



Australian Children's  
Education & Care  
Quality Authority

# Quality Improvement Plan 2020

# YARRAM EARLY LEARNING

## The National Quality Standard and Quality Improvement

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

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

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

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

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

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

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

to the National Quality Standard. A Quality Improvement Plan must be reviewed and/or submitted to the regulatory authority on request.

## About the ACECQA Quality Improvement Plan template

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

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

## Exceeding NQS themes guidance

The [Exceeding NQS](#) sections provided for each standard should be completed when there is evidence of one or more Exceeding NQS themes demonstrated in the practice at the service.

When the QIP is submitted to the regulatory authority for assessment and rating, an authorised officer will consider the evidence documented and gathered at the assessment visit to determine if the Exceeding NQS themes are being met.

For further information on the three Exceeding themes, including what authorised officers consider when reviewing whether evidence demonstrates a theme, see ACECQA's [Exceeding the NQS](#) webpage.

## Service details

<b>Service name</b>		<b>Service approval number</b>	
Yarram Early Learning Inc.		SE-40004432	
<b>Primary contacts at service</b>			
Catherine Gay Director			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	156 Grant Street	Telephone	03 5182 5190
Suburb	Yarram	Mobile	
State/territory	Victoria	Fax	
Postcode	3971	Email	cathy.gay@yarramelc.com.au
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact	Malissa Nicol (Chairperson – Committee of Management)	Name	Cathy Gay
Telephone	03 5183 2412	Telephone	03 5182 5190
Mobile	0408 124 294	Mobile	0411 298 372
Fax		Fax	
Email	malissa.nicol@education.vic.gov.au	Email	cathy.gay@yarramelc.com.au
<b>Postal address (if different to physical location of service)</b>			
Street		State/territory	
Suburb		Postcode	
<b>Educational Leader</b>			
Name	Josette Nunn		
Telephone	03 5182 5190		
Email	jo.nunn@yarramelc.com.au		

## Operating hours

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

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

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions. Family Day Care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	06:30	06:30	06:30	06:30	6:30	-	-
Closing time	18:00	18:00	18:00	18:00	18:00	-	-

Please note: Yarram Early Learning is licenced to operate until 18:30 upon request from families. We require at least 24hours notice to ensure the children to educator ratio is satisfactory.

## Additional information about your service

The following information will assist the regulatory authority to plan the assessment visit.

**Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.**

As we are part of the Yarram Hub precinct, we have two areas for parking. Our main parking area for staff and visitors is via Lawler Street. Parking can also be accessed in the carpark via Grant Street at the front of the Hub building. Our Kindergarten program follows the Victorian school term dates. We observe all Victorian Public Holidays, and the Long Day Care programs operate for 50-51 weeks of the year.

**How are the children grouped at your service?**

The children are grouped in 4 groups:  
Ngarawert: 0-18 months/2 years  
Wook Gook: 18 months/2-3 years  
Bataluk: pre-Kindergarten  
Tiddalek: Kindergarten

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

Catherine Gay (Director & Nominated Supervisor)  
Josette Nunn (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.**

No. of educators: N/A

## Service statement of philosophy

Please insert your service's statement of philosophy here.

### **We believe:**

1. Children are powerful and curious learners. We foster this by providing an inquiry rich play-based environment. Together we will nurture and respect all children, building on their unique strengths and abilities and valuing each family's diversity. This fosters children's motivation to learn and reinforces their sense of themselves as competent learners.
2. If we provide an environment that allows children to feel safe and secure this will encourage them to take risks in their learning and help them develop resilience for life's challenges.
3. In developing a strong sense of community by establishing links and accessing support services within our local area. We seek to strengthen partnerships and build relationships by actively participating in local events.
4. Children make sense of their world through play-based experiences that are meaningful to them. By involving them in the decisions we make, by listening, acknowledging, and valuing who they are right now, it allows us to scaffold and build on their learning.
5. In recognising and acknowledging the Gunaikurnai people, the local traditional owners of this land and we are committed to providing learning experiences that reflect the Aboriginal and Torres Strait Islander culture.' Non-Indigenous cultures are promoted in the same way. Everyone is encouraged to be proud of who they are and to share and celebrate their cultures and family values.
6. The relationships which children make with other children and with adults are of vital importance to their development. As educators we will provide opportunities for children to interact and communicate in a supportive manner that allows them to develop and build on their emerging social skills.
7. That our service is a valuable community resource and as such we are committed to ensuring each child in Yarram and the surrounding district is offered a kindergarten placement in the year before school. We are also committed to providing a service that is high quality, accessible, flexible, and responsive to community needs. Feedback and involvement are actively encouraged.
8. That it is the parent's role as the child's first and most influential educator and encourage their involvement in our centre and their input into the development of our programs and philosophy. Children thrive when we work together to build a trusting partnership.
9. In supporting our educators to value their own learning and improve their practices and education through sound orientation practises, encouraging critical reflection, and providing training and mentoring.
10. The Guiding Principles of the National Quality Framework, Belonging, Being & Becoming: The Early Years Learning Framework for Australia and the Victorian Early Years Learning and Development Framework are embedded within our program. Our teaching is intentional. We focus on the process, we give children the freedom to explore, investigate, experience, interact and discover. To learn about new things, people, cultures, sustainability, the environment, and technology.

We are currently in the consultation process for the development of a Mission and Vision statement for our service. We have gained feedback from parents and the staff at Yarram Early Learning and draft documents have been formed. These documents have now been given to the Committee of Management for their input and final approval.

## Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities, and relationships at school, at home and in the community. Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](#) and the [ACECQA website](#).

### Quality Area 1: Standards and elements

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

Information for families	Element 1.3.3	Families are informed about the program and their child's progress.
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## National Law and National Regulations underpinning Quality Area 1

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

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

## Quality Improvement Plan for Quality Area 1

### Summary of strengths for Quality Area 1

Strengths	<p><b>Standard 1.1</b></p> <p><b>1.1.1</b></p> <p>The EYLF and VEYLDF, as well as our service philosophy, guide our everyday practice. We use the principles and practices of the EYLF and practice principles of the VEYLDF to guide our pedagogical decisions and intentionally focus on the learning outcomes to plan for each child's learning and development. We acknowledge that children's learning is on-going, and each child will progress towards the outcomes at their own pace and in unique ways. Educators implement planned experiences as well as supporting incidental learning as it arises.</p> <p>Our play-based programs support children's agency as we view them as capable and competent learners. We intentionally plan to support children's progress towards the learning outcomes and actively promote or initiate the investigation of ideas, complex concepts and thinking, reasoning, and hypothesising. We support their communication skills and extend their language as well as non-verbal communication.</p> <p>Curriculum decisions uphold all children's rights including the right to have their identities, knowledge, strengths, ideas, culture, abilities, and interests acknowledged and valued in the context of their families and the community. We include local community events in Yarram that the children may have seen, heard, or been involved in and we plan many excursions and incursions to further extend on their interests. We include celebrations from a range of cultures, especially the cultures that can be found within our Centre.</p> <p>We use the assessment and planning cycle to guide all further learning decisions and reflect on each step to ensure that it informs future decisions. Educators plan the program based on what they know about each child and the group of children and use a collaborative approach so that everyone has opportunities to provide input. The children are offered an engaging indoor and outdoor program, which develops their learning, abilities, and interests. We are focused on building respectful and responsive relationships with each child which helps them in the program. We strive to always use positive strategies and processes that encourage involvement and help children develop respect for each other and the environments in which they learn.</p> <p><b>1.1.2</b></p> <p>We use a variety of methods to gather information about each child's knowledge, strengths, ideas, culture, and abilities and use this as the foundation of our child-centred educational program. When a child first enrolls at our service, we start to collect</p>
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information on the child's culture and family information along with the child's health, medical and developmental needs. Any important information is communicated to the relevant staff and communicated to the relevant rooms digitally.

Throughout the year, we continue to gain information about each child's strengths, abilities and ideas through conversations with children, through observations, by encouraging families to complete the My Family, My Self form and to contribute their feedback via Xplor and verbally upon drop off and pick up.

### **1.1.3**

We use all aspects of the program including interactions, planned and spontaneous experiences, routines, and transitions to support and maximise children's involvement and engagement in learning.

Daily routines are displayed within each room. These are predictable to assist children to feel safe, secure, and confident to explore and learn, but flexible to allow for children's daily/changing needs and requests. Transitions are designed to reduce stress and support children's sense of belonging through offering long periods of uninterrupted play and supporting individual children's preferences and requirements.

Small group opportunities are planned to maximise children's learning and access to educators. We use intentional teaching strategies to extend children's ideas and learning. Children contributions through their ideas within play and through intentional teaching experiences allow for program decision-making, contribute to the learning environment, assist in everyday routines and transitions. During routine times we assist children to learn about health and hygiene. This has been more evident in 2020 due to the Covid-19 pandemic. Our mealtimes are social occasions where oral language is a focus, and educators are engaging with small groups of children facilitating conversations and sharing knowledge and information.

## **Standard 1.2**

### **1.2.1**

Educators are deliberate, purposeful, and thoughtful in their decisions and actions during both evolving and planned experiences. Team meetings are used to plan specific experiences, that are based on children's individual learning plans as well as the group goals, to assist in knowledge-building and supporting further development. These plans are highlighted in the three weekly planner and encourage us to build on the children's strengths, knowledge, ideas and needs.

We use teaching strategies that complement the planned goals we have for children's learning as well as using teachable moments to provide intentional support to children during play, routines, and transitions. We focus on facilitating thoughtful conversations with children that challenge their thinking. We actively listen, show interest, and ask open-ended questions to

encourage thinking and conversation. We use a range of communication techniques that involve explanations, speculation and that encourage problem solving.

We are flexible to meet the spontaneous needs and interests of the children and reflect on the most appropriate strategies to use. Having meaningful relationships with children ensures that we know their ideas, can often predict how individual children may respond to various experiences and can understand their challenges. It assists us to make informed decisions and take deliberate actions to support all children within the programs. This was evident during the first Covid-19 lockdown where our Kinder and pre-school number dropped dramatically. To accommodate for these absences, educational packs were compiled and distributed to the children to ensure that they were able to continue their learning from home.

### **1.2.2**

Educators respond to children's ideas and play through observation, conversations, working alongside children, following children's ideas, and incorporating these into the Centre programs. We use daily routine times to gather meaningful, individual information from children and to ensure children's ideas and suggestions are incorporated into all aspects of the Centre's operations, programs, and play.

We are deliberate, purposeful, and thoughtful as we implement a variety of learning opportunities for children. These include setting up engaging environments and interesting play spaces for learning; implementing planned experiences; supporting children's spontaneous ideas; small group work; carrying out transitions and routines; organising incursions and excursions. We ensure there are appropriate levels of challenge within the program and children are encouraged to explore, experiment, and take appropriate risks in their learning.

We use a variety of the intentional teaching strategies that are highlighted in the EYLF and VEYLDF to actively promote children's learning throughout the day including modelling and demonstrating, open-ended questioning, speculating, explaining, engaging in shared thinking and problem solving to extend and foster high-level thinking skills and scaffold children's learning.

### **1.2.3**

Our programs and routines provide opportunities for children to take increasing responsibility for their decision-making, choices, and self-help skills. We promote child-directed learning by encouraging children to make decisions about their own play experiences or projects. We encourage them to contribute to planning and setting up their own play experiences or projects.

Routine times are utilised for intentional teaching opportunities based around children's needs or ideas. We acknowledge that children are capable and competent to make their own decisions. We respect children's choices when it comes to making decisions on all aspects of the daily routines, including but not limited to meals, play, children's well-being, and rest/sleep time. Children can save their lunches for a later time and children can decide if they wish to sleep or rest. Our environments both indoors and outdoors are set-up to allow children to select resources independently.

Children are encouraged to care for resources and environments, children and educators work together to re-set areas of the Centre throughout the day. Children are encouraged to be responsible for their own belongings, putting their belongings in their lockers, recycling their rubbish, and sorting their food scraps and placing their belongings in their bags to be taken home.

### **Standard 1.3**

#### **1.3.1**

We follow the assessment and planning cycle of the EYLF and the Early Years Planning Cycle of the VEYLD and ensure that all steps are evident. We collect information on each child in a variety of ways to gather data about their participation in the program, their ideas, strengths, developmental skills, and any areas where they may need additional support. Observations are analysed and linked to the relevant learning outcome, and plans are made to support the child's further learning. These plans are incorporated into the three-week plan, implemented, and reflected upon.

Upon reflection, stemming from the Covid-19 restrictions and the changes we made to pick up and drop off, we realised that the families as they were no longer coming into the Centre, were missing out on seeing parts of their children's day. Therefore, the educators are now utilising our Xplor platform to enable the educators to send snapshots of the children's day. This is an area that that educators are continually working on.

Online portfolios for each child are developed throughout the year via Xplor. Children's portfolios are a combination of program stories, observations, and parent notes. Our online system ensures that families can offer feedback easily and meaningfully.

#### **1.3.2**

Educators critically reflect on children's learning in a variety of ways, personally in their observations, conversations with other educators, during room meetings and general discussions at various times throughout each day.

Our degree qualified Educational Leader supports educators to reflect on their work, to analyse their actions objectively and motivates them to reflect and explore new ideas and approaches as part of daily practice.

Our service provides opportunities for educators to reflect on children's learning and development by providing weekly programming times for educators and with an extra/floating staff rostered on where possible to provide more programming

time. Our service ensures every program is overseen by the Educational Leader.

### **1.3.3**

Families are informed about the program and their child's progress. Programs and reflections every three weeks, are provided to parents through Xplor, allowing parents to comment and make suggestions. Observations of children's learning are recorded using Xplor, which is viewed by the families allowing them to comment and provide feedback. Each observation analyses the children's learning and provides an opportunity of extending their learning or ideas by adding this to the program. Goals and strengths for each child are identified and documented twice a year. Families are also kept up to date through our Facebook page, and monthly newsletter.

We ensure children have equal access to resources, adequate resources are provided, and strategies are used to assist children in sharing resources with their peers. Communication is a major focus with families, communication at arrival times, departure times and even throughout the day on their child's needs, wellbeing, and progress.

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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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"> <li>• Educators, the Educational Leader, and the Director demonstrate a deep understanding of the requirements of the standard, the concepts and the component elements, and a commitment to high quality practice always. This is demonstrated by the educators executing a high quality indoor and outdoor program every 3 weeks which incorporates children's ideas and ongoing ways of knowing, through scaffolding and intentional teaching.</li> <li>• Educators work collaboratively with the Educational Leader to:               <ul style="list-style-type: none"> <li>○ consistently make curriculum decisions, including the ability to maximise learning and development outcomes for every child in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.</li> <li>○ Consistently develop and implement a focused and open educational program that reflects and builds on the knowledge, strengths, ideas, culture, skills, and abilities of each child.</li> <li>○ Confidently make curriculum decisions throughout the day and then every three weeks when the program is changed to ensure each child's learning and development is maximised.</li> </ul> </li> <li>• Educators, the Educational Leader, and the Director can explain how their approach to curriculum decision-making connects to:               <ul style="list-style-type: none"> <li>○ the service philosophy and supports the service's broader vision for quality.</li> </ul> </li> </ul>
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> <li>• The service's approach to curriculum decision-making:               <ul style="list-style-type: none"> <li>○ reflects discussion and opportunities for input by all educators and is informed by critical reflection.</li> <li>○ Is informed by current guidance from our Educational Leader.</li> </ul> </li> <li>• The service's approach to curriculum decision-making is understood implemented with assistance from the Educational Leader and implemented accordingly.</li> <li>• Educators, the Educational Leader, and the Director regularly reflect, individually and with each other in relation to:</li> </ul>



	<ul style="list-style-type: none"><li>○ opportunities to strengthen the educational program through weekly Room Leader and team meetings and through the implementation of the Reggio Emilia Approach that has been successful in the Kindergarten room and is now being implemented throughout the Centre.</li><li>○ The evolving knowledge, strengths, ideas, cultures, skills, and abilities of children at the service, and how these inform the educational program.</li><li>○ Opportunities to nurture respect for the cultural diversity of our wider community in the educational program, including our local Aboriginal and Torres Strait Islander histories and cultures.</li></ul>
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"><li>● The service's approach to curriculum decision-making:<ul style="list-style-type: none"><li>○ reflects a strong commitment to meaningful, regular engagement with families and the community to promote strong connections between each child's various learning environments. Due to the Covid-19 restrictions, the service has implemented children's drop off and pick up in the Hub foyer as families are unable to enter the Centre. Therefore, we have put in place communication with families via our online Xplor platform. Through this platform, families are sent the program, reflection, and observations digitally, where they always have access.</li></ul></li><li>● Educators:<ul style="list-style-type: none"><li>- consistently and meaningfully engage with children's families and/or the community to:<ul style="list-style-type: none"><li>○ draw on family and/or community understanding of each child's knowledge, strengths, ideas, culture, skills, abilities, and learning and development in order to develop a child-centred educational program.</li><li>○ Regularly communicate about the educational program and children's evolving knowledge, strengths, ideas, skills, abilities, and learning and development outcomes to support continuity of learning and development across children's various learning environments. We communicate these through our Xplor platform.</li></ul></li></ul></li></ul>

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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> <li>• Educators:                             <ul style="list-style-type: none"> <li>○ within the over 3's rooms, consistently respond to children's choice and ideas and facilitate opportunities to extend on children's thinking, learning and problem solving through open ended questioning, interactions, conversations, planning and resourcing. They are supported in making decisions in all aspects of the Centre's routines and their choices and ideas for their own learning and are encouraged to extended upon within the Centre programs.</li> <li>○ Recognise that the strong and meaningful relationships we establish and maintain with our children is the foundation for ensuring these practices are embedded within the Centre each day.</li> <li>○ Incorporate children's wonders and curiosities on a daily basis that lead to further inquiry projects.</li> </ul> </li> </ul>
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> <li>• The service's approach to curriculum decision-making:                             <ul style="list-style-type: none"> <li>○ uses a variety of methods to reflect and discuss on the needs of individual children and how to extend on their learning. These methods include online groups, formal meeting times and informal professional conversations throughout the day.</li> <li>○ Ensures educators are given a small group of children that they specifically focus on, called their focus children. In this way, every child has an educator that is an advocate for their learning, needs and well-being at every staff discussion/reflection time. Using this focus child process, we can ensure that every child is included and that each child's learning and development is reflected on in an ongoing and consistent way.</li> </ul> </li> </ul>

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

- Educators:
  - use intentional language within online documentation and conversations with parents to inform them about why experiences are planned and the importance of aspects of the program for children's lifelong learning.
  - Offer parents strategies on how to continue Centre strategies in the home environment and vice versa when a parent is trialling a certain strategy for learning in the home, we implement the strategy in the Centre.
  - Use of the amazing locations available to us within our local community to extend on children's learning with educators and parents outside of the Centre. This has been put on hold during the Covid-19 restrictions, but we look forward to the time when we are able to continue to be able to implement this again.

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

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"><li>• Educators, the Educational Leader and Director:<ul style="list-style-type: none"><li>○ demonstrate a sound understanding of the requirements of the standard, the concepts and the component elements, and a commitment to high quality practice.</li><li>○ Implementing and understanding planned and spontaneous critical reflection on the children's learning and development, as individual educators and in teams.</li><li>○ Consistently draw on their perceptions to make variations to the design and implementation of the program.</li><li>○ Currently within the Kindergarten room, the team are working collaboratively to assess or evaluate each child's learning and development as part of an ongoing assessment and planning cycle that drives development of an education program that enhances and extends each child's learning and development. With the support of the Educational Leader, the three other rooms within the service are adapting to this area of the planning cycle.</li></ul></li><li>• Are able to explain how their approach to assessment and planning connects to:<ul style="list-style-type: none"><li>○ consistently engage meaningfully with children's families to inform them about the educational program and their child's participation, learning and development through the Xplor platform.</li></ul></li><li>• The observed and discussed approach to assessment and planning:<ul style="list-style-type: none"><li>○ regularly associates their practice with the service philosophy.</li><li>○ Dependably demonstrates a strong commitment to the principles and practices of the approved learning frameworks/s.</li><li>○ Is consistently reflected in the service's program documentation and required assessment or evaluation documentation.</li><li>○ Always reflects meaningful engagement and communication with families.</li></ul></li></ul>

<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> <li>• The service's approach to curriculum decision-making:             <ul style="list-style-type: none"> <li>○ reflects discussion and opportunities for input by all educators and is informed by critical reflection.</li> <li>○ Is informed by current guidance from our Educational Leader.</li> </ul> </li> <li>• The service's approach to curriculum decision-making is understood with assistance from the Educational Leader and implemented accordingly.</li> <li>• Any change to the service's approach to assessment and planning is understood by all and implemented appropriately.</li> <li>• Educators, the Educational Leader, and the Director regularly reflect, individually and with each other on:             <ul style="list-style-type: none"> <li>○ engagement with families and whether communication of the education program and children's participation, learning and development is accessible and understandable.</li> <li>○ Alternate assessment and planning processes and make changes where opportunities for improvement are identified.</li> </ul> </li> </ul>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> <li>• The service's approach to assessment and planning:             <ul style="list-style-type: none"> <li>○ welcomes, respects, and draws on the voices, priorities and strengths of the children and families at the service.</li> </ul> </li> <li>• Educators:             <ul style="list-style-type: none"> <li>○ seek out the opinions, perspectives, and views of children throughout the day, and draw on this input in ongoing assessment and planning.</li> <li>○ Support children to participate in assessing and planning their own learning and development.</li> </ul> </li> <li>• Educators, the Educational Leader, and the Director:             <ul style="list-style-type: none"> <li>○ consistently engage with families and the community to ensure that children's learning and development outside of the service is incorporated into the assessment and planning cycle.</li> <li>○ Regularly engage with families about their child's progress in ways that are meaningful to the child and ways of connecting, for example engaging with families using respectful and culturally safe practices.</li> </ul> </li> </ul>

## 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 The educational program enhances each child's learning and development	Not meeting Quality Area 1 in our A&R visit in 2016.	To meet QA 1 in next A&R.	H	Over the last 4 years, all educators have been working on improving this area with the Educational Leader, Heather Barnes – OAM and approval from the Committee of Management for an increased number of staff PD's.	Meeting QA 1 in the services 2020 A&R. Staff are enhancing their practices with their planning cycle, which is leading to greater intentional teaching both indoors and outdoors with the focus of the emerging strengths and capacities of all children.	Ongoing	All staff have recently participated in a PD session with the Reggio Emilia Exchange Australia with the focus being on the 'Image of the child'. In August 2020, we received support for an 18-month program that will focus on QA 1 of the NQS to commence in late 2020. It will assist our service to be mentored to deliver high quality teaching, programming, and practice and to support children's learning and development.
1.1.2 Child-centred	As noted in our QIP in 2016, it was important to gather additional information from families,	To improve our knowledge on each child's development, interests, and abilities prior to commencement at the Centre, by	H	The My Family, My Self form will be implemented by being provided to each family, prior to a child's commencement at	We will have a system in place to continually seek information from families about their child, and educators will be using the information when	Ongoing – end of March, 2021	In December 2019, the Kindergarten teachers met with all the families of the children who were enrolled in Kindergarten in 2020.



	<p>regarding the children's development and abilities.</p>	<p>encouraging contributions from families and to build on this throughout the year, in order to support their learning within the program.</p>		<p>the Centre. We will seek a copy of any important notes from the Maternal Child Health Nurse checks. The My Family, My Self form will be updated with families in the middle of the year. We will encourage families to continuously contribute their feedback via Xplor.</p>	<p>designing and implementing the program.</p>	<p>It was very useful and successful way to build relationships and to encourage the completion of the My Family, My Self forms.</p> <p>February 2020 - My Family, My Self forms have been introduced and have been very useful to the educators. We had planned on implementing meetings with all the new families throughout the Centre early in 2020 but due to the Covid-19 restrictions, this was something that was put on hold with the exception of families who we found it was a necessity before commencement. In 2021, with easing restrictions, we hope to be able to reintroduce it again.</p> <p>We will continue to encourage families to contribute their feedback and ideas through Xplor.</p>
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1.1.2 Child-centred	There needs to be more acknowledgment and recognition of children's cultures and backgrounds.	To incorporate children's cultures into programs and environments and assist them to understand more about Australia's multicultural society.	M	<p>Seek information from families about their cultural heritage if not already obtained through enrolment details. (E.g. Where did their ancestors come from?)</p> <p>Create age-appropriate displays to show the countries of origin. Include festivals that are appropriate to each family in the program.</p> <p>Collect cultural artefacts, posters, fabrics to include in our environments to promote a sense of belonging. Include stories, music, food from other cultures to extend children's understanding of the world around them.</p>	Children and families' cultures will be supported within the program and children will have learned more about the cultures within Australia.	Ongoing	We are making progress. This has been started and we are slowly making improvement throughout the service.
1.1.2 Child-centred	All rooms within the service (with the exception of the Kindergarten), need to incorporate	To promote a sense of belonging for all children and families in Yarram, including any Aboriginal families.	H	With the assistance of the Educational Leader, we will include intentional teaching strategies and displays within each group.	Children and families who identify as Aboriginal will feel culturally safe within our Centre.	March 2021	We are making progress. This has been started and we are slowly making improvement throughout the service. We have



	<p>Aboriginal culture into their program in a more effective way.</p>	<p>To help all children and families understand more about and to value the culture of the Aboriginal people, especially those in Yarram and the surrounding district.</p>		<p>Aboriginal posters, artefacts, books, and music will be incorporated into each program.</p> <p>An acknowledgement of the traditional owners of our land will be displayed in Centre foyer.</p> <p>We will connect with the local Aboriginal organisation.</p>		<p>recently received new Aboriginal puzzles, mats for group time, cushion covers and musical instruments.</p> <p>In 2018, the Kindergarten room implemented a project with the participants of the Wulgunggo Ngalu and students from the Yarram Secondary College. This project included the designing of Aboriginal boards to reflect the wildlife that can be found in the local Wetlands. In turn, the Aboriginal names for butterfly, owl, lizard, and frog were used with approval from the Gunaikurnai Elders for the renaming of our playrooms. A board was made for each room with the name and animal wood burnt into the board and now proudly displayed outside each room. From this project, an ongoing connection with</p>
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							Wulgunggo Ngalu Learning Place has been established and many more shared learning events have been facilitated.
1.3.1 Assessment and planning cycle	The planning and assessment cycle is not consistently evident in each child's documentation.	To implement a comprehensive assessment and planning cycle that encompasses input from staff, children, and families.	H	All educators to share documentation on individual children, provide input into program.  Seek input from families about upcoming inquiry topics. Termly reflections, schedules to be implemented and followed.	The assessment and planning cycle will be consistently evident in all children documentation.	January 2021	With assistance from the Educational Leader and room leader meetings, this is starting to happen consistently across the service.

## Quality Area 2: Children's health and safety

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

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

### Quality Area 2: Standards and elements

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

## National Law and National Regulations underpinning Quality Area 2

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

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



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



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

## Quality Improvement Plan for Quality Area 2

### Summary of strengths for Quality Area 2

#### Strengths

#### **Standard 2.1**

##### **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. Children's choices are respected, and the families provide us with information upon enrolment and on an ongoing basis in regard to how the children like to be put to sleep, for example: pat, rock, self-settled. At all times of the day, there are environments planned for the children, indoors and outdoors to be able to have a quiet rest if they choose with pillows and soft furnishings provided for comfort. Routine information is provided by parents upon enrolment. Educators are able to provide routine information daily to parents via the Xplor platform.

Educators and families have strong relationships and communications occur daily regarding the child's changing needs. Each child's wellbeing is prioritised by understanding their individual needs upon initial commencement and at the beginning of each year. The gathered information ensures that all children's needs are met through various strategies tailored by educators to ensure the provided program supports all children in their wellbeing and development. Each child's individual health and safety needs are discussed within room meetings, giving the educators time to reflect on their practices to ensure that risks to children are identified and minimised. Children's dietary preferences and cultural requirements are also displayed in the child's room, planning room and in their respective kitchen.

##### **2.1.2**

Children's health and hygiene habits are embedded within our programs and topics such as handwashing, coughing into elbows, using tissues, drinking water, healthy eating, healthy living practices are intentionally programmed and spontaneous teaching opportunities are utilised by educators throughout each day. Policies are adhered to at all times and parents are reminded about the importance of hygiene practices and management of unwell children regularly throughout the year. The Centre employs an environmental services assistant that cleans the Centre each weeknight. Staff rotate cleaning tasks and roles daily too, including the washing of linen, toys, and other cleaning tasks within the Centre.

Procedures and policies are implemented and followed to prevent the risk of illnesses spreading. Families are reminded of key aspects of our illness policies via email, newsletters, Xplor, Facebook all year round. This has been more prevalent since the beginning of the Covid-19 pandemic. Illnesses are notified to families via email, Xplor, Facebook and at the entrance ways of the Centre using the Staying Healthy in Childcare 5<sup>th</sup> ed factsheets and this is in line with our Centre's Covid-Safe plan.

Panadol is only administered if a child has a temperature over 38 degrees and only after receiving verbal permission from an authorised contact via a phone call. The Wellington Shire Environmental Health Officer and Department of Health are contacted when severe cases of illness such as gastroenteritis occurs. Immunisation is reviewed and parents are reminded when to update their records.

Families are notified of injuries immediately if an injury occurs above the child's shoulders. Educators often call families to discuss injuries when they are not required to so that parents are already aware of the incident when they arrive to collect their child at the end of the day. First Aid kits are available in both children's bathrooms, staff room, and a transportable First Aid bag is located in their respective kitchens. Our First Aid officer is for always ensuring the First Aid kits are fully stocked. Risk identification and anything that may impact children or adult's health and safety is discussed in meeting times and steps are planned to minimise potential risks.

As of March 2020, our Covid-Safe plan was implemented. For the health and safety of all staff and families utilising the Centre, drop off and pickups were changed to occur in the Hub foyer. When required, the temperatures of the staff and children were taken, and the introduction of mask wearing was compulsory when entering the building.

### **2.1.3**

Educators ensure each mealtime is social, relaxed and conversations regarding nutrition is utilised. If a cooking experience takes place within a room, the educators, will enjoy a meal with the children. Children's choices are always respected. If children do not wish to eat at mealtimes their meal is saved and offered again after sleep/rest time or upon request. This can only happen if it is a meal that has not been previously heated. We encourage children to taste a meal however if they taste and do not want more, an alternative is offered. Educational information regarding the importance of healthy eating and physical activity is provided to families in the forms of displays, emails, newsletters, Xplor, Facebook and conversations. Children drink from their water bottles throughout the day and we also intentionally remind children to "Stop and drink", particularly on warmer days. Physical activity is based on children's needs and ideas.

The Kindergarten children are regularly taken on excursions to the local park to have more open space for running and games. Children are involved in arrange of activities and experiences in caring for the natural environment and planting and gardening practices are common program elements.

## **Standard 2.2**

### **2.2.1**

Children are always adequately supervised; children are always with in sight and or hearing of educators. Supervision concerns/reflections are discussed at staff meeting times for continual improvement. Children are involved in discussing and planning safety guidelines when appropriate, for example, walking inside and using scissors. Educator to child ratios are always maintained and our Centre strives to ensure we have a high ratio of educators then what the requirement states. Every reasonable precaution is taken to ensure children are protected from harm and any injury likely to cause harm.

Educators complete risk assessments on the environments and prior to taking children on excursions. Dangerous products are stored in locked cupboards and are inaccessible to children. The Centre works with the Wellington Shire to ensure the facilities are maintained and safe, pest control conducted, and hazards maintained immediately. Selected educators have training in work, health, and safety.

### **2.2.2**

Plans to effectively manage incidents and emergencies are developed and implemented. All emergency information can be found within our Emergency Management Plan (EMP). Any occurring incidents are documented at the time, reported to the Nominated Supervisor, and followed up accordingly. A variety of drills, lockdowns and evacuations are practiced regularly with the children and evaluations inform the future best practice for managing emergencies. We invite members from the community to talk about emergencies with the children including Ambulance Victoria, CFA, and the Victoria Police. Emergency numbers are displayed by each phone within the Centre. Emergency authorised contacts are kept within the EMP, which is accessible by all staff.

### **2.2.3**

All staff are aware of their roles and responsibilities to respond to every child at risk of abuse and neglect. Child protection training is completed yearly, for the staff to be able to refresh their knowledge and understanding. All educators have verified Working with Children Checks and a current police check prior to starting employment at the Centre.

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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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"><li>• Educators:<ul style="list-style-type: none"><li>○ ensure healthy eating, physical activity and hygiene practices are discussed with the children daily as educators model these practices in the service themselves.</li></ul></li><li>• The observed and discussed approach to supporting and promoting children's safety consistently aligns with the design and delivery of the educational program and service philosophy and demonstrates a strong commitment to the priorities, principles, and practices of the approved learning framework.</li></ul>
2. Practice is informed by critical reflection	<ul style="list-style-type: none"><li>• Educators, the Educational Leader, and the Director:<ul style="list-style-type: none"><li>○ ensure storage of lunchboxes that require refrigeration are kept in the fridge in the respective kitchen unless parents or caregivers have requested a different arrangement.</li><li>○ Drinking is encouraged by children bringing their own water bottles. Children who do not have a drink bottle, are given cups of water throughout the day. During the Covid-19 pandemic, we have turned off the children's bubblers to follow health guidelines as set out by the Department of Health and our Centre's Covid-Safe plan.</li><li>○ Children at snack and lunchtime are encouraged to bring their drink bottles to the tables. Families are responsible for providing children's snacks and lunches. Each room often communicates with families about healthy food ideas and the importance of healthy eating.</li></ul></li></ul>

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

- The service's approach to managing risks and supporting child safety:
  - educators and families work together by continually sharing information which assist in planning for children's health needs.
  - Any changes to children's health plans are communication to relevant staff and because of this information, the children's plans are update.
  - Our Centre provides families with resources on healthy living and eating practices via emails, activities and displays, Xplor and Facebook.

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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> <li>• Educators, the Educational Leader, and the Director:               <ul style="list-style-type: none"> <li>○ Ensure that children are supervised effectively at all times.</li> <li>○ Are consistently attuned to the needs of all children to ensure each child's safety at all times.</li> <li>○ Are aware of and act on their responsibilities for ensuring children's safety at all times, including in relation to child protection, and are able to articulate these responsibilities.</li> <li>○ Proactively identify and manage risks and take precautions to protect children from harm and hazard.</li> <li>○ Identify and respond confidently to changes in the service environment throughout the day, adjusting practice where necessary to ensure that children are safe and effectively supervised at all times.</li> </ul> </li> <li>• Ongoing risk assessment and management is built into day to day operations across the service to ensure a consistently safe environment.</li> <li>• Effective plans to manage incidents and emergencies are developed and reviewed in consultation with relevant authorities and practised regularly.</li> <li>• The observed and discussed approach to supporting and promoting children's health and wellbeing consistently aligns with the design and delivery of the educational program and service philosophy and demonstrates a strong commitment to the priorities, principles and practices of the approved learning framework.</li> </ul>
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> <li>• Educators, the Educational Leader, and the Director:               <ul style="list-style-type: none"> <li>○ systematically and regularly reflect, individually and as a team, on practices to support child safety, including risk assessment and emergency management procedures and practices, and make changes when opportunities to further enhance children's outcomes are identified.</li> <li>○ Are responsive and adjust supervision strategies as required.</li> <li>○ Reflect together on safety-related incidents, and support the service to make changes to practices, policies, and procedures where opportunities are identified to strengthen the approach.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"><li>○ Are aware of and able to discuss the influences on their practice to support and promote children's safety, including recognised guidelines, information sources, and other legislation that underpin their practice approach, and how these align with the approved learning framework/s and the service's policies and procedures.</li><li>○ The service's approach to risk assessment, emergency management and child protection reflects current recognised guidelines and up-to-date information from trusted sources.</li><li>○ The service's approach to supporting and promoting children's safety reflects discussion and genuine opportunities for input by all educators and is informed by critical reflection on past incidents.</li><li>● Any change to the service's approach to supporting and promoting children's safety are understood by all.</li></ul>
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"><li>● Educators:<ul style="list-style-type: none"><li>○ actively engage with families about their concerns and priorities for their children's safety.</li><li>○ Actively raise awareness of issues impacting on child safety with families and the community, including in the context of child protection.</li></ul></li><li>● The service's approach to managing risks and supporting child safety:<ul style="list-style-type: none"><li>○ reflects the voices, priorities and strengths of the children and families at the service.</li><li>○ Is informed by meaningful and ongoing partnerships with the broader community, for example local community and emergency services.</li></ul></li></ul>

## Key improvements sought for Quality Area 2

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.3	Sometime foods, for example chips and chocolate being bought for the children to eat at Long Day Care and Kindergarten.	Remind families that these are foods that should be saved for home or only bought in on special occasions, for example: birthdays.	M	Communicate via email, Xplor, Facebook and displays with the Centre foyer.	Seeing the benefit of the children having healthy food choices.	Ongoing	We are seeing success throughout the Centre, but this is an area that we will continually continue to work on.
2.2.1	At all times, reasonable precautions, and adequate supervision, ensure children are protected from harm and hazard.	To ensure all children are safe in both the indoor and outdoor environments	H	<p>Ensure that internal and external checklists are completed to highlight and remove any potential areas of risk or danger to the children.</p> <p>All educators to be positioned in different areas and to be actively supervising the children.</p> <p>Any damaged objects/equipment are</p>	<p>Daily inspections completed each morning prior to session.</p> <p>Equipment to be in a good and safe condition both the indoor and outdoor environments.</p> <p>Decrease in children's incident/injury reports.</p> <p>Internal/external checklists to be correct.</p>	Ongoing	Educators are following policies and procedures to ensure the health and safety of all children and other staff are paramount.



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				reported to relevant personnel.			
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## Quality Area 3: Physical environment

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

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

### Quality Area 3: Standards and elements

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

## National Law and National Regulations underpinning Quality Area 3

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

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



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

## Quality Improvement Plan for Quality Area 3

### Summary of strengths for Quality Area 3

#### Strengths

#### **Standard 3.1**

##### **3.1.1**

Both our outdoor and indoor learning spaces, the Hub building, fixtures, and fittings are suitable for the purpose, including supporting the access for every child. They are aimed at providing a stimulating learning and care environment for the children. The indoor and outdoor learning environments has been specifically designed in such a way to ensure that all children can engage, play, and learn within them. The indoor space provides opportunities for educators to adapt and change the environment, as a tool to ensure opportunities for the children are maximised. A natural play space in the outdoor environment supports children in engaging in purposeful ways based on the individual or in a group – with a combination of both natural and artificial fittings.

Learning areas are appropriately spaced allowing the children to play freely. We have a wide variety of resources both indoors and outdoors which encourage exploration, learning, shared thinking, and collaborative learning. We have appropriate areas for minimal food preparation, bathroom facilities, office administration, educator programming time, quiet areas for resting and sleeping and adequate and accessible toilet and hand washing facilities.

##### **3.1.2**

Our Centre building, furniture and equipment are safe, clean, and well maintained. We employ an environmental services assistant for cleaning each weekday evening and educators all have responsibilities to ensure the premises is maintained, clean and safe throughout each day. We ensure the removal of broken items, and guarantee the outdoor environment is checked for hazards each morning. Educators adhere to the cleaning policies, which include the frequent cleaning of toys, equipment, and bedding. This has been more prevalent throughout the Covid-19 pandemic and our Centre's Covid-Safe plan.

#### **Standard 3.2**

##### **3.2.1**

Facilities are designed and adapted to ensure access and participation by every child in the service and promote flexible use between indoor and outdoor spaces. Both areas promote quiet and active spaces with children being able to engage in group activities or play independently in a range of developmental learning areas. Outdoor and indoor spaces are designed to engage every child in quality experiences involving the built and natural world. The learning areas and spaces are flexible

and can be adapted to suit the changing needs and interests of the children. The indoor spaces are inviting and comfortable with soft furnishings to create an area that is calming and tranquil. Our outdoor learning space has been purposefully planned and children can play in the sandpit, on the rocks, negotiate the obstacle course, engage in dramatic play experiences, music, and creative experiences.

There are several opportunities to explore, problem solve and practice their creative expression. To comply with the Department of Education's guidelines for the Covid-19 pandemic, we have established and implemented a roster for the outdoor learning environment to help maintain social distancing. In both the under 3's and over 3's outdoor spaces, we have put in place a roster system to ensure only one room is out at one time. The roster rotates throughout the day to ensure all rooms have an adequate amount of time, outdoors. The Room Leaders are able to implement indoor and outdoor play for those who may not want to be outside or vice-versa, inside during their allocated times.

To comply with further guidelines, we ensure that the children's eating spaces allow for social distancing and that the area is thoroughly washed down before and after eating. Our group times which used to include all children, have now been changed to include a small number of children, no more than 8 at a time and therefore, we conduct multiple group times throughout each day.

### **3.2.2**

Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. All rooms are equipped with a variety of different resources which can be used in multiple formats and across multiple rooms to provide vast learning opportunities for all children, in an open-ended format. All equipment supports children's learning and development with ample materials provided to ensure educator's plan to engage children in meaningful play-based experiences – and utilise natural and hand-made resources where applicable to support this further.

Resources, materials, and equipment are sufficient in number, organised in ways that extend every child's participation in the programs and are used in a variety of ways. Children have the opportunity to independently select resources and materials. We have open-ended resources, and we try to use recycled materials wherever possible. Educators use a range of home-made resources, purchased resources and donations from our local community.

### **3.2.3**

Sustainable practices are embedded in service operations and consistently promoted in our programs. We use recycled materials for play experiences, we have recycling bins in each room, children help with planting and watering the gardens, information is communicated to families via email, Xplor and Facebook to save on paper and a Sustainability Policy has been



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produced in consultation with the staff and Committee of Management. Children participate in the maintenance of our gardens. Our programs provide opportunities for children to develop their understanding and respect for the natural world, and the relationships between people, plants, animals, and the land. We have had our local wildlife rescuer visit to talk about caring for animals, Responsible Pet Ownership visits, Landcare tree planting days, Parks Week in conjunction with the Wellington Shire and Sustainability Education also from the Wellington Shire.

To help support and enhance educator's knowledge of the teaching of sustainable practices and pedagogy in early childhood, a professional development session was delivered for the staff by Dr. Sue Elliot (University of New England). Dr. Elliot is one of Australia's leading researchers in the teaching of ecological thinking and sustainability.

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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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"> <li>• All outdoor and indoor spaces, buildings, fixtures, and fittings:                             <ul style="list-style-type: none"> <li>○ support the access and full participation of every child.</li> <li>○ Promote and positively support children's interaction with space, materials, and each other.</li> <li>○ Contribute to a flexible and stimulating environment that enhances each child's development and learning.</li> <li>○ Are safe, clean, and well-maintained always.</li> </ul> </li> <li>• The observed and discussed approach to the design and maintenance of the physical environment:                             <ul style="list-style-type: none"> <li>○ consistently aligns with safety, cleanliness and record keeping systems.</li> </ul> </li> </ul>
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> <li>• The service's approach to design and maintenance of the physical environment:                             <ul style="list-style-type: none"> <li>○ reflects discussion and opportunities for input by all educators and is informed by critical reflection and past incidents to create an inclusive, safe, physical environment that strengthens children's learning and development outcomes and enhances participation in the program.</li> </ul> </li> <li>• Any change to the service's approach to design and maintenance of the physical environment is understood by all and implemented appropriately.</li> <li>• Educators, the Educational Leader, and the Director:                             <ul style="list-style-type: none"> <li>○ reflect, individually and together, on the design of the physical environment, and consider opportunities to make changes to strengthen inclusion and participation, and to enhance children's safety, learning and development outcomes.</li> </ul> </li> </ul>

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

- The design of the physical environment:
  - welcomes, reflects, and draws on the voices, priorities and strengths of the children and families at the service.
  - Shows that the service works creatively within the limitations of the physical setting.

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

Notes:

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> <li>• Educators:                             <ul style="list-style-type: none"> <li>○ confidently and thoughtfully adapt spaces and resources when planning and as needed on a day to day basis. We consult and observe children in their learning environments which informs any plans for environment change and adaptation.</li> <li>○ Are committed to modelling environmental care practices and promoting that the responsibility is for our staff and educators together.</li> </ul> </li> </ul>
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> <li>• Educators:                             <ul style="list-style-type: none"> <li>○ reflect on our environments in depth during Room Leader and room meeting times throughout the year.</li> <li>○ Discuss any changes to environments within these meetings for further discussion and as a way to share observations and children's voices.</li> </ul> </li> </ul>
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> <li>• Educators, the Educational Leader, and the Director:                             <ul style="list-style-type: none"> <li>○ establish a broad range of relationships with the wider community of Yarram. This includes local business' and schools to enhance the families to feel a sense of welcoming and belonging and ensures that the service's environment is one that is welcoming and supportive to all who wish to utilise the service. This was evident prior to the Covid-19 pandemic, but due to the ongoing restrictions, we have been limited to interactions, face to face with the community and families.</li> </ul> </li> </ul>

## Key improvements sought for Quality Area 3

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.2	No update to Risk Assessment for outdoor learning spaces have been completed.	Complete regular Risk Assessment for the outdoor learning spaces.	H	We will complete these assessments at room meeting and Room Leader meetings. Discuss with all staff.	Assessments taking place each year.	February 2021	
3.2.3	Sustainability Policy not in place and therefore a lack of sustainable practices throughout the Centre.	Develop an Environmental Sustainability Policy.	M	Consultation with staff and Committee of Management with the support of the Wellington Shire and Woolworths Yarram.	Policy implemented.	Ongoing	At the end of 2019, our Sustainability Policy was implemented, and we are currently achieving what was outlined in this Policy. We have been unable to achieve a few steps within the Policy due to Covid-19, but we are progressing at a much better level than prior to the implementation of the policy.

## Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

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

### Quality Area 4: Standards and elements

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

## National Law and National Regulations underpinning Quality Area 4

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

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



Regulation 118	Educational leader	4.1.1
<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1

Regulation 135	Early childhood teacher illness or absence	4.1.1
<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators, and assistants	4.1.1



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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
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## Quality Improvement Plan for Quality Area 4

### Summary of strengths for Quality Area 4

#### Strengths

#### **Standard 4.1**

##### **4.1.1**

Yarram Early Learning ensures that the educator to child ratio is always maintained throughout each room. All rooms within the service have stability of staff on a daily basis to ensure continuity of care is given. At present we have 2 qualified Kindergarten teachers. All educators are either Certificate III or Diploma qualified or are working towards these qualifications. We have several educators who are enrolled in a variety of Bachelor/Master degrees (Teaching/Early Years). We also have a pool of regular casuals that are trained, and we can call on to ensure consistency of care for children, whenever our permanent staff are away.

All staff have completed their First Aid, Asthma and Anaphylaxis training, Child Protection training, have their Working with Children's Check or VIT registration. Due to Covid-19, some staff require their First Aid training to be updated, when restrictions allow. Our weekly roster is made available to all staff every Wednesday. A copy of this can be found in the Planning room and is also uploaded to our staff Facebook group. Educators are given the opportunity to request changes to the roster via the Director, this allows for any Annual Leave or RDO requests.

##### **4.1.2**

Our staff team consists of 34 full time, part time and casual employees. Due to Covid-19, photos of staff are now on display in the Hub foyer. These photos indicate which room the staff are working in. These photos are also on the doors of each room within the Centre. If any temporary changes to staffing within rooms are required, updates are sent to the families via Xplor and our Facebook page, and these changes are also reflected on the photos in the foyer. We operate above ratio and qualification requirements and maintain these during any planning or meal breaks.

We carefully plan rosters to ensure we always have an experienced and qualified educator on an early and late shift. We pride ourselves on the relationships we have with the children, our families and each other. Due to our team consistency of employment, we form strong bonds with our children and families that continue to grow over many years.

#### **Standard 4.2**

##### **4.2.1**

The educators enjoy a professional, friendly, and supportive working atmosphere with each other and have strong bonds built

over many years of support and experiences together. Our staff team have a high level of collaboration. There is a daily communication book in which important information about a range of topics is shared with each other, messages relayed, and objectives raised. Communication is also relayed on our staff Facebook group and through email. Staff are constantly communicating throughout the day to support and learn from one another and to continually improve their skills. Our educators share their perspectives, values, observations, and planning ideas with each other informally and at formal times, such as at room meetings and Room Leader meetings.

Staff development can occur throughout these times as a team and staff have opportunities to attend professional development training which is linked to their professional development needs. All educators share responsibilities of programming, planning and routine tasks. Staff are supportive of each other in their home lives and are flexible with changing shifts due to their own family needs, whilst still balancing consistency of care at the Centre always. This has been more evident through the Covid-19 pandemic, where staff have supported one another through the trying times.

#### **4.2.2**

Professional standards guide all aspects of our staff roles. Interactions consistently demonstrate mutual respect, equity and reorganisation of each other's skills and strengths, promoting a positive, warm, and family like environment with our service. We recognise these strengths through our 'Employee of the Month' award. Staff take part in developing their professional learning goals through their yearly appraisals. The Director and staff collaboratively design the professional goals which combine the Centre's requirements for developing educational programs and staff professional interests. The staff are to provide at their appraisal, an outline of the professional goals, with timelines and processes for achieving these outcomes.

After a staff member attends a professional training session or conference, they share their learnt knowledge with the team. Educators are accessible to children, families, and each other. The Centre policies and procedures are updated yearly or as required and we are committed to the NQS and continually strive to deliver the best learning and care programs for our children and families.

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

Notes:

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> <li>• The Director:                             <ul style="list-style-type: none"> <li>○ ensures that the roster always has sufficient Diploma qualified educators working within the Centre to maintain the correct educator to child ratio.</li> <li>○ Roster is developed weekly, ensuring educators from each area are respected at both ends of the day. Educators can request changes to the roster as required.</li> <li>○ Educators utilise each other's skills, knowledge and experiences every day to guide their educational practices.</li> </ul> </li> </ul>
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> <li>• Educators, the Educational Leader, and the Director:                             <ul style="list-style-type: none"> <li>- use many methods to critically reflect on their roles and responsibilities as educators. We use room meetings, Room Leader meetings and our communication book. We reflect at these meetings and have professional discussions throughout the day, which gather the information and perspectives on a range of topics. We reflect after professional development sessions and any parent meeting times.</li> </ul> </li> </ul>
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> <li>• The Director ensures:                             <ul style="list-style-type: none"> <li>- families are informed of staffing news, information, rostering or any other relevant information in regard to the Centre or staff that we feel needs to be shared with the families.</li> </ul> </li> </ul>

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

Notes:

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> <li>• All interactions between educators and other staff within the service community are respectful and promote a positive atmosphere within the service.</li> <li>• Educators show a willingness to share information or ask for assistance from others and acknowledge the strengths and skills of others.</li> <li>• Educators consistently demonstrate a high level of collaboration, affirming, challenging, supporting learning from each other.</li> <li>• The observed and discussed approach to professional collaboration and standards:               <ul style="list-style-type: none"> <li>○ consistently aligns with the service's philosophy, policies, and procedures.</li> </ul> </li> </ul>
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> <li>• The service's approach to professional collaboration and standards:               <ul style="list-style-type: none"> <li>○ promotes discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents.</li> <li>○ Enables and promotes regular opportunities for all staff, to work collaboratively and to share and learn from each other's existing and developing strengths and skills.</li> </ul> </li> <li>• Educators discussions and notes demonstrate:               <ul style="list-style-type: none"> <li>○ self-awareness of the professional standards underpinning their own practice.</li> <li>○ Ongoing reflection on opportunities for improvement.</li> </ul> </li> <li>• Decision-making processes are informed by professional standards.</li> </ul>

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

- The approach to professional collaboration and standards:
  - reflects the unique cultural and community context of the service.
  - Welcomes, reflects, and draws on the voices, priorities and strengths of the children and families at the service.
- The Kindergarten recognises diversity as a strength and work together to promote a culture of inclusiveness and sense of belonging for all children, families, and the community, including cultivating a deep respect for Aboriginal and Torres Strait Islander histories and cultures.
- All staff consistently identify and implement culturally sensitive ways to communicate, support and engage with families.
- Decision making and problem solving in regard to ethical issues that emerge within the service environment are informed by the voices of families and the community.
- Educators build relationships with families and members of the community that include the exchange of ideas and best practice.

## Key improvements sought for Quality Area 4

### Improvement Plan

Standard/element	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
4.1.1	Due to Covid-19 and our change to drop off and pickups, we are noticing the busy periods where staff are required to leave the room for collection or drop off of children that the rooms can become out of ratio.	Monitor morning and afternoon periods for children numbers. Staff to assist with this.	H	When these busy times occur, the Director or floating staff members will step into the room to cover.	Staff are supported during the busy times and ratios are always maintained. Rosters are flexible and changed to suit the needs of the children and families.	November 2020	The Director identified the need for assistance and always steps into a room when required. Director ensures there are floating staff members who are able to offer the same assistance across all rooms of the service.
4.2.2	Improvement in critical reflection practices across the Centre.	Professional interactions and practices are critically reflected on.	M	Ongoing reflections are occurring regularly and are meaningful and inform changes to practices.	Use of room meetings and Room Leader meetings to share information and articles and reflection on practices as a staff team.	End of December 2020.	Implementation of staff Facebook group, where information and ideas are able to be communicated with staff in their own time with one another. A critical reflection book has been given to each room, where staff members are able to write



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							their ideas each day.
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## Quality Area 5: Relationships with children

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

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

### Quality Area 5: Standards and elements

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

## National Law and National Regulations underpinning Quality Area 5

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

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

## Quality Improvement Plan for Quality Area 5

### Summary of strengths for Quality Area 5

#### Strengths

#### **Standard 5.1**

##### **5.1.1**

Our Interactions with each child are warm, responsive and build trusting relationships that promote children's sense of security and belonging. The atmosphere throughout our service is relaxed and happy. Music is played in all rooms at various times throughout the day to help foster this feeling. Mealtimes are social where the children are encouraged to eat their meals but if they are not hungry at this time, meals are offered again later if the meal has not been heated already.

Educators are warm and caring with our children, nurturing where appropriate. Routine times are utilised as important interaction opportunities where children have 1:1 time with their educators who will sing, chat, and soothe them. Children know our educators very well; due to the consistency we have in our staffing team. This helps children settle into care with ease and feel a sense of belonging to their rooms and groups. Each child is consistently encouraged and supported to engage with educators in meaningful, open interactions that enhance the acquisition of skills for life and learning.

Educators constantly engage in intentional teaching in group times and 1:1 time, responding to the cues of the children. Educators utilise teachable moments and these often form the basis for future planning and experiences. Each child is included and involved in the programs and routines and children are supported to develop their feelings of confidence and security. Forming strong relationships with children's families and having regular communications help us to know our children in different environments and to inform our planning for programs. We provide many ways for families to share information with educators.

All children quickly feel comforted and that the service is their place. Educators work hard to learn each child upon enrolment, their needs and interests and ensure these are catered for in the environments. Routines are established to help children feel safe and secure. They predict and remind educators on what is going to happen next. We can offer siblings priority of care in order to support families and keep children together. We have many siblings across the centre and often utilise siblings to come and comfort children when they may be upset.

##### **5.1.2**

The dignity and rights of every child are consistently supported and promoted at all times. Educators are calm, patient, and consistent in their interactions with children. Children's personalities are taken into consideration when responding to a child,

for example their fears, their concerns and how best they respond. Children are able to make choices throughout the day, who they play with, where they sit at mealtimes, group times, if they want to spend longer in bed or rest. These choices are acknowledged and positively responded to. This is evident with our 'How to support positive behaviour' statement. Together with the children, educators explore fair/unfair behaviours including learning how their actions affect themselves and others. We explore empathy and social awareness principles with all children in the Centre.

## **Standard 5.2**

### **5.2.1**

Collaborative learning opportunities are effectively facilitated, and every child is consistently supported to work with, learn from and help others. Our environments for learning are planned to encourage small group collaboration with peers. Children form strong friendships with their peers which often last for many years after they leave the Centre for primary school. Children are often in stable room groups that move through the rooms of the service together. This contributes to peer tutoring, shared play and developing a sense of empathy and respect for each other. We transition children to a new room with their peers or friends where possible and utilise friendships to help support acquisition of skills such as toileting. Our environments provide children with the opportunity to engage in group play with their peers and practice important social skills such as caring for others, understanding others, and helping others throughout their play experiences.

### **5.2.2**

Each child is consistently encouraged and supported to manage their own behaviours, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts. We have worked closely with Heather Barnes OAM – Early Childhood Consultant, to support our staff in ongoing challenging situations and behaviour guidance information; this is applied to our strategies and management of conflicts and challenging behaviours. Educators work with parents to develop plans that suit the individual needs of each child to encourage them to manage their self-control appropriately.

We have implemented our 'How to support positive behaviours' statement on how to guide children's behaviours in positive ways. We strive for a calm and relaxed environment with children engaging in cooperative behaviours. This statement has worked effectively and helped to support the educators and children across the Centre. Many intentional teaching experiences such as role plays and group discussion times, are planned to explore and assist children in developing self-regulation, awareness of their actions, using language to solve problems and how to appropriately respond when they are hurt, angry or upset.



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Through our School Readiness Funding, the staff have been working with the 'Zones of Regulation' program. This program supports children to understand how their minds work, within a challenging context or a situation where emotions become unregulated.

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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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"> <li>• Each educator's practice reflects a deep commitment to building and maintaining respectful and equitable relationships with each child.</li> <li>• At all times, interactions between the educators and children across the service:               <ul style="list-style-type: none"> <li>○ support each child to feel secure, confident, and included.</li> <li>○ Maintain each child's dignity and rights.</li> </ul> </li> <li>• All educators can explain how their relationships with children are guided by an understanding of and commitment to:               <ul style="list-style-type: none"> <li>○ building trusting relationships which engage and support each child to feel secure, confident, and included.</li> <li>○ Respecting the dignity and worth of each child.</li> <li>○ Protecting and ensuring children's rights.</li> </ul> </li> <li>• The observed and discussed approach to relationships between educators and children:               <ul style="list-style-type: none"> <li>○ consistently aligns with the principles and practices of the approved learning framework/s.</li> <li>○ Consistently aligns with the service's philosophy, policies, and procedures.</li> </ul> </li> </ul>
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> <li>• The service's approach to relationships between educators and children:               <ul style="list-style-type: none"> <li>○ reflects discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents.</li> <li>○ Is informed by current recognised guidance.</li> </ul> </li> <li>• Any change to the service's approach to relationships between educators and children are understood by all and implemented appropriately.</li> <li>• All educators:</li> </ul>



	<ul style="list-style-type: none"><li>○ systematically reflect on their interactions with children across the service and on opportunities to further enhance children's lifelong learning and sense of belonging within the service and the child's world.</li><li>● The services reflect together to:<ul style="list-style-type: none"><li>○ challenge stereotypes and biases in promoting and maintaining a culture of inclusiveness.</li><li>○ Engage in debate and discussion in which personal, professional, and organisational values that influence relationships between educators and children are identified and discussed.</li></ul></li></ul>
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"><li>● The service's approach to building and maintaining respectful and equitable relationships with each child:<ul style="list-style-type: none"><li>○ reflects the unique cultural and community context of the service.</li><li>○ Welcomes, reflects, and draws on the voices, priorities and strengths of the children and families at the service.</li><li>○ Contributes to a culture of inclusiveness and sense of belonging for children and families at the service</li><li>○ Is strengthened by meaningful relationships with families and the community.</li><li>○ Seeks, values, and considers family input to inform the 'Interactions with Children' policy and practice.</li></ul></li></ul>

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

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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"><li>• Educators, the Educational Leader, and the Director demonstrate a deep understanding of the commitment to high-quality practice within our service. This is evident in all rooms of the Centre as the educators support the children to build and maintain sensitive and responsive relationships guided by an understanding of and commitment to, creating supportive environments that enable the children to collaborate, learn from and help each other.  Our educators offer support to each child to regulate their own behaviour. Therefore, how to respond appropriately to the behaviour of others and communicate effectively to resolve conflicts while following the services, 'How to support positive behaviour' statement.</li><li>• In line with our Covid-Safe plan, all educators confidently and effectively facilitate co-operative and collaborative learning opportunities, in appropriate group sizes, to ensure that every child is consistently supported. This allows the children the opportunities to collaborate, learn from and help others, demonstrate a consistent approach to behaviour guidance to ensure that each child is supported at all times. This gives the children the ability to regulate their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflict.</li></ul>



<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"><li>• The service's approach to supporting children to build and maintain sensitive and responsive relationships, reflects discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents. This enables the identification and implementation of opportunities to strengthen practice and is informed by current recognised guidance.</li></ul> <p>From this critical reflection and in consultation with Heather Barnes OAM, the service was able to implement our 'How to support positive behaviour' statement. Upon implementation of this strategy, the educators across the Centre have been guided by this statement and a positive change has since flowed through all rooms of the service.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"><li>• All educators draw on their knowledge of each family's strengths and priorities, including behaviour guidance approaches in the home environment. This guidance helps to support educators to tailor the development of reciprocal relationships with children to build and maintain sensitive and responsive relationships.</li></ul> <p>This is evident when working with the families to implement the 'How to support positive behaviour' statement. Educators have observed that when working with children within a challenging context, our strong and positive relationships that have developed, we have been able to work closely with these families for a positive outcome for both at home and in the Centre.</p>

## Key improvements sought for Quality Area 5

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.2	Effectively evaluating children's challenging contexts.	Develop children's individual enhancement plans when required, in consultation with relevant staff, families and other outside organisations as required.	H	The development of individual enhancement plans with families to connect the strategies that strengthen children's ways of knowing between home and the Centre.	Plans are established and evaluated. The children are supported, and individual plans are discussed at formal meeting times and informally every day.	Ongoing	Parent meetings taking place throughout the year. Team training with Heather Barnes OAM, on how to manage the context of challenging circumstances and establishing plans.
5.2.2	Assist our new staff members with the ability to support our children with their challenging contexts and to be able to respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	To provide a learning environment that is productive, safe, and affirming of a child's educational development and their positive enhancement plans.	H	Ongoing professional development through a range of organisations and services.	The children are supported with their enhancement plans implemented.	Ongoing	Team training with Heather Barnes OAM and a range of other consultants have taken place and will continue to do so, on how to manage the context of challenging circumstances and establishing plans.

## Quality Area 6: Collaborative partnerships with families and communities

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

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

### Quality Area 6: Standards and elements

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

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## 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

#### **Standard 6.1**

##### **6.1.1**

Yarram Early Learning has an effective enrolment and orientation process based on active communication, consultation and collaboration that supports all families. If places become available, families are contacted from the waiting list and asked if they still require a place. Due to our Covid-Safe plan, visits to the child's intended room have been limited and only allowed when restrictions have been eased. When these visits have been allowed, they help the child to become familiar with the educators, environments, and routines. The child's parents can observe the routines, the feeling of the service and how the educators interact and engage with the children. This helps the child, and their parents feel at ease when it comes time to leave their child on their first day of care. Educators will contact the parent regularly via phone and Xplor to give updates during the child's first few weeks at the service. The Xplor communication continues every day for each child throughout the year but we encourage parents to call to ensure peace of mind.

Families are offered a range of opportunities to be actively involved and are encouraged to significantly contribute to service decisions. Parents are invited to stand for election to the Committee of Management at each AGM. Families contribute to our Committee meetings and make decisions on issues concerning the service. Our policies and procedures are available to all families online, via our website or in hard copy from the Hub foyer. Feedback on these policies and procedures can be given through the feedback section on our Centre website or via email or phone. Families regularly email or call the Centre to discuss any number of requests, information and/or topics.

Since the Centre's opening in 2015, we have run several successful fundraisers including but not limited to, our annual Christmas in the Park, Park's Week, Day for Daniel, raffles for Dolly's Dream and Breast Cancer awareness, donations for the local farmers and trivia nights. These fundraisers have been greatly supported by our local community and families. Due to the bushfires at the beginning of 2020 and the Covid-19 pandemic, we have been unable to run any fundraising or social events throughout this year.

##### **6.1.2**

The expertise of families is actively sought and valued, and they have the opportunity to share in decision making about their child's learning and wellbeing and contribute to the service program. We support consistency between the home and Centre environment, ensuring routines are consistent, family values and expectations are catered for and information is

shared daily on the wellbeing of our children. We have comprehensive enrolment and re-enrolment packages which include a personal information form, medical information form if required and a My Family, My Self form, which staff use to cater for each individual child within the Centre program. My Family, My Self forms are easily accessible within the room and via email, for staff to get to know each child. Families cultural preferences, their values and ideas are consistently taken into consideration and routines and programs are adapted to reflect our families enrolled.

Discussions with families can be arranged at any time with educators. Conversations occur daily at drop off times, collection times and throughout the day via visits, meetings, phone calls and emails.

### **6.1.3**

Current information about community services and resources is provided in a variety of accessible forms to all families in order to support and enhance parenting and family wellbeing. Our Hub foyer contains a variety of current information in displays, pamphlets, and information on a range of topics. Important information is also sent via Xplor, email, Facebook and can be found within the Centre newsletter.

When concerns or topics are raised with the Director, she supports families to find resources and access information that is suited to their needs. Links with relevant community and support agencies are well established and maintained consistently and information about these services that are available are shared with our families.

Due to the Covid-19 pandemic, we enacted our Covid-Safe plan. The information for this plan, came directly from the Department of Education and Training. This plan and all important and relevant information were passed on to all families when required.

## **Standard 6.2**

### **6.2.1**

Continuity of learning and transitions for each child are systematically promoted by sharing relevant information, clarifying responsibilities, and building collaborative strategies with relevant community groups. Children and families are greeted warmly, siblings and parents by name and often asking about their family events or information. Information is shared about home experiences and important daily information.

Transitions between rooms only occur when the educators and families agree there is space available and a child is ready to move. We have orientation sessions before hand and often try to transition children with a friend if they have formed a close attachment to a peer. Some children transition quickly, others need a slower transition, and we ensure each one is

tailored to suit the needs of the child. Teachers in the Kindergarten room complete the Victorian Transition to School statement which is given to the child's school they will be attending and shares important developmental information with the school. A copy of this form is emailed to each family and a copy is kept by the Centre.

### **6.2.2**

Access to inclusion support assistance is facilitated when needed; we access School Readiness Funding, NDIS, Yooralla, Maternal Child Health Nurse, YDHS (Yarram and District Health Service) for Occupational Therapists and speech therapy, family support services and a range of private therapists and occupational therapists that parents are working with outside the service. The Centre has a strong connection with YDHS, in particular the allied health team and MCHN. Regularly, we have group meetings with YDHS to discuss objectives and approaches for certain children or groups of children. YDHS has also attended staff meetings to discuss the importance and reason of referral to their services.

### **6.2.3**

We establish effective relationships and engage with our local community along with organisations from around Victoria. We have visits from community members for example, Victoria Police, the CFA, Ambulance Victoria, a local wildlife rescuer, Shaun Braybrook – Manager of Wulgunggo Ngalu Learning Place, Paul Savage – local author and some local primary school children. We have also had visits from the Animals of Oz, Responsible Pet Owners program, Children's First Aid, Bugs Blitz program and Museum Victoria. Our children have visited the following local places: Yarram Courthouse Gallery, Woolworths, local cafes, and businesses, local farms, Heesco mural paintings, Wulgunggo Ngalu, Crossley House – local nursing home, Yarram Eisteddfod, Tarra Festival, Yarram Botanical Garden, Yarram Memorial Park, Yarram Wetlands and Rail Trail and Yarram Library.

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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"><li>• Educators, the Educational Leader, and the Director:<ul style="list-style-type: none"><li>○ ensure engagement is always respectful with families and partnerships are formed to provide consistent practices for the child's home environment and in the Centre.</li><li>○ Ensure family's cultural preferences, their values, their concerns, and their suggestions are valued and informs daily Centre operational decisions and/or plans.</li><li>○ Ensure families are encouraged and given many opportunities and ways to be involved in Centre operations, decision making and program planning.</li></ul></li></ul>
2. Practice is informed by critical reflection	<ul style="list-style-type: none"><li>• Educators, the Educational Leader, and the Director:<ul style="list-style-type: none"><li>○ ensure interactions with families are consistently reflected on for future improvement, as a room team and as a whole staff team.</li><li>○ Initiate challenging discussions with families. Their reflections on the outcomes of the situations and sharing information with colleagues are the basis of ongoing professional development and their own experience and confidence building.</li></ul></li></ul>

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

- The service's:
  - practices are shaped, adapted and guided by our families. Through these practices, our policies are produced. Many families have provided us with comments and feedback via phone, email, face to face and these have been followed up and any required changes made. We have several parents and community members are on our Committee of Management, who have also helped to shape and guide our daily practices.

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

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> <li>• Educators and the Educational Leader:               <ul style="list-style-type: none"> <li>○ establish and maintain ongoing collaborative partnerships with the community and link with community and support agencies to enhance children's learning, wellbeing, and participation.</li> <li>○ Consistently facilitate inclusion and support assistance to ensure that the educational program enables each child to fully participate.</li> <li>○ Systematically promote continuity of learning and transitions for each child by sharing relevant information, clarifying responsibilities, and building collaborative strategies with relevant community members.</li> </ul> </li> </ul>
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> <li>• The service's approach to collaborative partnerships:               <ul style="list-style-type: none"> <li>○ reflects discussion, and opportunities for input by all educators and is informed by critical reflection and past incidents.</li> <li>○ Is informed by current recognised guidance on collaborative partnerships. Due to the current Covid-19 restrictions, we have been limited with visits from those who we seek guidance from and those we have collaborative partnerships with. Guidance has been sort via digital means for example Zoom, email and phone calls.</li> </ul> </li> <li>• Any change to the service's approach to collaborative partnerships is understood by all and implemented appropriately.</li> <li>• Educators and the Educational Leader:               <ul style="list-style-type: none"> <li>○ purposefully consider and create opportunities to strengthen the service's approach to enhancing children's inclusion, learning and wellbeing, and seek out new links and partnerships where opportunities to further enhance children's and families' outcomes are identified.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"><li>○ Are able to explain how ongoing community engagement influences the design and delivery of the educational program and supports children's learning, wellbeing and enables full participation in the program for every child.</li><li>○ Are aware of and able to discuss how the service's approach to inclusion support and supporting transitions between learning environments aligns with practice theory, the approved learning framework/s and the service's policies and procedures.</li><li>○ Consider and discuss equity implications of their approach to inclusion support and supporting transitions for all children, including self-awareness of their own biases and how these may impact on child and family outcomes.</li><li>○ Challenging stereotypes, raising awareness of, and cultivating deep respect for Aboriginal and Torres Strait Islander histories and cultures.</li></ul>
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"><li>● Educators and the Educational Leader:<ul style="list-style-type: none"><li>○ support families to build relationships with relevant community services and agencies that enhance children's wellbeing, learning and participation in the educational program.</li><li>○ Seek out and build new community partnerships in response to the perspectives, priorities and strengths of the children and families at the service, including the changing support and transition needs of children and including at the direct request of families if appropriate.</li></ul></li><li>● Community partnerships contribute to a culture of inclusiveness and sense of belonging at the service.</li><li>● The service demonstrates a commitment to building and sustaining reciprocal relationships with community groups, including mutually beneficial partnerships that make connections with Wulgunggo Ngalu Learning Place.</li></ul>

## Key improvements sought for Quality Area 6

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.3	Our Centre information, for example our Centre website, can currently only be read in English.	Add other languages for example, the languages of the families who utilise our service, on the Centre website and on important documents within the service and Hub foyer.	M	Seek family assistance with the translations of information.	Update of website and important documents.	June 2021	Important to establish what languages are required and who will be able to assist us.

## Quality Area 7: Governance and Leadership

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

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

### Quality Area 7: Standards and elements

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

## National Law and National Regulations underpinning Quality Area 7

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

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

Section 166	Offence to use inappropriate discipline	7.1.2
<b>National Law and National Regulations</b>		<b>Associated element</b>
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators, and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1

Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2
<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2

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



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

## Quality Improvement Plan for Quality Area 7

### Summary of strengths for Quality Area 7

#### Strengths

##### **Standard 7.1**

Yarram Early Learning is managed by a Committee of Management and has well established governance arrangements, which are regularly reviewed and contribute to the effective management of our service. At our Annual General Meeting we typically elect over 10 members to form the Committee and we try to have a mix of community members and parents to represent the families who utilise our service. We have a financial representative on the Committee with a financial background who can assist us in our financial planning. Many of our Committee members have been sitting on the board for several years which helps with a continuity of information. Our current Committee members consist of several principles from our local schools, a staff member from YDHS, other community members as well as parents from the Centre. The Centre Director reports to the Committee at monthly meetings and sends regular emails about the day to day running of the service.

##### **7.1.1**

Our Centre philosophy underpins every aspect of the Centre operation. The philosophy is on display in the Hub foyer, in each room, the office and planning room and is accessible to families, students and the community via our website. The philosophy outlines the purpose and principles under which the service operates. It reflects the Guiding principles of the National Quality Framework and the approved learning frameworks.

##### **7.1.2**

Effective processes are in place to consistently achieve continuity of educators resulting in the establishment and maintenance of secure relationships with children. Risk assessments are conducted prior to an excursion and a change to our environments. Evaluations and critical reflections conducted after an emergency practice, an excursion, or an incident, ensure practices are always improved to manage future risks better than before.

Rostering reflects the importance of continuity of care. Due to our Centre's atmosphere, the relationships formed over many years with each other, the relationships we have with families and children, and the high quality of service we provide, contributes to our staff team being very stable. Educators have quality conditions that ensure their mental well-being and stress levels are always supported.

Training and development are funded by the service to ensure educators have any support that they wish to access. Having the consistent team every day provides children with security, families with trust and staff with continued support. All Room

Leaders are early childhood trained. Our staff working with children and those engaged in management are fit and proper. Records and information are regularly reviewed, stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. Confidential child and staff records are stored in a locked filing cabinet in the Centre office and for the office staff, on our Xplor platform. Incident, illness, and injury records are stored appropriately. Immunisation records are reviewed each year and parents reminded regularly to update their records. Well managed administrative systems are established to ensure effective operation of the service and contribute to continuous service improvement.

We have the same auditor each year, who started with us when the service open 5 years ago. The regulatory authority is notified of any relevant changes to operation of our service, of serious incidents and any complaints which allege a breach of legislation. Processes are in place to ensure all grievances and complaints are addressed, investigated fairly, and documented in a timely manner. Details of whom complaints are to be made to at the Centre and the regulatory authority, are on display in the Hub foyer. Families feel comfortable to communicate their concerns via email to the Centre Director or discussing any concerns with staff. Our families know these concerns will be taken seriously, responded to fairly and confidently have their concerns put at ease. Staff incidents and parent complaints are recorded and stored in the locked filing cabinet. Staff complaints are address and recorded by the Director. Children's incidents are available on Xplor.

Service practices are based on effectively documented policies and procedures that are available at the Centre and reviewed when required with the Committee of Management, educators, and parents. Key policies are available on the Centre website and hardcopy in Hub foyer. When a policy is due to be reviewed, it is first, evaluated by staff and parents, then taken to the policy subcommittee and then for final approval by the Committee of Management. When a new policy is implemented or updated, a notice is sent to the families via email and the newsletter informing them that changes have been made.

### **7.1.3**

The induction of staff and educators is comprehensive and contributes to sustained quality relationships and environments that facilitate children's learning and development. New staff members receive an induction package which includes policies, procedures, the philosophy, job descriptions, health and safety information, information about their role responsibilities and information about our Centre.

Staff are taken on a OH&S tour, showing them what to do in an emergency, where important safety equipment is located and the responsibilities of supervision. Where possible we try to have the new staff member work alongside the Room Leader where they learn the role and the responsibilities required of them. The Director or Assistant Director discusses the progress of the new staff member and how they are settling in with the Room Leaders.

## **Standard 7.2**

### **7.2.1**

Elements in the NQS are discussed and reflected on at room meetings, Room Leader meetings and at Committee meeting throughout the year. All educators are striving to continually improve the Centre operations and their own practices.

### **7.2.2**

A suitable qualified and experienced Educational Leader consistently leads the effective development and training of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning. The Educational Leader offers advice, support and resources on all room programs and educator practices. The Educational Leader and the Director over-see the curriculums across the service. Goals and expectations for teaching and learning are discussed in individual appraisals, professional development sessions and during meeting times.

### **7.2.3**

The performance of staff is evaluated, and individual development plans/goals are set at appraisal times. Staff appraisals are conducted annually or when required by the Director and supported by the Assistant Director. The Directors appraisal is completed by the Chair of the Committee of Management. The Assistant Directors appraisal is completed by the Director. The appraisal process can be informal and is always documented.

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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> <li>• Our Committee of Management has been in operation for 5 years and since June 2019, we have had our most stable and supportive members. This has helped to shape the Centre as they offer guidance, feedback, and show initiative in the work they do in respect to the Centre. This ensures consistent, knowledgeable, and experienced decisions are continually made for our Centre.</li> <li>• Quality improvement is valued by all staff and the Committee of Management and is key in planning, decision making and operating our service.</li> </ul>
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> <li>• Critical reflection through discussions, informal discussions, formal meetings, parent feedback, documentation, valuations, risk assessments, communication between children, parents and educators are regular and ongoing.</li> </ul>
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> <li>• Families ultimately operate our service alongside our team of educators.</li> <li>• Families shape and leave a mark on our Centre every year, bringing new ideas, knowledge, skills, and assistance to continue to improve all aspects of Centre operations.</li> <li>• The relationships we have with places and organisations in our local community add so much more opportunity for learning, enriching the children's interests, and programs.</li> </ul>

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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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

<b>Exceeding themes</b>	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> <li>• Effective leadership:                             <ul style="list-style-type: none"> <li>○ builds educator capacity by supporting them through ongoing professional development opportunities, for example mentoring.</li> </ul> </li> <li>• Educators, the Educational Leader, and the Director:                             <ul style="list-style-type: none"> <li>○ Are able to discuss and demonstrate how they actively contribute to the service's ongoing quality improvement process, and how this continuous improvement enables quality outcomes for children and families.</li> </ul> </li> <li>• The Educational Leaders is able to discuss and demonstrate how they are supported by the service's leadership team and work collaboratively with educators to effectively lead the development of the curriculum and set high expectations for teaching and learning.</li> <li>• Educators are able to discuss and demonstrate how they are supported by the Educational Leader to learn and grow in their professional practice, and how they work with the Educational Leader to consistently deliver an educational program that sets high expectations for each child's learning.</li> <li>• Across the service, observed and discussed quality improvement processes align with the service's Quality Improvement Plan and with other supporting documentation, including individual staff appraisals.</li> </ul>
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> <li>• Any changes to the service's approach to leadership is understood by all and implemented appropriately.</li> <li>• The Educational Leader and the Director regularly reflects on the service's quality improvement processes and makes changes where opportunities are identified to enhance outcomes for the service team, children, and families.</li> </ul>



	<ul style="list-style-type: none"><li>• The Educational Leader and the Director:<ul style="list-style-type: none"><li>○ regularly reflect on their own learning and professional development goals and opportunities to strengthen their performance and practice and share their insights through informal and formal performance discussions to support alignment of expectations and goals.</li><li>○ Systematically reflect, individually and as a team, on service performance in relation to the National Quality Standard, focus areas identified in the Quality Improvement Plan, and goals for teaching and learning to ensure the service is meeting its own and the regulatory system's expectations for high quality and continuous improvement.</li></ul></li><li>• The Committee of Management allows the Director to provide feedback on quality improvement processes and this feedback is respectfully considered.</li></ul>
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"><li>• Leadership at the service:<ul style="list-style-type: none"><li>○ supports families and the community to understand the roles of all staff in relation to their own child's participation in the service, and regularly invites them to discuss their own goals and expectations for their child's learning to inform the educational program.</li></ul></li><li>• The service supports and enables families and the community to provide feedback on quality improvement processes, and this feedback is actively considered as part of the regular cycle of self-assessment that supports continuous quality improvement.</li><li>• The service builds and maintains community partnerships that strengthen the professional learning community and support continuous quality improvement, enhancing outcomes for children and families.</li></ul>

## 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	Staff unsure of who is on our Committee of Management.	Staff are aware of those on the Committee of Management.	M	List of current committee members to be placed on the central noticeboard in the Hub foyer.	Information displayed and viewed by staff and families	2021	A list of Committee members names has been placed in the Hub foyer. A photo and brief description of each Committee member is in the process of being developed for display in the foyer.
7.1.3	Staff Handbook was found to be too lengthy and contain unnecessary information. Long process to update.	Review staff induction process for new staff to include Staff Handbook.	M	Review current package and add Staff Handbook.	To finish updating our new Staff Handbook.	As soon as possible	Staff Handbook reviewed and revised and then added to induction process for new staff.
7.2.1	Committee of Management unable to gauge parents' satisfaction of the service	Implement new survey for families.	M	Review and approve new survey at November's committee meeting.	Implement survey.	November 5, 2020	Survey has been approved and implemented in November 2020. Survey to be sent every 6 months.
7.2.1	QIP not available on Centre's website.	When QIP completed and finalised, add document to website.	H	To be added after our A&R visit.	A&R visit completed.	November 30, 2020	



7.2.2	Families unaware of what the Educational Leaders role is and how she supports the other educators and teachers at the service.	Educational Leader to write a section informing families on different aspects of the educational program in the newsletter.	M	Inform staff during room leader meeting and team meetings on any topics for the Educational Leader. Set a date to have these reports handed in by.	Information for families in each newsletter. Feedback from families.	ASAP and ongoing	
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## Notes

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