



Australian Children's
Education & Care
Quality Authority

Quality Improvement Plan Fraser Preschool Unit



2023

The National Quality Standard and Quality Improvement

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

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

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

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

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

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

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard. A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

About the ACECQA Quality Improvement Plan template

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

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

Exceeding NQS themes guidance

The Exceeding NQS sections provided for each Standard should only be completed when there is evidence of one or more Exceeding NQS themes impacting on practice at the service.

When the QIP is submitted to the Regulatory Authority for assessment and rating, an authorised officer will consider how the evidence documented impacts on practice, to determine if the Exceeding NQS themes are being met.

Service details

Service name		Service approval number	
Fraser Primary School – Fraser Preschool Unit		SE 00011189	
Primary contacts at service			
Mark Deeker (Principal), Ian Blackwell (Deputy Principal), Rikkie Klootwijk (Deputy Principal) Kelly Hobson, Rebecca Stevenson and Addie Corbett (Educators)			
Physical location of service		Physical location contact details	
Street	Tillyard Drive	Telephone	61420520
Suburb	Fraser	Mobile	
State/territory	ACT	Fax	
Postcode	2615	Email	info@fraserps.act.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Education Directorate	Name	Mark Deeker
Telephone	Community Services Directorate 6207 1114	Telephone	6142 0520
Mobile		Mobile	0433 052 283
Fax		Fax	
Email	OCYFSChildrensServices@act.gov.au	Email	mark.deeker@ed.act.edu.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	
Educational leader			
Name	Kelly Hobson		
Telephone	6142 0520		
Email	kelly.hobson@ed.aact.edu.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	09:00	09:00	09:00	09:00	09:00	N/A	N/A
Closing time	15:00	15:00	15:00	15:00	15:00	N/A	N/A

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.

The Fraser Preschool unit follows the ACT Education Directorate calendar in relation to school holiday dates. These dates are available on the ACT Education directorate [website](#). Pupil free days do not occur during the school year at the Fraser Preschool unit.

Out of school hours and holiday care is not provided by Fraser Preschool. Before and After School Care services are provided by Fraser Primary School P&C.

There is a car park on site, adjacent to the preschool, with a disabled parking space. Additional street parking is available at the front of the Primary School on Tillyard Drive, as well as on Shakespeare Crescent, however this is quite a walk from the service.

How are the children grouped at your service?

There are three preschool classes each attending the service for the mandated 15 hours per week. Each group attends five days across a fortnight. The beginning of the week groups (Bilbies and Sugar Gliders) attend Monday, Tuesday and alternate week Wednesdays. The end of the week group (Quokkas) attend Thursday, Friday and alternate week Wednesdays. The alternate Wednesday at Fraser is unique because the beginning and end of week classes cross over during these sessions. This allows two thirds of the preschool cohort to interact and develop friendships more broadly. This is of great importance because the majority of the children continue on to the primary school.

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

Mark Deeker, Nominated Supervisor and School Principal.

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.

N/A - Not a family day care service

Quality Area 1: Educational program and practice

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

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

Quality Area 1: Standards and elements

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

National Law and National Regulations underpinning Quality Area 1

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

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

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	<p>Standard 1.1</p> <p>1.1.1 The EYLF and our service philosophy, guide our everyday practice. We use the principles and practices of the EYLF 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. Our educational program supports 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. Curriculum decisions uphold all children’s rights including the right to have their identities, knowledge, strengths, ideas, culture, abilities, and curiosities acknowledged and valued in the context of their families and the community. We include celebrations from a range of cultures, especially the cultures that can be found within our preschool. We use the assessment and planning cycle to guide all learning decisions and reflect on educational decisions to ensure they are reflected in our service philosophy. Educators plan the program based on what they know about each child and the group of children. The children are offered an engaging indoor and outdoor program, which develops their learning, abilities, skills and curiosities. We are focused on building respectful and responsive relationships with each child which supports them in accessing the program. We strive to 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>1.1.2 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 educational program. When a child first enrolls at our service, we start to collect information on the child’s culture and family information along with the child’s health, medical and developmental needs through an interview with families. Throughout the year, we continue to gain information about each child’s strengths, abilities and ideas through conversations with children, observations and through formal and informal conversations with families. We also encourage families to provide feedback on the educational program and their child’s place within it through other forms of communication, including email and SeeSaw.</p> <p>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 are also flexible to allow for children’s changing needs and spontaneous learning experiences. 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 within a social context and allow them greater 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. 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.</p> <p>Standard 1.2</p> <p>1.2.1 Educators are deliberate, purposeful, and thoughtful in their decisions and actions. Educational plans are designed weekly/fortnightly and encourage us to build on the children’s strengths, knowledge, ideas and needs. We use teaching strategies that complement the skill development needs of the children, determined through careful observations, 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</p>
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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.

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 educational program. We gather meaningful, individual information from children to ensure children's ideas and suggestions are incorporated into the educational program. 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 and 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 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 this through our educational program by encouraging children to make decisions about their own play experiences. 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 their day. Children are encouraged to listen to their body and their appetite to determine how much they would like to eat at meal times and can decide if they wish to rest or participate in quiet activities during the slower periods of our day. 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 and pack away throughout the day. Children are encouraged to be responsible for their own belongings, putting their belongings in their bag boxes or pockets, recycling their rubbish, putting food scraps in the compost or chicken buckets and packing their belongings in their bags to be taken home.

Standard 1.3

1.3.1 We follow the planning cycle of the EYLF. 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. This is an area that that educators are continually working on. Online journals for each child are developed throughout the year via SeeSaw. Children's portfolios are a combination of photographs, stories, observations and parent comments. This ensures that families can see their child's progress within the program and offer feedback easily and meaningfully.

1.3.2 Educators critically reflect on children's learning in a variety of ways, personally in their observations, through conversations with other educators, during team meetings and general discussions at various times throughout each day. Teachers are also able to reflect on children's learning and development through weekly programming times.

1.3.3 Families are informed about the program and their child's progress. Observations and photographs of children's learning are recorded using SeeSaw, which is viewed by the families allowing them to comment and provide feedback. Goals and strengths for each child are identified and documented twice a year. 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 and 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 only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.1 is available in the [Guide to the National Quality Framework](#).

Standard 1.1 – Program: The educational program enhances each child’s learning and development.	
Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • Educators and the Educational Leader demonstrate a deep understanding of the requirements of the standard and the component elements and demonstrate a commitment to high quality practice. This is demonstrated by the educators executing a high quality educational program which incorporates children’s skill development needs, interests and ideas through scaffolding and intentional teaching. • Educators work collaboratively with the Educational Leader to: <ul style="list-style-type: none"> - 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. - 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. - Confidently make curriculum decisions throughout the day and during dedicated planning time to ensure each child’s learning and development is maximised. • Educators and the Educational Leader can explain how their approach to curriculum decision-making connects to the preschool philosophy and how this supports the preschool’s broader vision for quality.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • The service’s approach to curriculum decision-making: <ul style="list-style-type: none"> - reflects discussion and opportunities for input by all educators and is informed by critical reflection. - is informed by current guidance from our Educational Leader. • Our approach to curriculum decision-making is understood and implemented accordingly with assistance from the Educational Leader • Educators and the Educational Leader regularly reflect, individually and with each other in relation to: <ul style="list-style-type: none"> - opportunities to strengthen the educational program through weekly team meetings - the evolving knowledge, strengths, ideas, cultures, skills, and abilities of children and how these inform the educational program. - 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.

<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> • The service’s approach to curriculum decision-making: <ul style="list-style-type: none"> - 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, we have children’s drop off and pick up take place at the gate as families are unable to enter the preschool. Therefore, we have put in place communication with families via SeeSaw. Through this platform, families are sent updates, photographs and observations digitally. Families are also able to communicate with educators using the direct messaging function. • Educators consistently and meaningfully engage with children’s families and/or the community to: <ul style="list-style-type: none"> - 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 quality educational program. - regularly communicate about the educational program and children’s evolving knowledge, strengths, ideas, skills, abilities, and learning and development outcomes.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.2 is available in the [Guide to the National Quality Framework](#).

	<p>Standard 1.2 – Practice: Educators facilitate and extend each child’s learning and development.</p>
<p>Exceeding themes</p>	
<p>1. Practice is embedded in service operations</p>	<p>Educators consistently respond to children’s interests 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 and their choices and the educational program and their ideas for their learning are encouraged. We 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 preschool each day. Educators incorporate children’s wonderings and curiosities on a daily basis that lead to further areas for inquiry and investigation.</p>
<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> • The service’s approach to curriculum decision-making 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 formal meeting times, informal professional conversations throughout the day, use of daily observation grids and anecdotal notes. Educators are then able to focus on each child’s skill development needs and support them appropriately through small group or one on one learning opportunities.

3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> • Educators use intentional language within 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. • Educators have discussions with families on how to continue strategies in place at preschool within the home environment and vice versa. For example, when a parent is trialling a certain strategy for learning in the home, we endeavour to implement the strategy at preschool.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.3 is available in the [Guide to the National Quality Framework](#).

	Standard 1.3 – Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • Educators and the Educational Leader demonstrate a sound understanding of the requirements of the standard and the component elements and demonstrate a commitment to high quality practice. • Educators implement planned and spontaneous critical reflection on the children’s learning and development, as individual educators and as a team. • Educators draw on their perceptions to make variations to the design and implementation of the program. • Educators are able to explain how their approach to assessment and planning connects meaningfully with children’s families to inform them about the educational program and their child’s participation, learning and development. • The approach to assessment and planning takes into account the preschool philosophy as well as educators’ practices. This also demonstrates a strong commitment to the principles and practices of the Early Years Learning Framework. • Assessment and planning is consistently reflected in the educational program documentation and required assessment or evaluation documentation.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • The preschool’s approach to curriculum decision-making reflects discussion and opportunities for input by all educators and is informed by critical reflection • The preschool’s approach to curriculum decision-making is understood with assistance from the Educational Leader and implemented accordingly. • Any change to the approach to assessment and planning is understood by all and implemented appropriately. • Educators and the Educational Leader regularly reflect, individually and with each other on engagement with families and whether communication of the education program and children’s participation, learning and development is accessible and understandable.

	<ul style="list-style-type: none"> • Educators and the Educational Leader regularly reflect, individually and with each other on alternate assessment and planning processes and make changes where opportunities for improvement are identified.
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> • The preschool's approach to assessment and planning welcomes, respects, and draws on the voices, priorities and strengths of the children and their families. • Educators seek out the opinions, perspectives, and views of children throughout the day, and draw on this input in ongoing assessment and planning. • Educators support children to participate in assessing and planning their own learning and development. • Educators and the Educational Leader 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. • Educators 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.

Key improvements sought for Quality Area 1

Quality 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
1.1.3	Program learning opportunities: Is our outdoor program organised in a way that maximises opportunities for each child's learning?	Design and implement an outdoor program based on deliberate, purposeful, and thoughtful decisions that responds to children's ideas and play and extends each child's learning.	H	<ul style="list-style-type: none"> - Implementing the planning cycle for the outdoor program - Conversations and open questioning of children about their learning and wonderings about the outdoors - Ongoing reflection with staff based on observations of and conversations with children - Professional readings on best practice for outdoor learning and teaching including educational theories, case studies and journal articles 	Children and educators will be more engaged in the outdoor learning program. Children's learning opportunities will be based on their interests and skill development needs, thus maximising the opportunities for learning.	Ongoing	<p>2022 - In week 5 term 2 a co-constructed outdoor plan was created for the following 5 weeks. The program was based on staff observations of children's interests and designed to extend their understandings.</p> <p>2023: Through our self reflection process, it has been decided that we will continue with this goal for 2023.</p>

Quality Area 2: Children’s Health and Safety

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

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

Quality Area 2: Standards and elements

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

National Law and National Regulations underpinning Quality Area 2

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

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

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

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

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths	<p>Standard 2.1</p> <p>2.1.1 Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for rest and relaxation. 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 cushions and soft furnishings provided for comfort. Educators and families have strong relationships and communications occur frequently regarding each 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 during team meetings, giving the educators time to reflect on their practices to ensure that risks to children are identified and minimised. Children’s dietary needs and cultural requirements are also displayed in the preschool rooms.</p> <p>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. Policies are adhered to at all times and parents are reminded about the importance of hygiene practices and management of unwell children regularly. The preschool is cleaned each weeknight and high touch surfaces are cleaned throughout the day. Preschool staff are also involved in the maintenance of a clean learning environment by undertaking tasks such as including the washing of linen, toys, and other cleaning tasks within the preschool. Procedures and policies are implemented and followed to prevent the risk of illnesses spreading. Families are reminded of key aspects of our illness policies all year round. Families are notified of injuries immediately if a head injury occurs. 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 preschool rooms as well as a transportable First Aid bag. Our educators ensure the First Aid kits are fully stocked. Risk identification and anything that may impact children or adult’s health and safety is discussed during meetings and steps are taken to minimise potential risks.</p> <p>2.1.3 Educators ensure each mealtime is social and relaxed Children’s choices are always respected. We encourage children to try each of their meals however if they taste and do not want more, children are asked to have a conversation with their loved ones about what they would like provided for meal times. Educational information regarding the importance of healthy eating and physical activity is provided to families in the Welcome Pack prior to commencing preschool. Children drink from their water bottles throughout the day and we also intentionally remind children to drink, particularly on warmer days. Children are awarded certificates when they have their drink bottle refilled throughout the day.</p> <p>Standard 2.2</p> <p>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. Educator to child ratios are always maintained. Every reasonable precaution is taken to ensure children are protected from harm and any injury likely to cause harm. Educators complete risk assessments prior to taking children on excursions. Dangerous products are stored in locked cupboards and are inaccessible to children. The preschool works with the school administration and the education directorate to ensure the facilities are maintained and safe, pest control conducted, and hazards maintained immediately.</p>
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2.2.2 Plans to effectively manage incidents and emergencies are in the process of being updated. 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. We invite members from the community to talk about emergencies with the children including ACT Policing (via Kenny Koala) and the West Belconnen Fire Station. 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 current Working with Vulnerable People cards.

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"> • We ensure healthy eating, physical activity and hygiene practices are discussed with the children daily and educators model these practices in the service themselves. • 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 EYLF.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • Drinking water 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. Children who have their water bottles refilled during the day receive a certificate for positive reinforcement which also serves as a communication tool with families to let them know how much water their child has consumed. • At meal times, the children encouraged to bring their drink bottles to the mat or tables. Families are responsible for providing children’s fruit break, morning tea and lunches. Educators often communicates with families about healthy food ideas and the importance of healthy eating. Ideas are also included in the preschool welcome pack provided to families at the time of enrolment.
3. Practice is shaped by meaningful engagement with families, and/or community	<p>The preschool’s approach to managing risks and supporting child safety includes:</p> <ul style="list-style-type: none"> • Staff 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 communicated to relevant staff and children’s plans are updated. • We provide families with resources on healthy living and eating practices via emails, displays, SeeSaw and through our welcome pack provided to families at the time of enrolment.

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	<p>Preschool Educators and the Educational Leader:</p> <ul style="list-style-type: none"> • Ensure that children are supervised effectively at all times. • Are consistently attuned to the needs of all children to ensure each child's safety at all times. • Are aware of and act on our responsibilities for ensuring children's safety at all times, including in relation to child protection, and are able to articulate these responsibilities. • Proactively identify and manage risks and take precautions to protect children from harm and hazard. • Identify and respond confidently to changes in the environment throughout the day, adjusting practice where necessary to ensure that children are safe and effectively supervised at all times. • Conduct ongoing risk assessment and management is built into day to day operations across the preschool to ensure a consistently safe environment. • Put in place effective plans to manage incidents and emergencies are developed and reviewed in consultation with relevant authorities and practised regularly. • Support and promote children's health and wellbeing and ensure this consistently aligns with the design and delivery of the educational program, service philosophy and demonstrates a strong commitment to the priorities, principles and practices of the EYLF.
2. Practice is informed by critical reflection	<p>Educators and the Educational Leader:</p> <ul style="list-style-type: none"> • Regularly reflect, individually and as a team, on practices to support child safety, including risk assessment and emergency management procedures and practices, and make changes when opportunities to further enhance children's outcomes are identified. • Are responsive and adjust supervision strategies as required. • Reflect together on safety-related incidents, and support the preschool to make changes to practices, policies, and procedures where opportunities are identified to strengthen the approach. • Are aware of and able to discuss the influences on their practice to support and promote children's safety, including recognised guidelines, information sources, and other legislation that underpin their practice approach, and how these align with the EYLF and the service's policies and procedures. • The preschool's approach to risk assessment, emergency management and child protection reflects current recognised guidelines and up-to-date information from trusted sources. • The preschool's approach to supporting and promoting children's safety reflects discussion and genuine opportunities for input by all educators and is informed by critical reflection on past incidents. • Any change to the service's approach to supporting and promoting children's safety are understood by all.

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

Educators and the Educational Leader:

- Actively engage with families about their concerns and priorities for their children's safety.
- Actively raise awareness of issues impacting on child safety with families and the community, including in the context of child protection.
- The preschool's approach to managing risks and supporting child safety reflects the voices, priorities and strengths of the children and families at the service.

Key improvements sought for Quality Area 2

Quality Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.2 2.2.1 2.2.2	Our current preschool policies have not been updated since 2014.	To begin the updating process and have a minimum of two policies updated and ratified by the School Board by the end of 2023.	H	<ul style="list-style-type: none"> - Select two policies to update. - Conduct a detailed review into each policy and modify it to meet current practice, legal requirements and philosophy. - Reach out to CECA, Jantiena Batt and other schools for assistance accessing policies and when seeking feedback. 	We will have at least two policies reviewed; modified and ready to take to the School Board. The School Board will review and ratify two policies by the end of 2023.	End of Term 4 2023	

Quality Area 3: Physical environment

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

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

Quality Area 3: Standards and elements

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

National Law and National Regulations underpinning Quality Area 3

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

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
Regulation 109	Toilet and hygiene facilities	3.1.1
Regulation 110	Ventilation and natural light	3.1.1
Regulation 111	Administrative space	3.1.1
Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1
National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1

Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths	<p>Standard 3.1</p> <p>3.1.1 Both our outdoor and indoor learning spaces, fixtures, and fittings are suitable for the purpose, including supporting the access for every child. They are aimed at providing a stimulating learning 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 to ensure opportunities for the children are maximised. A natural play space in the outdoor environment supports children in engaging in purposeful ways – 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 bathroom facilities, office administration, educator programming time, quiet areas for resting and accessible toilet and hand washing facilities for people with disabilities/additional requirements.</p> <p>3.1.2 Our building, furniture and equipment are safe, clean, and well maintained. Our preschool rooms are cleaned 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. Maintenance is also conducted by the school Building Services Officer. Educators adhere to the cleaning policies, which include the frequent cleaning of toys, equipment, and linen.</p> <p>Standard 3.2</p> <p>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 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 calm and promotes rest and quiet times throughout the day. Our outdoor learning space has been purposefully planned and children can play in the sandpit, on the natural features, 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.</p> <p>3.2.2 Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. All rooms are equipped with a variety of different resources which can be used in multiple formats and across 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 organised in ways that extend every child’s participation in the programs. Children have the opportunity to independently select resources and materials. We endeavour to use recycled materials wherever possible. Educators use a range of homemade resources, purchased resources and donations from our local community including Buy Nothing groups and Facebook Marketplace.</p> <p>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, SeeSaw and Facebook to save</p>
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on paper. Children and staff 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.

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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 3.1 is available in the [Guide to the National Quality Framework](#).

Standard 3.1 – Design: The design of the facilities is appropriate for the operation of a service.	
Exceeding themes	
1. Practice is embedded in service operations	<p>All outdoor and indoor spaces, buildings, fixtures, and fittings:</p> <ul style="list-style-type: none"> • Support the access and full participation of every child. • Promote and positively support children’s interaction with space, materials, and each other. • Contribute to a flexible and stimulating environment that enhances each child’s development and learning. • Are safe, clean, and well-maintained always. • The observed and discussed approach to the design and maintenance of the physical environment consistently aligns with safety, cleanliness and record keeping systems.
2. Practice is informed by critical reflection	<p>The preschool’s approach to design and maintenance of the physical environment:</p> <ul style="list-style-type: none"> • Reflects discussion and opportunities for input by all educators and is informed by critical reflection and past incidents to create an inclusive, safe, physical environment that strengthens children’s learning and development outcomes and enhances participation in the program. • Any change to the preschool’s approach to design and maintenance of the physical environment is understood by all and implemented appropriately. • Educators and the Educational Leader reflect, individually and together, on the design of the physical environment, and consider opportunities to make changes to strengthen inclusion and participation, and to enhance children’s safety, learning and development outcomes.
3. Practice is shaped by meaningful engagement with families, and/or community	<p>The design of the physical environment:</p> <ul style="list-style-type: none"> • Welcomes, reflects, and draws on the voices, priorities and strengths of the children and families at the preschool. • Shows that the preschool team works creatively within the limitations of the physical setting.

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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 3.2 is available in the [Guide to the National Quality Framework](#).

	Standard 3.2 – Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.
Exceeding themes	
1. Practice is embedded in service operations	<p>Educators and the Educational Leader:</p> <ul style="list-style-type: none"> • Confidently and thoughtfully adapt spaces and resources when planning and as needed on a day to day basis. • Consult and observe children in their learning environments which informs any plans for environment change and adaptation. • Are committed to modelling environmental care practices and promoting this is a responsibility taken on by all staff.
2. Practice is informed by critical reflection	<p>Educators and the Educational Leader:</p> <ul style="list-style-type: none"> • Reflect on our environments in depth team meeting times throughout the year. • Discuss any changes to environments within these meetings for further discussion and as a way to share observations and children’s voices.
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Educators and the Educational Leader:</p> <ul style="list-style-type: none"> • Establish a broad range of relationships with the wider community. This includes local Aboriginal and Torres Strait Islander community members, community services and the primary school to ensure our families to feel a sense of belonging and ensures that the preschool’s environment is that is welcoming and supportive to all who access it.

Key improvements sought for Quality Area 3

Quality 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
3.1.1 3.1.2 3.2.2	Is our outdoor equipment organised in a way that maximises opportunities for each child's learning? Do we need to upgrade our outdoor equipment?	To update the preschool portable climbing and play equipment and incorporate this equipment into our outdoor program.	H	<ul style="list-style-type: none"> - Review current outdoor equipment for safety - Investigate options for new equipment including swings and large climbing equipment - Take funding proposal to the P&C and put forward reasons for request - If funding is approved look at how to access funding - Place order for proposed equipment - Share equipment being used with the school community through the Focus and Facebook page 	<p>Children will be more engaged in gross motor skill development through taking part in obstacle courses and play on the swings.</p> <p>Children will incorporate the new equipment into their imaginative play.</p>	Ongoing	<p>P&C approved funding for equipment upgrade: 21st March 2023</p> <p>Equipment ordered: 27th April 2023</p> <p>Equipment delivered: 2nd May 2023</p>

Quality Area 4: Staffing arrangements

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

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

Quality Area 4: Standards and elements

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

National Law and National Regulations underpinning Quality Area 4

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

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1
National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1

Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1
National Law and National Regulations		Associated element
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1

Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths	<p>Standard 4.1</p> <p>4.1.1 We ensure that the educator to child ratio is always maintained in each preschool room. All rooms within the service have stability of staff on a daily basis to ensure continuity of education and care is given. We have three 4 year qualified teachers leading each preschool class. All educators are either Certificate III or are working towards these qualifications. All staff have completed their First Aid, Asthma and Anaphylaxis training, Child Protection training, have their Working with Vulnerable People card and our teachers are registered with the Teacher Quality Institute. Our teachers operate on a fortnightly timetable and educators have a consistent weekly timetable. A copy of this can be found in the staff offices, classrooms and the primary school staffroom.</p> <p>4.1.2 Our staff team consists of a full time preschool teacher, two part time preschool teachers, one full time educator and a part time educator (who also works in the primary school supporting the kindergarten staff to maintain consistency of care education for children who have transitioned from our preschool setting). Photos of staff are now on display at each classroom entrance. If any temporary changes to staffing within the preschool rooms are required, updates are sent to the families via SeeSaw. We pride ourselves on the relationships we have with the children, our families and each other. Due to our team consistency, we form strong bonds with our children and families that continues to grow over many years.</p> <p>Standard 4.2</p> <p>4.2.1 The educators enjoy a professional, friendly, and supportive working atmosphere with each other and have built strong bonds over many years of support and experiences together. Our staff have a high level of collaboration due to many years of support and experiences together. 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 team meetings, staff meetings and school Learning Walks. 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 reflection.</p> <p>4.2.2 Professional standards guide all aspects of our staff roles and interactions. We consistently demonstrate mutual respect, promoting a positive, warm and welcoming environment. Staff take part in developing their professional learning goals through yearly Teacher Professional Development Plans. The executive staff and teachers work collaboratively to determine the professional goals which combine the school's annual action plan and staff professional interests. The teachers provide an outline of their professional goals, with timelines and processes for achieving these outcomes and these are revisited regularly throughout the year, with three formal meetings taking place with the school executive throughout the year. Teachers also take part in an Annual Professional Discussion with the school principal or deputy principal to discuss career goals and pathways, opportunities for study, educational passions and interests and roles within the school community. After a staff member attends professional learning, they share their learnt knowledge with the team. Staff are accessible to children, families, and each other. We are committed to the NQS and continually strive to deliver the best learning programs for our children and families.</p>
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 4.1 is available in the [Guide to the National Quality Framework](#).

	Standard 4.1 – Staffing arrangements: Staffing arrangements enhance children’s learning and development.
Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • Our staff timetable always has qualified educators working within the preschool to maintain the correct educator to child ratio. • Our timetable ensures consistent staff provide lunch breaks and planning/release from face-to-face teaching duties to provide continuity of care and consistency for the children. • Educators utilise each other’s skills, knowledge and experiences every day to guide their educational practices.
2. Practice is informed by critical reflection	<p>Educators and the Educational Leader:</p> <ul style="list-style-type: none"> • Use methods to critically reflect on their roles and responsibilities as educators. We use team meetings, Annual Professional Discussions and Teacher Professional Development Plan meeting as well as informal discussions. • Reflect at meetings and have professional discussions throughout the day, which gather information and perspectives on a range of topics. • Reflect after professional development sessions and after parent interview times.
3. Practice is shaped by meaningful engagement with families, and/or community	Families are informed of staffing news or any other relevant information in regard to the preschool or staff that we feel needs to be shared.

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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 4.2 is available in the [Guide to the National Quality Framework](#).

Standard 4.2 – Professionalism: Management, educators and staff are collaborative, respectful and ethical.	
Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • All interactions between educators and other staff within the preschool/primary school community are respectful and promote a positive atmosphere. • Educators show a willingness to share information or ask for assistance from others and acknowledge the strengths and skills of others. • Educators consistently demonstrate a high level of collaboration, affirming, challenging, supporting learning from each other. • The observed and discussed approach to professional collaboration and standards consistently aligns with the service’s philosophy, policies, and procedures.
2. Practice is informed by critical reflection	<p>The preschool’s approach to professional collaboration and standards:</p> <ul style="list-style-type: none"> • Promotes discussion and opportunities for input by all educators, and is informed by critical reflection. • 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. • Educators discussions and notes demonstrate self-awareness of the professional standards underpinning their own practice as well as ongoing reflection on opportunities for improvement. • Decision-making processes are informed by professional standards.
3. Practice is shaped by meaningful engagement with families, and/or community	<p>The approach to professional collaboration and standards:</p> <ul style="list-style-type: none"> • 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. • Recognises diversity as a strength and we 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 preschool 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

Quality Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1	We have new co-educators commencing in 2023 that have not worked in these roles before.	To support and upskill our new co-educators.	H	<ul style="list-style-type: none"> - Provide documentation to support our new co-educators to adjust to their roles - Support co-educators to identify goals that they would like to achieve throughout the year in collaboration with the Business Manager - Provide coaching and mentoring sessions with the Educational Leader - Establish a Google Document where co educators can ask questions of the Educational Leader as they come to mind - Support co educators to access appropriate Professional Learning opportunities 	<ul style="list-style-type: none"> - Co-educators will develop confidence and skills in line with their coaching and mentoring goals 	Ongoing	<ul style="list-style-type: none"> - Co-educator cheat sheet established and shared: Term 1, Week 4 - Goals established: Term 1, Week 5 - Google documents set up and shared: Term 1, Week 5 - Initial coaching and mentoring discussions: Term 1, Week 7 - Coaching and mentoring sessions to take place fortnightly on odd week Wednesdays or as necessary

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

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

National Law and National Regulations underpinning Quality Area 5

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

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

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths	<p>Standard 5.1</p> <p>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 the preschool is happy, engaged and content. Mealtimes are social where the children are encouraged to eat their food but if they are not hungry, they are encouraged to follow their body cues and put their food away. Educators are warm and caring with our children, nurturing where appropriate. Children know our staff very well; due to the consistency we have in our staffing team. This helps children settle into their day with ease and feel a sense of belonging to their preschool 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 educational program and children are supported to develop their feelings of confidence and security. Forming strong relationships with children’s families and having regular communication helps us to know the context our children come to us from and to inform planning for educational program. We provide many ways for families to share information with us. All children quickly feel comforted and that the preschool is their place. Educators work hard to learn each child upon enrolment, their needs and interests and ensure these are catered for in the preschool. Routines are established to help children feel safe and secure. They predict and remind educators on what is going to happen next.</p> <p>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, what activities they engage with and where they sit at mealtimes and group times. These choices are acknowledged and positively responded to. 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 through our social and emotional learning experiences and the PBL expectations we have in place across the school.</p> <p>Standard 5.2</p> <p>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 transition to the primary school. When planning for the transition to primary school, teachers engage in a careful, collaborative process of putting children into classes to ensure friendship groups are respected and maintained. Our educational program provides 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.</p> <p>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. Educators work with families to develop plans that suit the individual needs of each child to encourage them to manage their self-control appropriately. We strive for a calm and relaxed environment with children engaging in cooperative behaviours. Many intentional teaching experiences such</p>
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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.

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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 5.1 is available in the [Guide to the National Quality Framework](#).

	Standard 5.1 – Relationships between educators and children: Respectful and equitable relationships are maintained with each child.
Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • Each educator’s practice reflects a deep commitment to building and maintaining respectful and equitable relationships with each child. • At all times, interactions between the educators and children across the service: <ul style="list-style-type: none"> - Supports each child to feel secure, confident, and included. - Maintains each child’s dignity and rights. • All educators can explain how their relationships with children are guided by an understanding of and commitment to: <ul style="list-style-type: none"> - building trusting relationships which engage and support each child to feel secure, confident, and included. - Respecting the dignity and worth of each child. - Protecting and ensuring children’s rights. • The observed and discussed approach to relationships between educators and children consistently aligns with the principles and practices of the EYLF and with the service’s philosophy, policies, and procedures.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • The preschool’s approach to relationships between educators and children: <ul style="list-style-type: none"> - reflects discussion, and opportunities for input by all educators, and is informed by critical reflection. - Is informed by current recognised guidance. • Any change to the service’s approach to relationships between educators and children are understood by all and implemented appropriately. • All educators reflect on their interactions with children across the preschool and on opportunities to further enhance children’s lifelong learning and sense of belonging within the preschool and their world. • Educators and the Educational Leader reflect together to: <ul style="list-style-type: none"> - Challenge stereotypes and biases in promoting and maintaining a culture of inclusiveness. - Engage in discussion in which personal, professional, and organisational values that influence relationships between educators and children are identified and discussed.

<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>The preschool's approach to building and maintaining respectful and equitable relationships with each child:</p> <ul style="list-style-type: none">• Reflects the unique cultural and community context of the preschool.• Welcomes, reflects, and draws on the voices, priorities and strengths of the children and families at the preschool.• Contributes to a culture of inclusiveness and sense of belonging for the children and their families.• Is strengthened by meaningful relationships with families and the community.• Seeks, values, and considers family input to inform practices.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 5.2 is available in the [Guide to the National Quality Framework](#).

	Standard 5.2 – Relationships between children: Each child is supported to build and maintain sensitive and responsive relationships.
Exceeding themes	
1. Practice is embedded in service operations	Educators and the Educational Leader demonstrate a deep understanding of the commitment to high-quality practice within our preschool. This is evident in all rooms of the preschool as all 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. Educators support children to respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. 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.
2. Practice is informed by critical reflection	The preschool’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.
3. Practice is shaped by meaningful engagement with families, and/or community	All educators draw on their knowledge of each family and their 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 and create a sense of consistency between the home and preschool environments.

Key improvements sought for Quality Area 5

Quality Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.1	Does how we speak to children have a praise or encouragement focus?	Educators will use encouraging language with children to build their independence, pride in themselves and develop their internal motivation.	H	<ul style="list-style-type: none"> - Preschool educators will take part in a Professional Learning webinar on Powerful words: language to build children's self-esteem by MindSpring Mental Health Alliance, which focuses on the use of praise vs encouragement and their implications on children's development. - Educators will take part in professional discussions during team meetings about their use of praise and encouragement. - Educators will work together to create scripts to use for encouraging children. - Educators will share podcasts and other resources focusing on encouragement. 	<ul style="list-style-type: none"> - Educators will be able to identify when they use praise and encouragement with children. There will be a measurable increase in the use of encouragement being used with children. - Educators will respond to children by providing specific feedback based on behaviour and or their accomplishment they have observed. - Children will be able to tell educators about their work or achievement; share what they like about it; how they feel; what they would do differently and view mistakes as an opportunity to learn. 	Ongoing	Educators took part in Professional Learning webinar: Term 1, Week 9
5.2.2	How is each child supported to regulate their own	Continue to implement The Zones of Regulation based on	H	<ul style="list-style-type: none"> - Educators will reflect on the social/emotional 	The educational program will support children to regulate their own behaviour, respond	Ongoing	2023: Through our self reflection process, it has been decided that we will

	behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts?	deliberate, purposeful, and thoughtful decisions that responds to children's abilities to regulate their own behaviour, articulate how they are feeling and support them to resolve conflicts.		<p>aspects of the educational program and develop and implement learning opportunities to support children in regulating their own behaviour</p> <ul style="list-style-type: none"> - Incorporating the Zones of Regulation to support children in identifying and expressing their feelings - Using the Zones of Regulation to facilitate discussions with children to co-construct strategies to regulate and communicate feelings and resolve conflicts - Educators will model how they regulate their own behaviour using co-constructed strategies - Professional readings on Zones of Regulation - Take part in professional discussions and share ideas and strategies for teaching the Zones of Regulation during group times 	appropriately to others and communicate effectively to resolve conflicts. Children will be familiar with the Zones of Regulation and their associated feelings. They will begin to identify their feelings through the associated zones and begin to regulate their behaviour through the use of co-constructed strategies.		continue with this goal for 2023.
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Quality Area 6: Collaborative partnerships with families and communities

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

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

Quality Area 6: Standards and elements

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

National Law and National Regulations underpinning Quality Area 6

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

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

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	<p>Standard 6.1</p> <p>6.1.1 Fraser Preschool has an efficient enrolment and orientation process based on effective communication that supports all families. Once a child has been enrolled in the service (via the ACT Education Directorate website), families are sent a Welcome Pack that includes our handbook, calendars, educational handouts and information to support families in their preparation for beginning preschool. Two orientation sessions are offered to they children to become familiar with the educators and the preschool environment. The child’s parents can get feeling of the preschool and observe how the staff 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 preschool. Educators will contact the parent regularly via phone and SeeSaw to give updates during the child’s first few weeks. The SeeSaw communication continues regularly for each child throughout the year but we encourage parents to call to ensure peace of mind. Halfway through the first term families are invited to meet with the teachers to discuss how their child is settling into the program, revisit goals for learning and discuss any further questions or concerns they may have. Families are offered a range of opportunities to be actively involved and are encouraged to contribute to service decisions. Parents are invited to join the school’s Parents and Citizens Association and the school board. Our policies and procedures are available to all families online, via our website or in hard copy. Feedback on these policies and procedures can be given via email or phone.</p> <p>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 educational program. We support consistency between the home and preschool environment with family values and expectations being catered for and information is shared on the wellbeing of the children. We have comprehensive enrolment Welcome Pack which staff use to cater for each individual child within the preschool. Families cultural preferences, their values and ideas are consistently taken into consideration and programs are adapted to reflect the families enrolled. Discussions with families can be arranged at any time with educators. Conversations occur daily at drop off times and throughout the day via meetings, SeeSaw communication, phone calls and emails.</p> <p>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. We frequently display and rotate information in displays that include pamphlets and information on a range of topics. Important information is also sent via SeeSaw and email. When concerns or topics are raised with teachers, families are supported to find resources and access information that is suit their needs. Families are encouraged to access the school psychologist for further support and direction if required. 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.</p> <p>Standard 6.2</p> <p>6.2.1 Continuity of learning and transitions for each child are promoted by sharing relevant information and building collaborative strategies with staff within the primary school, including teachers, school executive and the school psychologist. Transitions to kindergarten occur formally in Term 4, however children and their families are considered part of the broader school community from enrolment. We have kindergarten transition sessions prior to commencing kindergarten, a moving up day where children are told who their teacher for the following year will be and are able to spend some time with them. Teachers share relevant information with the kindergarten staff at the end of the year and have dedicated student handover time during staff meetings at the beginning of each school year.</p>
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6.2.2 Access to inclusion support assistance is facilitated when needed; we access the school psychologist, ACT Education Directorate's Allied Health services including Speech Pathologists, Occupational Therapists, Psychologists, NDIS services, family support services and a range of private therapists and occupational therapists that parents are working with outside the service.

6.2.3 We establish effective relationships and engage with our local community along with organisations from around Canberra. We have visits from community members for example, ACT Policing via Kenny Koala, West Belconnen Fire Station, ACT Water Watch and Frog Watch, local Ngunawal man and Thunderstone Managing Director – Tyrone Bell, local Ngunawal and Gamilaraay man and Managing Director of Traditional Owners Aboriginal Corporation – Richie Allan. We have also had visits from the Nutrition Magician and The Reptile Man.

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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 6.1 is available in the [Guide to the National Quality Framework](#).

	Standard 6.1 – Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.
Exceeding themes	
1. Practice is embedded in service operations	<p>Educators and the Educational Leader:</p> <ul style="list-style-type: none"> • Ensure engagement is always respectful with families and partnerships are formed to provide consistent practices between the child’s home environment and in the preschool. • Ensure family’s cultural preferences, their values, their concerns, and their suggestions are valued and inform daily preschool operational decisions and/or plans. • Ensure families are encouraged and given many opportunities and ways to be involved in preschool operations, decision making and program planning.
2. Practice is informed by critical reflection	<p>Educators and the Educational Leader:</p> <ul style="list-style-type: none"> • Ensure interactions with families are consistently reflected on for future improvement, as a room team and as a whole staff team. • Initiate challenging discussions with families and reflect on the outcomes of these situations.
3. Practice is shaped by meaningful engagement with families, and/or community	<p>The preschool’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 and face to face and these have been followed up and any required changes made.</p>

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

Notes:

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

	Standard 6.2 – Collaborative partnerships: Collaborative partnerships enhance children’s inclusion, learning and wellbeing.
Exceeding themes	
1. Practice is embedded in service operations	<p>Educators and the Educational Leader:</p> <ul style="list-style-type: none"> • Establish and maintain ongoing collaborative partnerships with the community and link with community and support agencies to enhance children’s learning, wellbeing, and participation. • Consistently facilitate inclusion and support assistance to ensure that the educational program enables each child to fully participate. • Systematically promote continuity of learning and transitions for each child by sharing relevant information, clarifying responsibilities, and building collaborative strategies with relevant school and community members.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • The preschool’s approach to collaborative partnerships: <ul style="list-style-type: none"> - Reflects discussion, and opportunities for input by all educators and is informed by critical reflection and past incidents. - 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 Google Meets, email and phone calls. • Any change to the service’s approach to collaborative partnerships is understood by all and implemented appropriately. • Educators and the Educational Leader: <ul style="list-style-type: none"> - purposefully consider and create opportunities to strengthen the service’s approach to enhancing children’s inclusion, learning and wellbeing, and seek out new links and partnerships where opportunities to further enhance children’s and families’ outcomes are identified. - Are able to explain how ongoing community engagement influences the design and delivery of the educational program and supports children’s learning, wellbeing and enables full participation in the program for every child. - Are aware of and able to discuss how the preschool’s approach to inclusion support and supporting transitions between learning environments aligns with the EYLF and the preschool policies and procedures. - 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. - Challenge stereotypes, raise awareness of, and cultivate deep respect for Aboriginal and Torres Strait Islander histories and cultures.

<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none">• Educators and the Educational Leader:<ul style="list-style-type: none">- Support families to build relationships with relevant community services and agencies that enhance children’s wellbeing, learning and participation in the educational program.- Seek out and build new community partnerships in response to the perspectives, priorities and strengths of the children and families at the service, including the changing support and transition needs of children and at the direct request of families if appropriate.• Community partnerships contribute to a culture of inclusiveness and sense of belonging at the service.• The preschool demonstrates a commitment to building and sustaining reciprocal relationships with community groups, including local Aboriginal businesses such as Thunderstone Aboriginal Services and Traditional Owners Aboriginal Corporation.
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Key improvements sought for Quality Area 6

Quality 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
6.1.2	Given the current climate, we need to investigate a broader range of strategies to encourage families to share their culture, values, beliefs and expertise.	Devise a range of strategies to support families to develop the confidence to share their culture, values, beliefs and expertise with preschool staff. Incorporate these cultures, values, beliefs and expertise into the educational program.	H	<ul style="list-style-type: none"> - Make initial contact with families through Getting to Know You Interview prior to the commencement of preschool. - Identify cultural celebrations from family information to incorporate into the educational program and ask for family input and expertise. - Use SeeSaw to reach out to families to share their knowledge through the direct messaging and announcement functions. - Establish strategies that do not rely on literacy skills to reach out to families – this will enable us to reach a broader range of families. - Invite families to come to P&C meetings to be advocates for preschool. 	Families will feel comfortable sharing aspects of their culture, values, beliefs and expertise with preschool staff. We will see more families engaging with the educational program and a higher level of communication with the preschool staff.	Ongoing	2023: Through our self reflection process, it has been decided that we will continue with this goal for 2023.

6.2.2	Since the beginning of the pandemic, educators have noticed an increase in children presenting with speech, communication, self-care and emotional regulation concerns	Support families to access support services in the areas of speech pathology and occupational therapy, as well as community health and support services	H	<ul style="list-style-type: none"> - Participate in University of Canberra A Good Start in Life project - Collaborate with the university staff to incorporate best practice language development strategies in the classroom - Collaborate with university staff to provide information for families through drop in session for speech pathology and occupational therapy as well as information sessions around typical child development - Engage with our Preschool Pathways Partner (PPP) to further support children with identified needs in the classroom and to support families in accessing assessments, services etc. - Engage with Fraser Community Coordinator to run a Circle of Security session for preschool and kindergarten families 	<ul style="list-style-type: none"> - Families will develop their knowledge around typical child development and know when and who to contact for support in accessing services 	Ongoing	<ul style="list-style-type: none"> - Term 1, Week 4: UC A Good Start in Life family coordinator and speech pathology supervisor and preschool team initial meeting - Term 1, Week 10: UC speech pathology supervisor and students conducted observations in preschool classrooms - Term 2, Weeks 1-4 OT and SP drop ins conducted by UC staff - Term 2, Week 2 UC SP supervisor and students commence language and communication program in classrooms
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Quality Area 7: Governance and Leadership

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

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

Quality Area 7: Standards and elements

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

National Law and National Regulations underpinning Quality Area 7

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

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2
National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2

Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2
National Law and National Regulations		Associated element
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2

Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
National Law and National Regulations		Associated element
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2

Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Quality Improvement Plan for Quality Area

Summary of strengths for Quality Area 7

Strengths	<p>Standard 7.1</p> <p>7.1.1 Our Centre philosophy underpins every aspect of the Centre operation. The philosophy is on display in staff offices and in each room. It is accessible to families, students and the community via our school website and is included in the service handbook. The philosophy outlines the purpose and principles under which the preschool operates. It reflects the principles and practices of the Early Years Learning Framework.</p> <p>7.1.2 Effective processes are in place to consistently achieve continuity of staff 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 reflections conducted after an emergency practice, an excursion, or an incident to ensure practices are always improved to manage future risks better than before. Educators have quality conditions that ensure their mental health and well-being and stress levels are always supported. Professional learning is funded by the Education Directorate or the school to ensure educators are able to access high quality training without having to worry about financial output. Having a consistent team each day provides children with security, families with trust and staff with continued support. All preschool teachers are early childhood trained. Records and information are regularly reviewed, stored appropriately to ensure confidentiality, are available from the school and are maintained in accordance with legislative requirements. Confidential child and staff records are stored in a locked filing cabinet in the school front office. Incident, illness, and injury records are stored appropriately. Parents are reminded regularly to update their child's immunisation records. Well managed administrative systems are established to ensure effective operation of the preschool and contribute to continuous service improvement. 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 preschool and the regulatory authority, are on display at the door of the classrooms and can be made readily available to families upon request. Families feel comfortable to communicate their concerns via email, phone or through discussing concerns with staff. Our families know these concerns will be taken seriously, responded to fairly and confidently have their concerns put at ease. Staff complaints are address and recorded by the school executive staff. Children's incidents are available on Sentral – our school management system. Service practices are based on effectively documented policies and procedures that are available at the preschool and reviewed when required by educators, executive staff, families and the school board. Key policies are available on the school website and hardcopy in the preschool offices.</p> <p>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 once their position is finalised and is conducted by the school executive.</p> <p>Standard 7.2</p> <p>7.2.1 Elements in the NQS are discussed and reflected on at team meetings. All educators are striving to continually improve the preschool operations and their own practices.</p> <p>7.2.2 A suitably qualified and experienced Educational Leader consistently supports the development of the educational program and ensures the establishment of clear goals and expectations for teaching and learning. The Educational Leader offers advice, support and resources on the educational program and educator practices. The Educational Leader and the school executive over-see the programs across the service. Goals and expectations for teaching and learning are discussed in Teacher Professional Development Plans, Annual Professional Discussions, professional learning sessions and team meetings.</p>
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	7.2.3 The performance of staff is evaluated, and individual plans/goals are set at during formal meetings with the school executive – usually the principal or deputy principal. These meetings are conducted annually or when required by the executive staff.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

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

	Standard 7.1 – Governance: Governance supports the operation of a quality service.
Exceeding themes	
1. Practice is embedded in service operations	Quality improvement is valued by all preschool staff as well as the Primary School Executive Team and is key in planning, decision making and operating our service.
2. Practice is informed by critical reflection	Critical reflection through discussions, informal discussions, formal meetings, parent feedback, documentation, valuations, risk assessments, communication between children, parents and educators are regular and ongoing.
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> • Families significantly contribute to the operation of our preschool alongside • Families shape and leave a mark on our preschool each year, bringing new ideas, knowledge, skills, and assistance to continue to improve all aspects of our operations. • The relationships we have with places and organisations in our local community add more opportunity for learning, enriching the children’s interests, and the educational program.

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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 7.2 is available in the [Guide to the National Quality Framework](#).

Exceeding themes	Standard 7.2 – Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • Effective leadership: <ul style="list-style-type: none"> - Builds educator capacity by supporting them through ongoing professional development opportunities including mentoring. • Educators and the Educational Leader: <ul style="list-style-type: none"> - Are able to discuss and demonstrate how they actively contribute to the preschool’s ongoing quality improvement process, and how this continuous improvement enables quality outcomes for children and families. • The Educational Leader is able to discuss and demonstrate how they are supported by the school’s leadership team and work collaboratively with educators to effectively lead the development of the curriculum and set high expectations for teaching and learning. • Educators are able to discuss and demonstrate how they are supported by the Educational Leader to learn and grow in their professional practice, and how they work with the Educational Leader to consistently deliver an educational program that sets high expectations for each child’s learning. • Across the service, observed and discussed quality improvement processes align with the preschool’s Quality Improvement Plan and with other supporting documentation, including individual staff professional development plans.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • Any changes to the service’s approach to leadership is understood by all and implemented appropriately. • The Educational Leader regularly reflects on the preschool’s quality improvement processes and makes changes in collaboration with educators and the Primary School Executive Team where opportunities are identified to enhance outcomes for the staff, children, and families. • The Educational Leader: <ul style="list-style-type: none"> - Regularly reflects on their own learning and professional development goals and opportunities to strengthen their performance and practice and share their insights through informal and formal discussions to support alignment of expectations and goals. - Reflects, individually and as a team, on preschool 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.
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> • Leadership at the preschool and primary school: <ul style="list-style-type: none"> - 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. • The preschool supports and enables families 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.

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| | <ul style="list-style-type: none">• The preschool builds and maintains community partnerships that strengthen the professional learning community and support continuous quality improvement, enhancing outcomes for children and families. |
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Key improvements sought for Quality Area 7

Quality 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 7.2.2	Prepare for the implementation of EYLF 2.0	Review the preschool philosophy and align it with the changes the EYLF 2.0 Start using EYLF in planning and programming	H	<ul style="list-style-type: none"> - Taking part in network meetings (preparation for new EYLF 2.0) - Engage with Community of Practice group: Research into listening as pedagogy 	Educators will gain knowledge around EYLF 2.0 through attendance at network meetings and feel confident in using the new document in their planning and programming	Ongoing	We have updated our philosophy and sent it to parents, exec, the P&C and the School Board for review and feedback.