supervision and facilitates/supports relationships across groups and between staff and children. • Our outdoor space is constantly evolving to support children’s connection with nature, the inclusion and needs of all children.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • Improvement is at the core of what we do and our QIP (key improvements) demonstrates our continual reflection of what needs to be upgraded and improved. We take our cues from children and notice and observe how they use the facilities which guides us to how we make improvements. For example, • Adding privacy doors to the children’s toilets in response to several children who felt nervous to use the bathrooms or requested more privacy. • Critical discussions between staff based on quality standards and how we can improve on them, such as improving our areas for children to retreat to, reflect, take rests and feel safe.
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> • Families are part of, and contribute to, our decision making to ensure the facilities are meeting the needs of the children and the community. This occurs through consultation processes such as parent questionnaires, surveys and committee meetings. • We have had a strong grants team for many years who seek, apply and are successful with a variety of grants to improve the indoor and outdoor facilities. • The skills of our families to help support the improvement such as architects, builders, landscape architects are utilised whenever possible and practical. • Delegated committee member and/or administration officer is assigned to communicate with our local council to ensure continuity and efficiency.

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

Exceeding themes

<p>1. Practice is embedded in service operations</p>	<p>We provide an environment that supports exploration and play-based learning and is embedded in everything we do. Our indoor/outdoor program stems from our commitment, knowledge, and value we place on children having a choice and the importance of being outside to learn. Operationally this means;</p> <ul style="list-style-type: none"> • Clear communication for prospective parents via website and open days. When we articulate our values and philosophy, we attract families whose values align ensuring our relationships are more likely to be authentic, open, and strong. • Children and families benefit from the learning that occurs outside and learn about this through regular communication (daily conversations, weekly group reflections, individual feedback about learning, parent meetings). • During lockdown periods our practice continued to be embedded in all our operations. For example, instead of children having the opportunity to play and learn outside at kinder, we supported and facilitated ways children could continue this at home with ideas that encouraged children and families to be outside and immersed in nature.
<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> • One example of how we exceed the requirements for the physical environment is our commitment to ensuring children have opportunities to explore, learn, understand, and love the natural environment, supporting them to be caretakers of our world. Our practices have continued to evolve and develop over many years with critical reflection shaping the many decisions that have contributed to our environment and via avenues such as spontaneous and planned conversations and meetings, drawing on documents such as VEYLDF, Code of ethics, QIP, and relevant research to guide us.
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>Our environment has had strong support and engagement from our community who highly value the opportunities our outdoor environment has to offer. This means we attract families for whom a natural environment is important and in turn who have the desire and skills to help continually improve and add value to the area. Some noteworthy events and achievements include;</p> <ul style="list-style-type: none"> • Strong relationship with our Maintenance Officer who served many years on the committee and was also a landscape architect. • Native Black She-oak trees were planted on National Tree Planting and in response to a child's view of planting a forest at the back of our garden. • Montmorency Sugar Glider Community Group installed a nest box to support Banyule Wildlife corridor. • Grants supported our ability to provide specific plants to attract/feed the sugar gliders in our area. • Raised garden beds in the entrance to the kinder provides children and families with an opportunity to observe growth and harvest herbs and vegetables together as well as provide ingredients to taste and cook within the program. • An abundance of indigenous plants including many bush tucker plants planted by children and families. • Indigenous signs to increase the knowledge and understanding for children, families and staff (made by a local designer) have been installed.

- Art is used to enhance the natural environment including our bricked area painted by an Aboriginal artist.
- Wollemi pine planted for its significance (a tree the dinosaurs ate), in response to children's interests, our wish to provide a living Christmas tree and our commitment to supporting this critically endangered tree.
- Stronger Communities Grant secured to replace cubby house. Stronger Communities Volunteer Grant of \$2000 secured to be used to purchase a smart screen.
- Nic to add about engagement audit for cultural competence including flying all flags outside, smaller useable ones inside at children's level and children's acknowledgement to country displayed in outdoor area. All children took part in the decision making process to choose design.

Key improvements sought for Quality Area 3

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Element 3.1.2 Upkeep	Ensure that storage practices are safe. Heavy and bulky items are to be stored on low whilst smaller and lighter items are to be stored on higher levels of shelves and racks.	Safe storage	H	<ul style="list-style-type: none"> • Review storage solutions. What can be stored off site – archived paperwork? • Review practices of asking for consumables to be donated at beginning of the year – can these be donated during year or covered by kinder? 	Storeroom floors are clear and heavy items stored low down.	Dec 2020	<p>June 2020 – Sorting and clearing of storeroom during holidays.</p> <p>July 2020 – We will not be asking for donated items at the beginning of the year to ease our storage issues. We will buy consumables or ask for donations on a term by term basis as required. Toilet paper will be ordered through 'Who gives a crap' – a sustainable toilet paper company and will be the</p>

				<ul style="list-style-type: none"> • Before purchasing new equipment/resources think about where it will be stored/is it needed? 			<p>responsibility of the admin officer.</p> <p>July 2020 – Staff discussed the purchase of items and the constant reviewing of old resources to ensure things are equitable in regard to gender, race and ethnicity, varying abilities. If purchasing new, making sure it can also be stored somewhere.</p> <p>July 2020 – Recommendation is to scan, and store archived paperwork to a digital form. Request made by admin to upgrade to a new printer to support efficient scanning.</p> <p>April 2021 Compactus shelving – add to Wishlist so a grant can be applied for.</p> <p>Nov/Dec 2022 Grant applied for and successful for a new printer to be purchased.</p> <p>As seen below our building blocks grant was successful for a re-design and build of our storage and office areas. This will help with our storage solutions.</p>
Fit for purpose 3.1.1	Office space is too small for the number of staff onsite and does not allow adequate	Suitable areas that allow staff to eat lunch.	H	-Add to Wishlist and inform Grants team so they can start to look for a suitable grant – major building fund.	Areas that allow the team at Winston Hills to take a break and work comfortably at spaces designed for	Dec 2023	April 2021 – Grants team are meeting with staff to discuss ideas to support application. DET

<p>Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.</p>	<p>space for lunchbreaks or staff undertaking planning time.</p>	<p>Enough space for staff and the admin officer to work.</p> <p>Space to allow teachers/educators to meet with families and external agencies.</p>		<p>Discuss next steps at committee meeting.</p>	<p>specific use such as desks, adult chairs, couch.</p>		<p>refurbishment grant is being considered.</p> <p>October – December 2021 – Grants team completed further investigation and engaged an architect to review space and provide an initial concept to be delivered early 2022</p> <p>May 2022 - Grants team completed Building submission to council.</p> <p>Oct 2022 – Grant successful!</p> <p>Dec 2022 – Committee member appointed to managed project alongside council with works dates penciled in for Summer 2023/4.</p>
<p>Inclusive environment</p> <p>Element 3.2.1</p> <p>Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child</p>	<p>Area around blossom tree is underutilised and we want to increase the number of quiet/resting spaces to provide for a diverse way of learning outside and one that is accessible for all.</p>	<p>A seated area that can be accessed by all children.</p>	<p>M</p>	<p>Engage a landscape designer to plan and provide quote.</p> <p>Apply for suitable grant.</p>	<p>Outdoor environment has a good mix of active, exploration and restful spots to is accessible and meets the varying needs of children's abilities and interests.</p>	<p>December 2023</p>	<p>October 2022</p> <p>Plans and quote finished.</p>

in quality experiences in both built and natural environments.							
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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

National Law and National Regulations		Associated element
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
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

4.1.1 Organisation of educators: The organisation of educators across the service supports children's learning and development.

Educators work in pairs with their own group but also crossover with educators from groups running at the same time. This allows all educators on site to support any child regardless of their 'home' group. We have permanent lunch cover educators as we believe that children should have consistent, known people to support them.

Children who have attended 3-year-old can keep up a connection with their educator's when they move to 4-year-old due to our indoor/outdoor program and open teaching approach.

4.1.2 Continuity of staff: Every effort is made for children to experience continuity of educators at the service.

We support each other by, where possible, relieving for one another or using our relief pool as part of our commitment to providing continuity and familiarity for our children and families. Our kindergarten has an effective process for any leave required for staff. Our relief staff list is kept up to date and consists of trusted, known and professional members, who are an important part of our kindergarten community and staff. This process has recently been re-designed to be the responsibility of the administration team and staff group to ensure consistency.

Due to our low turnover of staff many returning families and siblings also receive the benefits of continuity of teachers/educators which contributes to our strong and collaborative relationships.

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.

Committee support the team by funding whole team meetings once per month and teacher's meetings once per term. Staff have successfully applied for grants to fund whole team professional development for ourselves and local kindergartens.

Teachers attend committee meetings and are active participants and valued contributors to discussions and agenda items. The Vice President is tasked with staff liaison and keeps in regular contact with the Educational Leader, and they have a positive and productive partnership. The culture of our team is based on our care, respect, warmth, and fun we have with each other. Our relationships with one another set the tone which filters down to how we are with children and the relationships we create.

Strengths

4.2.2 Professional standards: Professional standards guide practice, interactions and relationships.

Educators share valuable websites, discuss key points from professional development attended, share notes, and insights to a child's learning. Staff have a private FB page and WhatsApp where they can quickly share information or get feedback on a question or subject.

Office 365 initiative has provided SharePoint as a secure place to collaborate, share, copy and disseminate documents easily between staff and committee.

The team regularly review practice as a team and use the code of ethics, our philosophy, values and mission statement to guide decisions.

Graduate teacher is supported formally with a mentor and informally through sharing of email content, resources etc.

Formal and informal meetings and functions are organised on a regular basis to continue to build and foster connection and belonging in the team.

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

Exceeding themes	
1. Practice is embedded in service operations	<p>The Educational Leader was concerned about staff’s mental and physical wellbeing as there were a few staff who were affected by chronic and/or serious health issues. The EL raised these concerns with the Executive and asked if an EAP could be sourced as our kindergarten is not covered by DET EAP programs.</p> <p>While this was being investigated, we went into the COVID era.</p> <p>To support staff who were at risk we split the teaching team into two with the at-risk staff teaching the remote program and the remainder teaching face to face.</p> <p>An EAP program was found that would suit our needs and this was approved by Committee.</p> <p>Information and pamphlets were distributed to staff about the EAP program and staff (and their families) were encouraged to use the services on offer.</p> <p>In mid 2021, staff identified the need for further opportunities to engage in initiatives that supported their wellbeing and continued to build team morale, particularly in light of the challenges of the pandemic. A member of COM facilitated an ideas generation session and the team reached a consensus to each have a paid wellbeing day of their choosing each year. In 2022 it is expected the wellbeing initiative will include three components – a paid day of leave, a team building day and a check in session with the facilitator to review outcomes.</p>
2. Practice is informed by critical reflection	<p>The need for EAP came out of meetings between the EL and VP as well as Executive. We reflected on what we had in place to support staff and found that we needed support from an outside professional service that had the tools to assist the staff with their mental and physical wellbeing.</p> <p>We also reflected on what else we could offer staff to assist them. We had meetings with individual staff and agreed on individual support where needed. This took the form of individual mentoring with EL, time off the floor with a relief staff member covering and additional hours for administrative tasks if needed. Regular meetings with staff member, EL and VP ensured that we continued to reflect upon and adjust support where needed.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>During this time the EL and VP continually checked in with staff to ensure that they were supported.</p> <p>When needed we adjusted our program to suit individual staff needs and had weekly ‘Teams’ meetings during the COVID months to stay connected as a team.</p>

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

Exceeding themes	
1. Practice is embedded in service operations	<p>Staff meet monthly and teachers meet once per term for two hours. This provides us with regular, dedicated opportunities to discuss, reflect and collaborate on our program and practice. We have been using 'Ethics in action to guide our discussions and decisions when we are questioning 'big' questions and regularly reflect on our program, environment and future plans.</p> <p>The EL works closely with the Executive and meets with VP on a regular basis to ensure staff are supported. The staff and committee work collaboratively, and all voices are heard and acknowledged at meetings. Teachers feel respected and supported during meetings and our opinion is actively sought.</p> <p>Informal gatherings of committee and staff have been instigated in the recent times and this has had a positive effect on relationships for everyone.</p> <p>Staff attend a full day conference together each year and often attend PD together where possible. The learning is shared with the team at meetings or shared via SharePoint.</p> <p>Informally staff have a social event each term, we have a staff Facebook page and a WhatsApp group where we can quickly communicate and share ideas.</p> <p>The entire team (including administrator, relief and lunch cover staff) are included in PD, social and whole kindergarten functions. It is important to all of us that we connect on more than just a professional level.</p>
2. Practice is informed by critical reflection	<p>We went to online committee meetings due to COVID and during discussions both staff and committee members agree that we are missing that personal connection. It was agreed that we would have a mix of both face to face and virtual meetings where possible.</p> <p>Many committee members reflected that they actively chose to go on committee so that they could make connections and build relationships with both staff and other families.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>The committee, staff and community are all part of our kindergarten, and all have a voice. We have many returning families and committee members who continue or return to committee as they value the relationships and the contribution they make to their child's kindergarten.</p> <p>Staff organise events and collections that are meaningful for families and fit with our philosophy such as 'Beeswax workshop, Big group hug support and Parenting workshops.</p> <p>Staff attend family events such as 'Welcome picnic', Winter Solstice and Committee get togethers.</p> <p>Committee provide a generous PD budget that allows educators to improve and build on practice, which is then shared with the team.</p>

Key improvements sought for Quality Area 4

Improvement plan

Standard/ Element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.2 Continuity of staff	<p>Leave process for staff needs to be clearly communicated and managed.</p> <p>Administration officer does not have the available time to attend to these 7 days per week.</p>	<p>All staff and admin understand how to notify/apply for leave and who is responsible for each step.</p> <p>The relief staff list is kept up to date and active recruitment is undertaken</p>	H	<p>Review current communications and place all relevant documents in SharePoint folder accessible to committee and staff.</p> <p>Contact all relief staff at beginning of each year to confirm availability. Keep updated when advised.</p> <p>Actively recruit for relief staff.</p>	<p>Central point created and communicated for storage of all relevant documents – including VECTEA and ELAA related.</p> <p>Up to date relief list.</p> <p>Larger relief pool to call on.</p>	June 2021	<p>All relief staff contacted, and list updated – Feb 2021.</p> <p>Procedure for staff absences created and communicated – March 2021</p> <p>Role of initial contact person for staff needing sick leave changed from VP to contracted administrators. - March 2021</p> <p>January 2023: Contractors have now embedded into procedure the use of various apps (Whatsapp, SMSit) to expedite the communication to staff around relief, including both the sourcing of relief and communication to staff and families. New staff recruited to add to relief pool list.</p>

Standard/ Element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
							New agency engaged as backup for relief staff sourcing.
4.2.2 Professional standards	We still run a paper-based staff file system and want to utilise our secure digitised Office platform.	All staff related documents to be digitised and stored in SharePoint. Existing paper files to be archived.	H	Administrator will create staff folders within SharePoint and begin to scan existing paperwork. All new documents to be either scanned or saved to each staff members folder.	All staff records are stored on Onedrive with limited access – VP, EL and Administrator to ensure privacy and security.	May 2021	Folders created – April 2021 Staff records all individually scanned and digitally organised – April 2021
4.2.1 Professional Collaboration	Staff wellbeing and recognition needs to extend beyond EAP	An agreed initiative for staff to have time for their own wellbeing to reduce stress and burnout as well as a team building activity	M	Meeting facilitated with a member of COM with Psychology training in late 2021 Initiative agreed upon with COM for implementation in 2022 Staff to receive a paid day to engage in a wellness activity of their choosing. Must be taken in the 2022 year. A team building activity to be held for staff A further check in session to review with the facilitator	Feedback from staff and further facilitated sessions to evaluate usefulness	Mid 2022	Amendment to be sent to all staff for paid wellness day in 2022 letter of employment. VP to advise Kinderbooks. This is complete. Staff attended paid wellness day on April 1 st 2022 with positive feedback reported from NS. Opportunity for all staff to share feedback will be provided by mid 2022.

Standard/ Element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1 Professional standards	Staff remuneration opportunities are in line with other not for profit organisations	Investigation of whether salary packaging arrangements can be implemented	M	2022 COM to commence investigation of process to implement such a program in conjunction with Kinderbooks bookkeeper	Implementation of a salary packaging program	Mid 2022	2021 Treasurer to handover to incoming COM member
4.2.1 Professional standards	New staff needed a more comprehensive induction process and information hub.	New staff can easily find procedures, documents, folders and information that relate to their role and kinder in general.	M	Review and document annual processes and key information currently provided.	Staff can easily access everything they need easily.	Mid 2023	June 2023 - staff intranet page for key references and resources created. Dec 2022 – new staff hub has been created for relief staff and new employees to access key information relating to their employment. Nov 2023 – Beginning to build a timeline and manual relating to 4 year old teams to access.
4.2.2	Implement revised Child Safe Standards with July 2022	Implement new child safe standards across the kindergarten in line with regulatory requirements and in a meaningful way that strengthen the safety of children at WHP	H	Staff and Committee representatives to attend professional development training to understand changes required Update Child safety and wellbeing policies in line with ELAA industry recommendations	Training completed Policies revised and approved by the committee Identify and adapt process and practice All committee members, families and children understand how children's safety has been strengthened by the changes and their role in	July 2022	Staff have attended training Administrative contractor to completed training Committee members attended one CYP training, further required Policies draft updated with ELAA standards for Committee review

Standard/ Element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
				<p>Staff and Committee representatives consider any process, practice and learning required for meaningful improvements in line with updated standards</p> <p>Ensure committee members, children and families of the changes</p>	upholding child safe standards		

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.

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		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

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.

Warm, responsive & respectful relationships underpin everything that we do. We understand that children need to develop warm, trusting relationships with educators for them to feel safe and secure in our environment. Once children are feeling safe and secure and have developed a sense of belonging in our environment, they will feel comfortable to explore, develop and learn.

Regular meetings amongst the educators allow for collaborative and professional discussions. Important documents such as the ECA Code of Ethics, VEYLF, NQF, service policies (interactions with children policy) help to reflect on our kinder timetable and the strategies used when developing and strengthening relationships between staff, children and families. Educators develop individual learning plans on each child within their groups. Close, trusting and respectful relationships help to inform and provoke every child's learning pattern and journey at WHPS. These plans are reviewed amongst the educators informally as well as at meetings on a regular basis.

5.1.2 Dignity and rights of the child: The dignity and the rights of every child are maintained.

Children are encouraged and supported to see themselves as being capable and confident. This is fostered by encouraging children to have a go when they find something challenging– this includes self-help skills such as dressing/undressing/opening containers and drink bottles, packing bags. Through knowing children as an individual, teachers and educators can scaffold and support each child to each achieve independence and a belief in themselves.

5.2.1 Collaborative learning: Children are supported to collaborate, learn from and help each other.

A strength at Winston Hills is the way we connect with each other as a community across five groups. Each child develops a strong connection with their group but is also supported to develop relationships across our entire service: With other children and educators. This happens because we operate an indoor/outdoor program, and while children are coming together to play and learn outside, they are also free to move across the two rooms. Children can connect with children of varying ages and abilities. Our program supports friendships across groups as well as the opportunity for siblings to connect and support one another.

Through our interactions we are focussing on children's learning attitudes and developing dispositions, as well as skills. We understand the importance for children to have confidence to seek help, to listen to others, to feel good about themselves, to have a go at something new, to persist when faced with a challenge, and to stand up for their own rights and the rights of others.

We support these attitudes, skills and dispositions through their interests and intentional teaching, as we believe these are the life-long skills children require now and for their future.

5.2.1 Self-regulation: Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

We recognise the importance of fostering each child's emotional and social well-being and this learning is the foundation of our program. Self-regulation is a core component of our program. It is integrated into our daily program through intentional, planned and spontaneous experiences for groups as well as individual children.

Our program includes progressive snack and lunch to encourage children's self-awareness and regulation.

Professional discussions and regular meetings amongst educators help to provide a fresh perspective and understanding of different behaviours and situations. We utilise a range of resources, and books within the program to support children's emotional awareness, self-expression, regulation and social skills.

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	<ul style="list-style-type: none"> • Developing & maintaining a relationship with each child underpins what we are about. Right from the start, we make it a priority to connect with each individual child: Welcome letters & booklets are posted out, each child is invited into kinder to meet and get to know their new teachers, we send video recordings home to each child (storytelling, songs, photos) and utilise information from enrolment forms. Educators then use this information to help establish initial relationships with the children. Educators use observational skills as a means of supporting close relationships and extending children’s learning. • Educators set up smaller play spaces and group times to help encourage positive interactions and relationships. • Children are supported to build their own sense of agency, whilst developing an understanding that they are also part of a community. • Permanent lunch cover staff ensure that children and educators can form strong relationships over time.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • Information about children is shared with relevant educators at handover meetings and in our first staff meeting on Day 1 information about children with medical/additional needs is shared with the whole team. • We regularly engage with one another about individual children, how they are progressing, what support is required and scaffolding they need. This may include discussions with a child’s previous educator’s or educator’s teaching at the same time with a different group. • Educators review each child’s progress to ensure observations are being taken for all children and their individual needs are being met. • Individual ‘Learning Journey’s’ and ‘Developmental Summaries’ are maintained and shared with families as well as relevant teachers/educators.
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> • Families are encouraged to make contact with their child’s educators via email, phone or in person. Family members are also invited to join us at their convenience during our sessions and engage in the program with children, which is also an opportunity to discuss their child’s development. We deliver information through various channels as we understand families will not always engage in one preferred method of contact. • Educators are available and open with their time to support any family enquiry regarding their child. • Our Winston Hills community also arranges in several social functions during the year (picnics, workshops) for staff and families to enjoy some time together. • We have many returning families (generational) which helps build a lovely continuity of community for staff and families. • Educators collaborate closely with families and community members to help provide opportunities for supportive and respectful relationships at kinder. For example, reviewing our new book catalogue to update and provide children with literature that is relevant, inclusive and thought provoking. We also sourced valuable feedback from community and family members when considering our kinder timetable. Our objective was clear: Being able to provide children more time for uninterrupted play and to build more meaningful relationships.

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • Throughout the kinder environment, educators set up many varied play spaces (based on children’s interests/needs) to encourage small groups of children to interact for extended periods of time. Educator’s role model positive body language, words and phrases to foster and encourage individual children to have positive interactions. • We provide a calm, gentle space with sensory items and books to choose from (visual & audio) for children to reset and self-regulate. • Educators build a community feel within the group; supporting children to care for each other while using words like: “Are you OK?” “Respect” “Can I help you?” as well as tidying up and taking care of play equipment together: “Teamwork.” • Photo sheets of children’s groups are shared with families so children can learn peers’ names and faces and talk to their families about their peers. These group photos are also displayed in rooms. • We set up a variety of group projects/experiences to help bridge the gap between children’s homes and kinder, as well as nurturing the relationships at kinder. For example: Children are invited to take home a book bag to then choose a favourite story they read at home, to then share with everyone at kinder. Another example: One at a time, children take home a soft toy ‘Sid the Sloth’ along with a story to share with their family, and a book to add their own experiences with their new friend ‘Sid.’ The following week, that child/family share their stories with the group.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • Educators use formal staff meetings, collaborative planning and informal conversations to discuss individual children, how they are progressing, what supports they need to help develop and maintain safe, positive and respectful relationships. • Educators spent time reflecting on session timetabling. Educators visited other services and did research on community needs. Upon reflection, session times have been altered for both the 3- and 4-year-old program, with the aim of providing children with more time to engage in uninterrupted play and strengthen peer relationships. • Educators will often take a moment to reflect together “How we can support positive relationships amongst children.” Several times, team teaching has taken place with a particular objective in mind. For example: Inviting children to a ‘show’ whereby the educators role play and act out a relevant scenario. Educators often choose a storyline/plot that is meaningful about what’s occurring with peer interactions and play: Importance of safe and respectful interactions, sharing spaces, listening to others, turn taking etc.) Children are invited to watch the ‘show’ while other children have joined in with the educators.

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

- We hold family events to facilitate new friendships at the beginning of the year, though this was rescheduled until the end of Term One due to COVID19, we find these events support parents to get to know each other.
- We have maintained connection with past parent-committee members who have now provided staff with a felting workshop as well as a parent information evening which sits in line with our philosophy and program.
- Each of our 5 groups, has their own social group representative, who the educators will communicate with about kinder and community events, and they will then feed this information out to the parents.
- We build and maintain professional relationships with MCH nurse, PSFO's and allied health professionals to support individual children and ensure we are providing an integrated and positive approach to each child's learning journey.

Key improvements sought for Quality Area 5

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.1 Collaborative learning	<p>(Possum Room) Lacking in smaller, inviting play areas, (particularly for children who find larger/louder spaces overwhelming & difficult to engage & develop relationships with others.</p> <p>Rushed routines and limited time to develop close, trusting & meaningful, relationships. 2.5 & 3 hour sessions result in everyone being rushed, creating chaos</p>	<p>Provide a welcoming, comfortable room with smaller, inviting play spaces, encouraging positive peer interactions, collaborative play and learning.</p> <p>-A timetable that provides children with more time to develop trust in their educators, engaging in more-relaxed/calm experiences and routines together. For educators to gain more insight into individual children</p>	H	<p>-Donate office resources & furniture. -Staff continue to review room layout & children's interests: What is needed to help create one-to-one & small group interactions & play. - Remove some large tables, replace with shorter/smaller. -Purchase room dividers to help define smaller spaces -Staff to source material & second-hand resources with the aim of creating meaningful spaces & reduce noise level</p> <p>Staff to review options for future timetable.</p> <p>Gain feedback from families, committee, community</p>	<p>-A layout that offers small and inviting play spaces. -Increase peer interactions, positive relationships, collaborative play</p>	Dec 2020	<p>Nov 2018 Committee agreed to purchase dividers and trays. Jan 2019 Staff purchased a range of natural materials to help create display boards, small second- hand tables and shelves. Maintenance co-ordinators installed as well as adjusted larger/taller tables to smaller ones (allowing more children to join the space.) Jan 2019 Display boards & shelving March 2019 Office furniture either relocated within WHPS community or sold elsewhere. Jan 2020 Small couch introduced in the room as well as picnic rugs & cushions positioned in the shade outside. Calm and comfortable areas that children and staff often go, to enjoy small group stories, games and a rest together. Children spending more time engaging with others, playing in smaller spaces w others. More opportunity for each child to be heard (particularly quieter children.) COMPLETED</p>

<p>5.1.1</p> <p>Positive educator to child interactions</p>		<p>(Strengths, interests, needs, etc.)</p>	<p>H</p>		<p>-More opportunities to develop positive, respectful relationships between children and educators -A setting that is less rushed and more calm, relaxed</p>	<p>Aug 2019 Staff visited another EC service who is currently providing longer hrs for the 3-year-old program. Reflecting on the benefits & on the logistics of future possibilities (staff, timetabling,)</p> <p>Feb 2020 Open day. Survey & feedback for potential 2021 families re timetable & hrs about longer sessions times</p> <p>June 2020 Committee meeting to propose changes to 2021 WHPS timetable (highlighting survey findings, feedback, benefits.) Confirmed and marketing for new session times/days to begin Aug through to end of year. New timetable to begin Feb 2021.</p> <p>Jan 2021 Close interactions between 1-3 peers, children tending to remain at play spaces longer. Those children who tend to have a quiet nature, are now found to be settling well at some of these smaller spaces.</p> <p>Feb 2021 With longer session times, more opportunity to be flexible with creating individual staggered starting/finishing times, catering for individual needs of children. Upon arrival, one child (who experiences separation anxiety) commented "Oh, it's nice and quiet in here!"</p> <p>March 2021 Educators noticing an increase w connection between 3's & 4's (children also even more aware of all educators now.) COMPLETED</p>
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<p>5.2.2</p> <p>Self-regulation</p>	<p>Staff noticing some children exhibiting heightened emotions (separation anxiety, tiredness, rough play.) Children resettling back to kinder (after COVID lock downs)</p>	<p>-Work on providing quiet, calm areas both inside and outside for children to access when they're feeling upset/angry/trying. -Fostering respectful interactions & regulating behaviours</p>	<p>H</p>	<p>-Staff sourcing relevant PD's about supporting children experiencing heightened emotions, anxiety. -Staff reflecting on our environment & how it supports children's well-being. What can we do better? How can we create quiet, supportive spaces when feeling overwhelmed, tired or emotionally heightened. -Engage with a guest speaker (past parent Rachel: "Create Vitality") -Staff continue to investigate & share books & resources to foster self-regulation & positive relationships.</p>	<p>-Children will feel safe to express their feelings safely & begin to develop strategies to regulate their emotions. -Children will be able to settle back into our program after a significant amount of time away and living through a global pandemic.</p>	<p>2020</p>	<p>April - Aug 2020 Aug 2020 Staff PD's completed: Anxiety in Children Staying healthy during the pandemic Resilient relationships Supporting Families Sept- Nov 2020 More children returning to kinder. Staff role-playing & 'shows' (displaying safe, positive interactions & play, different emotions that we all feel & strategies to help overcome.) Dec 2021 Second set of Trace Moroney emotions books purchased one set for each room as well as more sensory resources to add to our kit Feb 2021 Reflected on the success of our COVID online program earlier this year, now utilising new skills within our orientation process for this year (online stories, songs enjoyed in children's homes) which has encouraged a positive & smooth transition for a new year! April 2021 Parent & educator workshop '3 Ways to connection with emotions are high.</p> <p>April 2022 Kinder undertook Resilience Project, a structured program, focusing on Children's emotional well being.</p>

Quality Area 6: Collaborative partnerships with families and communities

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

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

6.1.1 Engagement with the service: Families are supported from enrolment to be involved in the service and contribute to service decisions.

Families are supported from enrolment to be involved in the service and contribute to service decisions. We are open and honest with our families and ensure that our families are fully informed about our service and how we do things.

- We issue information to highlight to our community our Philosophy, Mission statement and Values, indoor /outdoor program, and our love of sensory learning-getting dirty, bare feet and messy. Current, up to date information is available for families on our website, in our foyer and via newsletters, and our closed Facebook group.
- As educators have been reflecting on our Mission statement and our philosophy, we have consulted with our families, the children and our committee members to ask them to contribute their ideas to inform these documents.
- Minutes (short version) of committee meetings are displayed in foyer.
- Information book is viewable via website.
- Families are provided with regular updates on their children's progress either via whiteboards after session, emailed reflections, individual plans, planning sheets or meetings with parents/guardians as deemed necessary.
- Parents and guardians can volunteer to be part of the operating of our service by being involved in our committee of management. This ensures that parents are heavily involved in all aspects of our service.
- Regular monthly meetings are held where service decisions are discussed and voted upon by parents. As our committee of management, they contribute highly to every service decision ensuring our partnership is a collaborative one.
- Regular family gatherings are organised by parents for parents including a **Welcome Picnic, Winter Solstice** held in our local scout's hall, in partnership with our local scouts' troop. Our committee hosted a "**Music for the Kids**" event that was held in the local reserve. The invitation for this event was extended to families who would be beginning at kinder the following year and is likely to become a yearly event.
- Regular surveying of families helps decision making and ensures we are delivering a program that meets the needs of our community. This includes surveys about timetable changes, including changing timetabling during covid/mixing of groups, delivering extra hours for 3-year-olds.

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.

- Families are invited into our service to be session helpers and are encouraged to share their home languages, talents and expertise with us. Children, staff and families have benefited enormously from these opportunities.
- Parents/guardians are regularly given opportunities to provide formal and informal feedback to their children's educators. Educators are happy to set up meetings with families to discuss children's progress and shared goals.
- Gauged interest in delivering a bush kinder component for one group. Pitched idea at committee meeting, applied for a relevant grant, began pilot program in 2020/21.
- FKA bilingual visits and bilingual worker to support children and families with English as a second language.
- Information handbook available for families on our website and in hard copy in both English and Mandarin. Other language provided as needed.

6.1.3 Families are supported: Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

- We are up to date with the support services that are available to support families such as NDIS, early intervention, preschool field officer and local community health services. Teachers regularly refer students and families to local community health services, early intervention services and other allied health professionals. We support families if/when they need to engage with external support services and the NDIS by completing assessments and inviting external support professionals to be involved in our sessions.
- Surveying and hosting workshops on relevant topics to support parenting when required. Utilising skills within our parent community when possible (past parent to host self-regulation evening for parents).
- We have set up a street library so that we can share books with and between families from our service.
- Highly engaging and successful delivery of an online/remote program during lockdown that supported families and children and remained true to our philosophy and understanding of how children learn.

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

- We invest significant time into preparing Transition Learning and Development Statements for each child that are transitioning to primary school. We have established strong relationships with all of the local schools in our area and ensure that we facilitate meetings between prep coordinators and all support services that have been helping any of our students.
- We created 'photo' sheets for each primary school so that children and families were aware of who was attending which school.
- We support a positive transition from 3- to 4-year-old kinder through sharing of learning plans and handover meetings. The 4-year-old team interact with 3-year old's whenever they are in the shared space and through intentional interactions towards the end of the year.
- Vulnerable families and children are supported in all transitions.
- Going to an online enrolment system has freed us up to chat and talk to families and children as opposed to going through paperwork during initial interviews that were previously taken over by paperwork. By utilising online system, we sped up the process and could make the interviews more meaningful and useful in establishing relationships. Reflection on these process at staff meetings helped inform change. Every year questions are reviewed to ensure they meet the requirements and so the information we are asking helps our understanding of each child and family.
- Parents are consulted at the first point of contact about their views of their child and goals/wishes for their first term. Children's views are also asked of. These are then used at the interview to support/establish relationships and inform our practice and program going forward.
- On child's interview day they receive a pictured "Welcome Book" put together by educators to take home. This gives them opportunity to review and familiarise themselves with our kinder/routine/teachers before they start in the new year.

6.2.2 Access and participation: Effective partnerships support children's access, inclusion and participation in the program.

- We regularly apply for grants and use fundraising income to buy inclusion supports such as timers, sensory cushions, fiddle toys etc. We assist families to access services to best support children with development delays or additional needs. We apply for KIS funding to support children and their peers when this is deemed necessary and are strong advocates for early intervention, appealing decisions to ensure the best possible

outcomes for children and their families. We actively work in partnership with other professionals to best support our shared clients and ensure that these professionals are included in planning goals for the children in our service.

- SRF funding will be used for 'Cultural inclusion support' in 2021.
- One additional assistant has been allocated for a child equalling 10.5 hours per week via KIS funding in 2021. Is it now 14 following appeal.
- Partnerships with professionals are formed for vulnerable children and families.
- Volunteer bilingual parent in Purple Group who assists with translating information to ensure families with English as second language are provided with up to date information and clarification of kinder policy and procedures as required.



6.2.3 Community engagement: The service builds relationships and engages with its community.

- Kindergarten supports, promotes and acts as a collection point and offers support to the **Banyule Children's Gift Appeal** and **Big Group Hug**. Families are asked to contribute items to be given to less fortunate families who are experiencing financial hardship and vulnerability.
- National Tree Day - This initiative is supported by giving each child a gift of a seedling to plant with their families or by planting trees in our own outdoor environment.
- Clean-up Australia Day - local walks and helping to keep our local reserve free from litter.
- **Envision project** - Recycling initiative for specific bottle caps. Eltham High is a drop off point and Carmal has contacted the teacher in charge and has organised for Eltham High students to come out and talk to Purple Group about the program. There will be reciprocal newsletter articles etc. and connection between our two settings.
- **"Adopt a Joey"** initiative to help a local animal rescue group. We adopted a Joey with financial contributions from our families. The children voted on a name and chose to call the Joey, Joey!
- Fundraising collection for Blaze Aid - Bush fire recovery
- Retirement village visits.
- Each group asks for a parent to be the social representation for the group - to organise social catch ups to support connections.
- Incursions are regularly organised (when permitted) from local librarian, dentist, police, responsible pet ownership and other relevant agencies as appropriate for the current needs and interests of children and their families. Including Chinese dance, recycling, road safety.
- Each group goes for regular local walks to experience our local facilities such as the playground and care for our local reserve.

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

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

Exceeding themes

1. Practice is embedded in service operations

Respectful relationships with all families are developed and maintained with additional support and strategies implemented to further assist families and children for whom English is their second language through a range of means including:

- Kinder information handbook previously translated in Mandarin and provided both online and hard copy (reviewed in 2021 by parent volunteer to ensure current and no additions required). Additional notices available in Mandarin regarding illness and injury, applying sunscreen, sign in notes and programming information on noticeboard. These are updated on a need's basis.
- Bilingual parent volunteer translates information via phone, email and written notes to families who have been identified and agreed upon this additional support being offered. These have included welcome picnic, book bag program and reminders about what to bring to kinder sessions.
- Language Loop translation services available and utilised when required for confidential conversations not appropriate for parent volunteer to assist.
- Phone support and strategies suggested by FKA implemented including use of translating apps on iPad, playing music and stories in Mandarin and English whilst waiting for SRF to be approved and implemented.
- Bilingual volunteer scheduled to commence in sessions on weekly basis for 2.5 hours from April 2021.
- SRF recently approved, several meeting to be arranged with educators, children and families to determine current concerns and focus support available, bilingual volunteer to assist this process.
- Bilingual books available both within program and also for children to borrow and take home to increase connection to both home language and kinder program.

2. Practice is informed by critical reflection

- Initial SRF didn't include application for "Cultural Inclusion Support" due to submission prior to knowledge of current language backgrounds and language needs in Purple Group in 2021. In addition, previously kindergartens able to access free funded support through FKA.
- Discussions with FKA about their service model changes and that only avenue to receive support was through SRF.
- Discussions between Purple Group educators and families raising concerns during first weeks on year, followed by discussion at team and teacher meetings resulted in list of needs including translating services to ensure children's needs and safety met:
 - - understanding kinder routines/expectations
 - - keeping safe on excursions
 - - following directions during emergency evacuations
 - - advising educators if hurt or unwell)
- In addition, allowing educators to engage in professional development to further support inclusive practice.
- Needs of entire kindergarten community were discussed and decision made to focus significant portion of SRF in 2021 towards "Cultural Inclusion Support" due to significant need and inability to use existing resources effectively. SRF plan modified and resubmitted March 2021.
- At following team meetings additional strategies discussed including updating bilingual books and resources, looking towards transition to primary school later in year and also supporting large percentage of grandparents involved in kinder drop/pick up. Discussed how FKA cultural support funding could assist these, and other areas identified during year. Funding for backfill received to allow educators to implement strategies, resources and engagement of FKA program.

<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> • Parents supported prior to initial interview with link to translated kinder handbook. • During initial interview parents and children’s language needs were discussed and strategies to assist transition commenced including use of picture cards, translator apps and key words learnt. • Bilingual parent volunteer made contact with families who had identified and consented to contact details being released. • Reached out to community and volunteer sourced for weekly attendance at sessions (delay starting due to awaiting WWCC and personal situation). Scheduled to begin in April 2021, volunteer will communicate in Mandarin to children to assist with connection and relationships, in addition to translating important information between educators and children (focus on safety initially) and children to children (to develop connections and shared understanding). • During the Chinese New Year celebration period a parent came in and taught Purple Group song in Mandarin and English and discussed what happens during this important celebration.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

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

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

Exceeding themes	
<p>1. Practice is embedded in service operations</p>	<p>To ensure ongoing connections and develop collaborative partnerships with services in our area and to share best practice and utilise each other’s strengths we regularly advertise, host, and seek professional development opportunities with local kindergartens (when not restricted by COVID). These partnerships are critical in continuing our commitment to collaborative partnerships and enhance children’s inclusion, learning and well-being through the reflections and learnings that result.</p> <ul style="list-style-type: none"> • 2017 - a Wurundjeri Aboriginal Elder engaged with our service to provide targeted professional development to our educators on how to include Aboriginal perspectives into our program. We organised an Aboriginal incursion to upskill our educator’s skills and introduce the children to Aboriginal culture. • May 2018 - we facilitated a joint PD session with Viewbank Preschool and Watsonia Preschool in May 2018 with Semann and Slattery about Team Building. • July 2018 - facilitated a road safety PD which our local preschools attended. • November 2018 - reached out to all the local schools and facilitated visits from the Prep coordinators of local schools where they met with kinder teachers to discuss children transitioning into their schools.

	<ul style="list-style-type: none"> • 2019 - one teacher accompanied Watsonia Kinder on their session to the bush and later relieved for a few sessions to learn about implementing a bush kinder component at Winston Hills. • Nov 2019 - Kindergarten was successful in receiving a grant to have some targeted PD on embedding Indigenous culture as part of the program. We had a 2 hour workshop with Annette Sax from the Yarn Strong Sista organisation who provided us with targeted PD in this area. There is another 2 hour workshop scheduled for February 2020 (yet to be delivered due to COVID). We were able to extend the PD opportunity to other kindergartens in the local area. Educators from Viewbank, Greensborough, Sherbourne and Panorama Heights preschools attended. • Connections and meeting with local ranger to support understanding of the area we visit for bush kinder and setting up ranger visits for children to support connection with the local area and bush on which we play. • 2021 First Aid training was hosted at our kindergarten for our team, Viewbank and our relief staff.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • Changes to practices are not snap decisions but occur over weeks, months, years and highlight how intentional and critical we are of what we do. One example of this includes the way we have and are addressing celebrations within our kinder and community. Children, families, staff, and the committee have all played a part in how this practice is evolving to enhance children's inclusion and well-being and ensure our procedures and practice align with our mission statement, values, and philosophy. This critical reflection is done through conversations at staff meetings, online meetings, closed Facebook discussions and sharing of research and/or articles, teacher meetings, committee meetings, surveys, consultations with children, voting by staff, children, and committee, professional development opportunities, subscriptions to professional magazines.
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> • A grant enabled us to engage a local Aboriginal artist to paint a unique mural in our playground. • Engaged with a past parent about delivering a workshop for families and staff. Families and staff were surveyed so workshop would be meaningful and targeted. The workshop: "3 ways to connect when emotions are high" scheduled for 28/4/2021. • We are always looking at engaging with our past, present, and future families and community to enhance the lives and families of children who attend our kinder. • We recently engaged a past parent to hold a staff workshop about wet felting to increase our skills so we could implement with our children, make our own resources and to also make a welcoming sign for our foyer area. Crafting and creating something together were seen to be supporting the wellbeing, sense of togetherness, and connections amongst educators while acknowledging the talents and skills a past parent who felt deeply honoured to be able to assist and share her passion while leaving a long-lasting art installation for many families to enjoy going forward.

- Committee and staff intentionally organise social functions to build wider connections. This included: Winter Solstice family night at the Scout Hall, a combined last day celebration (Red and Purple group families) and Welcome Picnic all held at our adjacent reserve. All of these events were well attended, and feedback was positive.

Key improvements sought for Quality Area 6

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<p>Access and participation</p> <p>Effective partnerships support children's access, inclusion and participation in the program.</p> <p>6.2.2</p>	<p>Families with English as a second language may not understand all of our enrolment/orientation information.</p>	<p>Improve the accessibility of our enrolment/orientation information for ESL families.</p> <p>Ensure that ESL families understand our processes and procedures.</p>	H	<p>Translating information book and enrolment material into Mandarin</p> <p>Translator at orientation</p> <p>Apply to FKA Children's services for Key Worker to work as translator.</p>	<p>Translated information is available to families and families understand what to do.</p>	<p>Start of 2019 enrolment process</p>	<p>We have applied for the Forest Hill grant. If we are successful, the funds will be used for translation services and translator to attend sessions during orientation.</p> <p>We have sought committee support for paying cost of translation services to have information book translated into English.</p> <p>December 2018: Committee approval received in December 2018 and a translator has been engaged to translate our 2019 Information booklet</p>

						<p>into Mandarin. This work is estimated to been completed by March 2019.</p> <p>June 2019 Information Booklet in Mandarin has been completed and made available to families.</p> <p>December 2021 Bilingual parent volunteered to assist with families requiring English language support (e.g., emails, phone calls, notes). Formal translator services offered to families as required for confidential conversations.</p> <p>March 2021 Discussion about how we can manage changes in the information book to ensure families receive the most up-to-date information and who can be engaged to do this. Current bilingual parent volunteer reviewed and admin assistant to update timetable.</p> <p>Feb 2022 Information Booklet in Mandarin has been completed and made available to families and uploaded on website.</p>
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<p>Access and participation Effective partnerships support children's access, inclusion and participation in the program.</p> <p>6.2.2</p>	<p>Children with English as a second language may not understand our conversations effecting their ability to participate in the program.</p>	<p>Teachers/educators will have knowledge of key words in Mandarin to help them communicate with ESL children whose language is Mandarin</p>	<p>H</p>	<p>Teachers/educators will have knowledge of key words in Mandarin to help them communicate with ESL children whose language is Mandarin.</p>	<p>Children who have English as a second language will develop a sense of belonging and be able to form connections with educators and follow the routine and rhythm of the day.</p>	<p>Start of 2019 and ongoing</p>	<p>January 2019 FKA Cultural Support language workers have been engaged and will be on site during the first days as the children settle into the service.</p> <p>March 2021 SRF plan reviewed and resubmitted with "Cultural Inclusion Support" package included.</p> <p>April 2021 Bilingual volunteer scheduled to commence 2 hours per week within session.</p> <p>April 2021 SRF "Cultural Inclusion Support" package approved. To be implemented during Term 2 following educator meeting and discussion with families.</p> <p>November 2022 – Educator and Teacher in 2023 staff both can speak Mandarin</p>
<p>Community Engagement The service builds relationships and engages with its community.</p>	<p>We want to strengthen the connections within our local community.</p>	<p>Children become more aware of their local community and the other citizens who share it.</p> <p>Responsive, respectful, reciprocal relationships between children</p>	<p>M</p>	<p>Contact manager of the Retirement Village to establish relationship and gauge interest. -Communicate to families of intention to visit/positive outcomes for children and residents.</p>	<p>Children will have an active engagement with elderly people in our area.</p> <p>Returning families and an active and interested community of parents.</p>	<p>Nov 2018</p>	<p>November 2018: Educational leader has had preliminary discussions with the manager of the local retirement village, Viewbank Gardens to introduce our service and explore possible ways for us to develop a closer relationship to enable both</p>

6.2.3		<p>and the elderly that live nearby.</p> <p>Respectful and meaningful relationships with family's past, present and future.</p>		<p>-Identify/write up benefit/risk form. -Permission Forms.</p>		<p>communities to come together.</p> <p>Nov 2019 A group of children walked down to the Retirement Village and made paper planes, completed puzzles, drew, sung songs and read stories with the residents.</p> <p>March 2020 A parent agreed to help support the connections between kinder and the village to allow for more future visits. This will be re-visited when COVID restrictions are lifted/allow for it.</p> <p>February 2021 Look at alternative means of re-establishing connections between kinder and village due to ongoing restrictions. Talk to children about their ideas.</p> <p>October 2022 Donation to Mercy Hospital Premature babies</p>
<p>Engagement with service.</p> <p>6.1.1</p> <p>Families are supported from enrolment to be involved</p>	<p>Our system of 'parent helpers' is archaic and not inclusive of the diversity of families and family life and doesn't uphold our updated values or</p>	<p>We want to employ a more open system that fosters relationships and utilises skills, expertise, and interests of families.</p> <p>We want to be flexible with days</p>	M	<p>Discussion around how parents have contributed and how they have been wanting to contribute – such as offering their services – talking to children about their job as an ambo, firefighter or playing a musical</p>	<p>Families participating and adding value to enrich our program while strengthening relationships.</p>	<p>June 2021</p> <p>April 2021 Communicate to families the change in process now that we are welcoming parents back onsite.</p> <p>March and April 2021 Several families volunteered to come and share knowledge of cultural</p>

<p>in the service and contribute to service decisions.</p>	<p>mission statement.</p>	<p>and times to allow families to attend if they want to and when it suits them.</p>	<p>instrument to a group of children.</p> <p>Email family's information with links to our updated Mission Statement.</p> <p>Inform families of the procedures to volunteer their time/service/interests during sessions.</p>		<p>events including Chinese New Year and Holi within sessions. Additional interest in assisting with cooking, painting or coming on excursions received for Term 2 2021.</p>
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Australian Children's
Education & Care
Quality Authority

Quality Improvement Plan template

National Quality Standard

Updated April 2021

Quality Area 7: Governance and Leadership

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

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

Quality Area 7: Standards and elements

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

National Law and National Regulations underpinning Quality Area 7

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

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children 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
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Quality Improvement Plan for Quality Area 7

Summary of strengths for Quality Area 7

Strengths

Winston Hills Preschool kindergarten has successfully been managed by a volunteer Committee of Management for many years. This model of management has some inherent issues. It's members who may not have experience in their roles, members may only hold the role for one year and it can be demanding. It also has many strengths including unique expertise, connections to community and staff, parent voices and advocacy, returning members and varied skill set.

These strengths and challenges have led to the kindergarten management having a commitment to continuous improvement and to embed effective processes to ensure regulatory requirements are met. The responsibility of policies and procedures reviews has a dedicated Executive committee member who in partnership with educators ensures they are updated as required. Our kindergarten has a history of strong and dedicated committees, with many members staying on or returning to committee each time one of their children attend. They work to manage the overall running of the kindergarten, maintain and develop the kindergarten's facilities, and ensure that staff are supported to provide a high-quality program that fits our philosophy, mission statement and vision.

The kindergarten has strong community connections with many returning families (generational) and word of mouth recommendations. Relationships are key to all aspects of our community and to foster this, past and future committees and staff meet socially after the AGM. This function is a way of recognising the contribution of outgoing members, celebrating achievements, and creating bonds. During COVID restrictions the kindergarten took their committee meetings online using teams, which had the benefit of much higher engagement by members. This has become a standing arrangement for meetings in 2021 with the undertaking to have one face to face meeting during each term as restrictions allow.

The 2020 and 2021 AGMs were held via Teams, and we had record attendance.


7.1.1 Service philosophy and purpose: A statement of philosophy is developed and guides all aspects of the service's operations.

Our statement of philosophy has been reviewed and is in the final edit stage with input from children, staff, committee, and families over the past two years.

7.1.2 Management Systems: Systems are in place to manage risk and enable the effective management and operation of a quality service.

IT central data management improvements have collated key documents, policies and procedures, reports, minutes and agendas for committee and staff into a cloud-based document management system. This system securely manages these documents and facilitates easy collaboration between committee and staff. It ensures that key documents are easily transferrable to the next incoming committee of management. It includes individual email which is also easily transferrable to the next incoming committee of management, ensuring important knowledge is shared in subsequent years.

7.1.3 Roles and responsibilities: Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.



Roles of committee members are reviewed annually prior to AGM to ensure that they are relevant and fill the needs of the community. The availability of ELAA training for members is communicated to all members regularly. In 2021 the committee has taken time to review role descriptions to ensure accuracy and relevance.

7.2.1 Continuous improvement: There is an effective self-assessment and quality improvement process in place.

The QIP is a shared responsibility between staff and committee with designated quality areas. The committee are responsible for QA 4 & 7 with the Vice President overseeing this, each teacher has a QA that they oversee. Actions and progress are noted at team and committee meetings and are added by the relevant responsible person to ensure the QIP is a living document. The QIP is a standing item on the team and committee agendas.

7.2.2 The Educational Leadership: The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

The EL is supported by the Executive and has regular contact with the Vice President who has the role of staff liaison.

7.2.3 Development of Professionals: Educators, co-ordinators and staff members' performance is reviewed, and individual plans are in place to support learning and development.

Changes are being trialled with the staff performance process to streamline and focus on the individual. Where previously the process was a collaboration between the Vice President and individual staff members, this year it will be a teacher and educator meeting that is more suited to the staff expertise than with a committee member whose expertise may sit outside the scope of teaching. Following the 2021 changes, further review of the appraisal document will be completed and suggestions made to refine the process again

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>The establishment of central data source (via SharePoint) means that all documents and information can be accessed by staff, committee as appropriate. This improves the ease of information sharing, operational continuity year on year, and more efficient operations. The committee has actively collaborated with the new administration contractor in 2021 to ensure all operational material and procedures are understood, document and recorded in the SharePoint system. The committee and administration have sought to improve processes to ensure a streamlined approach to issues such as staffing and future information sharing for incoming/changing committee members.</p>
2. Practice is informed by critical reflection	<p>Although the move to the Teams format for COM meetings in 2020 due to COVID lead to higher attendance at COM meetings, in 2021 this has resulted in declining attendance and difficulties for new members in forming relationships and feeling confident in their roles. The COM has used recent experiences and debriefed as a group to reflect on the way forward and commit to a trial of a 'hybrid' model of meeting (face to face with option to attend via team's mode) attendance at COM meetings to ensure maximum participation and support.</p> <p>The EL has sought to provide guidance to the 2021 COM on the importance of having central ownership and reviewing the QIP regularly to ensure a collaborative approach between COM and staff as well as having a central point to track goals and reflect on targets and achievements made.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>The COM reflects on all feedback given by staff and families to determine future practice and acts in a timely manner to adjust actions as needed.</p> <p>COM is engaged with partner organisations including Banyule Council, ELAA and organisations providing grants and philanthropy to enable continual improvements to the kinder facility and its programs.</p>

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>Performance appraisals (Individual Quality Improvement Plans) are conducted annually for all staff. The format of the IQIP mirrors the QIP and was introduced by a previous VP to help streamline the process and create familiarity with both processes. Feedback is being sought from staff following the 2021 process to ensure this meets the staff need and reflects performance.</p> <p>All teachers IQIP are completed in consultation with the Educational Leader. Teachers then complete the other educators' IQIP in consultation with those educators. The EL meets with VP when completed to communicate any relevant concerns, needs or feedback. Opportunities to grow and develop from the plan are tracked and monitored over a designated period. Graduate teacher is supported by entire team but in particular the EL and the teacher's mentor. All IQIP goals for all educators are aligned to the Victorian Institute of Teaching Standards. All educators are supported to achieve their goals through facilitation of relevant PD, professional reading and peer/ mentoring and coaching. Our Philosophy is reviewed regularly and our QIP is a living document and features on the agenda of staff and committee meetings.</p>
2. Practice is informed by critical reflection	<p>When staff and EL reflected on the appraisal process, they felt that the current practice could be improved. Due to the change in VP most years they felt that they were unable to build a strong relationship and communicate their IQIP positively. The EL undertook a PD on the ELAA Employee Management and Development Framework and felt that this would suit staff. EL took this to staff and VP and it was agreed that this would be the model for 2021. Staff will reflect on their IQIP from 2020 and write their new IQIP prior to appraisals.</p>

<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>EL and VP will be able to see a whole staff view of PD needs, strengths and gaps in knowledge. Staff are seen as experts for other team members, as some have expertise in areas that may have been identified by others as needing more knowledge Opportunities for whole team PD focused on areas identified as requiring development and extension are researched by the EL and COM and contracted administrator. We actively seek input from community members who have expertise such as our recent felting and parent workshops run by past parents and beeswax workshop with fellow teacher colleague. This connection with community that dovetails with our philosophy and program is one of our greatest achievements.</p>
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Key improvements sought for Quality Area 7

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.1	Values and philosophy need reviewing as we have new staff, committee and families.	A philosophy and values that reflects the current community.	H	<p>Team discussed and formulated an approach. Using our Mission Statement to inform questions for children and families. Produce large public feedback board for families to comment on. Formulate questions for children to answer across the service.</p>	<p>Wide range of responses from team, children, families and committee to inform writing of new philosophy. Philosophy shared with community via website.</p>	October 2020	<p>Conversations with children started Term 3 & 4 2019.</p> <p>Public board in foyer installed for family input - August 2019</p> <p>Committee input - August 2019 meeting</p> <p>Whole team meeting to brainstorm our ideas - Feb 2020.</p> <p>Children's voices across the service collated and</p>

							<p>linked to our Mission statement.</p> <p>All info shared with staff in September 2020 team meeting.</p>
7.1.2	<p>What to do if committee positions remain vacant or have members who cannot fulfil their role.</p>	<p>Alternative means of fulfilling role to be explored.</p> <p>Nominating members of COM to be responsible to identify any committee members who are not fulfilling their responsibilities of their role and address this as appropriate.</p>	H	<p>Committee to formulate a procedure to follow if this occurs and look at alternative methods e.g., engage a contractor, reduce size of committee, short term roles, move more tasks to paid administrator</p>	<p>A system is in place if this issue arises that all are aware of that can be instigated before/during the kindergarten year.</p>	June 2021	<p>Discussed at April 2021 meeting – broad communications to be directed to families (i.e., signage, emails, letters home to carers to assist to fill vacant roles and stress urgency of need for assistance - completed by May 2021</p> <p>Consideration of enabling people to commit for a short period of time to fulfill a duty or run an event</p> <p>May 2021 – Committee discussed vacancies and decided on a strategy to address fulfilment of tasks required – see May 2021 COM minutes</p> <p>President to be a key driver for action of vacant roles</p>

							<p>2022- Committee discussed job share in the event roles cannot be filled</p> <p>2022 – Committee discussed to start short list of committed parents as back up.</p>
	Recruiting incoming families to committee prior to AGM	Incoming families are informed as to benefits and expectations of roles.	H	<p>Video of 2020 COM members produced and added to website. Utilised for 2021 and 2022 campaign</p> <p>Survey produced by admin in 2021 to capture interest and nominations.</p>	Increased interest from incoming families and roles filled at AGM.	October 2021 Ongoing	<p>Administration produced a survey that provided key information and assisted COM to follow up expressions of interest and make personal connections with potential new COM members</p> <p>All positions for 2022 COM were successfully filled prior to the 2022 year commencing.</p> <p>Filled 2023 COM with mostly returning families from 2022.</p>
7.1.3	Roles and responsibilities of COM members needs greater clarity from beginning. Position descriptions also need updating to reflect current	Improved understanding of the responsibilities and time commitment of each committee role, for incoming committee members.	M	Each 2021 committee member to update their Position description on SharePoint site. Roles communicated clearly to incoming members prior to AGM and during handover via new Committee Portal which includes position	Committee members have clear understanding of their responsibilities and make the commitment to their position with an accurate understanding of the time commitment required.	August 2021	COM and EL to confirm use and implementation of new committee portal with administration contractor and fulfil by end of 2021 for handover to 2022 committee – created by August 2021 for end of year implementation

	responsibilities and time commitments.			descriptions, useful website links and forms in an easily accessible online format.			<p>By November 2021 COM have undertaken a review of all roles during meetings and re-written or refined most which will make these roles more accessible to incoming members</p> <p>COMPLETED</p> <p>November 2022 COM reviewed Job Descriptions and updated realistic volunteering Contact Hours</p> <p>November 2022: COM commenced Yearly Milestone task list to assist with COM transition for knowledge transfer</p>
7.2.1	QIP process still not regularly updated or nominated as a responsibility of a committee member	The QIP is regularly updated (min. annually) with an allocated 'owner' for the process (voting member).	H	Allocate QIP as responsibility to voting committee member Introduce QIP as a standing agenda item at all COM meetings QIP part of the handover process for Exec COM	QIP is regularly updated, is a 'living' document accessed by staff and committee via SharePoint and reflects the ongoing continuous improvement of the service.	End Term 4 2020 and ongoing	<p>There was little done on the QIP in 2020 due to COVID</p> <p>QIP prioritised at April 2021 meeting. Minute secretary to ensure that any content relevant to QIP is forwarded to VP for entry.</p>

	COVID restrictions affecting meeting of committee and AGM.	Continued engagement by committee for meetings. A way to run AGM if restrictions are still in place when AGM is due in November 2021	H	IT support committee member to investigate ways of holding both meetings and AGM that will be easy, equitable and accessible to all.	All members of committee and staff able to attend meetings. AGM able to be held with all interested parties able to access if it cannot be f2f.	August 2020 Nov 2021	IT support reported back to committee with advice to use teams to run meetings – March 2020 Decision made at August meeting to go with an online AGM as numbers restricted for gatherings. IT support devised systems to run 2021 AGM, co-ordinated all presentations and oversaw the AGM for issues March 2022 – IT support purchased speaker and enabled Hybrid meetings. Have been offering Hybrid meetings since April 2022.
7.2.1	Families have not been surveyed in the last two years for feedback on kindergarten, program etc.	Annual surveying of families via survey monkey. Questions to be formulated by staff and committee.	H	Review past survey questions and set a date for survey to be sent to families.	Feedback is given by families prior to the coming kindergarten year to allow any issues/changes raised to be addressed.	July 2021	Confirmed this is the role of the AVP at April 2021 COM meeting and minuted that this task needs to be a priority from mid-year in 2021 VP has put this task on the agenda and will raise again at August

							<p>meeting to determine a plan of action</p> <p>Survey conducted and results delivered to COM at October 2021 meeting</p> <p>COMPLETED</p> <p>July 2022 Have agreed in May and June 2022 COM meeting to survey families earlier this year (in term 3), so that we are able to improve on feedback in the same year.</p> <p>2022 Parent Surey completed and reported back at AGM</p>
7.2.3	Staff members require more regular scheduled time with Educational Leader to receive performance feedback and development.	Staff members meet regularly with Educational Leader in addition to twice yearly appraisal with Vice President. Staff receive regular, ongoing feedback and mentoring on their professional development.	H	2020 committee approved additional spend for Educational Leader to meet with staff. Staff and Educational Leader to coordinate meetings and manage agenda.	Staff have higher engagement and feel supported in their ongoing development. Staff are supported in their IQIP areas.	From Term 3 2020 onwards	<p>EL met with all staff at end of 2020.</p> <p>Decide whether this needs to be continued in 2021 once appraisals are set.</p>
7.2.3	Staff appraisals system that was trialled was problematic.	Twice yearly appraisals that are communicated to VP/Executive.	M	Teachers will undertake appraisal for an educator, which is fed back to EL.	All staff feel supported and comfortable voicing their needs.	May 2021 onwards	EL attended training for ELAA Employee Management Framework

	Difficult to find time for VP to see each staff member and understand their needs and is known to them professionally.			EL will undertake appraisals for all teachers. EL will feedback to Executive and plan for staff PD/Mentoring needs.	Regular appraisals can be organised between participants.	November 2021	and had discussions with VP and they have agreed to implement a better system based on this model – March 2021 Feedback from staff was that this document required further adjustments. 2021 VP to handover to 2022 VP as an item for follow up
7.2.3	<u>Staff performance review and feedback process</u>	<u>A professional and meaningful performance review and feedback process for all staff in line with industry recommendations</u>	M	<u>P review ELAA guidelines and templates and provide updated feedback process for staff</u>	<u>Implement updated process incorporating feedback from NS and staff</u>	<u>Mid 2022</u>	<u>VP reviewing ELAA templates</u>
7.1.1	Management of invoicing	Greater efficiency and transparency	H	Treasurer to oversee implementation of invoicing system	Improved payment times and processes		Moved invoicing to MYOB COMPLETED 2022 – Changed new to new book keeper – system:XERO
7.2.1	Lack of clarity over contractor's contracted time/tasks	Greater transparency over contractors for Committee	M	Administrative contractor to email Committee President with a summary of time/task overview each month	Committee have clarity on contractors' contribution and value to WHP	February 2022	President and contractor to update on whether the communication is working effectively February 2022

							Cloudworks emails through task list monthly, also contracted extendd to 30 June 2023.
7.2.1	Difficulty in quickly establishing when and by who decisions were made/ spending approved	Clarity, transparency and easily available record of decisions/ spending approvals	M	Secretary to develop a decision/ approval register for decision including a financial vote by the Committee	All Committee and staff can easily access information on approved financial transactions	Mid 2022	Secretary to develop decision log and circulate (2022 Completed)
7.1.2	Uncertainty during transition to new Committee leadership and lack of clarity regarding role and decision-making division between Committee and Staff	Documented summary of division of responsibility, management practices and values for induction	H	Executive to draft statement for review by Teachers and Committee	Completed accessible summary statement	End 2022	VP to start document outline and agree on drafting responsibilities with executive
7.1.2	Regular challenges for teachers and committee members to be able attend scheduled meetings	Purchase and set up interactive screen to enable remote meeting attendance	L	IT Support to purchase funded screen and set up	Increased attendance at meetings by teachers and Committee members	April 2022 End 2022	March 2022: IT support have purchased and set up hybrid meeting model for online and in person. Compare attendance and feedback from staff and committee at year end COMPLETED



Notes

2022 -

President, Treasurer and Secretary all attended ELAA training sessions.