



Australian Children's
Education & Care
Quality Authority

Quality Improvement Plan

National Quality Standards

Updated: June 2026

The National Quality Standard and Quality Improvement

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

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

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

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

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

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

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

About the ACECQA Quality Improvement Plan template

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

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

Exceeding NQS themes guidance

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

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

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

Service details

Service name		Service approval number	
Baulkham Hills Early Learning Centre		CSSC1000353	
Primary contacts at service			
Laura Clarke			
Rodrigo Perez			
Physical location of service		Physical location contact details	
Street	41 Chelsea Avenue	Telephone	02 96390557
Suburb	Baulkham Hills	Mobile	0437756969
State/territory	New South Wales	Fax	NA
Postcode	2153	Email	Baulkhamhills.elc@bigpond.com
Approved Provider		Nominated Supervisor	
Primary contact	Rodrigo Perez	Name	Laura Clarke
Telephone	02 96390557	Telephone	02 96390557
Mobile	0422099126	Mobile	0411824727
Fax	NA	Fax	NA
Email	baulkhamhills.elc@bigpond.com	Email	Baulkhamhills.elc@bigpond.com
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	
Educational leader			
Name	Sarah Collins		
Telephone	02 96390557		
Email	educationalleader_bhelc@outlook.com		

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	07:00	07:00	07:00	07:00	07:00	NA	NA
Closing time	18:00	18:00	18:00	18:00	18:00	NA	NA

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.

- Parking provided & disabled access parking
- Service operates 50 weeks a year closing between 25th December and the New Year
- Closed all Public Holidays.

How are the children grouped at your service?

0 – 2 years (Max 12 children per day – Karinyas)

2 – 3 years (Max 15 children per day – Illouras)

3 – 4 years (Max 13 children per day – Amaroos)

4 – 5 years (Max 20 children per day – Bindas)

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

Nominated Supervisor, Laura Clarke

Educational Leader, Sarah Collins

Educator, Breeannah Wayd

Previous NS and Educator – Rosario Perez-Christie

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

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

Our Service Philosophy and Statement of Commitment

We at Baulkham Hills Early Learning Centre recognise that the first 5 years of a child's life are fundamentally important, and shapes future learning, development, and growth. We believe it is our responsibility to exceed expectations as we provide the highest quality of care possible to our children. Our educators are committed to providing a warm, safe and welcoming environment that caters to the needs and rights of our children and ensuring that their first 5 years of life are enriched and meaningful. We provide opportunities for children to thrive, surrounded by Educators who advocate for their health, safety, security, and wellbeing.

Our environment is created to be welcoming, safe and stimulating, enriched with opportunities for exploration, investigation, discovery and contribution to learning. We believe in providing natural environments and inspiring children to connect with and contribute to the world around them. We strongly believe that children are born with a sense of wonder for the world, and that we as educators must take this curiosity and run with it. We believe it is critical for young children to develop lifelong respectful attitudes towards protecting our environment and caring for all living creatures and creating a sustainable environment.

We provide a play-based program, guided by the Early Years Learning Framework (EYLF) and the National Quality Framework (NQF), and provide dynamic, challenging and appropriate learning experience for our children. Our belief that children learn best through play is at the forefront of our program, and a philosophy that we are proud ambassadors of. Research shows us that children learn most effectively whilst having fun, a philosophy that we aim to achieve each and every day. We recognise all children's individual needs, interests and special capabilities, and ensure that children are active contributors to their own learning. At Baulkham Hills Early Learning Centre children's voices are continually heard, valued, and respected. We provide a 'people based' program, a platform that encourages not only children's voices, but deliberate planning and intentional teaching scaffolded by our educators, partnerships with families, and collaboration with our local community. We believe that working closely with a child's family is crucial to ensure continuity of learning and creates a positive and unwavering support system for each child. We welcome various avenues of family contribution, participation, and involvement, celebrating diversity and individuality from all. We strongly believe that diversity should be respected, and we whole-heartedly embrace this within our service. We recognise and celebrate diverse cultures, languages, religions and beliefs that exist within our community, and celebrate these with our children, talking with them and their families in LOTE whenever we can. We are an inclusive service, and we pride ourselves on providing a high quality of care for all members of our community, and ensuring equality is at the forefront of our practices.

We acknowledge the traditional owners of the land and Indigenous Australia is valued within our service with a heightened sense of appreciation, respect, and wonder. We strive to share our knowledge about Aboriginal and Torres Strait Islander culture with our children through meaningful interactions, celebrating and acknowledging important Indigenous events, and welcoming our local Indigenous community into our service to further encourage and inspire our understanding and knowledge of Indigenous heritage.

In addition, our goal is to ensure that every reasonable precaution is taken to protect the children being educated and cared for by the service from harm. We are driven by the Child Safe Standards to ensure children's rights are understood and respected, and children are encouraged and supported to be involved in decision-making. We empower children by supporting them to speak up, and children are listened to and believed. Children's rights, safety and wellbeing underpin all decisions made within our service and are shared responsibilities of all members of our service community. The best interests of our children, and their protection from harm, is paramount to us at Baulkham Hills Early Learning Centre.

Overall, we aim to provide an enriched, secure, and vivacious environment where our children are supported profoundly as they play, learn and develop. We believe that a child must feel a deep sense of belonging to succeed, a goal we strive to meet as we create meaningful bonds with children and families alike. Our children are given opportunities to create friendships, explore natural environments, be active and engaged hands-on learners, and most importantly... to simply be children!

Quality Area 1: Educational program and practice

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

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

Quality Area 1: Standards and elements

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

- Curriculum is designed to integrate the children's family into the daily routine.
- The service embraces EYLF and it is used to guide educators as they extend upon children's interests and abilities, and have created a curriculum based on achieving the outcomes of the EYLF. These outcomes are chosen to promote child's interests, needs and desires.
- We collaborate with families to gain their valued input and incorporate into our curriculum.
- Educators provide families with a "Hopes and Dreams" sheet for each child, annually.
- Observations and learning stories provide a window for the parents to view the development of their children. These are provided in a structured planning cycle on Kinderloop (app) as well as daily photos which allows families to discuss learning with children.
- Educators ensure individual needs are met through close collaboration with children and through genuine interactions.
- Throughout the day educators observe, encourage, listen and talk to children as they express their thoughts regarding the world around them.
- Children's contributions are recognised and fostered and are the core of our curriculum.
- Intentional teaching is used as a daily principle as we encourage the children to participate in all learning experiences.
- We encourage the children to develop independence and resilience as they learn and grow.
- Educators respond to children's suggestions promptly and use intentional teaching to scaffold children's learning and extend upon it.
- Children are often the decision makers in both indoor and outdoor environments.
- Educators consult with children, encouraging children's input in environmental set-ups and have them assist in the process.
- The environment set up enables children to access resources easily, allowing them to make choices and initiate play independently.
- Service is safe, inviting, and accessible for children to access stimulating physical and learning environments.
- Routines and service procedures enable children to make smooth transitions and participate collaboratively in daily routines.
- Roster promotes continuity of educators to allow consistency for children.
- Educators reflect upon their practices in order to promote continual learning for children.
- Experiences are age-appropriate and play-based.
- Educators provide a range of learning opportunities to ensure accessibility and engagement for all children.
- Educators encourage family grouping wherever possible for siblings to spend quality time together.
- Diversity of cultures represented throughout the learning environment, physical environment and program.
- Service engages the use of an app Kinderloop to share children's learning with families.
- Children's portfolios, via Kinderloop, are constructed using both individual and group learning experiences.
- Educators are continually striving for ways to better plan, document and evaluate each child's learning, and this is regularly discussed at staff and room meetings.
- Current curriculum is displayed for all parents and parent input sought and utilised for further planning.
- Learning boards display children's work and photos, promoting children's sense of belonging.
- We include community into the curriculum by inviting parents and community members in to interact with the children.

[Summary]

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	- Educators are appropriately trained and effectively engage with the National Quality Standards - Educators seek constant improvement within their program content, construction and implementation. - Room educators engage in meetings with the Educational Leader to discuss effectiveness, changes and reflections within the program. Children are invited into these room meetings and encouraged to provide input as they wish. These are followed up on by the Educational Leader and put into practice by educators. - The program is responsive to all children's voices, interests and needs. A significant aspect of implemented experiences is based upon responsiveness to children and their contexts. - All educators provide input into the program, with each also ensuring reflection is present. - A weekly program reflection is shared with the families each Friday – called "The Week That Went By" which allows educators to reflect upon the educational program about children's learning and development. - Programs are centred around goals, which stem from EYLF outcomes, "Hopes and Dreams" sheet from families, and indicators. This ensures that the children are engaging with the framework, and the curriculum is relevant and purposeful. - Educators ensure that the program is people-centred; aligning with our centre philosophy, educators respond to community, culture and context within the curriculum. - The program supports the practice of play-based learning, and educators are all extremely passionate regarding this. - Educators ensure that decisions regarding the curriculum revolve around the children, whilst simultaneously aligning with the EYLF.

2. Practice is informed by critical reflection

- All educators provide input into the program and engage in regular formal and informal reflections regarding the experiences, outcomes and goals.
- Weekly discussions are hosted within each room to identify the following week's curriculum plan and outcomes. Educators reflect on the successes and challenges of the current week, whilst determining which outcomes most appropriately suit the needs of the children.
- Significant changes to the program are discussed within appropriate teams, thoroughly considered, and supported into practice by the Educational Leader.
- Reflecting and collaborating within their rooms, educators collate evidence to support their curriculum decision-making, e.g. the children have shown increasing interest in collaborative and social play, therefore, we will begin exploring fairness in group experiences, social abilities and communicative knowledge.
- Parents and families are encouraged to provide their input on the curriculum via 'The Week That Went By.' Educators adopt this input into their future practices. Educators often trial various ways to seek feedback from families, including asking intentional questions on TWTWBs.
- Reflections occur during different stages of the curriculum and from a range of perspectives:
 - o Individual reflection – weekly reflective questions, self-reflection during appraisal periods
 - o Room reflection – Room meetings and Half Yearly Program reflections
 - o Team reflection – Teamwork meetings – Staff meetings held quarterly
- Room routines are reflected upon mid-yearly (at least) to accommodate children's development and needs.
- Educators maintain evolving knowledge of children, their interests, needs and developments; with aid from families, educators endeavour to contextualise children within their learning and inform appropriate goals.
- Educators self-reflect on cultural and community experiences within the programs, and utilise families, communities and children as a resource to further their practices.
- During program planning, educators consider all children and account for differentiation where necessary.
- Educators with English as an Additional Language/Dialect are utilised to support all children's learning within the program and ensure best practice. Similarly, educators consider children's context and situations, and respond sensitively where necessary.
- Cultures, differences and contexts are embedded within the programs, with educators ensuring that an array of socially-representative resources and experiences are accessible.
- Families are invited to reflect upon current hopes and dreams/goals for child during midyear assessment of learning.

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

- Nature, environments and sustainability are embedded within our programs. All educators recognise the importance of outdoor play and encourage all children to engage with flora and fauna, and we often invite families to bring natural elements into our environment – example: pinecones from their backyards.
- Program outcomes reflect the children’s community and educators endeavour to contextualise this learning for children, e.g. discussing a child’s news regarding shopping – extending this to the group to explore children’s contextual bank of knowledge.
- Cultures are reflected in resources and embedded within the programs. Educators record cultural holidays and traditions, ensuring that they are accounted for within the program and celebrated appropriately. Families and community members are invited to the centre to share and inform educators and children about their cultural practices.
- Educators ensure that the programs uphold the expectations of the community and families. The program reflects the strengths, experiences, values and contexts of children, families and the wider community.
- Educational Leader provides community events to families via Kinderloop, and also encourages families to share.
- All children and families are respected, welcomed and acknowledged within the program and centre. Parent, family and children’s names are learnt and utilised to promote a sense of belonging.
- Our service hosts an annual family night “Red Brick Wall”, in which families can experience the service’s program hands-on, as they are invited to engage in our play based program to experience how their child learns and development.
- Opportunities to provide input are apparent through many means. Families are encouraged to provide input through weekly ‘The Week That Went By,’ Staff recognition, email, reflection questionnaire/surveys, and verbal discussions when present at the centre.
- Curriculum decisions are constructed based upon parent-decided goals for their children and observations. All ideas and concerns from parents are considered valid and worked through with the Educational Leader and team.
- Educators ensure that the program encourages responsiveness to the children and makes effective use of child-led experiences.
- Kinderloop is utilised to share planned and spontaneous experiences with families, with learning shared in accessible means. Feedback and input are always encouraged from families, as are their perspectives.
- Routines and needs are discussed with families to promote continuity of learning, development and support within the programs. Face-to-face conversations with parents are used to gather perspectives on behaviours, learning and ideas of children.
- Formal assessment and observations provide parents with a deep insight into their child’s engagement with the program, their learning and how they may explore similar concepts at home.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	- Educators discuss and reflect upon personal practices and philosophies. Often, we share our teaching style and pedagogy with families (meet the teachers Mondays), which allows us to reflect on these further. - Educators build strong relationships with the children to become familiar with their temperaments, preferences, strengths and needs – and utilise practices accordingly. Our service utilises an engagement-over-supervision belief, which helps us build these relationships. - Flexibility is used where appropriate to support children, and practices are responsive to their needs. - Educators ensure that programs are executed with intentionality and to meet the intended outcomes. - Educators model and scaffold behaviour, communication and interactions appropriately to promote holistic learning for the children. - All children are considered to be capable and competent, with educators ensuring that child-led practices are engaged to facilitate self-learning and development. - Educators respond to and extend upon children’s curiosities through play-based learning and intentional teaching. Children are asked for their opinions and preferences during play, program building and resource collecting. - Children’s voices are upheld in practice and their desires are followed through. - Educators employ age-appropriate practices within each room, especially to promote autonomy and independence. - All educators ensure that their programs foster intentional teaching, and this practice is always based upon a need, curiosity or suggestion.
2. Practice is informed by critical reflection	- Practices are discussed at meetings and altered based upon reflection, e.g. the structure of group times was altered to promote social engagement - All educators collaborate to construct intention teaching practices and provide opportunities for input. Educators consider children’s responses to their practices and intentional teaching; if children are disengaged, educators adjust appropriately. - Educators discuss children’s learning and development during team meetings and will seek feedback from external professionals if required – example we have contacted a Tresillian nurse to support children’s sleep needs, etc. - Effective practices are shared between educators and altered for best practice. Educators are supported by each other and the Educational Leader to foster their philosophy and practices. - Reflections occur weekly (TWTWB and Reflection Questions to families), Quarterly (at Staff meetings), In the middle of the year (Program reflections at our July staff meeting) and bi-monthly (team meetings). Educators discuss effectiveness of practices, seek guidance and implement changes for improvement. The Educational Leader highlights concerns and strengths within the team’s practices to further support best practices.

	- Educators use a range of teaching strategies to promote engagement, bonding and learning, e.g. parallel play, wait time during questioning, child-directed experiences, acknowledgement of children and modelled behaviours. - Weekly program reflections allow educators to evaluate practices that were effective, why, and how these could be changed for re-implementation. - Children's voices are heard and respected throughout the day, as educators consider children to be co-constructors of their learning. - Educators who speak additional languages are utilised as a resource to promote belonging, security, and equity for all children. - Educators have received training for children's behaviour and recognise that the practices responding to such behaviour is highly influential. Behaviour is viewed holistically and educator's practices reflect teaching and supporting children, in place of 'discipline.' - Subsequent to experiences, educators often engage in informal reflections with one-another regarding the effectiveness of their teaching, potential learning, and method of implementation.
3. Practice is shaped by meaningful engagement with families, and/or community	- Educators utilise children's experiences and community events within their educational practices and intentional teaching moments, e.g. Dentist visit. - Environments within the centre reflect the community and cultural contexts, thus ensuring that children and families feel represented. - Educators view children as co-constructors of their learning and invite and scaffold them to share their bank of knowledge. - Children's contexts are valued within the program practices and are embedded within intentional teaching, e.g. Celebration of Diwali. - Educators employ group times where children are invited to share perspectives, ideas, experiences and strengths. Reciprocal and respectful discussions are promoted, and children are always encouraged to inquire about their curiosities. Younger children are scaffolded and supported in doing so, especially through intentional teaching and responsive moments; e.g. reading and discussing books. - All children and families are greeted and farewelled warmly, and treated respectfully. - Parent and family input are highly regarded and educators utilise these perspectives to inform their practices. - Daily interactions occur with parents to discuss children's learning and development. Families can contextualise the children's perspectives and therefore allow educators a superior understanding of the children and their practices. - Educators provide holistic feedback to the children during and subsequent to their play. Educators engage in scaffolding processes to foster and extend children's learning. - Intentional teaching is embedded within the program and outcomes, with educators also utilising responsive moments to practice intentional teaching. - Annual surveys are shared with families and questions are always included which seek feedback and input from families about their child's learning, and the quality/quantity of information that is being shared with families.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	- Educators are keen to observe the children's learning and development, and are able to holistically view learning in all situations. - Educators assess the learning allowances and effectiveness of the program in order to plan appropriately for the following week. Educators collect evidence to guide their program planning and ensure that the outcomes are relevant to the children's goals, interests and needs. - Educational leader and educators revise the program structure yearly and when changes arise. Alterations are introduced and thoroughly explained during staff meetings to ensure that all educators are aware of the implemented planning and assessment processes. Staff input and suggestions are noted and used to revise the program. - Room educators collaborate to determine program direction and implementation based upon the children's learning. - Educators are engaged with the assessment and planning cycle, including formal observations, extensions of learning and assessments of learning. These documents assess children's learning with links to theory, EYLF outcomes and development milestones. - Each child's learning is planned and assessed during the assessment and planning cycle; educators plan for each child during the extension learning. - Educators consider the children's current stages of learning and development, and ensure that the program is planned purposefully in relation to this. - Educators utilise Assessments of Learning to consider the children's holistic development with reference to EYLF outcomes. Each child receives two per year, the midyear assessment of learning is written as a summative assessment of the child's learning, and the end of year AOL is written as a letter to the child, reflecting upon achievements and memories shared throughout the year. - Kinderloop is used for parent updates on their children's learning, discoveries and participation. Formal observations and Assessments of Learning allow for deeper engagement of parents within the planning cycle. - Observations, extensions of learnings and assessments of learning are written positively, and as celebrations of achievements. Educational leader introduced this idea to the team as "strength based observations" and Educators are excited to celebrate children's learning.

2. Practice is informed by critical reflection

- Weekly programs are reflected upon through educator's choice of reflective questions. Educators ensure that all questions are answered and program planning is, therefore, holistically reflected upon.
- Families are provided with "Hopes and Dreams" for their child, which helps to guide the assessment and planning process. These goals, interests and preferences are utilised by educators to consider most appropriate outcomes and learning for the children.
- Educators ensure that the assessment and planning documents are accessible to families, both within the centre premises and on Kinderloop, e.g. Program and experiences are available to families on 'The Week That Went By' posts, as well as in each child's room.
- Educators include an appropriate explanation of learning on the program, as this promotes accessibility and understanding for families.
- Planning proformas are situated with the programs and incorporate reflective elements throughout. Each experience is classed as effective, unengaging, or useful for an alternate outcome to ensure that educators can reflect on these holistically.
- Educators with English as an Additional Language/Dialect support families to understand and engage with the assessment and planning cycle.
- Educational leader and educators reflect on the planning processes each year and rectify the difficulties that have arisen.
- QA1 is reflected upon and discussed in detail at our "Staff Development Day" which we hold in January, during service closure, and make any necessary changes. Educators then take this "news" and embed it into the program, for example: a cooking lesson will be repeated, and the child can share their expertise with their peers.
- Ed leader, ECTS, NS, gather together frequently to discuss QA1 and Educators are given the opportunity to share any professional development regarding this at staff meetings, or during formal and informal conversations with Ed Leader.

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

- Planning is centred around the context of the children and families, with educators ensuring that their programs are evidenced by input, goals and/or interests. Children are given many opportunities to share their bank of knowledge and educators engage this within their planning.
- Families are encouraged to be part of the planning process by completing Hopes and Dreams sheets for the children. Older children are encouraged to engage with these sheets to ensure that their voices and ideas are recognised and extended upon.
- Formal observations and Assessments of Learning encourage engagement with families, and allows them to contextualise their children's learning and behaviours. Educators engage in regular conversations with parents to determine their desired areas of learning and development.
- Children are highly regarded within the planning process, and educators regularly ask for their opinions, ideas and experiences.
- Families are encouraged to share 'news' for their children via Kinderloop. This embeds family and community within the program, and aids educators in understanding the children and their learning in context.

Key improvements sought for Quality Area 1

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
		-		-	-		-
1.3.3	Families not having current and real-time access to the program and their child's learning.	For families to have regular and easy access to information on child's learning, program and progress, and for this to be accessible at all times	H	- Implementing a new application for families to use (Kinderloop) an online reporting system - For staff to utilise application to share with families current and relevant information about the program and their child's progress.	- All educators to attend a staff meeting to discuss Kinderloop, led by Educational Leader - Families to attend a meeting to discuss Kinderloop and how to use this application, led by Educational leader. Families given the opportunity to ask questions.	From March 2016 and ongoing	- Well received from families - Educators are happy for current and relevant communication with families - Application easy to use and staff reflect and discuss new ideas as new features are added to the application
1.3.3	Many families not taking the time to view the program (curriculum) each afternoon.	Program (curriculum) to be easily shared with families, particularly those who are time-poor.	H	- Through the use of technology, ensuring it is readily available at any time.	- Staff to take photos of the curriculum and share each week on Kinderloop – our application	February 2017 and onwards Finished from January 2025	- Working well. Staff happy to file using technology rather than manually. 6/1/25: Staff meeting With the changes to the program reflections and TWTWB, staff discussed whether the program needed to be shared via Kinderloop. Upon reflection, we opted to stop this practice as families have constant access through



							the mind-map book, are being shared most experiences through Kinderloop with tags via 'click and flicks,' and it allows for smoother remote posting of TWTWB for staff not working on Fridays.
1.3.2	Staff not provided with adequate opportunities to critically reflect upon children's learning and development, and their program and curriculum.	For Educators to have opportunities to meaningfully reflect upon children's education within groups, and for reflection to guide improvements within planning and practice.	H	- Change the format of staff meetings, held quarterly. These to be uses as purposeful and deliberate opportunities for individual and team reflection. - Guide team reflection with relevant areas for self-assessment. - Allow opportunities for Educators to reflect upon what they believe requires change or improvement.	- Educators to use staff meetings effectively and as opportunities for critical reflection, rather than housekeeping tasks, etc. - Reflections to encourage positive changes and growth in practices.	From April 2017 and ongoing	- Educational leader providing opportunities for reflection within each meeting. - Educators eager to attend and have given positive feedback on formal of staff meetings.
1.1.2	Not all children's current knowledge, abilities and strengths are being celebrated within the program.	- For Educators to create a program based on the individual needs, interests, strengths, abilities and knowledge of children.	H	- Asking families to provide information on children's interests, abilities, strengths and knowledge. - Inviting families to share annual goals for children,	- All families to be provided with a goal sheet, families to share goals for the year and children's interests and strengths. - Educators to utilise these goals in order to better include individual children's knowledge,	January 2018	- Working well, majority of families returned goal sheets and educators have implemented both goals and interests into the program - For 2019 goal sheets Educators re-named as 'Hopes



					abilities and strengths within the program.		and Dreams’ in order to be less academic based requests and goals from families. - June 2020 update: Educators have asked families in mid-year AOLs to reflect upon hopes and dreams from the start of the year and share any changes or updates – Educators recognised that goals could change significantly if only asked once in 12 months. - From 2021 onwards: Rooms and educators update Hopes and Dreams sheets based upon children’s abilities and the information they’d like from families. Broad questions were removed and altered to ensure that responses were age-appropriate, applicable and relevant to documentation in the ECEC context.
--	--	--	--	--	---	--	--



							Parents have also been made aware of expectations within each room and the goals/hopes that are relevant to their children's ages and stages.
1.1.1	Current program (curriculum) is not effectively meeting all outcomes of the approved learning framework (EYLF)	- For the current program (curriculum) to support children to work towards and develop outcomes of the approved learning framework. - For educators to utilise all EYLF outcomes to create a program rich with identity, connections, wellbeing, communication and learning.	H	- Change the program structure to include EYLF "goals" and plan experiences which will support children to meet these goals. - Move away from "topics" and "themes" which often limit the amount of genuine, spontaneous learning and don't accommodate the needs, interests and ideas of all children. - Utilise goals from Educators, families and children to create a goal-based program – linked to EYLF.	- Educational leader to meet with educator (ECT) to discuss and plan in order for program to be EYLF based and include better intentional teaching in order to meet goals. - Share with staff at meeting, give adequate opportunities for staff to trial and question new planning program (curriculum).	From January 2020	- Working well – staff verbally shared satisfaction with new program. - Educational leader ran program reviews in August 2020, providing feedback on program and reflective practices. - From 2022: introduced program reflections at quarterly staff meetings. - From 2024 onwards changed to half-yearly reflections for better time-management.

1.1.3	The educational program has been inconsistent within the outdoor environments. While educators implement experiences designed for their specific rooms, the outdoor environments as a whole can often be lacking in engaging resources that allow for centre-wide learning, play and peer scaffolding.	To ensure that the outdoor environments host learning opportunities for all children, maximising the use of peer scaffolding and learning within centre groups	M	Discuss the importance of the outdoor environment for learning with educators and further brainstorm ways in which this issue can be addressed. Educators are to remain responsible for ensuring that the outdoor environments are maintained and maximise learning opportunities.	The outdoor environments reflect the educational program and provide an array of learning opportunities to all children. The outdoor environments reflect the children's diverse interests and abilities, and are organised in ways that highlight relationships and learning.	2020 and ongoing	Rooms to alternate and organise an outdoor set up that promotes the educational program. 2020: The outdoor environments were once again lacking and inconsistent, with staff citing that shift timing and ratios were making it difficult to achieve the set ups. One educator suggested an Outdoor Teacher responsibility, where they would organise set ups with input from children, families and educators; sharing this on the application Kinderloop. This was received positively by families, staff and children, who remained eager to see the learning opportunities each week. 31/1/22 staff meeting: educational leader put forward that they will ask for input from each room and organise the resources on Friday, asking the opening staff to implement the following Monday. This aims to reduce the workload for a single individual and highlight collaboration. Unfortunately, due to staffing and ratios, the outdoor environment became
-------	--	--	---	--	--	------------------	--



							inconsistent within the educational program. 6/1/25 staff meeting: Based on staff suggestion, each educator will have an opportunity to organise the outdoor environment to reflect and highlight learning. This will be done to promote different perspectives within learning, share the workload collaboratively, and highlight appreciation for the outdoor environment as an area for learning. 9/1/26: At staff development day – it was discussed that TWO people will be appointed each week, rather than just one, to share the load and keep ideas fresh etc.
1.3.2	Critical reflection on the program/curriculum has become rather repetitive and is not as analytical nor purposeful as it could be. Reflections have become generic and are often completed by the same educators, thus leaving no room for different perspectives.	For the program/curriculum and learning to be adequately reflected upon by educators. For the educators to be more in-depth and critical within their reflections, focusing on different perspectives, practices and outcomes, both successful and unsuccessful.	H	Restructure the critical reflection processes and opportunities; guiding educators to deepen their reflective thinking and have a means to document these thoughts. Reintroduce weekly reflections based upon the program and learning, as well as additional quarterly reflections that allow for changes to be made based on learning, environment, staffing, development and	Educators are reflecting weekly on their educational program and practice, as well as on the general operation of their rooms. These reflections are critical in nature and are meaningful in enacting change. Reflections are documented within programming/curriculum books to ensure that these can be referenced and evidenced in the future.	January 2021 and ongoing	2021: 14/12/2020 staff meeting: Educators were informed of 2021 program and reflections. Weekly: A space on the program for weekly reflections with a list of questions to guide, provoke and enact reflection. Educators can choose questions based upon their weekly goal and learning. Quarterly: Every three months, rooms utilise an EYLF checklist to determine



				practices - refreshing the weeks to come.			their focuses and where they could further explore.Two reflective questions based upon the program goals are provided to see prominent outcomes and successes. 2022: 31/1/2022 staff meeting. Weekly: Last year’s weekly guiding questions became too narrow and disingenuous, with educators answering to ensure quota was met rather than for reflective practice. Tri annually: Quarterly reflections proved to be difficult to maintain and did not allow for enough time between reflections. This year - Three questions based upon goals and intentional teaching. These are similar to last years but include more personal input and the changes that will be enacted. Documentation cycle reflections were also added, highlighting reflections on both individual and group learning. This will highlight successes, areas to work on and children often focused on or overlooked (i.e. 5 days attendance vs 1 day attendance). 2023: Weekly: Weekly reflection question remained the same
--	--	--	--	---	--	--	--

						- “How has the children’s learning progressed?” This open-endedness provides educators with enough guidance to utilise their own thoughts and perspectives to justify the documented progression. Bi-yearly: Reflection question sheets based on educational program and practice, as well as observation/documentation cycle. Staff struggled to find time to host group reflections thoroughly, so these will take place during staff meetings. 2024: Reflections are remaining the same as prior year. Educators have been responding positively to the mid-year reflection and open-ended weekly question on progression. These have led to positive changes and drive to the program and planning cycle. 22/7/24 staff meeting: Alterations were made to TWTWB document, in which educators are now prioritising critical reflection on their room’s weekly program and practice. The reflection section was since removed from the weekly program and staff have responded very positively to this change, stating that it
--	--	--	--	--	--	--



						has lessened their workload and provided a direct means to share with families. 2025: Fortnightly: Weekly reflections in prior year resulted in repetitive responses, as the learning timeframe was so short. Program/curriculum has changed to fortnightly, thus resulting in a fortnightly reflection. Additionally, the open-ended question has been changed to three guiding questions: 1. Have we met this goal or will we continue? 2. What worked well? 3. What might we try next week or do differently? While the question from the previous years encompassed these answers, educators sometimes overlooked certain aspects of this reflection (e.g. do differently next week?). These questions also allow for easily highlighted and pinpointed reflection answers that can be referred back to. Bi-yearly: Reflections to remain the same, as these have worked successfully both in the result of reflection and for availability
--	--	--	--	--	--	--



						(i.e. during staff meetings). 2026: We are trialling a new way of critical reflection, while keeping similar guided questions in TWTWB. Ed Leader Sarah is now also posting a weekly question for all staff to add to and share with families each week. These questions are based on the EYLF. Example of questions: How are the children encouraged to interact with others with care, empathy and respect? What activities can be included in your program to promote these areas of the children’s development and learning? EYLFLO: 1.4 UPDATE: questions have been changed after the May staff meeting, and are now based on our practices and how we incorporate the child safe standards. Example of questions: Standard 3 Families and communities are informed and involved How do we actively involve families and communities in our organisation?
--	--	--	--	--	--	--

1.2.3 & 1.1.3	While the children's sense of agency is highlighted throughout their day, we feel that there should be further structured opportunities to promote independence and responsibility.	In implementing a job/responsibility chart, routines can be utilised to maximise learning opportunities and encourage children's sense of pride and agency in their rooms.	M	Educators observed this need for further responsibility, especially within the older rooms. Staff who have been present for many years have also seen the success of these job charts from previous years but wanted to implement something more structured and continuous. Educators to utilise programming time and centre resources to create physical charts with images for accessibility and words for the preschool room.	The children respond positively to the new responsibilities/jobs offered and take pride in their independence, capabilities and contributions. Routine aspects of the day, such as sunscreen and meal times, are maximised as learning opportunities for the children. Through this they build confidence and self-esteem.	Consistently from 2021 and onwards	The children have responded positively to the jobs/responsibilities and it promptly became a significant aspect of morning group times. Families have also offered positive feedback through conversations, with some highlighting their children's excitement. Kinderloop post sharing the job chart with a family 2/3/21: Made by Elaura Upon seeing the success of these charts within the older rooms, the Illouras room (toddlers) opted to create their own - modified to be age appropriate. Kinderloop post sharing Illoura job chart: 15/4/21: Made by Bella Kinderloop post highlighting the success of continued job charts and the importance of continuing these responsibilities at home: 13/9/24: Made by Becca 2025: These job/responsibility charts have proven yearly to be effective and beneficial for children's agency, confidence and involvement within routine
---------------	---	--	---	--	--	------------------------------------	--



							moments. These are tweaked yearly depending on room contexts, educators and children's ages/abilities, with many jobs being added from the original to ensure equitable access and a range of challenges.
1.3.3	Our centre includes a diverse range of families, some of whom utilise English as a second language. We have observed a disconnect in our communication, especially via Kinderloop as these families have mentioned their difficulty in reading long texts of English. These families are therefore not being effectively informed of our observation cycles and our programs/curriculums. We do have multiple staff that speak languages other than English, who already work to prioritise verbal communication, but could also be sharing documentation in their home languages.	To ensure equitable access to documentation for families that utilise languages other than English, as this ensures they are informed of their child's progress and involved within the community.	H	Discuss with educators who utilise Languages other than English and invite them to share documentation and Kinderloop posts in their native languages.	Families who utilise languages other than English have effective access to their child's learning and development. These families feel respected and involved within the centre.	Consistently implemented from 2021 and when/where educators who utilise other languages are available	Educators agreed that this was a positive idea and seemed confident to enact this change themselves where they see fit. Examples of Kinderloop documentation in languages other than English: 6/10/21: Made by Nana 11/10/21: Made by Nana 12/12/22: Made by Nana 12/12/23: Made by Barbara 9/12/24: Made by Hayley The majority of posts made in languages other than English have been extremely well received, with positive feedback from families in their home language - which would otherwise have left without comment; thus highlighting the intended engagement!



1.3.1	Educational leaders and educators want to prioritise time with the children and lessen the documentation workload.	- For educators to write meaningful observations and extensions without requiring a lot of time off the floor.	H	- Educational leader to re-structure the observation cycle to reduce the expected workload over a set period of time.	- Educational Leader to discuss with educators and reflect on documentation workload. - Educational leader to create new observation cycle template for educators to use. - Room Leaders to be responsible for implementing new observation cycles. - Educational leader to observe use of new observation cycle and support educational team through the change. - Educational Leader to run a follow up meeting to discuss and reflect on changes.	From March 2022	- Implemented March 2022. - Educators have shared that they are able to achieve more in their allocated programming time and overall are able to spend more time with the children; extending their learning. 2026: After ECT Linda attended professional development surrounding QA1, suggestions were made to the ED leader about changes to QA1. Re-structuring to four months for a cycle, rather than two, with the additional of “meaningful moments” in between. This has not yet been introduced to staff, it is on the agenda for July 2026 staff meeting.
1.3.1	After the implementation of Child Safe Standards (CSS) in February 2022, documentation of ongoing and daily protective practices on the program have been limited despite actioned responses.	To ensure actioned practices of the Child Safe Standards are being effectively documented within the program and for families to be informed.	H	Educational leader is encouraged to provide all educators with support and are regularly involved in the development and review of service policies. Provide resources to staff and ensure all educators are familiar, and confident with CSS under the Children’s	Educators effectively and confidently document the use of CSS within the educational program and practice. CSS are documented effectively and continuously within the program which is shared to all families.	From 2022 - the implementation period for the CSS	2023: During the review of our services’ Child Protection policy, our Educational leader has implemented and linked appropriate CSS to the associated staff responsibilities so educators are aware of their role. These changes were shared with all staff in TWTWB (17/3/2023)



			Guardian Act, and share this information effectively with families. Seek appropriate and annual refresher training for supervisors and educators on Child Protection.			At staff meeting all educators were given an opportunity to reflect on daily practices and used a scaffold to document the targeted CCS. Educational Leader encouraged all staff to utilise the ongoing use of room curriculum books and perspex boards to effectively review and manage the documentation of daily safe practices. - This has been working well however staff have requested easier accessibility to CSS when documenting on the daily program. To improve this, each room curriculum has been provided with a printed version of the CSS to attach at the front of their books. 2025: Staff have communicated that KL does not have CSS tags, and therefore, it is challenging to document CSS on observations and assessments of learning. Educational Leader has implemented CSS tags on
--	--	--	---	--	--	---



							Kinderloop for educators to utilise and record when documenting and sharing observations with families. 2026: Reflective Questions have been changed to reflect the CSS, sharing with families how our documentation and our practices support these.
1.1.1	The updated learning framework, EYLF V2.0, was introduced and educators required support to familiarise themselves and implement accordingly.	For the educators to have a deep understanding of the EYLF V2.0 and the ways in which the framework underpins teaching, interactions and experiences. For the children to benefit from the amended EYLF and have their learning extended based upon these changes	H	Discuss the EYLF V2.0 at the staff development day meeting prior to the commencement of the year, highlighting the changes and additions. Display the updated framework within the programming room to ensure that all staff have access and can utilise these as prompts within their documentation. Ensure that the Kinderloop application is linked to the updated EYLF, as this will ensure current documentation of learning against the framework.	Educators have a strong understanding of the EYLF V2.0 and can reference the framework against their programming and documentation. Educators accurately utilise the framework to underpin the children's learning goals and observations.	January/February 2024 Familiarising with the framework and its introduction upon the transition to the newer version.	6/2/23 staff meeting: staff were informed of the EYLF V2.0 and its major changes. The framework was discussed at this point but will not be implemented until the following year. 11/1/24 staff development day meeting: staff were reformed of the amended EYLF and discussed the primary changes. Educators seem confident in the transition and will reassess the need for further training/discussions as the year progresses.

1.3.3	A decrease in family engagement with 'TWTWB' in each room, resulting in minimal influence and feedback from families. Educators raised concerns regarding often prioritising heavily detailed posts without receiving feedback from families.	To increase engagement with families and receive feedback on our curriculum therefore providing more opportunities for educators to create and plan a rich and meaningful program	H	Educational leader to create a structured guideline for educators to utilise when creating 'TWTWB'. Educators continue engaging in open and ongoing discussions for the purpose of documenting specific key factors into 'TWTWB'. Educators to understand the importance of writing succinctly and concisely when communicating to families.	Educators observe an increase in engagement from families on their weekly posts and during conversations, based on 'TWTWB'.	ASAP from July 2024	Meeting minutes 11/7/2024 Staff brainstormed creating a shorter version of 'TWTWB' that prioritised informing families on our weekly goal, 3 highlights of the experiences that fostered our goal and critical reflection. Working well as staff have shared they feel they are able to reflect on the week in a positive and concise way however input from families are still minimal. This has been discussed during first staff meeting of the year. 3/1/2025 Educational leader encouraged educators to "Think outside the box" and inspired the team to brainstorm innovative ideas to be shared at the next staff meeting. Changes that were made: Twtwbs are being shared on CANVA – Educators are hoping that the new format will excite families and lead to more interaction and engagement. Set reflective questions were shared which assisted team to engage in their program reflections and share with families.
-------	---	--	---	---	--	----------------------------	--



							January 2026: TWTWB format has changed again. NS shared feedback from families in 2025 survey, many of whom shared dissatisfaction about this format and style of weekly re-cap. Educators all agreed to go back to simple Kinderloop posts, with guides and reflective questions. Questions are: Programming Goals: (sharing the goal for the week based on the EYLF) Reflective Questions: How are we working towards this goal? How are we embedding children's ideas and voices? So far this is working well – with educators giving positive feedback at Mays staff meeting, no changes being made (thus far).
1.1.3	The morning and late afternoon periods, during which the groups are combined, are often repetitive and unintentional in regards to experiences and learning.	For these periods to be more purposeful and meaningful to the children's learning and interests. For the children to have an array of learning and play opportunities, with educators taking	H	Educators to ensure experiences are available, appropriate and diverse during these periods, listening to the preferences and ideas of the children. Educators make use of these times effectively and highlight engagement throughout.	The morning and late afternoon periods are utilised as part of the educational program, with the children having access to an array of learning opportunities. Experiences and engagement are highlighted during these more routine-based periods, thus maximising opportunities for	From January 2025	(Meeting minutes 3/1/25) Staff agreed that the morning and late afternoon periods are not being utilised as effectively as they could be and discussed ways in which this could change. 6-10/1/25: during first week of 2025, educators have facilitated effective play-



		advantage of smaller ratios to further build relationships.		They utilise an array of teaching strategies and experiences, involving child-led, group, and educator-led practices.	learning.		based learning opportunities during these times, with children and families seeming eager to explore and participate. 25/1/25: Reflecting on the past three weeks, educators have been utilising these moments more intentionally and creatively. We have also observed a positive shift in children's behaviours in the mornings and afternoons, which we feel are due to the stronger connections and engaging resources. June 2026: This has been added to the minutes for Staff meeting for July, as I feel we could be doing this more – and Educator (MDK) has shared this concern during room meeting held 12/6/2026.
--	--	---	--	---	-----------	--	---

1.3.2	The effectiveness of critical reflection in the program has been limited by a number of constraints: Due to an increased number in part-time and float staff, collaboration has been limited. Educators are not effectively recording meaningful and purposeful reflections within the program .. changed to TWTWB then changed back and added prompts. The quality of critical reflection within the program was becoming increasingly superficial and repetitive.	We aim to efficiently document meaningful and useful reflections on the children's educational program and daily practices. To be based on ongoing discussions with all educators that guides improvements within planning and practices.	H	Critical reflection will be based on ongoing collaboration and discussions with all educators, as this will guide improvements within planning and practices. Opportunities for effective critical reflection will increase due to the adjustment of fortnightly reflections in conjunction to the fortnightly plan.	Critical reflections to be completely fortnightly to ensure a variety of perspectives and ideas have been considered. Rooms are holding fortnightly program meetings in correspondence to weekly informal discussions based on current observations and future goals. Educators will have increased opportunities to engage in ongoing discussions alongside program meetings based on this change.	From January 2025	Meeting minutes (3/1/2025) Staff were informed of the changes to the program and had an opportunity to share feedback. This change was positively received by educators as they agreed they would not be limited to time constraints and other limiting factors. This will be revisited at our next staff meeting. January 2026: While we are continuing with fortnightly meetings, our critical reflection has changed due to: - Staff time and time management - Seeking more engagement with families - More intentional reflections (based on EYLF) Educators now reflect upon program in TWTWB shared with families), through guided EL questions (shared with families) and privately in room meetings/discussions.
-------	--	---	---	--	--	-------------------	--



1.2.1	There have been numerous constraints (time, ratios, settling, behaviours) to plan for the following week's program/curriculum. This has sometimes led to ineffective planning and a reliance on spontaneous experiences.	To re-emphasise planned experiences and intentional teaching that relate to the learning outcome/goal. To provide further opportunities for staff and rooms to plan effectively for their programs.	H	Highlight the responsibility of room leaders to ensure planning meetings are being held. To reduce workload pressure, programs will be altered to fortnightly plans. Learning outcomes and goals are typically repeated fortnightly anyways, and this lessens the amount of time staff need to have structured time together.	Programs/curriculum are planned for in the prior week with intentional teaching experiences reflecting the learning goal/outcome. Rooms are holding fortnightly meetings to discuss intentional teaching and learning, reflecting on their week to ensure more meaningful teaching.	From January 2025	(Meeting minutes 3/1/25) Staff were informed of the fortnightly program change prior to the commencement of 2025 and were positively receptive to the change. Room leaders were confident in this lesser workload and their ability to host a structured meeting fortnightly.
1.3.1	Observations/learning stories, etc., are becoming quite "academic" and goal-oriented, and in return, we are often not celebrating children's achievements effectively.	To embed more positive learning dispositions in learning and reflect this in our writing.	H	- Ed Leader to share thoughts/concerns at staff meeting. - Team to reflect on this and share feedback. - Ed leader was prepared with an "activity" to support this, she had prepared an example of an observation from every educator and asked them to make this more "positive" and strength based.	Educators were all eager to make this change, all able to create more positive perspectives within previous observations. Educators are hoping to receive more interaction from families and strengthen engagement through these changes.	May 2026, and onwards	Shared in meeting minutes May 2026. June/July will be the teams' AOL time, and therefore this new style of writing won't be efficiently utilised until the second half of the year. EL to observe, track, and share reflections at the October staff meeting.

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 safety and protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need 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
Section 174	Offence to fail to notify certain circumstances to the Regulatory Authority (e.g. serious incidents, complaints, or infectious diseases)	
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
Regulation 103	Premises, furniture, and equipment to be safe, clean, and in good repair	

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

- Our service has policies, procedures, and risk assessments in place to ensure safety and protection are at the forefront of practices.
- Our service communicates health matters and requirements with families through positive interactions and, as necessary, on Kinderloop.
- Our weekly newsletter (posted via Kinderloop) advises parents of any health concerns or notifiable diseases.
- All educators maintain high hygiene practices and role-model these for children, and visuals are on display to prompt frequent hand washing.
- All families are made aware of infectious outbreaks via email, and the NSW Department of Health.
- All children must present with a current immunisation record from the Medicare Portal before commencing at our service.
- Our service encourages educators to be involved in discussions with children based around healthy eating at all meal times and to role-model healthy eating at mealtimes.
- Child safety is a standing agenda item at staff meetings, ensuring ongoing discussions, reflection and continuous improvement of child-safe practices.
- Educators consistently encourage the children to engage in quality physical and active play each day.
- All children are closely supervised throughout the day, including toileting, sleep and during transitions.
- Regular maintenance checks and safety checks are completed to minimise the risks of any harm or hazard that may cause injury.
- Daily risk assessments are conducted, and risks are minimised or removed as necessary. Child safety considerations form part of daily risk assessments
- Children are supported to recognise and assess risk through supervised and age-appropriate challenging play experiences.
- The emergency procedure is displayed at all exits of the building, fire equipment and emergency bags and checked to ensure all equipment is safe to use. All educators are aware of this procedure through induction, and the staff handbook, as well as service practices; emergency drills are often conducted.
- All educators are trained or working towards training in child protection and identifying children at risk of harm. Our educators are provided with 12-month refresher courses in Child Protection and relief from floor time to complete the required National Child Safety training.
- CCTV cameras are utilised to optimise supervision and safety for children.
- Service is highly committed to child safety, and this plays a vital part in all quarterly staff meetings, a permanent discussion point in our meeting agendas.

- Communication with families regarding child safety is a priority, and service policies and procedures are shared with families as they are updated.

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	- A range of opportunities for respite are provided as educators meet the needs of both individual children and groups. - Educators are constantly attuned to children’s needs, and through strong connections are able to identify if a child’s health requirements change throughout the day. - All Educators manage children’s health and medical needs with confidence and in line with the service’s medical condition risk minimisation and communication plans.

- Service utilises Be You – a national initiative created for Educators to support children’s mental health and promoting positive health. Be You provides training in noticing signs of mental health challenges for children.
- Health is a vital part of the daily program (curriculum) as educators plan and implement experiences that support children’s mental and physical wellbeing, through fun and educational experiences.
- Summative reports, written on individual children bi-yearly, focus on health and physical development domains with established goals based on physical growth and development, hygiene, nutrition and active lifestyles, motor development, emotional wellbeing (mental health) etc.
- Hygiene is integrated through the program with fun and educational experiences, and resources that support hand-washing, dental health, prevention of spreading germs, etc.
- Children grow their own vegetables within the service’s garden and are engaged within the experience of harvesting, and watching these become part of a meal. Educators utilise these opportunities to discuss and encourage healthy eating.
- Staff utilise the resource ‘Staying Healthy in Childcare’, which is a significant part of the Educator’s induction process. This is readily available at all times for Educators to utilise.
- Educators are knowledgeable and confident in communicating our infectious disease policy to families, predominantly in terms of meeting exclusion periods.
- Children are provided adequate opportunities for physical and active play, and stationary time is minimised, in line with health initiatives (Munch and Move). In events of extreme weather physical and active play is promoted within the indoor environment.
- Our service is passionate about inclusion, in line with our service philosophy, and we work collaboratively with KU agency to create and implement a genuine and current Service Inclusion Plan (SIP).
- The room leader of our Karinya room (0-2) undertakes Red Nose safe sleep training annually, and oversees our safe sleep practices and risk assessments, including sharing her learnings and information at staff and room meetings.
- Management organises and pays for on-site annual flu shots for Educators.
- Changes are made to the physical environment to support children’s health needs. Example – light/light switches have been changed to ensure that children sleeping in cot room have a better sleeping environment, while meeting the needs of the children awake.

2. Practice is informed by critical reflection

- Educators are invited to contribute to service policies surrounding children's health and activity needs, with changes being shared at bi-monthly service meetings.
- Room Meetings allow Educators to discuss routines and change/alter as necessary to ensure children are being given ample opportunities to engage in physical play.
- Service policies and procedures are reviewed annually against current and recognised guidelines and information.
- Educators reflect upon children's health at quarterly staff meetings, and any changes are communicated among the team, implemented continually, and shared with families as appropriate.
- Service menus and policies are shared with Munch and Move for knowledgeable and professional feedback, and changes are reflected with as necessary.
- Menus are often discussed with other early education and care services within our local community (networking) and our service is often seeking new and healthy recipes for children.
- Children are genuinely involved in exploring healthy eating and take responsibility for preparing their own healthy meals. E.g. – children engage in experiences such as peeling carrots, garlic, etc., and will assist the service Cook within the kitchen to safely prepare meals and observe practices, which are then used as intentional teaching moments to embed healthy eating within the program for children.
- Meals, recipes, and the general kitchen policies are discussed at our staff meetings, and changes are made as necessary. Example – Educators will give feedback about quantities, favourite food, etc., and the kitchen team will take on this feedback.

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

- Educators are provided with goals for children by health professionals, e.g. speech therapists, and work collaboratively with the professionals to support the child.
- A kitchen update is shared weekly with families via Kinderloop, which includes photos of meals, recipes of children's favourite dishes etc. Families are often asked to share meals from their own culture, and their child's preferred meals at home, etc.
- Families are provided with opportunities to share their child's routine with educators, and together with families, a routine is established and communicated to best support children's individual needs for meals and rest.
- Correspondence with additional needs and intervention specialised Educators, regular professional development provided to service Educators with genuine reflections and opportunities to question and follow up learnings. We also welcome interventions specialised to engage with children and complete therapies in our environment, allowing educators and peers to be involved in the child's therapy through fun and positive strategies.
- Share relevant updates from NSW Health with families, ensuring families are informed.
- All Educators appreciate the importance of outdoor physical play, recognising that due to the environmental context surrounding the service many children do not receive access to outdoor play spaces – i.e. in high-rise buildings, units, etc.

- Educators use various forms of communication (verbal, email, text msg, service app) to communicate with families about children's evolving health needs. Educators host meetings with families as frequent as required, prioritising communication with families and ensuring that all sensitive conversations are held in a private and supportive space, away from the child.
- Service regularly shares updates from Munch and Move with families, focused on promoting healthy eating and physical activity with families.
- Management shares the service menu with families and regularly asks for input and feedback. E.g. service have implemented 'fruit birthday cakes' due to the request for healthier options for birthday celebrations, particularly in the younger years.
- Families are invited to share goals for children at the commencement of each year, and again within their mid-year assessment reflection, and express ambitions for children to strengthen health and hygiene needs.
- Services utilise health professionals from within our community to provide a service to our children – dentist visits, eye screening, etc.
- Respite routines are often negotiated with families, to ensure that our service is working in partnerships whilst meeting the individual and group needs whilst respecting requests from families.
- Nappy changes and toileting are positive experiences that support the health needs of each individual child, as well as cultural or particular requests from families.
- We consider the geographical context of our service and are responsive to changes in our environment throughout the year – E.g. we regularly have a significant number of mosquitos within our environment and therefore take precautions to avoid them biting children such as removing stagnant water, using insect repellent when appropriate, regular pest controls and replacement of sand, etc.
- The service engages with organisations within our local community that provide incursions and learning opportunities for children based on healthy lifestyle and positive wellbeing, e.g. Healthy Harold, Craig the Magician, etc.

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

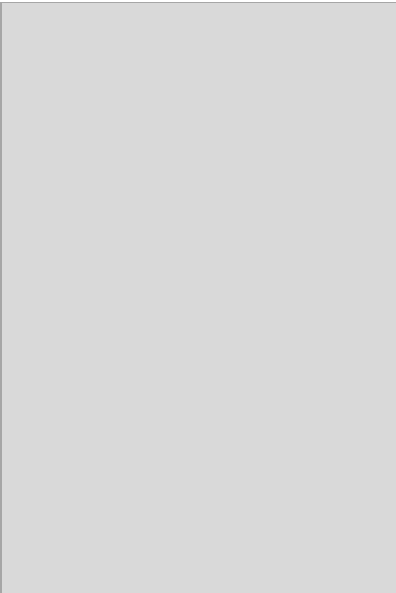
- Supervision plans have been created by Educators which identify key areas for supervision within our indoor and outdoor environments to ensure children's safety.
- Educators focus on engagement and joint play with children, within both indoor and outdoor environments, to maintain adequate supervision and to have genuine awareness of children's safety.
- Educators complete risk assessments when conducting an experience that is of moderate or high risk and discuss strategies to maintain safety for children including additional staff, small or grouping of children, additional resources, etc. – e.g. using a frypan during a cooking experience.
- Ideas and concepts of safety, such as stranger danger, personal/body safety and child protection elements, are included within the program through age-appropriate and engaging methods.
- Educators regularly extend children's ideas and interests through engaging, intentional teaching and incorporating resources within the program that support safety. Example – children show an interest in transport and Educators incorporate ideas of road and traffic safety.
- Educator rosters are arranged to ensure that all children are closely supervised, ratios are maintained, and educators are never left alone with children.
- Recruitment processes and staff employment are conducted in line with service policies, and child-safe protocols underpin all decision-making.
- Child safety plays a very important role of educator induction and is discussed with knowledge being refreshed at our quarterly staff meetings.
- Educators consistently demonstrate Child Safe Standards in action and ensure that children feel safe and secure.
- Educators are provided appropriate relief from floor time to complete, read and refresh all child-safe related requirements – example: required Foundation of Safety training, any changes or updates to policies, etc.
- Service actively rosters additional Educators every day to ensure service can meet ratio requirements without the use of casual agencies – each average day, we are operating with three additional staff members per day.
- Changes are made to the physical environment as needed to maintain children's safety and privacy. Example – a blind added which can off both additional supervision, or privacy, depending on who is currently utilising the meeting room.

2. Practice is informed by critical reflection

- After any serious incident or injury staff reflect together about the situation and what can be better managed, changed and/or improved. When necessary service policies will be changed as a result of this reflection, and shared with families.
- Management identifies the importance of Child Protection re-fresher training, and discusses the value and learning within each training. Management seek new RTOs as necessary to ensure educators are provided with high quality Child Protection training.
- The service WHS officer (Tayla) has the opportunity to reflect upon any risks or hazards with the team at our bi-monthly staff meetings, with an allocated time assigned for Work Health and Safety. She conducts quarterly WHS audits, reflects on changes with management.
- Educators take into consideration the weather when planning experiences and routines, to ensure children are not exposed to extreme weather and are safe whilst engaging in play. In winter routines may be tweaked to better support children's safety – example: children are taken indoors by 5pm to avoid the cold and the dark.
- Incident and accident reports are genuinely reflected upon within the accident report as Educators must consider actions to be taken to avoid the accident/incident from occurring again. Example – Educators will be reminded of their supervision plans and the importance of engagement vs supervision if there is an increase of incidents.
- Educators reflect upon room environments at the commencement of each new year and together create an environment which supports the health and safety needs of all children.
- Our illness and infectious disease policies have been reviewed by medical professionals, with necessary changes being made to service protocols.
- Room meetings are utilised to discuss supervision strategies – example: returning to room routes (from outdoors) to highlight supervision for all children.
- Weekly reflective questions are often based on Child Safe Standards – giving Educators an opportunity to reflect upon their child-safe practices and make necessary improvements.
- Service utilises external HR and Childcare Policy specialist companies to ensure our child-safe policies and procedures are in line with current legislation.

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

- Services utilises community/family members who work in emergency services to review relevant service policies and provide input on emergency evacuation protocols. E.g. – a parent who is a police officer has reviewed our lockdown procedure, and a Grandfather who is a retired Fire Fighter has reviewed our Emergency Evacuation procedure.
- Our service hosts visitors from local fire fighters who provide safety lessons for our children, e.g. – teaching children to get down low and go, go, go, children are given opportunities to visually identify with firefighters and their equipment, and support and promote children's ideas of safety.
- We communicate honestly with parents in regard to concerns for children's safety and professionally raise awareness of any issues impacting child safety with families and the community.



- Service regularly shares child protection information relevant to families on Kinderloop, example – consent for hugging and kissing children at Christmas time.
- Our service engages the use of Child Protection themed incursions – Bravehearts, Stay Safe, Healthy Harold, Living Safely with Pets, Roads and Traffic, etc. and these opportunities are extremely beneficial for both children and educators at the service.
- Our service collaborates with allied health professionals to support children, in line with families' contributions.
- Families are introduced to new Educators and kept in constant communication regarding Educators caring for their children and any changes to our staffing arrangements.
- Communication with families is kept transparent and honest regarding child safety. Example - Service ran a Child Safety meeting in October 2025 to share Service's actions and protocols surrounding child safety, and shared again at the 2026 "What's Behind the Red Brick Wall?" evening.
- Information about our child-safe policies and protocols is shared with families in accessible ways – example: policies located in the foyer, changes to documents uploaded to Kinderloop, etc.

Key improvements sought for Quality Area 2

Improvement Plan



Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Pr io rit y (L / M / H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.2.1	Children's health is compromised when Cook is absent – due to importance of dietary requirements.	- For kitchen and menu to be consistent and children's dietary requirements are not compromised, regardless of Cooks attendance.	H	Find temporary cook to use when required.	- Find an agency that provides casual cooks - Ensure kitchen continues to provide nutritional drinks and meals to children.	August 2016 and ongoing	- Found agency (BUZZ recruitment) Used agency in August, with assistance from kitchen hand kitchen ran well. 2018: Service Approved Provider (Helen) has completed necessary qualification to work in kitchen if rostered Cook is absent- to better meet children's dietary requirements than casuals from agency. 2024: Service Approved Provider (Rod) has completed necessary qualification to work in kitchen if rostered Cook is absent- to better meet children's dietary requirements than casuals from agency.

2.3.3	Concerns for children are not being tracked by management effectively and confidentially.	To ensure children's concerns (wellbeing, health, behaviour) are documented confidentially through placing on child's Hubhello profile, for management to track and follow up as necessary with appropriate governing bodies.	H	- Ensure all staff are aware – give demonstration of HubWorks - Supervisors to have access and logins provided to HubWorks.	Notify at staff meeting 5/6/17	May 2017 and ongoing	Working well, all staff are aware and this procedure has been used on many occasions. Update 2025: This has been revisited in early 2025 for new supervisors to become aware of and existing supervisors to refresh their memory. Update 2026: Discussed in detail at May meeting, and introduced the required Register of child protection concerns – which NS will then transfer to the online portal to maintain confidentiality. All staff shown the register and a mock example given.
2.2.2	Management and Educators unsure of best practice in the event of a lockdown.	- For our Lockdown policy and procedure to be meeting best practice in the event of a lock down emergency.	H	- Find a relevant person to view and reflect upon our lockdown policy.	- Police officer (and parent at BHELC) reviewed our lockdown procedure after viewing our rooms and identifying the safest locations for the children.	May 2019	31-5-2019 – The changed policy was shared with Educators, highlighting the new locations in which children and educators must locate in the event of a lockdown. 17-2-20: Discussed lockdown procedure at staff meeting (particularly important for new staff), before implementing on 18.2.20. 18-6-2022: A permanent light was added to the disabled bathroom as the lamp was

							often left uncharged and able to be used. Update 2025: The lock in the Illouras bathroom was replaced (key was previously lost) to ensure that this entrance can be locked.
2.2.1	Management identified that often educators were gathered collectively whilst outdoors and therefore not maintaining a high level of supervision.	- For educators to be aware of key points of required supervision, and monitor closely - For children to be adequately supervised at all times.	H	- Provide educators with the opportunity to identify key areas for supervision. - Management to remind staff regularly of importance of supervision.	- Educators created supervision plan for outdoor environments at staff meeting 3.8.2020 - Staff grouped into their room environments and created supervision plans for own rooms.	3.8.2020	- Supervision plans added into induction process 7.9.20 Update: Supervision plans were reflected upon at staff development day, in line with new room set-ups. So far this has been conducted in 2025 and 2026.
2.1.1.1	Educators lacked knowledge, confidence and resources to support children's mental health.	Educational leader to research and find appropriate resources and professional development for Educators.	H	- Provide relevant training opportunities for Educators based on children's mental health needs and concerns - Provide Educators with appropriate time to engage with training, and support educators as necessary through the process.	- Management sourced and subscribed to organisation Be You – which provides Professional Learning, tailored handbooks, Fact Sheets, online events and other supporting resources for Educators.	22.1.2020	- Educators provided with copious amounts of time to undertake all professional learning modules based on children's mental health. - Educators were provided with an opportunity to reflect upon their learnings and share key ideas/concerns based on their new found knowledge. - Educational leader created a folder, accessible to all staff in service programming room, with appropriate resources



							provided by Be You, for continual and sustainable implementation of mental health support.
2.2.1	Educators are completing 15-minute cot and bed checks, however are relying on their own awareness of time and therefore can be late or early on checking the cots, creating errors in the regular time schedule.	For Educators to have regular reminders of required cot and bed checks, and not reliant on own awareness of time.	H	- Utilise technology to ensure educators are accountable for cot checks - For cot and bed checks to be conducted each 15 minutes, and for educators to have a timely reminder. - (NOW 10 MINUTES)	- Management has suggested a timer is placed on the iPad, which is restarted each 15 minutes. - Timer to be on from when the first child is placed on the cots, until the last child is removed from cot.	29.4.2021	- Educators discussed this during room meeting on 29.4.2021. shared with all team members through sending minutes via email to all room members, - working well. - Update 2023: Changed to every 10 minutes as we enrolled twin infants at 12 weeks old. This is a permanent change which is ongoing. -Update 2024: An actual manual timer was purchased to ensure we are not relying on iPads as technology can fail.
2.1.3 & 2.2.1	Staff communicated that hot water utilised for making bottles (for babies under 1 years) was becoming more of a hazard as jug was stored on the counter.	For educators to engage in efficient and safer practices. Also to minimise risks and potential risks when possible.	H	- Staff to be provided with more resources. Bottle maker machine purchased and to be implemented in daily practices for children requiring bottle feeds.	- Bottle making machine was provided to Karinyas room and hot water jug that is kept on bench top was removed.	June 2022	- The staff have communicated machine is a more efficient and accurate practice when making bottles for babies. Machine provides step-by-step instructions on how to make a bottle. This has been working well.

							- Machine notified staff the filter needed replacing and was replaced January 2023 - Machine as replaced 2024 with newer version of the same machine. Still working well – filter is replaced as needed.
2.2.3	New and existing staff did not have the confidence to engage in discussions concerning child-protection, particularly with the introduction of Child Safe Standards.	For educators to gain and strengthen their understanding of their role and responsibilities as mandatory reporters for educators to gain confidence facilitating and fostering their practices to support the implementation of Child Safe Standards.	H	- For nominated supervisor to engage external resources that will provide opportunities for educators to strengthen their knowledge and build confidence regarding their role and responsibilities as mandatory reporters.	-Educators and supervisors (mandatory) were invited to engage in child-protection incursion conducted yearly to ensure educators are confident and knowledgeable of their role and responsibilities as mandatory reporters. - Educators have a strong understanding of their role and responsibilities as mandatory reporters. Additionally educators feel confident accessing additional resources that support their understanding.	2022	The staff have communicated positive feedback from training evening. Staff feel empowered and confident with their role as mandatory supervisors We engaged with training from a new company in 2024 and although staff shared positive feedback, further questions arose about phone usage and legislation. These were addressed in TWTWB (11/10/24) and shared with all staff. This was also discussed at staff meeting (28/10/24)
2.1.1	Children are increasingly attending care with unsafe clothing (thin strap shirts, dresses, open-toe sandals, etc.)	For families to understand the importance of providing appropriate clothing and to follow safer practices accordingly.	H	- Nominated supervisor to communicate to all families the importance of providing adequate clothing for their children. This will be communicated through services app KL. - For educators to also engage in discussions with children about the importance of	- Parents provide adequate clothing corresponding to appropriateness depending on weather and daily routine. - Children are no longer attending in thin strap shirts and dresses, caps or with open-toed sandals. - Children's understanding of sun-safe and safe clothing is strengthened.	2023	- Has been added to the annual list of reminders for families via KL. - Update 2026: Service now provides service hats at no charge - in line with sun safe policy.



				wearing appropriate clothing such as full brimmed hats, closed in shoes and shirts that cover their shoulders.			
2.1.2	Nappy protocols were not consistently followed during nappy changing routines.	For educators to ensure nappy changing protocols are followed consistently during all nappy changes	H	For nominated supervisor to provide resources that are easily accessible by educators utilising nappy change facilities. - For educators to remember to engage in consistent protocols that promote safe and hygienic outcomes.	-Educational signs communicating safe protocols and practices are displayed in nappy change room. Signs are easily visible and accessible by staff to ensure protocols are followed consistently.	2023 and onwards	- working well. existing Educators have also shared they feel more confident in guiding new staff members to follow correct protocol.
2.1.2	Due to toilet training children having multiple accidents and missing the toilet, the overall hygiene and safety of the bathrooms were increasingly compromised throughout the day. Despite the staff's effort to maintain clean bathrooms, communication between rooms needed improvement.	- To ensure bathroom cleanliness is maintained throughout the day and that responsibilities of cleaning the bathrooms are shared by staff, ensuring this job is not left with the same people each day.	H	- For nominated supervisor to discuss strategies with staff to ensure bathroom is being cleaned often but not left to be done by the same person. All rooms communicated that mopping bathroom floors would be a hazard during rest time as many children are still awake., however all other protocols can be done.	- Rooms leaders nominate staff each day to clean bathroom, ensuring fairness and teamwork. - Bathrooms are cleaned twice daily however mopped only in the evenings as there is high foot traffic during midday routines. - Cleanliness and hygiene is maintained to a high standard ensuring a safe a clean environment for both children and staff	2024 and onwards	- This has been working well. Karinya staff communicated that often they finish their shifts before the evening bathroom is cleaned, the ensure fairness they agreed with Illoura staff that K will clean at midday and I staff will clean in the evening.

2.1.3	Children, particularly in the younger rooms (Illouras & Karinyas), have become increasingly unregulated, unsettled, and hungry between morning tea and lunchtime.	- For educators to ensure the individual needs of each child is met and promoted throughout their daily practices. - To ensure children are provided with opportunities to communicate their needs and for educators to ensure children do not go hungry for periods of time.	H	- Kitchen staff to provide younger rooms Illouras and Karinyas with fruit break at approx. 11:15am, consisting of a single serving of fruit or vegetables.	- Educators have observed children are happier and engaging during periods after morning tea and before lunch. - Children are settled and are able to regulate their emotional needs better during morning play and at transition times.	February 2024	Educators have observed children become happier, settled and more engaged in play during these times. This new change has been working really well.
2.1.3	The outdoor environment did not reflect children's increasingly growing interests in risky and physical play by strengthening their abilities.	- For the outdoor environment to have more challenges, opportunities for risky play, and allow for new physical exploration.	H	- Management to undergo major renovations to the outdoor area during the end of year break. - Educators to become aware of the potential risks of new environment and maintain supervision accordingly.	- Children have demonstrated increasing engagement with the new environment and have communicated this with educators and families. - Families have provided positive feedback on new environment with educators and management. - Educators have supported children to engage in new environment by trying and accepting new challenges to spark interest and strengthen physical abilities.	January 2023	The staff have communicated how amazing the new environment is in providing more opportunities for children to be challenged, explore and play. Families have also share positive feedback on the new changes. Children have closely engaged with new environment and have discussed their confidence in exploring such resources.
2.2.1	New staff lacked confidence and knowledge on safe sleeping practises in Karinyas rooms.	To ensure all staff especially Karinya staff feel confident and capable of engaging in and promote safer sleeping practices during daily routines	H	- For nominated supervisor to provide resources for educators to engage with to ensure safe sleeping practices are maintained. - For management to display safe sleeping practices in cot room for educators to	- All educators and float staff in Karinyas room are confident in their sleep practices and are able to provide children with safer environments and quality care.	2020	New staff feel confident practice safer sleep practices. Existing staff have shared that newer staff are engaging well with these resources and are consistently monitoring new staff to ensure best practices are facilitated. - Update 2021 Approved provider became aware of the new standards



				access in daily routines. - For educators to become familiar with safe sleeping practices and ensure daily routines are reflected by this accordingly.			implemented in USA & UK, banning drop down cots as they are a risk to babies safety during sleep. Approved provider replaced all drop down cots in the service to minimise these risks. - Update 2024 After spot check, lighting in cot room was replayed to ensure sufficient lighting. Staff are able to better observed children skin colour. Update: 2025 Room Leader of Karinyas to undertake annual Red Nose training and share knowledge with room Educators.
2.2.2	During the fire drill, staff and children who were located outside communicated concerns regarding their lack of timely response due to not being able to hear the alert from inside.	To ensure educators, children and visitors have increasing opportunities to respond promptly and more effectively to fire drill when gathered outside.	H	- Management to provide fire safety alarms that are installed outside and are easily accessible to those gathered in top or bottom area during drill. - Educators who are located outside and closest to the alarm during drill must ring an alarm once they are aware that the drill is being conducted. This practice is also followed in the event of a real fire.	-During fire drills, staff are able to act promptly and engage in safer practices by setting an alarm and notifying those who are unaware of the situation. - Educators, children and visitors are able to respond quicker than in previous drills.	2025	The effectiveness will be reviewed at the next fire drill, scheduled in April. Staff have communicated it is easily accessible and visible. Fire drill: Outdoor staff were able to hear alarm effectively and follow actions as necessary.

2.2.3	With the recent media coverage of the early years sector, management wishes to share the service's child safety policies, protocols, and actions.	To ensure families feel confident in our child-safe practices, are well-informed, and support children's learning and development, with child safety being at the forefront of our practices.	H	- Management to organise a "Child Safety" meeting for families. - NS to discuss what child safety looks like at BHELC, share key policies and changes, our educational programs, etc. - Share resources and links for families to continue learning at home.	- Educators to embed resources and ideas shared within their programs. - Families to continue learning and key concepts at home, for example: correct terminology for body parts. - Families to be well-informed and feel secure in the services' practices surrounding child safety.	October 2025	The night was not as successful as originally anticipated. We only had 3 parents out of 72 families present. The nominated supervisor had conversations with 3 families, all of whom shared the same response: they didn't feel it was necessary to attend, as they had full trust in our child-safe practices. One family shared that the timing was not suitable to their needs, and due to this, the Nominated supervisor created "minutes" from the meeting and shared these with all BHELC families – 30/10/2026 Update: March 2026 The nominated supervisor used the annual parent night, "What's Behind the Red Brick Wall?" to discuss key points from the child safety meeting.
2.2.3	Staff lack knowledge and confidence in Child Safe Standards	To ensure Educators are familiar with the Child Safe Standards and are using these to guide our daily practices. Staff should be reflecting upon these and ensuring that	H	- Educational Leader to ask guided questions each week based on the Child Safe Standards as part of the weekly reflective questions shared with families.	- Weekly reflective questions to be changed to align with the child safe standards. - Educators to be able to reflect on practices and make any changes as necessary. - Educators to become more familiar with the child safe standards and how they influence our practices. - Nominated Supervisor has placed a copy in all learning spaces, and Educators' RFF space to continue to influence Educators' pedagogy and decision making.	May 2026	This was discussed in detail at our Staff Meeting in May 2026. Educators' responses have been thoughtful and deliberate, and allow them to learn more about CSS.

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

- Natural resources are incorporated throughout all learning environments, creating calm, inviting and aesthetically pleasing spaces that support children's wellbeing and engagement.
- Indoor and outdoor environments provide children with opportunities to challenge themselves, take appropriate risks and develop confidence, resilience and problem-solving skills through supervised play experiences.
- The outdoor environment incorporates natural elements including trees, gardens, plants and resident animals, encouraging children to develop a connection with nature and the world around them.
- Learning environments support a wide range of play experiences, including imaginative, sensory, constructive, physical, creative and exploratory play, ensuring all children can engage in ways that reflect their interests, strengths and developmental needs.
- Educators conduct daily safety checks/risk assessments to ensure environments, equipment and resources remain safe, clean and well-maintained.
- The service maintains high standards of hygiene and cleanliness through daily cleaning practices and the support of professional cleaning services, which is increased as necessary (example: increased during illness outbreaks)
- Sustainable practices are embedded within everyday routines and experiences, supporting children to develop an understanding of environmental responsibility.
- Educators engage children in discussions about caring for the environment, including recycling, reducing waste and respecting living and non-living things.
- Resources and learning experiences promote children's understanding of sustainability and environmental respect.
- Children are encouraged to care for living things through involvement in the care of resident animals, gardens and natural environments.
- Children actively participate in maintaining their environment where appropriate, fostering a sense of responsibility, contribution and belonging within the service community.
- Learning environments are inclusive, welcoming and designed to support the participation and success of all children.
- Open-ended resources are readily available and intentionally incorporated into programs to encourage creativity, critical thinking, exploration and child-led learning.
- Educators thoughtfully design environments that are flexible and responsive to children's emerging interests, developmental needs and ideas, ensuring spaces remain engaging and meaningful.

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

Notes:

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

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

Exceeding themes

1. Practice is embedded in service operations

- Educators ensure that all resources are age-appropriate and physically accessible to all children. If educators observe challenges with resources, they reflect with team members and rectify where appropriate.
- Service is purposely designed to ensure supervision is heightened, and that child safety is paramount – example: a blind has been added to our meeting room to maintain or improve privacy when necessary, but also supervision when required.
- The furniture and structures are child-sized and promote independent engagement and belonging. Resources are always accessible throughout the day and support child-led experiences.
- Outdoor environments provide opportunities for supervised challenge and risk-taking, supporting children's confidence, resilience and decision-making skills.
- A range of resources is available in the indoor and outdoor environments, all of which promote a range of learning areas and outcomes. Educators recognise the importance of ensuring that open-ended resources, visual arts, construction, and dramatic play are always available to children. Educators respond appropriately and encourage children to utilise resources in individual ways that may differ from their intended purposes.
- Quiet spaces are available throughout the service, providing opportunities for rest, relaxation and self-regulation.
- Children are included within the environment set-ups, both physically and verbally. Ideas within the indoor and outdoor environments arise from children's voices, news, cultures and communities, and children are regularly asked to partake in selecting these resources to promote belonging and familiarity.
- Indoor environments and resources reflect the program intended for the children, and provide opportunities for child-led, solitary, collaborative and open-ended play.
- Outdoor environments are based upon children's current learning, needs and interests.
- All environments promote play-based learning, and educators recognise the importance of such practice.

	- Daily risk assessments ensure that the environment is maintained, safe and that any risks are identified and removed/repaired before becoming a hazard. - Service has appointed a WHS officer to conduct quarterly audits, ensuring upkeep and maintenance of the environment. - Environments are refreshed as needed, management purchases new soft furnishings, rugs, etc. annually. - Educators engage children in discussions regarding safe use of equipment, resources and learning environments.
2. Practice is informed by critical reflection	- Educators and Room leaders routinely reflect on the resources available within the indoor environment and provide new resources based upon children's engagement, learning, preferences and interests. Room educators reflect on children's responses to resources and how they could extend this to promote learning. - Incidents, accidents and injuries are reflected upon immediately, with educators altering the environments to ensure utmost safety. - All children are supported for inclusion, and educators respond appropriately with differentiation; height levels, weight of resources, resource types and availability are promptly adjusted when educators observe a need, e.g. bookshelf height for Karinyas, as compared to Bindas. - There is a designated WHS portion of staff meetings which allows Educators to reflect on any hazards, risks in the environment and act accordingly.
3. Practice is shaped by meaningful engagement with families, and/or community	- Resources within all environments reflect the community, cultures and context of children and families, e.g. Dolls from different cultures, and Supermarket dramatic play. - The foyer environment is welcoming and representative of belonging. Parents have an opportunity to share input and voices through the Staff recognition, annual surveys, and Centre feedback via the NQS station. - The indoor and outdoor environments look welcoming, home-like and aesthetic, and educators ensure that this is maintained. All environments utilise natural resources and elements to promote care for and belonging to the environment. - The Buddy Bench within the outdoor environment was organised and implemented by families and is genuinely used to create and support relationships among children. - Families are invited to donate resources/books in good and safe condition, a sustainable approach that is enjoyed by all. - The shared book library was donated by families and used to promote engagement and continuity of learning between home and care.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	- Educators ensure that all children can access resources independently and utilise these creatively. - Staff meetings highlight sustainability practices and improvements where necessary. A Sustainable Practice: Trained parent is invited to attend these meetings, where possible, to aid staff in promoting and actively advancing sustainability. Some instances of collaborative decisions were: no balloons and asking parents to not bring in party bags for birthdays. - Educators utilise drying racks in place of the dryer and children are encouraged to partake in this practice. - Cot and bed sheets are kept in reusable bags over a two-week period to minimise excess washing and promote sustainable practice (in the event of an illness outbreak, this is overridden). - Sustainability is embedded within intentional teaching and program practices, with many resources being reused and recycled. - Educators provide a range of experiences which promote physical play, leisure, investigation, and the creative arts. - The environment provides opportunities for natural exploration – grass, mud, water, etc.

	- Educators create routines that allow for maximum time in the outdoor environment, as we passionately believe in the importance of outdoor play.
2. Practice is informed by critical reflection	- During team meetings, educators observe one another's rooms and reflect upon this to provide alternate perspectives. This creates an opportunity for dialogue, self-reflection and debate regarding resources, environments and room layout. - The outdoor environment and setups are reflected upon each week by the outdoor teacher. Such reflections are then utilised to inform future practice. - Staff meetings highlight sustainability practices and educators are able to reflect upon challenges and strengths that have arisen. - Educators use formal observations and Kinderloop posts to reflect upon children's learning and interactions with their environments. - Staff have undertaken Professional Development workshops regarding outdoor environments and physical needs of children and take such knowledge into account whilst constructing environments and experiences. - Educators reflect on the program weekly and incorporate the children's engagement with the resources and environments. - Our philosophy is reviewed annually, ensuring that our passion for our natural environment is reflected within.
3. Practice is shaped by meaningful engagement with families, and/or community	- Outdoor environments allow children from different rooms to engage with one another. Educators support this practice and encourage the children to scaffold one another's learning. - The outdoor environment reflects the community and geographical location; natural flora and fauna are planted and encouraged to utilise the environment, e.g. Bottle Brush Trees. - Educators share the importance of risky play with families often, incorporating this into their observations and assessments of learning. - The environments are inclusive of the community members and cultural communities, as the resources and layouts are welcoming, representative and universally inclusive, e.g. ramps for wheelchair and walker accessibility. - Drawing on experiences from families and children, educators utilise the environments to construct play-based learning experiences representative of said experiences. - We have previously partnered with a Sustainability Officer from the local community (Parent who has completed a Diploma in Sustainable Practices) who reflected upon current sustainable practices and made improvements, for example: removing glitter from craft resources.

- Service sustainability commitment is shared with families, and the service asks families to share input and ideas – example: we often will ask for donations of board books for families.
- Families and community members are asked to donate recycled materials, natural elements and play-based resources. Educators utilise these resources within their environments to promote sustainability and the re-using of items. We reach out to workplaces for donations of old computers, phones, etc.
- During cultural holidays, educators utilise families as a resource to learn about the traditions. Such information is embedded within the indoor and outdoor environments, and educators organise the environments to reflect their new-found knowledge, e.g. Families posted photos celebrating Diwali and discussed the use of marigold in decorating – this was subsequently added to the outdoor environment.
- Nominated supervisor has regular check ins and meetings with KU officer who assists us in ensuring our environment is as inclusive as possible, officer reflects on our practices/resources etc and makes suggestions as necessary.

Key improvements sought for Quality Area 3

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
----------------------	--	-------------------------------------	---------------------	--	-----------------	----------	----------------

3.1.1	Furniture placed against internal/external fences/walls and may pose a climbing hazard to children.	- For environments to be safe and have as minimised risks and hazards as possible.	H	- Risk Assessments are conducted daily. - Staff reminded (during MOCK A & R) about regulations regarding heights of furniture's, and safe environments. - WHS officer to continue to identify risks/hazards during quarterly audit.	- At staff meetings we provided opportunities for Educators to visit other rooms (not their own) in order to critically reflect upon safe and unsafe environments through different perspectives.	September 2019	- Added to the meeting agenda for January 2020 – when new rooms are set up and created. - This worked well at staff meeting, and gave educators the opportunity to discuss and reflect upon level of risks.
3.2.1	Outdoor Environments uninviting, not changing frequently and often not relevant to children's current interests and ideas.	For service outdoor environments to provide opportunities for exciting exploration, and engage play-based learning.	H	- Designate an Educator to be responsible to lead the outdoor environment set-ups. - Communicate the importance of outdoor learning environments to team.	- Outdoor teacher designated (Breeannah) and passionate to re-create learning environments outdoors, weekly, based on current and appropriate children's interests. - Outdoor teacher provided with professional development (Early Years Training & Consultancy) based on the indoor/outdoor combined approach. - Outdoor Teacher reflects upon the set-ups regularly with a detailed and reflective post shared on KL to families. - The outdoor teacher asks families for feedback and for input for the following week.	October 2020	- Working well. Outdoors are constantly inviting and engaging. - Outdoor teacher Update 2024: With our outdoor teacher, Breeannah, taking leave, we are trialling a "room set-up" system, starting at the beginning of the year. Update 2025: The room set-ups weren't successful, and for many weeks, there were little to no setups in our outdoor environment. At our staff development day in January 2025 we discussed/reflected and decided to trial the following:



							- Outdoor teacher role to be shared between all staff, rotating each week - One educator sets up on Monday morning, packs away Friday afternoon. - Outdoor teacher to be shared on roster each week in advance for staff to prepare. - reflect on this at staff meetings to see if it is working?
3.2.3	Educators are handwriting accident reports; using a lot of paper – not a sustainable practice	To eliminate the use of paper to complete accident/incident reports; using Kinderloop.	h	- Educators to be trained on how to write accident reports using Kinderloop. - Communicate the changes to families. -	- At staff meeting, educators will be shown how to complete an online accident report and practice. - Educators are completing accident forms using Kinderloop.	October 2021	- All staff have successfully transitioned to writing accident reports on Kinderloop. Update: June 2024: Added emergency medication to our online portal of forms. December 2025: Nominated supervisor trialled “XERO” admin system in hopes of finding new sustainable practices as currently we are still paper based for many of our daily charts/logs, etc. unfortunately after reflecting with room leaders and EL, together we decided that we do not want to go



							down this avenue as we feel that we will be depending too much time on devices, taking away our supervision and compromising child-safety. We will continue with our current practices as we feel the best aligns with our commitment to child safety.
3.2.1	The nominated supervisor has observed that educators were using a limited amount of natural and open-ended materials within our environments, not reflective of our nature-based philosophy.	Expand opportunities for children to engage with natural environments and loose-parts materials, strengthening their connections to nature and sustainability. Align with our philosophy better and provide children with more opportunities for natural play experiences.	H	- Nominated supervisor met with educational leader to share thoughts, together they reflected and decided on some strategies to share. - Nominated supervisor shared Nature November with educators and parents, plans to introduce a NATURAl style of learning and environments for the duration of the month. - toys were mostly removed, loose parts added to the environments, and suitable items from families donated.	- Children were engaged, and environments were created to be age-appropriate, yet challenging. Risky play was promoted. - Families gave lots of great feedback. - Posts to families were exciting, and received lots of engagement - Educators found new and exciting ways to re-use many materials and resources. Service did not purchase any new “toys” or resources during this month.	October 2025	This was an amazing month! A very exciting way to conduct a collaborative program for a month. Families were responsive and shared resources Educators gave positive feedback (discussed at 2026 staff development day) NS and team reflected upon best practices from this month – to be repeated continually, influence teaching practices. Educational leader eager to repeat this in November again! Update: January 2026: Bindas room (4-5s) has added a “loose part play” permanent station to ensure that children have continual access to open-

							ended resources as part of their play.
--	--	--	--	--	--	--	--

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

- Service rosters are created to provide a continuity of care for each child whilst meeting ratios at all times.
- Management provide extra staff where possible to float and assist all rooms where needed.
- All educators receive induction and ongoing training regarding child protection, Child Safe Standards, professional boundaries and their responsibilities in maintaining a child-safe environment.
- Staff are genuinely cared for and respected, with leadership fostering a positive workplace culture that values wellbeing, collaboration, professional development and individual strengths.
- Educators' external achievements and interests are supported, for example, in April, an Educator reduced hours to part-time as she had completed her Pilates instructor course, management organised a private Pilates session in celebration of her achievements.
- Management engages in a lengthy hiring process, meeting recruitment and hiring policies and ensuring child safety is paramount.
- Nominated supervisors hosts a “open-door” leadership approach, passionate about supporting staff individually.
- Service prides itself on long standing staff (up to 15 years) and service employs regular and familiar “casual” staff.
- Service runs often with more educators than required to maintain ratios.
- All educators employed are qualified or are trainees and most staff are working currently towards the next level of qualification.
- Staff meetings are held bi-monthly and many times at a local restaurant: management pride themselves on caring for and respecting staff
- Educators provide a warm caring environment where empathy and respect for the children, colleagues and families are vital.
- Educators work collaboratively and genuinely care for one another.
- Staffing arrangements are organised to promote active supervision and minimise potential risks to children.
- Staff share ideas and knowledge and are working together meeting daily to discuss how each child can be supported with EYLF.
- Educators show mutual respect for one another whilst supporting each other's strengths and assisting them through their needs.
- Educators are given ample relief from floor time in which they are able to plan, program and document.

- Child safety is discussed regularly during staff meetings, ensuring educators maintain current knowledge of child-safe practices and responsibilities.
- Educators, supervisors and approved provided all use ethical principles and professional standards to guide decision making and to provide a high-quality education and care service.
- Educators are given opportunities to attend workshops and additional training to assist and enhance work practices.
- New educators are involved in an induction process to ensure and closely liaise with a supervisor.
- Educators are integral to the functioning of this service; they are consistently shown appreciation and valued.
- Our service is compassionate and understanding in staff's family commitments and arranges rosters to cater for personal needs.
- Management provides team-building experiences as often as possible for educators.

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

Exceeding themes

1. Practice is embedded in service operations

- When children are transitioning room in the new year, a familiar educator remains with them to ensure continuity of care.
- An educator from the Karinyas room is always present throughout the entirety of the day, to promote comfort and familiarity for the younger children and babies.
- Diaries are present within each room for educators to share information with one another regarding programming, children, routines and events.
- Educators regularly engage in practices to maintain relationships with children, such as switching between rooms to interact with children whilst still ensuring ratios are met.
- The service utilises previous employees, part-time educators and previous work-placement students if requiring additional staff members, rather than using an external casual agency, to promote familiarity with children.
- The service employs a high number of staff to ensure that educators have relief from face-to-face time, and those with relief positions have existing relationships with children.
- The service hires above required early childhood teacher qualification staff members, including those working towards their degree.
- The service operates at a higher staff-to-child ratio each day to ensure that all children are recognised and accounted for.
- When assigning the following year's room allocations, management organises educators to ensure there is continuity of care for children by providing a consistent educator throughout the child's journey at the service.
- All educators and staff members regularly spend time on the floor with children. Our Educational leader is the room leader of the 4-5 room, and the Nominated Supervisor spends on average 2 hours on the floor each day. This ensures connections are maintained, feedback to educators is current, appropriate and well-informed and allows their expertise to be shared genuinely and in a timely manner.

2. Practice is informed by critical reflection

- Staff meetings are utilised regularly to discuss and extend upon children's learning and development.
- During staff appraisals, Educators are provided with an opportunity to share who they would benefit working alongside for the upcoming year. Management will take their preferences into consideration when organising staffing arrangements for the following year.
- Management's approach to the organisation of educators is undertaken with reference to individual qualifications and knowledge. Educators with a wealth of knowledge and experience are given opportunities to mentor and guide others by working closely in designated rooms.
- Management shares room allocations with staff as early as possible to ensure that they can familiarise themselves with educators and ideas. During staff meetings, management provides opportunities for staff to collaborate with their team for the upcoming year.
- Educators have the opportunity to organise mentorship and responsibilities within the room in order to enhance children's learning and educator's practices.
- Room meetings run room meetings as frequently as they feel necessary, and Ed leader bi-monthly, giving educators ample time for reflection of practices, interactions with children, program, child-safety, routines, inclusion, etc.
- Educators are provided with leadership opportunities and more responsibilities frequently, and NS will always promote to a room leader and a responsible person wherever appropriate. Professional development and support will be provided in these circumstances.

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

- Educators with additional languages are highly regarded within the service; those who reflect the demographics within the community are especially considered within the employment process.
- The service utilises input from children and families when considering prospective employees, e.g. a University or TAFE student who is highly spoken of by families and children during their practicum may be highly considered for employment.
- Families have the opportunity to recognise and/or reflect upon the practices of staff members through Staff Recognition Sheets and through our online survey link for “Staff member of the season”.
- Families are informed of staff’s formal leave and their relief educators via ‘The Week That Went By.’ This ensures consistency, awareness and comfort for both families and children.
- Management ensures that families are familiar with all educators, allowing families to strengthen children’s relationships with educators through continued conversations at home. This is conducted through Kinderloop posts, parent information nights, transition to school meetingsd with educators, introductory information, sharing teaching pedagogies, and more.

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

Exceeding themes

1. Practice is embedded in service operations

- All staff members within the service display respect to one another and recognise their importance.
- Upon hiring a new staff member, all other staff work to familiarise them with routines, procedures, and policies. This process is undertaken with respect and consideration.
- Educators are familiar with one another and the particular knowledge and strengths that they may hold. When requiring assistance, all educators are willing to ask and aid others.
- Educators within rooms collaborate effectively to compose programs and curriculum.
- Management is familiar with educators' health needs, including mental health, and accommodates for appointments and any necessary leave without notice.
- Casual educators are often former permanent employees, supporting continuity of care and familiarity for children.
- Staff development is intentionally aligned to age-specific training, ensuring educators undertake professional learning relevant to the developmental stages of children in their allocated rooms.
- Any approved spending of work-related resources is reimbursed to staff to ensure equitable support for educators.
- Educators are given shared leadership responsibilities within rooms (e.g. programming, planning, and implementation, family communication, documentation review).
- Room leaders share leadership responsibilities to build capacity across the team.
- Educators are invited to contribute to service decision-making (e.g. policy reviews, routines, staffing structures).
- Management promotes and provides leadership positions from within, when possible, rather than hiring externally – example: current Nominated supervisor started as a service trainee.
- Educator's birthdays, achievements, and special milestones are celebrated by management and shared with families.
- Management promotes work-life balance and is accommodating of staff's family needs, particularly at out-of-hours events, where staff are encouraged to bring children.

2. Practice is informed by critical reflection

- The service hosts team meetings to promote collaboration, skill sharing and guidance between educators.
- All educators are familiar with professionalism expectations and discuss ethical issues confidentially with management staff.
- Educators engage in half-yearly reflections regarding their programs and practices. New-found knowledge is discussed within these reflections and utilised for alternate perspectives.
- After Professional Development Training, educators share their new pedagogical knowledge during team meetings and engage in supportive practices.
- Professional development linked to child safety, inclusion and curriculum practices is provided regularly through a combination of in-house sessions, face-to-face conferences and webinars.
- Staff development days have been implemented to allow staff ample opportunities to reflect on group and individual practices, share team annual goals, and collaborate with the whole group.
- Educator achievements are recognised through Kinderloop and weekly team email communication to strengthen morale and professional identity.
- Trainee educators are often retained after completion of studies to support workforce continuity and professional development pathways.

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

- All staff within the service display professionalism which corresponds to the socio-economic expectations of families and the community. All educators are eloquent, skilled and polite within all interactions.
- All members of the service team are appreciative of cultural diversity and utilise one another's knowledge and contexts to promote an atmosphere of inclusion.
- Educators familiarise themselves with families' names and contexts to promote a sense of belonging and their willingness to exchange ideas and knowledge.
- Educators have partaken in Be You mental health training, with which they can better support one another.
- Educators engage with external professionals (e.g. OTs, primary school teachers, inclusion support agencies) to strengthen children's learning, inclusion, and transition-to-school outcomes.
- Community professionals are invited into programming discussions.
- Service provides placement for students from registered RTOs and universities, sharing our knowledge and expertise, and at times this has led to employment opportunities.

Key improvements sought for Quality Area 4

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1	Educators have not been provided with opportunities to formally critically reflect upon their personal practices, particularly how professional standards have guided their practices.	Create Educator Philosophies which encourage Educators to reflect upon their own practices, whilst reflecting upon the theories and movements which influence their practices.	H	- Provide educators with adequate time to reflect upon own practices and research relevant concepts, in order to create own educator philosophies. - Produce a folder in which these can be located and readily available for families to view.	- Staff supported and guided by EL as they created their personal philosophies. - Staff feel strongly connected to their philosophies and were able to discuss relevance to their practices with the Educational leader.	2015 And ongoing	- Additional support was required for some Educators, with educational leader providing relevant information and resources based on theories and current movements. - Working well, located within the foyer and families have access as folder is on display for all to view. 2018: As many long-standing staff departed the service and new educators joined the team, the following concerns arose: - As new staff were commencing, they were not provided with time to compose individual educator philosophies. - Existing staff were not being provided with opportunities to re-visit and reflect upon philosophies and ways in which they have grown.



							2019: Added to staff meeting minutes annually (see office duties) with staff being provided with ample time to reflect upon practices and compose own philosophy. June 2026: 'Meet the Team Mondays' have been introduced to strengthen partnerships with families and support child protection practices. Each week, an educator shares an introduction and insights into their pedagogy, fostering familiarity, trust, and a shared understanding of the educational program across the service community.
4.2.1	Educators are not provided with sufficient time for reflection, and opportunities to network and scaffold one another's learning.	To utilise staff meetings, rather than moments of housekeeping, to be opportunities for educators to collaborate with one another.	H	- To utilise opportunities when all staff are - For Educational Leader to discuss with management and negotiate and reconsider how staff meetings are run.	- Send meetings minutes prior to the meeting - Educational leader to prepare professional development/ challenges and networking opportunities for staff. - Discuss with staff to ensure the change of meeting format is understood, and the purpose for periods reflections.	October meeting 16/10/17, and ongoing	- First attempt was a success - Gave staff the opportunity to; - - discuss service tour as part of orientation process - - discuss and implement curriculum/planning changes for 2018 - Introduced "Staff development Day" in January 2024. This gave the opportunity for more reflection, unhurried collaboration between staff and for educators to



							share more perspectives and ideas with one another. This is working well, and repeated in 2025 and 2026.
4.2.1	Educational leader wished to provide more opportunities for Educators to individually reflect upon own practices, and current situations, in a supporting and comforting environment.	To provide a dedicated time per month in which Educators can be provided with genuine, non-judgemental periods of reflection and guidance alongside the Educational leader.	H	- Educational Leader to network with other series to discuss best practice and implementation (READY 2 LEARN RIVERSTONE – Networking with Nominated Supervisor) and EL to reflect upon effectiveness. - Share with team through email, offering opportunities to discuss further should they have any questions or queries.	- Management implemented 'Thoughtfulness Thursdays' an opportunity for staff to spend unhurried time off the floor to express selves with EL. - Educators have been utilising thoughtfulness Thursdays to discuss with EL personal and professional concerns, and to reflect upon their engagement within the service. - Educational Leader provided positive feedback to management, with relationships and trust being strengthened.	August 2020	- Shared with families on 3.9.20 in KL with positive feedback provided. - Educational Leader found that staff utilised this time more so to discuss hardship and mental health, which aids EL to contextualise their current practices. - This process is working well, with many educators eager to partake in Thoughtfulness Thursday each month. - Updated 2024 Complemented by additional initiatives such as wearing casual and comfortable mufti clothing - Updated 2025, additionally, staff are provided with a



							coffee and beverage run.
4.1.2	Educators are moving around to different rooms to support staffing arrangements.	For children to experience continuity of (at least) one educator at all times.	H	- Management to reflect on staffing arrangements and have a meeting with staff to nominate the educator that will be the children's constant educator. - Roaster will reflect the selected member in its staffing arrangement.	- Management to reflect with educators on nominated educator to remain the children's 'constant educator' within the individual rooms; and reflect it in the staffing arrangements moving forward.	May 2022	- Educators and management unanimously nominated the room leader as the children's 'constant educator'.
4.2.1	As the start of the year is so busy, we don't always have time for Educators to collaborate and share ideas.	For the team to start the New Year as a cohesive team - working towards collaborative goals, ideas and all with consistent practices	H	- Management to organise a "staff development day" during service closure, before service re-opens for new year. - Staff provided with time to set-up their new environments, create room routines, and plan learning programs. - Educational Leader to lead a discussion on current QA1 set-up, and together the team can share ideas and make changes, etc.	- Educators commence the new year happy and excited - reflect on service goals at regular staff meetings - Monthly room meetings (run by RL) allows for continued check-ins and moments of reflection. - Educational Leader to closely support and guide staff through any changes - discuss at next staff meeting in April.	January 2024	- All staff provided positive feedback, and appreciated the time to plan their programs in advance and be ready for the start of the year, particularly two younger age groups who spend alot of time setting children. Update: Ran this again in January 2025, and again was a successful day with lots of team reflecting and collaborating. update: ran again in 2026 and very successful.



4.1.1	Retaining experienced educators and recognising their ongoing commitment to the service	Promote staff retention, wellbeing, and a stable workforce through meaningful recognition of educators' long-term commitment to the service.	H	- Implement a discounted childcare fee program for employees. - Increase the discount incrementally with each year of employment – or at the discretion of the approved provider.	- Increased staff retention and workforce stability. - Educators report feeling valued and supported. - Continuity of relationships for children, families, and educators is maintained.	July 2024	- The service continues to offer discounted childcare fees for employees, with the discount increasing according to length of service.
4.2.1	Through ongoing reflection and workforce planning, management identified an opportunity to further strengthen staff retention.	To strengthen workforce stability and support staff retention through improved remuneration and sustained professional engagement.	H	- Management applied for the Workers Retention Grant (WRG) and was successful. Staff pay rates were increased in alignment with grant outcomes.	Improved staff retention, increased staff satisfaction and morale	February 2026	-WRG funding successfully secured and implemented. Staff remuneration increased, contributing to improved morale and stronger workforce stability.
4.2.1	The service identified opportunities to further strengthen consistency and equity in professional learning and training participation.	To enhance collaboration, confidence, and professional learning for students and new educators through structured onboarding alignment and peer support opportunities.	H	-Student and new educator onboarding is scheduled in aligned cohorts where possible, enabling peers to commence at similar times.	Increased confidence and engagement of students during placement. Evidence of peer support and collaborative learning. Positive feedback from students regarding onboarding experience.	2024 ongoing	Aligned onboarding structure implemented where feasible. Students report increased confidence and reduced anxiety due to peer support.
4.2.1	The service identified opportunities to further strengthen consistency and equity in professional learning	To ensure all educators are supported, valued, and actively engaged in ongoing professional development	H	- The service ensures all required and approved training, including staff meetings, first aid, child protection	Increased engagement in professional development opportunities.	2025 ongoing	Paid training practices are implemented across all mandatory and professional development. Staff

	and training participation.			updates, professional development sessions, and targeted training such as safe sleep is paid for. - Training opportunities are scheduled in advance and embedded into the service calendar to ensure equitable access and participation.			attendance and engagement in training have increased, with improved consistency in knowledge application across teams. Note: We have also ensured that training is paid for, time is paid for, and that dinner is provided when the training is after 6 pm. Staff are appreciative.
--	-----------------------------	--	--	--	--	--	---

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

- Educators are encouraged to build warm, trusting and meaningful connections with children, for them to feel safe, secure and supported.
- Educators provide relaxed and unhurried atmospheres for children, including meal times where they are joined by educators.
- Children are encouraged to make choices, express preferences and participate in decisions that affect their daily experiences – something as simple as encouraging children to self-serve lunch promotes children's autonomy and sense of self.
- Children have built beautiful bonds with educators and are comfortable in approaching all educators to initiate meaningful conversations and interactions.
- Educators constantly ask questions and listen to, and value, children's responses.
- Educators encourage children to demonstrate kindness and compassion for their peers.
- All children are supported as they settle into the service. Educators will comfort, respond positively and show genuine interest at all times.
- Children's interests are always at the forefront of our curriculum where they are encouraged to participate in ongoing collaborative research, planning, problem solving and shared decision making.
- Educators provide opportunities for children to share their ideas, interests and family life with peers and educators.
- Educators encourage children to express themselves both positively and negatively so they can understand different ways they can control their behaviours and emotions.
- Educators support children to understand their rights, develop confidence in expressing their views and seek assistance from trusted adults when required.
- Emotions are discussed frequently, and children are encouraged to express themselves verbally to their educators and their peers.
- Positive language, gestures, facial expressions and tone of voice are used when redirecting a child to a new activity when they become aggressive or show harm towards other children.
- Resources are readily available for children to access and educators provide opportunities throughout the day for children to self-express through play.
- Educators encourage children to resolve conflicts without unnecessary adult intervention.
- Educators are always familiar with children's individual needs and characteristics and value and support these.

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

Notes:

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

Standard 5.1 – Relationships between educators and children: Respectful and equitable relationships are maintained with each child.

Exceeding themes	
1. Practice is embedded in service operations	- All educators are appropriately trained and familiar with the necessary requirements. The rights of the child are upheld in all aspects of program and practice. - All educators know all the children's names and understand their temperaments and needs. Children within specific educators' rooms have strong relationships with the educators and actively seek them out. - All educators have teaching and learning philosophies which outline their significance of relationships with children. - Educators record and recall information about each child and their family to promote wellbeing, belonging and a respectful relationship. Educators utilise Kinderloop, email, text and verbal conversations to discuss children with families and, therefore, contextualise their understandings and temperaments. - Children are given options regarding many aspects of their routine, including eating times, intentional teaching, group times and unstructured play. Educators listen and observe the children's preferences in order to support their dignity and confidence. - Children are always spoken to respectfully and warmly by educators. Children are viewed as co-constructors of their own learning and pivotal stakeholder within the educational process. The titles of 'Miss' were removed from educators' names to promote equity amongst educators and children. - Children are asked if educators may change their nappies, and are supported to independently partake in these processes. If a child refuses a nappy change due to their desire to play or other, educators allow the child to finalise their desired actions and maintain their dignity before beginning the nappy/toileting process. - Educators consistently advocate for children's rights and create environments where children feel safe, heard and respected. - The nappy/toileting process is utilised to foster relationships for children and to - Educators provide positive and beneficial feedback to all children regarding their play, learning and behaviours. In doing so, the children are scaffolded, modelled and holistically supported regarding their practices. - Educators are responsive to children's discoveries, curiosities and behaviours, and act appropriately to extend upon relevant learning. - Educators have attended 'Behaviour' training in order to appropriately support all children through their behaviours. Educators understand that there are underlying reasons and explanations behind behaviour, and actively support children through this.

2. Practice is informed by critical reflection

- Educators' interactions with children align with EYLF practices and principles, as well as the service's philosophy. Children are encouraged to feel a sense of being and belonging, and supported to develop their sense of becoming.
- Educators reflect on their relationships with and knowledge of children within formal documentation, such as observations and assessments of learning. Educators place children's learning into perspective and celebrate experiences within children's lives.
- Educators regularly discuss strategies and behaviours that were effective and ineffective in building relationships with specific children. Beneficial strategies are employed by other educators to promote secure attachments and comfort.
- Educators display knowledge of children throughout the program and planning books, as they gather evidence of children's voices, interests and needs.
- Children's responses to educators are reflected upon to further understand the child's context and situation. The in-house occupational therapist aids educators in understanding children's reactions and relationships.
- The Educational leader supports educators to consider their voices, actions and behaviours throughout their time at the centre. During times of difficulty or stress, educators are encouraged to discuss and relax with the educational leader. This ensures that educators do not become overwhelmed and can more effectively manage children's behaviour.
- Educators reflect on their practices, relationships with children and interactions with children during room meetings, thoughtfulness Thursdays, and appraisals. The educational leader supports educators to alter their practices and will arise appropriate strengths and weaknesses.
- Educators ensure that all children are accounted for within the program and planning cycles. All children are considered to be equal and educators ensure that the children are represented within the service.
- Educators attend Professional Development workshops of cultural inclusion, including that of the Aboriginal and Torres Strait Islander cultures. Educators converse with families and community members to determine appropriate interactions and experiences with children. In doing so, educators can avoid 'tokenistic' and stereotypical engagements with cultural holidays, traditions and interests.
- During team meetings, educators have an opportunity to reflect on personal and centre-wide values and practices relating to relationships with children. The educational leader provides knowledge and strategies to enhance the dignity, independence and respect of the children.

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

- The community population has a wide cultural demographic, and management considers this during employment processes. Multiple educators use English as an Additional Language/Dialect and can, therefore, build stronger relationships with children from the same backgrounds.
- Educators welcome and farewell all children, ensuring that they feel a sense of belonging, warmth and respect.
- Children's pictures, artworks and families are displayed within their rooms to highlight recognition from and relationships with educators. Children and their families are visually represented with images to promote continuity of care and trust between home and the centre.
- The children's cultures are represented within the centre through the use of flags and resources.
- Educators discuss routine, interests, and learning with families in order to familiarise themselves with the children and promote continuity between settings.
- Information regarding children and their learning is shared by families through verbal interactions and Kinderloop, and subsequently explored by educators during intentional teaching, conversations, and play. This encourages children to feel a sense of connection to their educators and develop a trustful, shared relationship.
- Educators incorporate responsive practice within their daily curriculum, as they consult the children on their preferences, interests and ideas. Responsiveness is developed through the voices of children and families, observations from educators, and situations that arise. In doing so, children feel recognised by educators and valued as stakeholders within their education.
- Families are invited to participate in an annual survey which aligns with the National Quality Standards. The reflections, concerns and suggestions made by families are taken into consideration during policy review, e.g. 'relationships with children' policy.

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

Notes:

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

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

Exceeding themes

1. Practice is embedded in service operations

- Educators organise indoor and outdoor environments to have distinctive zones in which children can engage with specific experiences that are child-safe. Educators supervise the children appropriately and ensure that the groups maintain certain sizes.
- Educators observe children's play and utilise their knowledge to facilitate cooperative play between children or become a member of said play. When invited, educators partake in children's play and endeavour to include all children equitably.
- The outdoor environment supports peer scaffolding, as two rooms combine to play in each area. This allows for children to observe others, interact, and play with those who aren't members of their room.
- The team attended a 'behavioural training' meeting, in which a trained provider explained the purposes of behaviour and strategies to use. All educators have a deeper understanding of behaviour and recognise that behaviour is the communication of another need or desire. Aligning with the centre's philosophy, educators support children through their behaviours and encourage the expression of their needs.
- Environments and resources are organised to promote collaborative play between the children.
- Learning environments are intentionally structured to support children's choice, autonomy, and engagement in self-directed play. For example, the loose parts play corner in the Binda room provides open-ended materials that encourage creativity, exploration, and decision-making.
- The service cook actively engages with children to seek their input into menu planning. Through intentional conversations and discussions, children are supported in expressing their preferences and views, which are then considered in meal-related decision-making.
- Daily routines are intentionally used as opportunities to support children's participation, voice, and decision-making in matters that affect them, consistently with a child safe approach.
- Educators embed co-regulation strategies into daily interactions to support children's emotional safety, regulation, and wellbeing.
- Consistent and responsive educator-child relationships are maintained to support children's sense of safety, belonging, and secure attachment.

2. Practice is informed by critical reflection

- Subsequent to incidents of behaviour, educators will reflect individually and collaboratively to determine appropriate strategies. Educators will conduct research and engage with the educational leader to extend strategies and ensure appropriateness.
- Educators reflect upon strategies, routines and experiences that took place within their room in order to provide relevant information for the following year's educators.
- Experiences within the program are reflected upon fortnightly, with educators seeking to strengthen their facilitation of collaborative and cooperative relationships. Areas which required improvement are reflected upon and amended for the following weeks.
- Children are provided with opportunities to express their preferences and contribute to decisions about future experiences, supporting their agency and active participation in the program.
- Professional learning and development is reflected upon and embedded into daily practice to improve educator responses to children's emotional needs.

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

- Educators work in partnerships with families to determine the needs behind behaviours and why these have arisen. Room leaders will host meetings with parents and family members to discuss action plans and strategies used; this promotes continuity and comfort for children between home and educational settings.
- Educators utilise input from parents and children's support agencies such as occupational therapists and speech pathologists to determine best practice for behaviour guidance. These approaches are tailored to suit the needs of each child and the expectations of families.
- Educators utilise Kinderloop to facilitate the meeting and conversing of families. Educators will share telephone numbers, school information, and birthday invitations between families to further connections between children.
- Educators foster relationships between children based upon the vocalisation of their interests, needs and development.
- Inclusiveness and cultural appreciation is embedded within the programs and practices of educators; educators actively scaffold children to become aware of fairness and belonging, and model such inclusion.
- The service has increased the number of incursions and recurring incursion experiences in response to children's interests, engagement, and feedback.

Key improvements sought for Quality Area 5

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.1	Children of various ages are not being provided with constant opportunities to collaborate with one another, and scaffold peers learning and play.	For children at the service to have connections and relationships with all other children, regardless of room or age.	H	- Organise appropriate times for various rooms to 'mingle' together. - Provide opportunities for siblings and peers from various room groups to engage throughout the day.	Discuss at next staff meeting and brainstorm ideas with educators.	February 2017	Added to meeting minutes for 6.2.17 (Next staff meeting) We discussed: - Grouping breakfast and late snack - Older children to engage with younger children and take on responsibility and



						2025 ongoing	assist them through tasks and play Outdoors – engaging children and inviting them to play with children of different age groups. -Sibling grouping experiences have increased across the service, including structured opportunities such as sibling dance parties - On occasions where younger siblings are supported to from respite, older siblings are invited to visit and support this transition, strengthening emotional connection and continuity of relationships. 2026: Karinya room have implmeneted frequent “silbing” parties which invites siblings into the 0-2 room for play experiences. Families have provided lots of positive feedback via Kinderloop.m
5.1.1	Through the use of authoritative titles, a power imbalance was seen between educators and children.	To remove the “Miss” before our names in order for Educators and Children to be equal partners, no status or hierarchy.	H	- Communicate with educators and explain the purpose for the change.	Emailed staff on 30.8.19 in TWTWB to share	Introduced on 30.8.19 with goal set to have “Miss” subdued by 2020.	- Reminder sent to team on 11.10.19 - Educators recognised that some families prefer the title due to cultural and personal preference and are accepting of what families and children refer to us as. We, however, should not refer to ourselves as Miss.



						Updated 2021	All educators are referred to by their first name and have shared positive feedback on this change.
5.1.2	Educators are not always asking children if they can change their nappies and not offering choices to children.	For children's rights to be maintained and for children to be given choices (asked) rather than told.	H	- Educators to always ask children IF they can change their nappy, rather than telling or not offering choices.	- Shared with Educators after service conducted an audit with a consultancy agency on 26.9.19.	From September 2019 and ongoing	- Discussed verbally with the reflection meeting from consultant. - Shared with staff on TWTWB
5.2.2	Staff appraisal process identified that educators lacked knowledge and confidence with managing children with challenging behaviours.	To find agencies and professionals that can support Educators with strategies and knowledge on appropriately managing challenging behaviours.	H	- Educational Leader to contact KU Inclusion agency for support - Educational Leader to find professional development opportunities for educators based on children's challenging behaviours.	- 3.2.20 educators attended in-house training on managing behaviour, ran by Early Years Training and Consultancy - April 2020 Educational Leader contacted Ku Agency Monique and commenced project – Innovative Solutions	From November 2019	Educators pleased with PD provided and provided good verbal feedback. - Innovative solution funding's approved in August 2020, funding an occupational therapist to visit the service weekly to assist and mentor staff with children with challenging behaviours and additional needs. OT provided many strategies and have



						Updated 2021 Updated 2025	built confidence in Educators. Following the conclusion of funding, educators continue to engage in regular communication with external support agencies (including occupational therapists and speech pathologists) via email and telephone check-ins to maintain consistency in strategies and ensure ongoing collaborative support for children’s needs. The service now also invites external support agencies including children's occupation therapist to attend the service in person to collaborate directly with educators. This supports shared planning, modelling of strategies within the learning environment, and ensures approaches are embedded within the service context and aligned with everyday practice to support inclusion and consistency for children.
--	--	--	--	--	--	---	--



5.1.1	January was a particularly challenging time for our younger and new children, particularly as so many are starting new in our environment - in return Educators are having trouble in building meaningful bonds with children.	For children to find a sense of belonging and settle positively within our environment, on commencement of care.	H	- Educators and management to discuss and strategise, putting plans in place which will allow each child to feel supported as they settle. - Management to incorporate "staggered starts" for new children which will allow for Educators to have more close connections with new children, as less new children commencing care each week.	- Educators to provide feedback, and to discuss children settling at first room meeting of year. - Children to be observed to see if they are settling quickly and forming attachments with Educators - to be shared with families on KL.	From January 2023 and onwards	2023: Worked wonderfully - Educators provided great feedback to management 2024: staggered start was a success again, particularly in our 0-2 room where numbers have been kept intentionally low due to staffing arrangements. 2025: new children settled so quickly, particularly within our two youngest age groups. Baby RL (BM) shared this with families at annual Red Brick Wall night and thanked them for their cooperation with shorter days, following consistency with routines, etc. The children were very happy and settled! 2026: Management scheduled additional educators above ratio within the younger age groups to support the development of secure, trusting relationships with children commencing care. The strategy was successful! Children settled quickly and educators reported that they felt well supported throughout the transition process.
-------	--	--	---	---	---	-------------------------------	---

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.

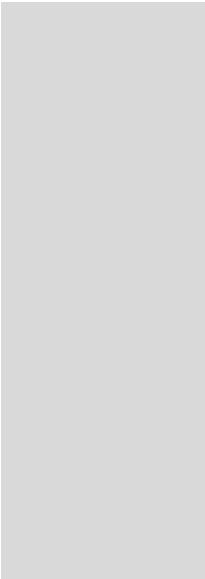
National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

- Orientation and enrolment is a very important process and educators make every effort to learn about the new child, all families are encourage to participate, stay and play for their child to become aware of the future learning environment. This process is designed so the children can interact with educators and peers and become aware of the routines as well as the environment in general. During this time educators will discuss any needs, interests, abilities the child may have.
- We acknowledge the traditional owners of the land and have meaningfully embedded Aboriginal and Torres Strait Islander culture throughout our service.
- A child's progress is monitored and discussed with parents through both observations, assessments of learning, and verbal conversations.
- Located at the service is a directory of community services and resources the parents can attend to if needed.
- The service embraces all children; any children identified with additional needs will be catered for and supported with assistance of external agencies.
- Educators will assist the parents if they need any help in finding support for their child or family. If any family needs additional help with support agencies, we ask KU services to come in, conduct an observation, and then offer recommendations to the family. We also reach out to current families utilising allied health professionals and share positive recommendations, and include language recommendations, etc.
- Our service has visits from the local dentist, eye specialists and other community services which the parents appreciate as the test is done in our education and care service which the children are comfortable in and feel a sense of belonging.
- Culture is an important aspect at this service, embedded in our service and evident throughout, through culturally diverse meals, images, books, elements of the environment, images, events and incursions, music and movement, etc.
- Our service regularly participates in fundraisers and charity events for local and national causes.
- We acknowledge so many significant days within our events calendar including - Mother's Day and Fathers Day, Grandparents Day, etc.
- We encourage families to visit our service and become involved in learning experiences with the children, often sharing their own knowledge, careers, interests and expertise with our children.
- We create strong and secure bonds with families and offer support networks when needed.

- 
-
- 
- We provide opportunities for families to connect with one another through hosting park meet-ups, end of year celebrations, etc.
 - We send a weekly newsletter (via Kinderloop) that provides information about children's interactions, the menu, community events, important dates and more.
 - Child safety information and resources are shared with families through our weekly newsletter, and any changes to policies or regulations are shared here.
 - Our service conducts various functions- 'What's Behind the Red Wall'?, many other events for families to participate in.
 - Educators demonstrate strong bonds of communication with parents, regularly contacting parents via email, call, text messages, Kinderloop, as needed.
 - We engage the regular use of external companies to provide fun and educational programs within the service.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	- Families are considered to be crucial stakeholder in their children's education. Educators actively listen to family input, ideas and expertise, and routinely engage in open and honest dialogues regarding children's learning, behaviour and development. - The service is accessible to families via a landline, mobile phone, multiple email addresses, Kinderloop and face-to-face interactions. Educators respond promptly to all concerns and queries, and utilise the knowledge of the educational leader to support responses. - Orientation practices occur for each child, and educators use these times to familiarise themselves with the children, families and routines. During the initial stages of children's attendances, educators will stay in frequent contact to families to ease stress and ensure optimal wellbeing for the children. - Enrolment forms provide families with an opportunity to share relevant information regarding themselves and their children. - All families are provided with goal sheets to aid the direction of their children's learning. These goals will inform the program practice and be viewed as a priority for the children; learning and observations will be based upon these goals, and educators will work collaboratively with families to create learning communities for the children. - Families are provided with constant opportunities to give feedback (Staff recognition, annual family surveys,, email and Kinderloop) and specific opportunities through room Educators to reflect on and participate within the service. - Educators work closely with health allied professionals (occupational therapists, speech therapists) to best support children's learning, and communicates with families regarding children's progress and development. - Families have an array of pamphlets available which discuss health, wellbeing, development and local community services. - The nominated supervisor shares health updates from the department of health and relevant services, e.g. any outbreak of illness within the Hills district, Gastro outbreaks. - Educators ask families to partake in program and curriculum decision-making via 'The week that went by,' and general KL posts. - Families are invited into the service to develop a superior understanding of practices and experiences that their children encounter daily - focusing on showcasing our play-based learning philosophy. This is called, "What's behind the Red Brick Wall Night?" families attend their children's rooms and engage with the educators, experiences and routines.

	- Educators compose School Transition Statements and host School Readiness Meetings with families to determine the most appropriate and beneficial course of action for each child. - Service hosts a “Transition to School” information night with a local primary school teacher to support families in feeling informed and prepared for their child’s transition to school. - The service maintains an open-door policy, welcoming families into the service environment at any time during operating hours. - Families are informed of staffing changes, educator leave, and room transitions to support consistency and trust.
2. Practice is informed by critical reflection	- Educators collaboratively reflect on family engagement and discuss strategies to most effectively involve all families. Families that are unable to access technology and internet services are provided with hard copies of formal documentation. Educators are willing to support families through the process of downloading and registering to Kinderloop on private technologies. - Educators utilise the Hopes and Dreams sheets from families to guide their programs and practices throughout the year. Educators collaborate with families to determine the outcomes of their children’s goals, and the construction of updated goals. - The educational leader and Nominated Supervisor guide all educators to be approachable and welcoming to all families. Educators are also supported to recognise their own biases and ensure equity is present throughout their interactions. Educators who hold strong relationships with families are often asked to collaborate directly with these families, as this promotes comfort and respect. - During team meetings, collaborations with families are discussed and revised for improvement. Ideas are collectively brainstormed and recorded for future practice. - A survey aligning with the National Quality Standards is provided to parents annually. The responses, concerns and suggestions are reflected upon by management staff and utilised to revise relevant policies. The input from families is highly regarded and employed to initiate dialogue for improvement. - Room meetings are used to discuss children’s needs, and staff will hold reflective meetings with families if they feel it is necessary to further support a child’s learning and development. - The service reviews participation rates at family events and explores alternative ways to engage families who may experience barriers to participation.

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

- Educators who use English as an Additional Language/Dialect are used to support families from different backgrounds. They discuss children's learning and behaviours to the families, and provide means of support and services in an accessible manner.
- Educators utilise families as a resource and engage with them to further their knowledge of cultural holidays, traditions and values.
- The service and educators are responsive to the needs of families and will accommodate for such wherever possible. To support families during hardships, events and responsibilities, additional days can be provided to children where appropriate.
- Families are encouraged to seek guidance and support from educators, who will collaborate with the educational leader and relevant professionals.
- Families are provided with an annual survey, which aligns with the National Quality Standards. The management staff draw on the perspectives of families and utilise such to enhance their support for families and children.
- Educators utilise Kinderloop to encourage relationships between families. When requested, educators will group families together to share information, such as contact details, event invitations and primary school choices. .
- Families have a range of communication options with educators and the service, and are encouraged to utilise their preferred means. Depending on their accessibilities, families can communicate via email, mobile contact, landline contact, Kinderloop and SMS.
- Families are invited to discuss their children's learning and development during drop-off and pick-ups. If this is not viable for families, meetings can be arranged with room leaders and/or nominated supervisor during more accessible times.
- Families are invited to attend the service to engage with children and host an experience, preferably regarding their cultures or specific knowledge, e.g. occupations.
- Families have constant access and opportunities to show recognition to Educators through utilising "Educator Recognition Cards" which are shared with educators at staff meetings, or through the online survey link shared by Nominated Supervisor each quarter.
- Families with relevant knowledge are invited to attend team meetings, and support educators in improving their practices and program, e.g. A parent trained in Sustainable Practices provided approaches to improve sustainability within the service; and a parent employed as a registered nurse provided training on the use of Steri-strips, a parent who is a primary school teacher assisted NS to run a transition to school night for families.
- Recommendations and preferences made by families are employed by educators within the educational program, e.g. family mentioned child is not wanting to brush teeth and educators would embed positive dental hygiene experiences within program.
- Families are provided with Hopes and Dream sheets for their children, which are subsequently utilised as educational priorities. Concerns, suggestions and outcomes from families are respected, as are cultural and parenting practices.
- Families who are commencing enrolment within the service are invited to partake in an Orientation Day/days. The children are encouraged to play within their rooms and orient themselves within the setting. During this, educators will discuss practices, programs and routines with families, as well as inquire about the interests, preferences and needs of the children.
- Families with children commencing in our 0-2 room are invited to complete a Routine Sheet, detailing feeding, sleeping and usual temperaments. Educators utilise this provided information to ensure continuity of care between the home and education settings.
- The service connects families with a range of health services and agencies to further support the children and families, e.g. Tresillian, speech and occupational therapies, etc.
- Cultural celebrations and community events, including Mother's Day, Grandparents' Day, Jersey Day, and other significant occasions, are planned with consideration of family availability and scheduled at varying times to support inclusive participation

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	- Educators and the educational leader support families when connecting to the National Disability Insurance Scheme, and aid them where appropriate. Where appropriate service will hire additional educators to support children's inclusion and agency. - Educators differentiate within their programs and practices to ensure inclusion and full participation for all children. - Children are supported through daily transitions, as educators inform them prior to ensure awareness and preparation, e.g. 10 minutes until it's time for lunch. Educators observe children throughout the transitioning process and recognise the most effective strategies for each child; these are employed throughout the year and passed between educators for continuity. - Children transitioning to primary school are supported throughout their final months within the service. Events such as 'Transitioning to school night,' 'lunchbox week,' and 'uniform week,' are held to promote confidence and knowledge within the children and families. - When transitioning to another room within the service, educators ensure that the children are familiar with their new environments and educators. Near the transition, children are encouraged to play within their new rooms for a sense of familiarity and comfort. Similarly, educators caring for a different group of children foster their relationships with the children by engaging with them in play. - Educators share 'Transition to School Statements' and host School Readiness meetings to discuss appropriate and beneficial options for children. Engaging their knowledge of the children, educators collaborate with parents to determine what is best for each child and their learning. - Children are provided with a Graduation ceremony to further support their transition to school. - Service has ongoing and purposeful incursions to support children's wellbeing - dental health, eye screening, and child safety incursions such as Bravehearts and Healthy Harold. - Connections with the community are continual and meaningful for children, fire-fighter visits, RSPCA, etc.

2. Practice is informed by critical reflection

- Daily routines and expectations are reflected upon within room meetings to account for the development and growth of children. Educators transition children into additionally independent tasks and routines in order to promote autonomy, self-reliance and inclusion. The implementation of these updated routines aid children in transitioning the following year.
- All educators recognise the importance of continuity of learning and comfort within transitions. Educators ensure that they are responsive and supportive during transitions and embed learning throughout such processes.
- Opportunities for family involvement and input is reflected on regularly - service set as annual goals in 2025 and 2026, and is a permanent item in quarterly meeting agendas.
- All children are respected for their knowledge, development and abilities throughout the transitioning process, and educators ensure differentiation where need has arisen.
- Educators recognise their own abilities to support children and actively partake in Professional Development training for support. Educators collaborate with qualified training providers to consolidate their knowledge, reflect on relevant situations and construct strategies.
- Community events within the centre and general community location are shared with families via Kinderloop, where they are encouraged to provide input, recommendations and reflections.
- We utilise educators' strengths in regards to culture, knowledge and interests, for example, an ECT who has extensive knowledge and passion surrounding Aboriginal and Torres Strait Islander culture supports Educators to embed these perspectives into the program, and to meaningfully acknowledge events and celebratory days/events.
- Educators recommend paediatricians, speech therapists and occupational therapists who have been recommended by other families. Often we will seek recommendations for allied health specialists who share a native language with children and family.
- Educators critically reflect on how effectively the service represents and celebrates the diversity of the community – example: at staff development day in January 2026 it was discussed how we can better represent cultures into our program. We agree to acknowledge the key cultural events as significantly as we do Christmas!

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

- The service regularly involves families in fundraisers for an array of charitable events, e.g. raising money for Redkite to support a BHELC family through a cancer battle, hair with heart for an educator who cut her hair for wigs for children, etc.
- The Binda room (4-5 years) engages in a “take home” item for children to continue learning between care and home environments, and children are invited to share photos and experiences with their peers.
- The NS and room leaders regularly engage community services to foster children’s learning, support and interests.
- The service NS aims to provide annual Aboriginal and Torres Strait Islander incursions. All children have the opportunity to partake in cultural experiences and engage with members of the Aboriginal and Torres Strait Islander communities. Such learning is subsequently discussed with children to consolidate their understanding and embedded within the program for extension of learning.
- Families with particular knowledge and skills are invited to engage with the service and aid educators in their practice, e.g. a parent who works in Law Enforcement revised the Lockdown policy; and a parent native to China shared cultural information to enhance the educational program, a parent who is a personal trainer has visited the service to run a “bootcamp” style experience for children.

	- The calendar of events is sent to families at the commencement of each year, and families' feedback and input are encouraged. Educators are eager to acknowledge and celebrate cultural and community events and festivals that are relevant to our families – i.e., the contribution of Eid. - Families are invited to share and/or donate their resources to the service, particularly surrounding cultural events and their own homelife etc. - Families are treated as partners in child-safety governance, particularly with new reforms. Example: parents were invited to attend an information evening and engage in shared discussions about child safety with service leaders. - Our service aims to go above and beyond to celebrate families, for example: organising a photographer for our Mother's Day Event. - Educators greet children and families by name and intentionally build relationships that support a sense of belonging and inclusion.
--	--

Key improvements sought for Quality Area 6

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.3	When completing the services Reconciliation Action Plan Educators identified a lack of genuine engagement with our Indigenous communities.	Service to implement annual incursions hosted by Indigenous Australians to enhance children's connection to Aboriginal and Torres Strait Islander culture and communities.	H	-Educational leader to research and organise appropriate opportunities of cultural learning for children.	- Educational leader outsourced and organised an Indigenous organisation to provide annual incursions for the children at the service. (p.i.e productions)	February 2023	- Families are invited to these incursions and provided positive feedback and genuine enjoyment



				-Educators to meaningfully extend upon these incursions through supporting children's queries, curiosities and learning journeys.	- Educators embedded Indigenous Australia concepts and perspectives into the program in line with incursion.		throughout the experience. Updated 2024 - Staff member Linda has been elected as the Aboriginal Perspective officer
6.2.1	The service was experiencing a high level of sporadic tours which was causing disruption to both educators and children, and not allowing visiting community members to experience an informative tour of service.	To organise and re-structure service tours to ensure they are positive for all stakeholders.	H	- Management to dedicate one day per month for service tours - share this information with relevant stakeholders	-Management implemented monthly tours – first Wednesday of every month. Discussed with Educators at staff meeting 6.2.18 - Shared with current families on KL - Updated service website to reflect new service tour schedules for local community	From January 2018 and ongoing	- Service group tours very successful within the local community, with high numbers (up to 20) visitors at a time. Update: 2025 onwards – this was reflected upon by management team and changed. As our service is near capacity, we no longer feel the need to run tours as frequently. The website now has a “book a tour” option, with two tour options available per week. This allows staffing arrangements to be allocated appropriately



							and avoids any disruption to children or their learning.
6.2.1	Families' views and understanding of school readiness were not holistic and were academically focused. As a result, unnecessary pressure was being placed on the Educators within the 4-5 room.	Educators wished for families to have sufficient knowledge and recognise that preparation for school is a holistic wellbeing endeavour and not solely based on numeracy and literacy outcomes.	H	- Educational Leader to organise for a Kindergarten teacher (parent of BHELC) from a local school to provide insights and share perspectives with families. - Educators of 4-5 to share services view of school readiness with families, and provide opportunities for follow up information.	- Local teacher and mother of BHELC (Rebecca) held a morning tea for parents on 29.6.19 - Rebecca shared her unique perspectives as both a kindergarten teacher, and a parent of BHELC. - Educators were provided with an opportunity to discuss in detail their current program and how it supports children's being, belonging and becoming through play-based practices.	29.6.19	Families provided extremely positive feedback and shared their changed perspectives as a result of the collaboration with the teacher. Re-booked for March 2020 due to the success of the first event. * postponed due to COVID-19. Held on zoom on 27.8.20 to ensure accessibility, with family's access to the service being significantly impacted due to COVID-19. Laura (EL at time) held the event in 2022 - as schoolteacher was not available. Continued in 2025 and 2026, with great success. In the evening of 2026, we were joined by the current BHELC mum and a primary school teacher who shared her perspectives.
6.2.3	Educators are lacking confidence surrounding Indigenous perspectives, and NS/EL finding that the RAP is not being	For Indigenous perspectives and culture to be shared regularly and respectfully in our environment.	H	- ECT Linda (who has shared strong passion regarding Indigenous culture) has volunteered to share more of her	- Linda actively researches current resources, cultural information and learning opportunities, sharing these with the	January 2025	- Educators seem to be happy with this implementation, particularly as they feel more supported in



	genuinely upheld and current.			knowledge and expertise with team. - Linda has been nominated as Aboriginal and Indigenous Perspectives Officer.	team during team meetings to strengthen educators' knowledge and confidence. - Linda is involved in the RAP process, makes necessary changes, updates, and seeks assistance/support from the management team as required.		embedding these perspectives into the program. - Update: 2025 Aboriginal and Indigenous Perspectives Officer has begun utilising KL to post more frequent information and links for readily available resources. Staff have shared positive feedback and display utilisation of resources within rooms and program.
6.1.3	Families did not always have current and reliable access to service documents and important information.	Or families to have continuous access to service documents, regardless of staffing arrangements (NS on maternity leave)	H	- Create a new system that allows for better access to service policies and procedures - Meet compliance requirements by moving all required documents to an online portal – QR code provided by families, which will lead to a secure section of our website.	- Share with families online via Kinderloop, introducing this new idea - Share with new families during the orientation process Families feel informed and a sense of comfort, knowing they have current access to all service policies and procedures, particularly those surrounding child safety	July 2025	- Working well.- two families have provided positive feedback. - Families who attend service for tours always appear to be impressed with this setup. - Nominated supervisor has had a training session with website staff to ensure she is familiar with updating the site, in line with changes to policies as they



6.1.3	Changes to the Child Safe Standards and child protection reforms made it challenging for parents to interpret.	To strengthen partnerships with families by promoting transparency, shared understanding, and meaningful engagement regarding child safe practices and reforms.	H	- Host a Child Protection Information Evening for families. Provide information regarding Child Safe Standards and the service's child safe policies, procedures, and practices. - Create an opportunity for families to ask questions, provide feedback, and engage in discussion regarding child safety and wellbeing. - Distribute resources electronically to families unable to attend.	-Increased family awareness of Child Safe Standards and service practices. -Families report feeling informed and confident in the service's commitment to child safety and wellbeing.	August 2025	-August: Parents sent out an expression of interest email. We received a lot of correspondence from families who were interested in attending. - October 2nd 2025: A Child Safety Information Evening was held for families. Educators and management showcased practices implemented throughout the service to support compliance with the new reforms and strengthen a child-safe culture. Families were provided with opportunities to ask questions and engage in discussion regarding child safety, wellbeing, and service practices. - A digital copy of the presentation and supporting resources was distributed to families who were unable to attend, ensuring all families had access to the information.
6.2.3	Educators acknowledged that we could be better incorporating cultural events to support partnerships with families.	Service currently is not acknowledging cultural events such as Lunar New Year and Diwali as significantly as they do Christmas, etc – would	H	- Send a calendar of events to families and ask them to share their cultural events/important days.	- Educators are excited and eager to embed new perspectives into the diversity calendar. - Discussed at staff development day and	January 2026	Update: Feb 2026 Lunar New Year was celebrated with significance and excitement! A traditional Lion Dance performance was booked for children and families, lucky



		like to do this better to support the current needs of families.		- Asking families to share their knowledge/expertise and culture - Rely on educators from other cultures to share their knowledge and expertise - Management to research and book cultural opportunities for children and families. - Management of purchase or sourcing resources to assist with celebrations.	educators set this as one of the “goals” for 2026 – building meaningful relationships and partnerships with families.		coins and red envelopes were sent home, and all educators embedded into their programs. Very well received, particularly by families who celebrate. Easter was great! Lots of lovely celebrations. We are looking forward to Diwali
--	--	--	--	---	---	--	---

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 that is child safe.	
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 that is child safe.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2	Effective leadership build and promotes a positive organisational culture and professional learning community.	
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

National Law and National Regulations underpinning Quality Area 7

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

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

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2

Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2
National Law and National Regulations		Associated element
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2

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

Regulation 359
Victoria

Criminal history record check to be read and considered

7.1.2

Quality Improvement Plan for Quality Area 7

Summary of strengths for Quality Area 7

Strengths

- Educators have a sound understanding of the service's philosophy and incorporate into everyday practices. All educators of the service annually reflect upon, and update as necessary, the service philosophy.
- Leadership fosters a positive professional culture where educators feel respected, supported and empowered to contribute to service decisions.
- Child safety is a standing agenda item at staff meetings, ensuring ongoing discussions, reflection and continuous improvement of child-safe practices.
- Educational leader works alongside educators and role-models, overseeing the curriculum and assists staff to set and achieve personal goals, and support their documentation, program and curriculum.
- Service management provides documentation and resources that assist educators in their practices.
- Child safety is embedded throughout service operations, with educators demonstrating a clear understanding of their responsibilities under the Child Safe Standards, Child Protection legislation and the National Principles for Child Safe Organisations.
- Staff reflection appraisals are held annually where educators are given the opportunity to self-reflect, acknowledge their strengths and highlight room for improvement and future goals.
- The service regularly reviews child-safe policies, procedures and risk assessments to ensure they remain current and effective.
- All new employees partake in a comprehensive induction process which describes their role within the service. Management also conduct regular meetings with new employees to ensure they are settling in to their new environment.
- All staff are made aware of any changes to service operations, staffing arrangements and children notifications through weekly emails, staff meetings, Kinderloop posts, and verbal communication.

- Leadership actively promotes a culture of child safety, professional accountability and continuous improvement, ensuring that children's rights, wellbeing and safety remain central to all decision-making processes.
- All employed staff have access to the service's philosophy, policies, procedures, handbooks, job description, code of ethics and contracts to provide a quality service.
- Educators are all encouraged to partake in the service quality improvement plan, and reflections made at quarterly staff meetings are added to the QIP as appropriate.
- All records are stored in the office and kept confidential; updates are made on a regular basis to ensure all information is up to date.
- We provide access to important information for families through the use of a QR code, located in the foyer area to ensure accessibility to all families. Parents are made aware of policy and procedure changes through Kinderloop, they are attached and shared with families where appropriate, and advised to scan the QR code for changes.
- Our service uses an administrative system, Hubworks, to gain and confidentially manage data. Supervisors of the service have access to Hubworks and utilise this system to ensure high quality practices are maintained.
- Our grievance procedure is displayed for families and dealt with in a professional and efficient manner. Our service has found most families prefer to email and communicate using technology, and our grievance policy reflects this preference.
- Recruitment, induction and performance review processes include a strong focus on child safety, professional boundaries and the Code of Conduct.
- Families are regularly consulted regarding service operations, policies and improvement priorities through surveys, conversations and feedback opportunities.
- Feedback from children, families, educators and community stakeholders directly influences the Quality Improvement Plan and service priorities.

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

Notes:

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

Standard 7.1 – Governance: Governance supports the operation of a quality service that is child safe.

Exceeding themes	
1. Practice is embedded in service operations	- All staff recognise their roles and responsibilities, as informed through the induction process, team meetings and as discussed with management. - Management ensures that all staff members are aware of their roles in child safety, and this is regularly reflected upon at staff meetings. - All educators are invited to team meetings in which management engages in decision-making processes and informs and involves staff in changes within the service. - Strict and robust recruitment practices are in place, in line with service policies, to support child safety. - The service philosophy reflects the service's commitment to child safety, as well as our nature-based pedagogy and personable play-based program. - Management ensures that all staff are familiar with documentation policies and procedures regarding child safety, learning, health, accident, illness and medication needs. Nominated supervisor emails updated policies to staff as needed and will verbally share key aspects and important changes. - The recruitment process is efficiently structured to ensure that all educators hired are of high quality and standard. - Management continually has informal yet authentic dialogues with educators to highlight and ensure continuous improvement. - Any incident that occurs within the service is utilised by management as an opportunity for growth and development, reflection opportunities, and changes are made as appropriate. - Management utilises software that effectively and accessibly allows for the maintenance and updating of records and does so in safe and confidential ways. - The service's philosophy has been composed to align with the National Quality Standards. - Management utilises external agencies and HR companies such as "DJMIR" and Childcare Desktop to provide professional advice and support regarding employment matters, legislation compliance and best practice procedures. This partnership helps foster a professional, supportive, and child-safe culture while ensuring that employment practices remain fair, transparent, and aligned with current legislation and sector expectations. - Management ensures that the child's well-being and safety are paramount and considered over any financial decisions – example: an additional educator has been permanently added in the 0-2 room to ensure the child's wellbeing is best supported.

2. Practice is informed by critical reflection

- Management have employed various methods for philosophy reflection to support all educators in providing input. Collaborative reviews on the philosophy is regularly conducted within team meetings.
- Educators and staff are involved in the policy review process and are provided with time to do so, particularly if an educator is knowledgeable or passionate about that topic- for example, our employed educator who is a qualified nurse will review our medical conditions, children's illness policies, etc.
- During appraisal processes, educators are encouraged to provide feedback regarding management and administrative processes and decisions. These are considered respectfully by management and discussed in a confidential manner.
- Management utilises staff meetings to provide opportunities to critically reflect upon service operations collaboratively.
- The Nominated Supervisor communicates with educators and staff weekly via email, regarding observed practices, concerns and recommendations for continuous improvement.
- Management employed the services of a Mock Assessment and Rating program on three separate occasions to reflect upon practices, policies and improvements. Through these, we have made positive changes, such as implementing "scrapbooks" of children's photos to make them more accessible to children; previously, they were on a higher level on the wall.

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

- Management considers the diversity of families within the service when undertaking recruitment practices.
- Using administrative systems, the service can uncover families' languages, diversity, and cultures, which can therefore be embedded within the service's practices and promote a sense of belonging for all families.
- Feedback from stakeholders ensures the philosophy remains relevant and reflective of the service community.
- Management products and provides annual surveys to all families, which are composed in accordance with the National Quality Standard.
- When reflecting upon alterations of practice, management will often share the suggested changes with families to gather input and perspectives, for example, what meals they would like to see embedded into our menu more.
- Feedback from families, mostly sought from annual surveys, contributes to the review of policies, communication methods and service operations.
- Management highlights the importance of child safety within our service and makes changes as needed, and frequently shares this with families. Example: bathrooms are now "off-limits" to families, and this was shared online and posted in each room.
- Management regularly corresponds with nominated supervisors from other services in our local community, sharing various perspectives, practices etc.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	- All educators are respected and valued for their knowledge and capabilities, rather than viewed within a hierarchical system related to qualifications. - A culture of professionalism, collaboration and continuous learning is promoted throughout the service. - Service goals are developed, implemented and evaluated collaboratively, fostering shared ownership and accountability across the team- we embed service goals annually at staff development days. - The Educational Leader works alongside management to plan and implement professional development opportunities based on either their self-recognised or observed needs and ambitions. - Educational Leader often spends time collaborating with our ECTs who share expertise and knowledge, and together they collaborate and reflect upon current practices and curriculum. - During team meetings or room meetings, educators are often invited to compose professional goals, as well as ways in which they can be supported by the educational leader. Educational leader provides educator mentoring and seeks and provides additional resources where appropriate. The Educational Leader supports educators throughout this process. - Management provides opportunities for educators to foster relationships with one another and build familiarity with capabilities and strengths, in order to promote a positive workplace culture, e.g., outings at local restaurants, activities such as paint and sip, staff retreats and Christmas Parties. - An annual appraisal system is put into place to support the learning and developmental goals of educators, and to encourage continuous performance improvement of staff. The service appraisal process is regularly updated as necessary and conducted in a supportive and comfortable manner. - New educators participate in a thorough induction process that includes child safety, service expectations and professional responsibilities. - The Educational Leader is provided with adequate relief time to engage with program practice and have genuine interactions with educators to support them as they engage with the curriculum. - Child safety is a standing agenda item during staff meetings, ensuring educators regularly discuss their responsibilities, children's rights and strategies to strengthen child-safe practices. - The educational leader utilises staff meetings to communicate expectations of educators regarding program practices. Educational leader conducts room meetings bi-monthly and utilises these opportunities to ensure the meeting of these expectations. - Staff meetings have been altered to allow educators to group together and reflect upon the National Quality Standards. As such, recognised elements have been added to the service's Quality Improvement Plan. - The service engages external Human Resources professionals to provide guidance regarding workforce management, professional conduct, legislative compliance and staff wellbeing, strengthening governance and leadership practices.

2. Practice is informed by critical reflection

- The educational Leader regularly reflects upon educational program and practices alongside educators and is willing and eager to alter elements which are no longer effective or require improvement.
- The Educational leaders host part of the team meetings in order to allow educators an opportunity to reflect upon their own and the room program practices, as well as discuss observed practices which may or may not align with provided expectations.
- Educational leader asks for input from educators regarding the expectations of documentation and programming, and will alter standards from observed and discussed concerns.
- Professional learning opportunities respond to educator interests, service priorities and emerging sector developments.
- Staff meetings have been altered and are no longer utilised for housekeeping but rather for opportunities for systematic reflection, discussion, robust debate and input from all educators.
- The educational leader and management undertake training and relevant training opportunities to ensure that leadership styles and current and appropriate, to support the operation of a quality service.
- Educators are provided with the opportunity to reflect upon the current program, and feedback is recognised and employed by the educational leader.

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

- Families within the service are extremely familiar with the management team, as they have been recognised within their positions for an extended period. Staff introductions are regular and up to date, with "Meet the Team Mondays" as a new initiative to strengthen families' knowledge of staff.
- The leadership team is always readily available to converse with families, which strengthens relationships between families and the service, and enhances the sense of belonging and connections experienced by families.
- Leadership regularly reviews child-safe practices, incident trends, risk assessments and feedback to identify opportunities for improvement and strengthen child-safe culture across the service.
- Leadership values children's perspectives and seeks opportunities for children to contribute ideas regarding their learning environments, routines and experiences.
- Management utilises relevant family members to provide input and knowledge on relevant practices, for example, a police officer's parent has previously given feedback on our lockdown procedure.
- The nominated supervisor and various room leaders (depending on the age of the child) conduct monthly service tours, providing an opportunity for those within the community who are seeking care for their child. The EL discusses the educational program and practice in detail, including how the children will be recognised and embedded within the program.
- Any changes to the QIP are shared via Kinderloop to families, and families' feedback is embedded as appropriate.
- The service regularly engages with the KU Inclusion Agency, which has connected the service with specialists, such as an occupational therapist who enhances outcomes for all stakeholders.
- The leadership team has genuine opportunities to network and collaborate with leaders from childcare and other early years settings within the local community. These partnerships strengthen continual quality improvement within Quality Area 7.
- Professional learning opportunities respond to educator interests, service priorities and emerging sector developments.

Key improvements sought for Quality Area 7

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.1	Wanting to continue improving practices within the service, and for educators to set collaborative goals to work on together at the commencement of the new year.	To set “service goals” at the beginning of each year, as selected by the team, identifying areas where we would like to grow and improve together. To strengthen collective ownership and accountability for service-wide goals and improvement priorities.	H	- Utilise our staff development days as opportunities to reflect upon practices and set goals - Involving all educators in this process - Reflecting upon service goals at each staff meeting and adding notes, sharing ideas, and documenting progress.	- Improvement goals are successfully implemented and reflected in practice across all rooms. - On reflection at quarterly staff meetings - Changes made are included in QIP - Changes and improvements shared with families	January 2024	2024 goals: - Work as a cohesive and positive team - Strengthen relationships with families 2025 goals: - Create and implement an educational program that promotes confident and creative individuals and successful lifelong learners. Think outside the box! - Build collaborative partnerships with our families. 2026 goals: - Have more fun! - Make our relationships with families more meaningful (build upon cultures, extend on children’s “news” more authentically)
7.1.2	Service is continually seeking feedback from families, with little success.	For families to share perspectives, ideas and suggestions for	H	- Make our annual surveys more user-friendly by implementing an online system	- Survey responses were quite high, although we found that, as it is a lengthy document, an annual survey was sufficient.	2024 and onwards	- 2024 and 2025 both provided lots of responses in our family surveys. Examples of changes

		improvements more regularly and authentically.		- Ask for regular feedback on subjects -example: educator recognition, more specific questions in TWTWBS, etc. - Host more parent information nights for relevant and face-to-face collaboration, held a child safety night in October 2025.	- We are receiving lots of educator feedback with an online link, rather than waiting for educator recognition cards. - Attendance at family nights has been significant, particularly at our "What's Behind the Red Brick Wall?" night		made in response to family feedback: - changes to TWTWB format
7.2.3	Service recognises the importance of long-term staff consistency and management's desire to ensure educators remain at our service despite ongoing challenges across the early years sector.	To further strengthen educators' wellbeing and job satisfaction, we continue to provide our service to them.	H	- Management gave all team members a significant pay rise in July 2024 - Introduced new initiatives such as staff discounts for childcare, more paid training and professional development - Management provided more staff bonding activities	- Continuation of staff. - Educators are happy – positive feedback - Little to no regular sick days, etc	July 2024, and onwards	All Educators provided positive staff appraisals in 2024 and 2025. Staff turnover has been very low! In 2025, we celebrated one educator's ten-year service, and in 2026, another's! Both milestones were acknowledged and celebrated. Update: In February 2026, the workers' retention guide was approved for educators at BHELC, another strategy for staff retention.
7.1.2	Management identified an opportunity to strengthen the induction process by providing educators with a resource that highlights key policies, procedures and child-safe practices – as NS is aware that the entire library of policies and the educator handbook is lengthy documents.	Nominated supervisor wanted to further strengthen educators' understanding of child safety by developing a resource that clearly communicates the key messages, expectations and responsibilities outlined within service policies and procedures.	H	- The Nominated Supervisor developed an Educator Handbook and Policy Summary as part of the induction process to support consistent practice across the service. The handbook provides educators with an accessible overview of key policies, procedures and service expectations, with a strong focus on child safety, children's rights, professional boundaries and	- Introduced at the child safety meeting in May 2026. - All Educators signed a copy for service and were provided with a copy for their own personal library of resources. -	May 2026, and added to the induction process moving forward	All educators returned signed and read copies.



				educator responsibilities.			
--	--	--	--	-------------------------------	--	--	--

Notes

Notes