

The National Quality Standard and Quality Improvement

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

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

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

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

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

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

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

About the ACECQA Quality Improvement Plan template

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

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

Exceeding NQS themes guidance

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

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

Service details

Service name	Service approval number		
Star of the Sea Early Learning Centre	190023391B		
Primary contacts at service			
Rhiannon Vreeken & Chloe Varndell			
Physical location of service	Physical location contact details		
Street	Swinstone Street	Telephone	08 9553 9519
Suburb	Rockingham	Mobile	0488 401 362
State/territory	WA	Fax	
Postcode	6168	Email	elc@sots.wa.edu.au
Approved Provider	Nominated Supervisor		
Primary contact	Lisa Bevan	Name	Chloe Varndell
Telephone	08 6380 5444	Telephone	08 9553 9519
Mobile		Mobile	0432 501 103
Fax		Fax	
Email	Lisa.Bevan@cewa.edu.au	Email	Chloe.Varndell@cewa.edu.au
Postal address (if different to physical location of service)			
Street	Catholic Education Western Australia	State/territory	WA
Suburb	West Leederville	Postcode	6007
Educational leader			
Name	Chloe Varndell		
Telephone	08 9553 9519		
Email	Chloe.varndell@cewa.edu.au		

Operating hours

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

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

Round times to the nearest quarter of an hour.

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

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

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

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.

We are part of Star of the Sea Catholic Primary School and share the parking area with the school, the Out of School Hours Care and the parish.

Our Extended Educational and Care Program operates during the school holidays and pupil free days at Star of the Sea; we do not operate on public holidays and are closed during the Christmas and New Year week. Our centre operates for approximately 51 weeks of the year.

How are the children grouped at your service?

The Extended Educational and Care Program caters for children 3 & 4 years old – We have one room for Pre-Kindergarten children and one room for Kindergarten aged children. There are 3 different session times which families can choose from; 9 hours, 10 hours or 12 hour sessions. Parents are asked for preferences when selecting days and session times.

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

Chloe Varndell (Nominated Supervisor and Educational Leader)

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

No. of educators:

Service statement of philosophy

At Star of the Sea Early Learning Centre we believe in providing children with the highest quality of care and education allowing each and every child to reach their fullest potential.

At Star of the Sea Early Learning Centre, students and staff work together to develop:

Our Catholic tradition where Christ is the centre of the school life.

A caring place where learning is a joy and individual needs and abilities are catered for.

Self-esteem, initiative, respect and self-discipline.

A comprehensive program of work ministering to the 'whole person'.

A sense of belonging within a Catholic community and the wider community.

An understanding and appreciation of indigenous culture and its special place within the history of Australia.

An understanding and appreciation of cultures other than one's own.

Quality Area 1: Educational program and practice

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

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

Quality Area 1: Standards and elements

Standard 1.1		The educational program enhances each child’s learning and development.
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.
Standard 1.2		Educators facilitate and extend each child’s learning and development.
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child’s agency is promoted, enabling them to make choices and decisions that influence

		events and their world.
Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

National Law and National Regulations underpinning Quality Area 1

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

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

National Law and National Regulations	Associated element	
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

Our Early Learning Centre provides a wide range of diverse experiences and resources which are individually appropriate and cater to the children's observed interests and needs. Each staff member has developed a wide knowledge of the children in their care through the continuous observations, spontaneous and planned provocations, staff knowledge of the EYLF curriculum and the ongoing programming cycle. While being designed for the children's current abilities, we ensure that all resources, experiences and activities provided are inclusive for all children. The educators manage this through scaffolding, questioning and furthering learning experiences through 'planning on'.

We strive to assist children to become independent which will later aid their transition into the primary school; they are encouraged to choose and serve their own food at mealtimes, apply their own sun cream, take their shoes on and off, put sheets on their own beds and pack away their own toys. This level of independence in turn allows them to make choices about their own learning therefore creating a child-led and open-ended environment in which these children thrive. Children take their learning in the direction which they choose, resource their own learning with the support or extension of the activity by the educators, giving all children a true sense of agency.

A key element of a programme within the Early Years is the collaboration with parents, families and communities. Within Star of the Sea Early Learning Centre a collaborative collection of information is consistently being sourced to enable all children to feel a part of the centre. We use Xplor for families to communicate what they would like to be included for their child with regards to programmes; if a family does not want to use

the Xplor app, we would use email or paper method to involve these families. Families are regularly invited to come into the centre for meetings and regular events. During COVID, although the families have had restricted access to the service, there has been more online and outdoor communications which allows them to still feel as though they are a part of the service. An example of this is our educational programming, this is an ongoing process during which the educational leader, centre director, school liaison, care centre staff, educators all work together to create a document which reflects best practice for us. It has allowed us to develop programs, observation techniques, family and community involvement, critical reflections and evaluations which continually improve the learning and experiences that children in our care receive daily.

Every day the children sing our welcome song in Noongar language – this allows children to experience saying hello and welcome in other languages, this is also incorporated within the environment (VK) We are currently in the process of developing a RAP (Reconciliation Action Plan) with CEWA.

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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.1 is available in the [Guide to the National Quality Framework](#).

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

Exceeding themes

1. Practice is embedded in service operations

- All Early Learning Centre staff are qualified within the childcare or education field and therefore are well educated on the Learning Outcomes, EYLF, Being Belonging and Becoming as well as all round good practice. This ensures that all these National documents are utilised to their greatest capacity through the programme that is provided and embedded into our daily practice. (BS)
- All staff take observations on the children, noting spontaneous activities, children's interests as well as ways in which they can move their learning forwards in future planning and programming. These have formed a strong planning cycle within the Centre and has a positive impact on the children's learning and development as staff are aware of each child's interests, abilities and needs.
- Our programming is created to incorporate staff, children and leadership member's ideas which are noted throughout the week to build a strong programme which can be adapted to meet every child's individual needs. This is reflected through the open-ended activities which are provided by the educators and set up to enable children a scaffolded or extended way of learning. (NL) We also include the input of the teachers, educational leaders, families and the community to the programme. (VK)
- All the ELC staff are aware of the importance of early intervention through research and professional development provided to staff by the teachers in the room. This is apparent through children's additional needs being identified and communicated early to the relevant parties to ensure that children gain the intervention required early in their educational experience. An example of this is SC who joined the ELC with no language and through one-to-one intervention, communication with the families and referrals the ELC are striving to get him the support he needs.

2. Practice is informed by critical reflection

- The level of qualified staff means that we can reflect on previous experience and individual skills and have worked together to bring those positive experiences and skills into the centre. (NL)
- Critical reflection is key to the planning cycle, and this is reflected throughout our Centre. Staff reflect on the children's learning, their observations, the weekly programme as well as the centre overall through contributions to the QIP and a critical reflection template. All of these go hand in hand with the educational programme and allow us to be in a continual cycle of improvements. Examples of these reflections are provided for all staff to ensure that they're fully supported in their role and the role which critical reflection plays within the Centre.
- The ELC educators use observation checklists to ensure that the development of all children is mapped throughout their time in the centre. This allows all staff to see which children have been observed regularly and in which areas and which children may need to be worked alongside more regularly. This allows all educators to reflect on their own practice and ensure that all children are engaged in the learning.
- As a team, Star of the Sea ELC staff reflect upon the children learning against the EYLF outcomes, Developmental Milestones and NQS which allows them to identify children who require early intervention and referrals. This is achieved through critically reflecting the programme and how children access the activities which are provided on the programme.
- During the COVID period, the teachers and educational leader in the ELC have designed a 'Learning from Home' pack. This pack allows for children to access the outcomes and programme from home if they are required, or choose to, isolate during periods of close contact or infection. (CV KB)

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

- Families provide a huge level of input to the programme through continual communication with the staff on duty. Families are familiar with the regular staff and can communicate their child's interests, needs and goals to educators who take the time to listen and plan for their child. Staff follow the checklists provided to ensure that all children are planned for and if they have not made a recent observation of that child the family are contacted to support the child's learning through Xplor app. We found this to be especially effective during COVID.
- Every day one educator uploads 'Our day in pictures' to Xplor app for families to see our day and relate it back to our programming cycle which they can see through our planning and through observations of their child on Xplor app. Families enjoy interacting with this and love to see their child/ren engaging with the programme.
- Xplor is a programme which is used in the Early Learning Centre every day. This application gives educators the chance to record the children's learning in a way in which it can be monitored and engaged with by their parents and families Xplor app allows other educators, families and even the children to see what the week's learning has consisted of. The parents also have an opportunity to share their child's interests through this application and these can then be applied to our class programming.
- This term we have been able to focus on building positive relationships with families through verbal communication at drop off and pick up time. Due to COVID we have changed the way in which we communicate for feedback with families; we have created an online form which is sent to families at various points throughout the year requesting their feedback. This method has had a higher rate of reply and has allowed our families to maintain involvement throughout this pandemic period. Staff ensuring children feel a sense of belonging through building positive relationships, providing environments with children's input and interests.
- Family and community engagement in programming is reflected through many displays within the room; this includes the children's 'All about me' display, 'family tree' display and the different welcome languages which are displayed on the doors. This enables the children, staff and our learning to become more aware of family backgrounds.
- The teachers in the room hold a daily reflection slide show at the end of the day to involve families in the children's learning; they show pictures to the children from the day and host a discussion to remind the children what they have achieved and let them tell their families all about their learning.
- Communication with families and a strong link with inclusion support and Star of the Sea Primary School has allowed our early intervention identification to be hugely successful. All parents and families are kept up to date with all early interventions and support given to children through verbal communication and private notes on Xplor. We are currently working with families who have expressed need for extra help with their children to get specialised services to assist in the children learning and transition into care.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> - Throughout the ELC there is regular documentation being completed, highlighting the children’s learning and development as well as regular observations being captured by all members of staff. These are imbedded in the practice at the ELC and all staff are aware of how to read, apply and review documentation. (AS) - The centre has a focus on spontaneous play which allows educators to respond to the children’s idea and support child agency; it incorporates open-ended play, questioning to further or support learning, meaningful interactions and both educator and child resourcing. All these embedded practices allow educators to facilitate the children’s learning. (JH) When necessary, educators provide visuals and auditory prompts to support children and ensure that every child can access the learning being experienced in the ELC. They allow for different styles of learning through programming in all developmental domains to ensure that every child can reach all targets laid out in the EYLF through every developmental domain. (BS) Intentional teaching opportunities in the ELC are encouraged to allow for scaffolding of learning. Most staff have engaged in 1,2,3 Magic training to assist with behaviour management and understanding of each child’s feelings. This allows staff to feel more confident in their approach to particular behaviours and enables the programme to be delivered effectively and fluently. (CV)
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> - Educators continually reflect on the child and their development and learning taking place at that moment in time through observations taken during their time in the centre. They then reflect on ways in which they can extend the child’s learning at a point in the future; this allows educators to reflect and inform their own best practice. This is supported by the Educational Leader and the Nominated Supervisor through PD sessions with a focus on reflecting on our own practice. - Children are guided to serve themselves during meals, participate in the process of cleaning up after themselves, setting up activities of their own choice after packing away experiences that they may have lost interest in. The children have a strong voice in determining our weekly programme as a result of this as they feel like they have a level of control for their own learning due to the way in which the educators encourage them to govern themselves. (MH)
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> - All staff make sure that they contribute to the programming in relation to ‘all about me’ learning experiences which provides inclusion of family and community cultures. This has been done in a variety of ways, some of which are still displayed around the classroom. Height charts for the children, languages which they may have experienced, who lives in their home and a child fact file are a few examples of these activities.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> - As outlined earlier, the planning cycle plays a huge role in the Early Learning centre and is now an embedded practice in our setting. Educators are making use of the observations to help them reflect not only on the child’s learning and the programme but also to help adapt and reflect on their own practice when carrying out planned activities. - During recent terms, the Centre has adapted their documentation to ensure that they are reflecting all the elements which uphold exceeding practice. All staff have been trained, advised and given examples of how to use this documentation to ensure that they feel confident when using this process in the classroom environment to help them implement the programme for every child. - All educators plan for their own follow-on activities after assessing the child’s learning through an observed activity; this embedded practice allows the educator who was working closely with the child to reflect on their learning plan and resource an activity to best suit the child.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> - Within the Early Learning Centre all educators, supervisors and senior leadership team take a critically reflective approach to our educational practice and programming. This means that we can assess which domains and outcomes the children are reaching and then implement those which are not being covered in the following weeks planning to ensure that children are always receiving a program to cover the outcomes and developmental domains. - We reflect on theorists and their practice through our fortnightly newsletter. This informs us of the teaching style to implement and the main focuses for the week linked to a theorist as well linking in the centre philosophy. (BS)
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> - In order to reflect our program and assessment to the families we use the application Xplor this allows families an insight into their child’s day in a meaningful context often with supporting comments, assessments, outcomes and photographs to engage the family in the child’s learning. - A key part of our Centre’s daily running is the two-way conversations about the child with their families; this allows us to verbally and continually share their progress, participation and their general well-being whilst at the centre. (JH) - Our programme and supporting documentation are always displayed for families to see in the room. Key parts are put into our family’s section of the newsletter to keep everyone informed of the programming and upcoming activities which are happening in our Centre.

Key improvements sought for Quality Area 1

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priorit y (L/M/ H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2 <i>Child centred</i>	<i>New Staff members to be booked onto the 1,2,3, Magic training</i>	A consistent approach to facilitating children's learning and helping them to extend their learning and development through management techniques if required.	M	<ul style="list-style-type: none"> - <i>Re-write our behaviour management or educational programming and practice policy to incorporate this</i> - <i>Engage Behaviourtonics for more training sessions</i> 	<p><i>All staff to be signed off once completed PD.</i></p> <p><i>All staff to contribute to the new policy to ensure all ideas are taken into consideration.</i></p>	Term 3 2022	<i>Staff are booked to attend CEWA training which will cover some of these elements.</i>
1.2.2 1.3.2	<i>NS to create a document which explains how to fully utilise Xplor app for all elements of the planning cycle. This will take a format that all staff can utilise within the day.</i>	All staff to be able to fully access and utilise the new programme Xplor app to its full ability. New staff to be given this document when they start to support their experience with Xplor app	M	<ul style="list-style-type: none"> - <i>CV to begin training with Xplor app to discover all its uses.</i> - <i>Booklet to be made up for all staff</i> - <i>Training to be given for this booklet and any staff input to be added before use of document</i> - <i>Fluent use of document to support MyXplor app</i> 	<p><i>Do all staff feel confident to utilise MyXplor app? to its full extent?</i></p> <p><i>Is the MyXplor app reflecting the same planning cycle for all staff members?</i></p>	Term 4 2022	<i>Examples of best practice are being gathered by NS</i>

Quality Area 2: Children’s health and safety

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

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

Quality Area 2: Standards and elements

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

National Law and National Regulations underpinning Quality Area 2

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

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

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

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

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

At Star of the Sea Catholic Primary School's Early Learning Centre the safety and wellbeing of children, educators, families and visitors is paramount; we are a Centre that encourages children to learn, develop and grow in an environment which will keep them safe, provide support and take care of their emotional and physical wellbeing. There are many ways in which this is achieved through our Early Learning Centre;

- regular risk assessments are conducted with regard to the environment and emergencies that may arise. Emergency management procedures are developed and implemented based on potential risks identified and practised regularly to ameliorate risk.*
- The internal and external environments and equipment are regularly audited using a checklist to check for possible hazards and children are encouraged by staff to play safely.*
- Regular safety audits are carried out on the environment and accident and incident reports which allow us to ensure the environment is always safe for all children, staff, and families.*
- We have a CEWA representative who visits the centre and audits all safety elements of the centre every 6 months to give us 'fresh-eyes' in all our practices.*

Star of the Sea ELC ensures that all illness and injuries are always managed correctly; this is achieved through

- staff training,*
- analysis and critical reflection of incidents within the centre*
- strict hygiene policies and procedures which are to be always adhered to.*

Recently, this process was reviewed and adapted during the time at

which the centre was responding to the COVID-19 health pandemic and policies and procedures are now in place to continue to respond to this pandemic. These changes and adaptations to safety can be seen within both the COVID19 policy and the Pandemic policy for the service. This was written in conjunction with the entire team at SOTS, including the school, and was also written with CEWA. This allowed for the safest and most effective practices to be adhered to during this time.

Majority of staff within the centre are first aid trained with additional training given in asthma and anaphylaxis. Monthly reviews of the incident and accident reports are carried out to ensure that children or staff are always safe in the centre. Every 3 months, emergency drills are carried out on all days which the centre is open; this allows all staff, children and families to be aware of the emergency procedures in the centre and reviews are carried out during the process to identify any elements of the drills which require further knowledge or training. All these practices are introduced and promoted to staff through induction, regular training and reminders and the staff newsletter.

Supervision is vital when working with 3 and 4-year-old children and at our Centre we ensure that supervision is our top priority; the 1:10 active supervision ratio is always adhered to with our supervision plans around the room to help educators be aware of the best places to stand during free play for the highest level of supervision. During set up of the room, we ensure that there is limited number of blind spots and if it's inevitable, supervision is increased in the areas. These are frequently reviewed and followed by all staff.

The Early Learning Centre has a Healthy Eating Policy where families are informed about the healthy foods which are provided for mealtimes, this is reflected throughout the school too. The centre provides healthy food for breakfast, morning tea, lunch, afternoon tea and late snack. During this time the children are encouraged to make

their own healthy choice, serve their own food and think about the things that make us healthy. Alongside regular and frequent mealtimes, spaces are available for children to access food and water throughout the day as they require it. All staff are expected to carry out the Rockingham Council Food Safety training when they start at the centre to ensure the highest level of safety and precaution at mealtimes. Children who require specific menu changes due to dietary needs are provided with the same food as other children with ingredient adaptations. This allows the children to feel included and not as if their requirements exclude them. The Centre also has a vegetable garden where the children plant, nurture and harvest the foods to take home to teach their families all about healthy eating and the ways in which this can be achieved. It is an embedded practice that children ensure that they wash their hands and face before and after mealtimes; class teachers promote this through songs, charts of the wall and monitoring children. During COVID we tried to limit changes to these policies in the safest ways possible. Hand hygiene and hygiene at mealtimes was a focus in the ELC.

Sun Smart is a key policy within childcare in Australia and this practice is embedded within our Centre; there is a sunscreen station located within our rooms which allow the children to learn to apply their own sunscreen and keep themselves safe in the sun. All children know that they need to have their hat on before going outside and this is now an embedded practice within the Centre.

Within the ELC periods of rest and relaxation are integrated into the daily routine, with an emphasis on helping children to regulate their own physical and emotional being. During this time the children can choose to listen to calming music, play with a fiddle toy or read a story if they chose to so that they can relax in their own way. There is a designated quiet area/calm corner which children can access independently, use the self-regulation items and practice our yoga

moves if they feel like they need to do so. Every child has their rest and relaxation needs catered for within our centre.

All ELC staff are take part in Child Protection Training with CEWA to help all staff identify the signs of abuse and neglect of children and how to respond appropriately to this. This training allowed staff to understand their exact role when referring to child protection in an Early Learning Centre and OSHC as the training is designed specifically for our centres.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> - All educators promote, plan, programme and set up activities which encourage and support physical activity inside and outside for all children in the Centre. This allows children to engage in and become independent in relation to their health and physical wellbeing. - Throughout the Centre, there are children’s hand washing, sunscreen stations, nose blowing stations, the use of which is embedded with the children and staff in their daily routine. This ensures that children are independent in their health and self-care throughout the Centre and at all points in their day. - During the recent pandemic, staff helped children to learn about ways in which we can stay safe. We taught new routines, new habits and this was promoted through changes in policies and routines. These habits and routines are now embedded within the setting. (VK) - To ensure adequate rest time for the children during the day there are rest stations both inside and outside which, on request are always available. These allow children to rest, sleep, relax and focus on their health and wellbeing throughout the day.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> - All staff within the Centre are aware of our policies in relation to incident reports and accident reporting on site. The policies are strictly adhered to by all staff and the procedures, forms and accidents are critically reflected on to lessen the chance on an incident or accident from reoccurring. - Continual reviewing of the equipment and environment which causes injury is kept in the Centre. This allows for Educators and Leadership to review the equipment, its positioning and its condition and make sure that the environment is always the safest for all children and any adaptations can be made as necessary. A recent example of this is the non-stick mats in the toilets for water play times, a reflection allowed us to ensure that the bathroom was always safe and non-slip. - Our policies regarding children’s health and physical activity are continually updated and reviewed by the ELC team of staff from Leadership to educators. This allows the children’s health and physical activity to be a priority and always developing through the support giving through critical reflection. - Staff identified a need for a menu change which was discussed with the leadership team as a result of an ongoing critical reflection. A new member of staff was employed to make all the food for the ELC. New menus are being designed and trialled over the coming weeks which abide by our healthy food policy and encourage children to try new and healthy foods. (AB - RV)
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> - Fluent interaction is always strived for with all parents and guardians – This allows our staff to build a relationship with parents and ensure that they are aware of everything which may affect the child and their health during the day. Parents are reassured by the continual support and updates regarding their children’s health and safety.

- Our communication station allows parents and guardians to continually be aware of their child's health, safety and activities throughout their day in the ELC. Updates in the Xplor app informs parents of all things pertaining to their children such rest, food eaten, toileting, accidents during personal care and injury to the body.
- The ELC follows Star of the Sea Primary School's food guidelines to support their healthy eating within the centre. This is familiar with most families and children through siblings and knowledge of the school prior to attending the centre. (VK)
- When incident reports are written using Xplor, the report goes straight to the family member to quickly review via their app. This gives the family members peace of mind and awareness of their child throughout the day. (CV)

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

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 2.2 is available in the [Guide to the National Quality Framework](#).

Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> - Risk assessments and supervision plans are a continual element within the room; these allow all staff to be aware of the best methods for supervision as well as the risks which they need to be aware of in areas of our room. These are continually reviewed and signed by all members of staff throughout the induction process to ensure they have been read and are continually applied within the classroom. - Ratio checks are completed every 15 minutes; alongside which, staff are always aware of children based on sight and sound and therefore will always place themselves to be able to always view children for their safety. When the children change environments, a head check is once again completed. - All visitors to the ELC that do not have a file on site are signed in, WWC requested, and badge worn. This ensures that staff and parents, if requested, are aware of all contact children have made with familiar and unfamiliar adults. (NL) - Majority of Educators on the floor are first aid, anaphylaxis and asthma trained. These are tracked by the Nominated Supervisor and visually available on the rosters and in individual staff files.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> - Staff are reviewing and having input on the policies and procedures which are followed in the centre. They are evaluated and new ones written to best fit our centre. Ongoing staff training and PD are provided continually throughout employment. (NL) - Outdoor equipment on the playground is continually reviewed; highlighting and fixing any issues that may occur in the quickest time to protect the children (JH) - Staff review the emergency evacuation drills and are then able to make changes to ensure that in the case of an emergency all children are safe and efficiently removed from danger. - Children are supported when eating by all staff; this is a communal event and staff model eating behaviours and scaffold these experiences for all children. After critical reflection of particular children and their eating experience the team reviewed their mealtimes and made these a different experience for all. (CV & JR) - Staff take part in an accident reflection process each month to review where, why and when all accidents or incidents are occurring; this aids staff

	<p>to ensure the environment and experiences are at the highest level of safety for all children. Everyone is aware of this procedure.</p> <ul style="list-style-type: none"> - During COVID-19 pandemic all staff reflected on our current hygiene and safety practices, policies and procedures to collaboratively write a risk assessment, risk management plan and new policies to help protect all children, families and staff at this time. (CV)
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> - Notes from parent communication regarding the health and safety, medical concerns etc. of the child are noted in the diary. All staff are expected to read this to keep up to date with family conversations and sign to indicate receipt. This is also noted in the private notes of the individual children's file. - Parents are given the opportunity to review the equipment in the environment which highlights any issues they feel their child may have with the equipment in the centre. - We have an established routine as a centre which allows families to be notified and made aware of an infectious disease which could be present in the classroom –This include a confirmed diagnosis from a doctor, exclusion periods from care, signs and symptoms to watch out for when a case is confirmed. A letter from the doctor confirming the child's clearance to the care centre is also included. (JH) - During the COVID-19 pandemic, we have ensured that all families have access to our Centre risk management plan, risk assessment and policies and procedures even when unable to enter the room. These were placed up on the wall and invited families to review the documentation if they desire.

Key improvements sought for Quality Area 2

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.2.1	All staff to engage in a workplace health and safety training course. This course should specifically cover lifting heavy things in the workplace in a safe manner and how to store and handle all equipment safely.	All staff are responsible for their own safety when handling all equipment during their role in the centre. All staff are able to look after theirs and others physical wellbeing. All equipment and resources are stored safely and effectively.	H	CV to look into courses and send to leadership. All staff to attend training and collaborate about this in a staff meeting. Certs to be stored in staff files. Signage and safety info to be relayed to new staff in new format.	Do all staff feel like they can carry out their tasks safely for themselves and those around them? Is the training simple and effective? Can we display signage and training advice for others to make this a well-used process	Term 4 2022	- Violet is now the new OH&S officer of the ELC and this will be one of her tasks. - VK has found a course which she is trialling which can be done by all staff if successful. - Some staff have completed. Deadline to be set for rest of staff.
1.2.2	Checklists need to be more thorough and effective. Staff will be monitored by	Checklists to be reviewed to ensure that all elements of health and hygiene are covered and in the event of a new staff member, they will	M	Assign a staff member to review checklists and ensure that all are up to date and effective. BH to create an order list to ensure that all cleaning equipment is always in stock.	All checklists are effective and complete. Rp sign off on them regularly.	Term 1 2022	- PA is the new First Aid Officer that will look into the checklists and assign a member of staff the task of performing check if

	the RP to ensure that all checklists have been completed.	know exactly what to do.			All chemicals are well stocked at all times.		she cannot perform. - VK to check OH&S checklists too. - Email has been sent outlining task and will be added to Teams
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Quality Area 3: Physical environment

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

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

Quality Area 3: Standards and elements

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

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

Star of the Sea Early Learning Centre has been developed with our children, staff and families in mind to ensure that all areas can be used effectively and efficiently throughout. Our outdoor area has equipment which has been developed to meet children's varying sensory and physical needs - grass areas, scented plants, waterfall, rock climbing, sandpits, upper body movement, sound, touch and sight. The outdoor area is large and varied, combining elements from nature. It is safe, secure and provides adequate space for children to learn, play and talk together in groups. It has shaded areas provided by natural trees and bushes and constructed shelters. The outdoor environment is designed in such a way to enable educators to adequately supervise children as well as allowing children to access all

areas freely and independently or scaffolded if required. The internal and external environments and equipment are regularly audited using a checklist to check for possible hazards and children are encouraged by staff to play safely. Regular safety audits are carried out on the environment and accident and incident reports which allow us to ensure the environment is always safe for all children, staff, and families. We have a CEWA representative who visits the centre and audits all safety elements of the centre every 6 months.

This level of detail and experience has also been developed inside of the Centre; children are provided with and have access to a variety of resources, both man-made and natural, that are changed as regularly as possible. Children have access to a range of real, commercial, natural, recycled and homemade materials to support their learning in a range of ways, e.g., sort, categorise, order and compare collections of materials, use their imagination to make up their own games. All staff and children ensure that equipment is stored in an orderly fashion and cared for to enable multiple children to use it. Another factor of the classroom is ensuring that all staff and parents are also able to use the environment effectively therefore the Centre has an office area is functional and well equipped for educators to work in and talk to parents in private as required.

During 2022 we have purchased a whole variety of new and varying resources for the children to make use of; all these resources are kept clean and safe and this is monitored using our cleaning and toy checklists. All our resources, equipment and materials are suitable for all children and the number of children who attend the centre. Our rooms are set up to allow children to make choices in their learning and independently access the resources, equipment and materials that are around them in the room. These can include both constant positives in the room as well as resources which are brought in and out of the setting.

The learning environment provides children with suitable challenges to help scaffold their learning and development but also ensuring that all children

can complete roles independently through the stations which are located around the room. The Centre contains sunscreen stations, nose blowing stations, water bottle stations and hand washing zones. All children are efficient in the use of these areas of the environment, and it is embedded in their daily routine using the guided stations. Within our Centre, educators work with support agencies to plan for the inclusion of children with additional needs when necessary and required. This ensures that all children in our care are supported and given equal opportunities regardless of their needs. This is considered when setting up the classroom environment daily and equipment, displays and set environment furniture will be adapted as required and advised.

We are also lucky enough to have access to the school grounds which surround the centre, the children go on regular excursions to the grounds to visit the chickens, worm farm, nature playground and the gardening area. All these experiences provide the children with opportunities to develop their understanding of sustainability and our environment. Children can collect the eggs, feed the chickens, feed the worms and even bring back to worm waste for our ELC garden.

Star of the Sea School principal and the centre business manager oversee the centre budget regularly to ensure that the centre's resources and environment are well maintained.

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

Notes:

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

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

Exceeding themes

<p>1. Practice is embedded in service operations</p>	<ul style="list-style-type: none"> - Children are aware of their own limitations with regards to equipment as it is all age and size appropriate for the children; the environment is designed in order for children to play safely, assess their own levels of risk as well as aid the development of their gross motor skills. All of this is achieved through research, high quality equipment and staff knowledge of the individual children. - On entrance into the classroom, the premises, furniture and equipment (including toys) are safe, clean in good repair, daily checklists have been completed and are displayed and available for all visitors to look at throughout the day. Staff make suggestions to edit these procedures, checklists etc. when they feel necessary. - Educators confidently and thoughtfully adapt spaces and resources when planning and as needed on a day-to-day basis. - Children have access to natural environments (Vegetable gardens, trees, plants, waterfalls, sand, and water) and natural materials are provided to stimulate children’s thinking. Loose parts and recycled materials are now also readily available for children’s play too.
<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> - Educators have been working hard to identify any areas which require more resources or a larger number of resources so that all children have access to equipment which they would like to use during their time in the Centre through the critical reflection of observations and our program evaluations and reflections. - Continuous extensions and experiences are being implemented. These are meaningful, educational and intentional (AS) - An Educational Leader works alongside all educators to ensure that the environment, equipment and facilities are continually evaluated, reflected upon and improved to reflect a secure and positive environment for children’s learning. - A Teams group has now been created which gives the latest updates and feedback from all staff on all matters to do with the physical environment. Any equipment that has been taken away or altered in the physical environment is updated in the Teams group to ensure all staff are aware.
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> - Staff, families and children were given the opportunity to critically reflect upon the outside environment last year. The outcome of this critical reflection was then supported by research before finally deciding on the equipment which would be newly built in the outside area. This then saw the addition of our balance beams and our new tepee structure. (RV) - Parents have opportunities to evaluate the environment, suggest new resources, games and equipment that they may think we need in the centre to best fit their child’s development and learning. This is through the Quality Improvement Plan board that is strategically located next to the area where all families sign in their children. The same is also uploaded in the My Xplor app that parents can access and give their feedback. - Continual and daily interaction with parents from all members of staff allows parents to confidently share their perspective as their relationship with all staff is positive. - Staff fund raise twice a year to create a larger budget for the new resources from the community. The Centre built up a large amount of donations and hosted a raffle to raise money for the service. This was a great way to involve the community and get families aware of our services. The children chose the resources that were bought after the raffle. (CV)

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

Notes:

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

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

Exceeding themes

1. Practice is embedded in service operations	<ul style="list-style-type: none"> • Children have choice, they have the autonomy to choose where they play, what they play with and for how long. This gives children their independence within the environment and allows them to explore and become competent in their own journey. (ST) • The environment contains equipment and resources which allow for appropriate risk taking; this allows children to learn practical life skills. The environment encourages children to become competent in looking after themselves also. This is achieved through children serving their own food when they are hungry, putting on their own sunscreen and having a go at making their own beds. (ST) • The children develop their abilities and their own risk assessment abilities. The equipment also allows for multiple uses. This is achieved through our educators scaffolding the care for our environment, as well as the living environment, to the children. • All displays and environments within the room as safe and child friendly; they can be accessed by all children in a safe manner and the displays reflect the child's voice. (VK)
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • Our environment supports play-based learning and free flow play through the best use of space possible. The areas in the room have been designed by the team to achieve the best outcome for space and resources that are available. Each area holds open-ended resources which allow the children to access their learning through a variety of materials and equipment in all areas around the room. The team worked together and reflected upon past practice in order to achieve this outcome. • Observations and their critical reflections allow staff to reflect upon the service and our environment and make suggestions for ways in which we can change or improve the environment to make it more inclusive and accessible for all children. • Limited structured learning within the room; all the staff allow the children to lead their own learning. We will critically reflect upon experiences and respond to what they children. Children can choose where to play, how long to play for and how they would like to use the toys or equipment which is provided to them. (VK)
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> • Families are asked, through questionnaires, about the physical environment, among other things. This allows families to have their say on what they think would be beneficial in the classroom and what they think would support their child in their journey with us. • Families are involved in the children's play-based learning using our online learning journal Xplor they are able to see the children journey within the classroom and add their input if they desire to do so. This creates an inclusive link with all families. • Within the room we have areas which support local communities for the children to explore; this is often through things they have experienced within the centre. A current example of this is our Rockingham REaDing corner – this allows children to explore all elements of reading provided by our local council and a scheme they are rolling out.

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
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3.1.1 & 3.1.3	<p>Show more Aboriginal/ Torres Strait Island acknowledgement throughout the environment and in the programming and planning. (VK)</p> <p>This can also be through the daily routines such as the beginning of mat sessions.</p>	An inclusive environment which acknowledges and appreciates all cultures, especially those which are directly linked to the children and the history of Australia.	M	<ul style="list-style-type: none"> - Begin to develop the programme to involve more activities based around this area. - Reflect Aboriginal/ Torres Strait Island values and traditions through displays and the environment 	<p>Aboriginal / Torres Strait Island themes can be identified throughout the room.</p> <p>These can also be discussed by children and adults – putting meaning to the things around the room.</p>	End of July	<p>Children sing the Wanjoo song and talk about the acknowledgement of country at every mat sessions.</p> <p>Our children are now aware that our mat session is actually a meeting area now</p> <p>RAP is being developed and updated with CEWA and https://www.narragunawali.org.au/</p>
3.2.2	We need our programme to reflect changes within the environment, including furniture, equipment and routine and how this will have an impact on the children.	A policy which reflects a routine of changes which are made in the centre and this to be reflected, when approved, on the programming to keep all staff up to date with these environment changes.	H	<ul style="list-style-type: none"> - A policy to be written outlining changes in the classroom and the protocol when staff would like to change these. - A section to be added to the programme for suggestions to show changes. 	<p>New policy for classroom changes has been implemented and is use by all staff. Changes can be seen on weekly programming and are reflected in the classroom. This has an impact on learning.</p>	End of Term 3	<p>New notes section added to planning to outline changes to the environment which is implemented on Fridays.</p> <p>Critical reflection documents are completed to highlight changes to the environment and why they have been made.</p>
3.1.3 & 3.2.3	We need to encourage families to	To provide an ongoing resource area to which		<ul style="list-style-type: none"> - A sustainable practices policy to be formed - Parents to be informed of our 	<p>All families are aware of our sustainable practices. Children and families use these</p>	End of Term 3	Assign to a member of the team as a project.

	engage in sustainable practices as well as donate any unwanted goods and making materials – recycle, upcycle, reuse items and could branch out to community groups.	families can donate things they no longer need or wish to recycle as well as help us to keep our environment sustainable.	M	intentions via letter or in the newsletter - Baskets to be provided for donations and local communities contacted to link with	facilities as an everyday embedded practice. The centre can make use of all recycled goods and will use community links if they cannot find uses for it.		AH is our new sustainable leader to embed the new practice.
3.1.4	The children enjoyed playing with the water feature outside but needed to change inside which created a lot of wetness in the toilet floor area that was a slipping hazard. (VK)	A safe and non-slip floor that the children can safely change from their wet clothes	H	A mat to be bought that will allow the children to walk into the toilet area without slipping on the floors	No slipping accidents or near misses.	Term 1 2022	VK went to Bunnings to source mats for the floors but there was non suitable for the floor size. VK to go to Rubber Clarke to get mats

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

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

Our Early Learning Centre is made up of a vast number of qualified staff which creates a broad knowledge based and experienced team of educators from a variety of backgrounds. There is a team of permanent staff but also a pool of regular casual staff who have a passion for child-care in the Early Years. The full-time team is made up of fully qualified individuals from family day-care, day-care centre, and teaching backgrounds. This variety of experience and qualifications within the centre allows staff to view things from different perspectives and together create best practice for our Centre. We have a Centre Director, a Nominated Supervisor, 3 Teachers, 3 Diploma qualified staff as well as a variety of other qualifications which can be called upon when required. All these staff members are reflected on the weekly roster which is adapted every week to cater for children, staff needs and ratios. This is sent to staff via email, on the newsletter and displayed in the centre.

Having permanent staff allows the centre to run smoothly as the children, families and other staff members are aware of who is on shift and their roles and responsibilities at every point in the day. Some members of staff have been present since opening in 2019 or have worked in the school previously and are familiar with some families and children. The centre also uses some casual members of staff; this allows other staff members to come into the centre and view the room from an outside perspective which often offers more insight and helps staff to see things in different ways.

We currently have two students who are upskilling their qualifications whilst working at the service. Both staff members are working towards becoming Diploma qualified educators with us here at Star of the Sea. They are aided in their journey by the 2ic and are given guidance and assistance as much as possible. Star of the Sea ELC are currently developing a training pathway policy and procedure as these staff embark on their journey with us. This will allow this to be an embedded practice in years to come and allow for staff to guide this using the policy and procedure.

All staff are acknowledged by all as important 'educators'. All staff are invited and

encouraged to provide input into the program, policies and the centre's QIP and these contributions are valued. Each staff members' skills are welcomed and shared, with each person bringing their unique talents, culture and skills to the team. Leadership staff encourage and promote the knowledge of other cultures.

Our supervision plans which are located around the classroom, as well as being attached to all risk assessments ensure that the educator to staff ratio in both of our rooms is 1:10 ensuring that both sight and sound of the children is always maintained. We also ensure that, as required, we always have a supervising officer on the floor of licenced space. Staff back each other up, ensuring that staff don't put themselves in vulnerable positions (e.g., one staff member observes another when children are changed).

Once staff have started their role within the centre, they are all given an induction; this ensures that all members of staff are given the same information from the Nominated Supervisor or Director when starting at the centre. All staff are required to take part in this induction as well as read all policies which are used within the centre. This ensures that all staff are aware of the professional standards that are to be always upheld within the centre and guide practice. This induction has recently been updated and is more fluid and contains even more vital information and training during their induction journey.

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

Notes:

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

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

Exceeding themes

<p>1. Practice is embedded in service operations</p>	<ul style="list-style-type: none"> • The staff have a Teams group that they are all members of. This allows for updates of all matters concerning the centre operations as well as allowing all staff to post if they would like to. Staff meetings are held in this way during ‘high case load’ protocols during the pandemic. This is a CEWA widely used programme and allows staff to also interact with the school and other staff at CEWA. (VK) • All staff have their strengths and contribute these to the class. This allows the class to flow beautifully, and staff are able to train one another in the areas which they are strongest. (AS) Staff are from all demographics and cultures which are respected and used to their qualities (VK) • Efforts are made to ensure that the children experience continuity of educators in the ELC; this is achieved through full time, permanent staff members who are usually always on the same shifts. This gives the children a sense of familiarity, consistency and comfort. They know who will greet them in the mornings and who will come in throughout the day. If this changes and cover is required; ELC staff are used to cover shift where possible so that all staff remain familiar to the children. This has also enabled the staff team to develop strong working relationships and strong relationships with families. This enables staff to reconnect quickly with familiar families and encourages families sharing experiences, needs etc with staff about their children.
<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> • Within the centre there are lots of opportunities for staff to contribute: they are consulted regarding changes and improvements that are going to happen in the room, the programming, the resourcing and the QIP (AS) • All staff at the centre respond to the children’s needs strengths and weaknesses in order to best help their development. This can be seen through the critical reflections, observations and programming that the staff bring together. (WH) • Since the centre opened in July 2019, the leadership team have made efforts to ensure the staffing in the centre stays as consistent as possible. In 2020, our ELC team became a permanent, contracted team, which in reflection, allows for a safer and secure environment for the children. This in turn influences their learning and development as they show familiarity and confidence with all of the centre’s educators.
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> • All educators make sure that they are engaging in meaningful and respectful encounters with parents and families – Educators use the information that is collected to support children in their learning and play (AS) • Families feel comfortable to interact with all staff that work in the centre. They see familiar staff every day and are on name basis with most staff due to this. This results in families relaying information to educators to help with their child’s learning and development. Staff record these interactions in a communication book or on the daily roll. (WH) • Staff build relationships with local communities and arrange incursions, information leaflets and other exciting things to involve the children in the local and broader communities. These are reflected through the programming and in the classroom environment.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none">• Management, Educators and other members of staff work together collaboratively and show one another mutual respect. Every staff member is willing to share their thoughts, experiences and opinions to help one another grow as individuals and as a team. We are there to support, challenge and learn from each other every day.• A staff letter box is located within the Early Learning Centre office – this has been placed so that all staff can place their thoughts, ideas and opinions into the box and leadership will read and take on board the comments which are made. An example of this was CB using the box to talk about our observation template and explain that we might benefit from other areas being placed onto the template. This was then implemented by the NS. (CB)

	<ul style="list-style-type: none"> • Staff are from all demographics and cultures which are respected and used to their qualities (VK) • Even if the Nominated Supervisor is away on leave the centre and all staff show a high level of communication which allows them to continue within the centre in a professional manner with the 2ic. (CV) • The staff have a Teams group that they are all members of. This allows for updates of all matters concerning the centre operations as well as allowing all staff to post if they would like to. Staff meetings are held in this way during 'high case load' protocols during the pandemic. This is a CEWA widely used programme and allows staff to also interact with the school and other staff at CEWA. (VK)
<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> • When writing the QIP, Policies and procedures, all staff are asked for their input. This is considered and utilised when all of these documents are being written and later implemented and you can see the input that all staff have had on these documents. All staff feel their input is valued. • We constantly reflect and evaluate our programming, planning and practice to ensure that professional standards, practices and interactions are inclusive and explicit. We achieve this through ongoing educator, parent and child communication, observations and feedback processes. Our interactions consistently convey mutual respect, equity and recognise individual skills and strengths which results in a very supportive and positive atmosphere. • During the recent COVID-19 pandemic – staff were sent documentation and regular wellbeing check- ins via email, newsletter and in person. They were also allowed time working from home in order to ensure that they felt safe and secure during this difficult time. (CV) • A new app called Todoist has been introduced to the service to ensure that tasks are completed in a timely manner and prioritised. Staff often work across both Centres and this app allows us to stay up to date with what is being done and what is required in our roles (RV - CV)
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> • All information that families are given is directed to the Nominated Supervisor to ensure that no information ever given to families is inaccurate. This lead team member ensures accountability for the team and if the nominated supervisor is not available the ELC team will turn to the 2IC or management team to ensure consistency. (VK) • Our educators, teachers and other staff pride themselves on developing warm, respectful relationships with the children and families. We create a safe, predictable environment which encourages children's active engagement in learning. Our strong relationships are highlighted with many families returning to the centre to let us know how school is going and families returning with children's siblings and other family members. • Staff are from all demographs and cultures which are respected and used to their qualities. Some of these cultures and demographics are related to by our families too. An example of this is when VK aided a family struggling in completing their application form by conversing in their home language. This helped the family to feel more at ease and like their needs were catered for by the service. (VK)

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
4.2.2	<i>Create and make staff aware of more professional development opportunities for educators and other staff at the centre.</i>	<i>Staff will engage in a wider range of networking opportunities Staff can share their professional development learning with others in the centre.</i>	M	<i>Brainstorm ideas and familiar services at the meeting. Put PD ideas into the weekly newsletter. Look into staff files to see their professional development goals and leadership to search for linked opportunities.</i>	<i>Greater engagement in the professional development calendar. Staff bring PD sessions they find to the leadership team and other staff with the requests to attend.</i>	Term 4 2022	<i>- Currently in the process of staff performance reviews in which staff can voice their PD ideas and opportunities. - staff have been attending Professional development events that they are then able</i>

					<i>Staff enthusiasm towards further training.</i>		to relay back to other team members. - PDs are offered to an array of staff to ensure that many staff are attending and getting the training they desire. - PD folders have been made so that the other staff can catch up on a PD they may have been interested in.
4.2.1 4.2.2 4.2.3	<i>Some of the Centres' policies are due for renewal and some to be added in which needs to be taken on by all staff at the centre.</i>	<i>To provide policies and procedures which all staff, parents and communities with the school have had input on. All staff have been able to read and edit the policies using the relevant documentation to support this process. All staff feel that their input to policies is valued and respected. All staff feel a sense of ownership and responsibility when discussing policies in the future.</i>	H	<i>Set staff begin to review the base policies – Staff will be assigned policies which the NS feels are aimed at their strengths. All staff will have the opportunity to read and edit all policies as per the procedure. All families will then have the same opportunity. These will then be reviewed by the team of staff before being implemented</i>	<i>Staff are confident to review policies and procedures which are in place at the service. Staff use relevant documentation to support this policy writing and editing. Staff work together, valuing one another's ideas and suggestions to create the centre policies and procedures. All staff are clear on the policies and have ownership and a sense of responsibility over the documents. They take pride in the policies written</i>	End of Term 4	- All staff are being sent policies and have 1 week to respond with ideas - Once all staff have sighted and suggested edits, these are sent on to the leadership team.

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

At Star of the Sea Early Learning Centre, staff create a child-centred service in which we provide an environment that encourages mutual trust, open, respectful communication, empathy and openness to others' views, values and perspectives. We ensure shared decision-making processes and have an appreciation of others knowledge and experience. We consistently show a willingness to negotiate and compromise towards achieving positive outcomes for children.

We try to maximise consistency for the children every day in the ELC; this is achieved through the full-time basis of staff which are employed by the centre. This ensures that most of the time the children are with the same familiar educators and teachers. This results in the children being able to build strong relationships with these adults as they are a constant in their long day care experience at Star of the Sea. The connections with the children are made early in their experience as the ELC encourages families to bring their children into the centre prior to their start day for a 'Stay and play'. This is a session where the child can come in on the days they will be attending to play with the other children and begin to get to know their educators. At the same time as their parents being able to ask the educators any questions. This allows the educators to become familiar with all perspectives of the child.

Staff build relationships with all children in the centre; they are sure to be inclusive of all children and scaffold their experiences if the children require this. The staff can use simple sign language and visual cues to help them build relationships with some children who may have language barriers or speech delays. Staff also support the inclusion of children with challenging and non-compliant behaviours through positive interactions and use of visual cues and sensory support equipment to join in with the rest of the group.

Children are supported to collaborate, learn from and help each other. We incorporate group times into our pre-kindergarten sessions which involve whole group discussions or smaller group activities which enable children to problem solve, share, take turns, communicate effectively and support each other. Dialogue with children is highly valued and their voices are recorded and represented. Educators support children to interact positively with others providing gentle and repeated guidance for those who find interactions a challenge.

Star of the Sea Early Learning Centre creates an environment in which the children feel welcome and as though they belong. This is achieved through each child having their own locker with their name and photo on, out family tree display with pictures of children and their families on, our birthday chart, our name activities and their name available for copying. Each child has their own 'book swap' file too which they can choose to bring in and swap in the book corner. All of these create a sense of belonging for the children allowing them to feel comfortable and make relationships in the surroundings. Children are included and supported to feel confident and secure, and they are familiar with routines and processes. Educators ensure children are greeted in the morning and are farewelled before leaving. Staff engage with children in life affirming activities such as gardening to strengthen attachments and increase knowledge of individuals, connection to home life and a sense of their wellbeing.

As a centre, we have been sure to design our supervision plans and toileting policies and procedures to support and promote the dignity and rights of the child. This is reflected in the design of the toilets which allow children to uphold their individual privacy, self-help skills and autonomy. We use our philosophy, the UN rights of the child and ECA Code of Ethics to guide all of our practices with children.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> - All staff are sure to greet the children by name as they enter and leave the classroom; this immediately gives the children a sense of belonging and individualism. (BS) - Educators actively engage in parallel and face to face play – this allows them to build secure and meaningful relationships with the children based on their interests, experiences and talk (AS) - Educators make sure to ask the children before they join into their play – This allows the children to have agency and shows the respect which all educators have for the children in the room. This is applied to all situations where adults help, join in or guide children. (VK) - Educators make sure to put photos and observations of the children onto Xplor for the children to see back at home. Staff comment on any

	<p>pictures parents put onto Xplor too so that the children know they have seen them. Xplor has allowed educators to spend more time in the moment with the children.</p> <ul style="list-style-type: none"> - Spontaneous sheets and child's interest areas are completed daily by all staff to reflect the children's interests and activities every week – this allows staff to get to know every child and their likes and dislikes during their time at the service. Staff will also develop the children's interests through the group planning the following week.
<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> - All educators use observations and reflections of planned activities which are then used to assist staff when assessing the children's needs, interests and behaviours (BS) - Critical reflections of both the programming and the activity are used to analyse if an activity whether an activity captured the child and if it did not then all staff collaborate to find ways in which this can be changed, reflected upon and done differently next time. (WH) - Our observation checklist template allows staff to gain a broad overview of each child in the room; at the end of the month cycle staff discuss the children which they think need more focus in the following month for a variety of reasons e.g. unsettled, certain habits or learning needs and the together the staff create a key children group who are the key children for the next month. This ensures that every child is building up relationships with a variety of adults in the centre.
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> - The use of Xplor app ensures that there is an instantaneous update to the parents of the children's activities in the day. - Communication is given to parents regarding their children via an online app which allows parents to see snapshot of the children's days. This makes a journal of the learning and opportunities that are given to the children within the centre. Children are often involved in these observations. (BS) - Learning begins with prior knowledge and our families are the children's first teachers. We enhance these relationships through a strong commitment to communication. Information is gathered from families through meetings, conversations, feedback sheets, surveys etc. to further enhance children's learning.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • Children within the class are taught about building and maintaining relationships through 123 Magic emotional coaching – This allows children to visually see their emotional coaching road throughout their time in the centre. This is supported using an emotional zone which allows children to choose visually which zone they are in and help themselves maintain their feelings, emotions and behaviour. (BS) • All educators model expected behaviours to all children within the centre with regards to their relationships with one another – this is encouraged through adult behaviours, centre rules and visual aids throughout the room. • Staff observe children playing in their friendship groups as well as on an individual basis; this allows educators to promote collaborative learning and play in which the children are learning from and helping one another. • Parents ask for educator advice and support when involving other families in their events for example a birthday party (VK)

<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> • Observations and plan ons can reflect on children’s relationships with one another – these are always reflected upon and considering for further planning, observations and planning on within the room. This allows us to build upon these relationships through play. (BS) • Children are supported to get to know each other; learning each other’s names through a variety of methods such as songs and mat time and sharing their ideas to one another. This helps them during their uninterrupted learning through play time to develop these relationships with others. When setting up for the day, educators reflect on the learning environment (both indoors and out) to ensure there are areas conducive to the development and maintenance of children’s interpersonal relationships. Educators’ planning is centred around the interests of the children, so children naturally gravitate to areas of interests.
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> • If a child is emotionally unsettled, we communicate closely with families to ensure that the child is feeling at home and the parent has received communication so that both parties feel comfortable when attending the centre. This allows us to help the child to build relationships through the knowledge we gain from families (AS) • Communication is given to parents regarding their children via an online app which allows parents to see snapshot of the children’s days. This makes a journal of the learning and opportunities that are given to the children within the centre. Children are often involved in these observations. (BS) • The staff at the centre encourage parents to stay and chat and build rapport so that children can see and recognise that their families and other ‘adults’ are happy together and this positive relationship is modelled to them. Families are encouraged during this time to share with staff any changes in the child’s life which they feel happy to share. This allows staff to ensure a holistic approach to care, this could include parents separating, newborn babies, family visiting etc. (VK)

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
5.1.2	<i>Educators to develop child friendly critical review questionnaires for the children. Rather than asking children their verbal perspective, provide them with a pictorial prompt to help us develop the child's voice even more in our critical review process.</i>	<i>The children to have autonomy and feel secure that their opinion matters in the ELC. Children to reflect on recent learning and have their voice for where else we could go with this. Inclusive of all children current and in the future of the ELC.</i>	H	<ul style="list-style-type: none"> - <i>Design a template which is easy for children to complete based on faces, pictures and colouring.</i> - <i>Reflect on this process after a few tries in the service.</i> - <i>Adapt and adjust as required.</i> 	<p><i>Is every child's voice represented through this new data collection method?</i></p> <p><i>Can we have an example for children on a wall?</i></p> <p><i>Is the child's perspective valued and nurtured?</i></p> <p><i>Can all staff engage with this method with the children to allow them to feel secure.</i></p>	Term 3/4	-
5.2.1 5.2.2	<i>Some children, although correcting behaviour when reminded</i>	<i>A method of encouraging and reminding children of positive behaviour patterns within the room with positive</i>		<ul style="list-style-type: none"> - <i>Research learning behaviour models which are created and understood by 3 or 4-year-olds</i> - <i>Introduce 'child experts' for the</i> 	<i>Find a learning behaviour model which all team members agree upon.</i>	Term 3	- Sign language for some learning behaviours and

	<p><i>of behaviours, need visual prompts to remind them of the expectations in the classroom. This could be aided through the use of 'child experts' and a 'learning behaviours' system.</i></p>	<p><i>connotations.</i></p> <p><i>A structure of learning behaviours which is easily understood by children and can be solidified with actions or pictorial representation.</i></p>	<p><i>M</i></p>	<p><i>-</i></p> <p><i>learning behaviours.</i></p> <p><i>Create a display to encourage children and remind them about our learning behaviours towards staff and other children</i></p>	<p><i>Find a way of introducing 'child expert' and making this a special role within the room.</i></p> <p><i>Ask staff for ideas and then create a display which promotes these behaviours and has positive connotations when achieved.</i></p>		<p>flash cards are incorporated into daily routine in the ELC.</p> <p><i>-</i> Staff have attended a PD that aid in understanding children and helping with speech and language difficulties that could contribute to better relationship</p>
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Quality Area 6: Collaborative partnerships with families and communities

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

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

Quality Area 6: Standards and elements

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

National Law and National Regulations underpinning Quality Area 6

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

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

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

Families are a huge part of our centre, we believe that they are the children's first teacher and friend; therefore, communication with all our families is a vital part of the childcare experience. Working in partnership and providing active communication, consultation and collaboration contributes towards reciprocal relationships built on mutual trust and respect. Children thrive when educators and families work together in partnership. This has a significant impact on each child's participation, access and success in learning. Some of the ways we have supported this is by: continual family communication on Story Park, parent surveys, family newsletters, learning about the child and their home through 'All about me' sheets and our family tree display.

Families are invited to share their hobbies, culture and talents via our enrolment form; this could then involve them coming into the centre to share these hobbies, cultural traditions or talents with the children in the Early Learning Centre. Families are also invited to join in with certain events at the centre; one example of this would be our Easter parade which allows families to come and spend time with their children in the centre as well as with the staff. These events are an excellent opportunity for children and parents to reflect on their child's learning journey and time at the ELC and thanking them for letting us be a part of their child's education.

Families visiting the site for the first time are welcomed and given a tour of the centre with a staff member describing and explaining the centre's format and answering parent's and family's questions. Every enrolling parent is given the opportunity to discuss their child with a staff member during the enrolment and orientation process. The Director and other staff members are always available to address any concerns a parent may have. The families are then given the

opportunity to bring their child in for a 'Stay and Play' so that the child can get used to the centre on the day which they will be attending. This helps both the child and the family feel at ease in the process of starting Pre-Kindy.

All the centre's policies and procedures are available for families as they enter the Early Learning Centre Hub; families can access these at times of their choosing as well as aid in the review process annually. These policies are also sent out to our families at relevant times of the year to keep them up to date with the centre e.g., our sun protection policy is sent out at the start of summer.

Families are supported from enrolment to be involved in the service and contribute to service decisions; questionnaires and feedback sheets are often available for families to complete. In the ELC, we also have a post box which allows parents and other family members to post their opinions, comments, questions and suggestions to the educators who take the time to look at these and use them to help us create a more family centred environment. We also ask for parent input when planning events such as Vacation Care periods so ensure we have activities which they think their children will enjoy.

Open, respectful, non-judgemental communication between educators and families occurs and helps build a shared understanding of children's learning and participation. Our children benefit from the local community as these links also help develop children's skills, interests and participation in the local community. We support families by providing and displaying an array of information on practical information, services and resources in the local community. It is important that families feel like they are involved in all aspect of their child's learning experience; we therefore ensure that the Programme is always displayed and are available for families with the relevant documentation surrounding it so that it can be easily understood. We also provide relevant information, such as community services, events and upcoming festivals etc. which are available at the sign in station for family's

perusal.

The centre liaises with the local inclusion officer, Sarah Jarvis, who comes to meetings and helps the centre to develop its inclusion for all children and those who may have specific needs which the centre supports.

Our ELC has a strong relationship with Star of the Sea OSHC and often the two centres link for excursions and incursions, especially during the Vacation Care period. This allows children to make links within their school community and transitions for those children who will be attending OSHC in the future. As a centre, we are part of the Belmont Early Years network, our local networking community for the Early Years. We also have many different Microsoft Teams groups which allow us to communicate with other Educational Leaders, ELCs, Nominated Supervisors and Leaders at CEWA or in the school. Particularly during COVID-19, this has allowed us to feel part of communities and supported by those we converse with.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> - Staff take the time to get to know families and try to, where possible, refer to them by name much like the children. This gives a family-like feel to the centre and makes sure that families are comfortable and enjoy their experience at the centre too. This includes daily conversations face to face with a rundown of their child’s day to make their experience more personal. - We, as a team, work collaboratively with parents in ensuring that the developmental milestones strategies are practiced at home and are kept the same as during their time in day-care. An example of this would be toilet training. (VK) - Both our 3-year-old and 4-year-old programme encourage family involvement before the children even attend. Information evenings are held, parents are contacted personally by phone to arrange a time to come in and visit us and are offered the opportunity for a ‘Stay and Play’ to help their child become familiar with the setting.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> - Families are regularly asked to complete questionnaires at the centre; these could be linked to feedback about the centre, new resources or even Vacation Care programmes they would like to see. These have a good response rate and allow us to reflect on our practice and apply family input into our centre. Parents and families always have access to these and they can remain private if they choose to. - When writing and editing our programming, reflections and QIP’s all our parent feedback is taken into account. This results in us being able to give feedback to families, make changes and address any concerns our families may be experiencing (VK) - When writing and introducing new policies and procedures they are given to our families prior to the implementation process. This means that families can have their input and it be applied to the policy and procedure prior to it being put in place.
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> - As a service we strive to ensure that our families are involved in as many of the services experiences as we can; this can be achieved through ‘Stay and Play’ the family newsletter, Xplor and special even days (AS) - Our teams build positive and professional relationships with all families through providing a warm and friendly environment in which both children and families can feel comfortable and as though they belong. (AS) - As well as making links with the local community whilst in the service; we also promote and support parents and families when making these links when not in the centre. Families are provided with leaflets, brochures, newsletters and posters which promote local events which they can attend with their children.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> - The centre continually liaises with Sarah Jarvis who is our Inclusion Support Officer for our area – This always us to gain an outside perspective on specific or all children and their needs within our centre and how we, as a team, can cater for these needs. We will make minutes on these meetings to ensure that all staff are aware of the discussions had. - We continually liaise with Star of the Sea Outside of School Hour Care Centre during Vacation periods as well as some term time events – This allows our children to attend the incursions within the school providing a variety of activities as well as interaction with children in the school. - We recently signed up to Xplor as an online learning journal for the families. This allows us to communicate regarding the children, the community and other key points. The families and educators can use this site to ensure continual high-level communication.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> - On reflection of our service and the school as a whole, we wanted to highlight to big push on reading, so we made a link with the local council who are running a reading programme, ‘Paint Rockingham REaD’. We incorporated this book style programme into the centre for families to enjoy with their children and the educators. This strong link within our local community has brought other ideas to the mind of educators too. - As a Service, we are always in contact with our Inclusion Support Officer (Sarah Jarvis) who aides the Service in catering for children with additional needs. This is reflected through the SIP plan certificate which is displayed in the Service which allows all staff to be aware of and plan for any additional needs in the room. This relationship has developed with Inclusion Support and our team now attend lots of workshops hosted by them (CV)
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> - As a centre, we ensure constant communication with community groups and ensure that the children can experience these in the centre. This includes visits from police officers, fire fighters, nurses etc. These engagements allow the children to experience different elements of their local community. (AS) - As well as making links with the local community whilst in the service; we also promote and support parents and families when making these links when not in the centre. Families are provided with leaflets, brochures, newsletters and posters which promote local events which they can attend with their children. - During the families’ time in the ELC, we ensure to liaise with Star of the Sea Catholic Primary School and OSHC; this allows families to become familiar with how to whole system works in our community and they can become familiar with concepts such as the newsletter from the school, the Vacation Care programmes, the fund raising and the familiar staff members from events.

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	<i>Stronger links need to be made with local communities and Early Years groups throughout the local area. We have begun to make these links but could make them stronger and more familiar for the children.</i>	<ul style="list-style-type: none"> - Local communities coming together for support and learning for the children - Children and families experiencing a vast link within their local community and applying this in their home lives. 	M	<ul style="list-style-type: none"> - Make connections with local council regularly - Involve all staff and families in upcoming events - Give something back to the local community to show them our support 	<ul style="list-style-type: none"> - Link with Rockingham council in a variety of ways through link made with Olivia - Ask parents and families what communities they recommend we, as a centre, link to. - Can we see this reflected throughout the centre? 	Term 3	<ul style="list-style-type: none"> - Links have been made with Rockingham Council - We have involved their scheme and they have requested we appear in their local newsletter - Our NS and Ed Lead will attend local meetings regarding the reading scheme and any early year's related events. - Sustainability links have been made with families and communities recently through our sustainability officer.

Quality Area 7: Governance and Leadership

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

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

Quality Area 7: Standards and elements

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

National Law and National Regulations underpinning Quality Area 7

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

National Law and National Regulations	Associated element	
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2
National Law and National Regulations	Associated element	
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2

National Law and National Regulations	Associated element	
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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
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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

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Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2

Quality Improvement Plan for Quality Area 7

Summary of strengths for Quality Area 7

Strengths

As a Service and as a School we have a philosophy which encourages all staff to have mutual respect, learn, grow and teach each other during their time in the school. This is reflected through the leadership team and the techniques they use in the Early Learning Centre. This can be evidenced through the centre everyday operations such as QIP writing, policy writing, programming and observations. All these things are contributed to by all staff and if staff are ever unsure of something then they are given professional development sessions to aid their progress in the centre. Effective processes are in place to ensure continuity with educators through effective training opportunities both externally and with professional readings. This style of leadership allows all staff to feel valued and respected which is reflected in the way they are in the centre.

At Star of the Sea Early Learning Centre the leadership team use a variety of different programmes to ensure that the running of the service is as smooth and as effective as possible. This is achieved using systems such as 'Todoist': an online task tracker, 'Teams': An online system which allows staff to schedule meets and host networking chats, 'Xplor' which allows leaders to assist and guide the observations as well as our usual emails. This allows all staff to maintain a level of accountability and ownership over tasks which are delegated by leadership. All staff are committed to making improvements and regularly review progress and set further goals both individually and as a team and are involved in performance development meetings.

Parent complaints are handled confidentially and addressed promptly and fairly working towards an appropriate solution. The leadership team are

always there to support staff and families when these situations become difficult and they empower the educators through providing continual and up to date information, providing training and support when needed.

When new staff are brought into the team at Star of the Sea ELC, they are inducted by either the Nominated Supervisor or the 2IC. This induction is made up of a tour of the service and the school, introductions to all the team members and an explanation of their role within the centre, a meeting to cover an array of different topics from all of the Quality Areas outlined in the National Quality Standards and time delegated to reading the handbook, QIP and policies and procedures. This induction has been created by the leadership team to cover all quality areas and ensure that all staff are fully informed of all procedures from the start of their role with us. All staff have appropriate 'working with children' checks and a register of expiry dates is maintained. All staff are trained in Mandatory Reporting which is provided by CEWA. Staff are given opportunities to take part in further learning and development regularly. As staff progress through their time at Star of the Sea ELC they are (termly) asked to complete performance reviews and goal setting programs. These allow the staff to assess their own performance, set their own goals and then discuss these with members of the leadership team. This enables all staff to feel supported, valued and respected in their role within the centre.

A fortnightly staff newsletter provides effective communications of current focus areas and areas for improvement; this is written by the Nominated Supervisors of the centre or the 2ICs. It allows staff to stay up to date, view the weekly roster, professional development points and the programme for the upcoming week. (AM)

The centre Nominated Supervisor, school principal and centre business manager meet weekly to discuss the centre, any concerns or positive developments and enrolments and developments for the coming terms and year. This allows the leadership team to always stay up to date with one another and track their meetings. (VK)

As a centre, we are part of the Belmont Early Years network, our local networking community for the Early Years. We also have many different Microsoft Teams groups which allow us to communicate with other Educational Leaders, ELCs, Nominated Supervisors and Leaders at CEWA or in the school. Particularly during COVID-19, this has allowed us to feel part of communities and supported by those we converse with. (RV)

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

Notes:

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> - All staff are inducted on and aided with all the programmes which are utilised by the centre; they are given time to explore the programmes, get used to the way they work and then have a go for themselves. This allows the leadership team the chance to assist and train staff on the ways in which the programmes should be used and how they can benefit the service. - Our educators are skilled and passionate, we have sound administrative practices and up to date risk management strategies in place. Our policies and procedures are documented, and we provide a safe, healthy learning environment for our children. Our self-review and evaluation procedures create a climate of constant improvement. - Employment at the centre is only for those educators who are qualified in childcare or teaching or those who are actively working towards. This ensures that the centre is always led by passionate and well-trained educators. (VK) - All the certificates, checks and currency of required documents are regularly checked with staff certificate and required documents indicated in the roster to ensure they are all up to date. A document is kept in the files to allow staff to know the files are up to date. (VK)

2. Practice is informed by critical reflection	<ul style="list-style-type: none"> - All staff input and help develop the QIP, risk assessments policies and procedures; their input is valued by the leadership team and is used frequently to add to the documents. This allows for accountability and a sense of ownership to all staff. The self-review process with educators ensures that a continuous cycle of reflection is in place. - The ELC's Nominated Supervisor printed out each Quality Area of the QIP and allowed staff to have their say by writing their ideas all over it. This allowed staff to feel respected and take ownership of the QIP. It was amazing the strengths and targets the team produced. - Regular PD opportunities are provided for staff, especially after completing their review, moving into a new job role in the centre and through staff communication such as the newsletter. The NS informs staff of current PD opportunities which they might be interested in. (VK)
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> - The Nominated Supervisor and Teachers are considered lead educators as they usually have an education and care capacity within their role. In the last 9 months the educational leadership capacity has grown so that programs are capably lead by a range of educators. The impact of child led programming that impacts on program content and processes has been powerful and led significant pedagogical shift to build a community of powerful learners. (RV) - The Business Manager and Nominated Supervisor have guided educators to engage in informal and formal dialogue with parents and guardians as an important part of program development. (RV) - Any grievances that our families and staff may have are addressed by the 2IC and if not possible is directed to the NS and to the business manager to be resolved at the shortest time possible. . (VK)

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> - All new staff are given a proper and thorough induction by a member of the leadership team prior to their first shift in the centre. All employees are also given the handbook (both parent and staff versions) which allows them to locate further information on the centre. They are given time to then ensure they are up to speed with policies, NQS and other relevant documentation for the centre. (RV) - Our Business Manager is responsible for finances for the centre which means that she is able to explain to staff about their HR rights, their contracts, our budget as a centre as well as the accounts for the business itself. This means that staff know who to go to when they require leadership in these areas. - The leadership team of the school is made up of the Principal and three Deputy Principals; these members of leadership, alongside the Business Manager, take on a large role in the centre. This means that everything happening in the centre is in line with what is happening in the school.

	<p>Whilst still adhering to the NQS and the EYLF.</p> <ul style="list-style-type: none"> - We are currently hosting mentorship programs where students working towards their Diploma or Cert 3 are employed by the Centre. This allows the staff to be trained to the level expected by the service and aided by the vast leadership team that CEWA and the School have to offer. - Through surveys, questionnaires and feedback forms, the centre gathers information from families that inform our practices. (VK)
<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> - The educational leader for the service is a teacher and is supported by the leadership team through regular meetings and discussions. The Educational leader then has regular meetings and contact with other staff to ensure everyone is being informed of practices within the service. She reviews the programming and planning cycle element and monitors observations. (RV) - Every fortnight staff receive a newsletter from the Care Centres Nominated Supervisors; this helps to reflect on the week that has past and look forward to how the next week will look. It prepares staff and also allows for professional development - After a leadership meeting and critical reflection regarding the completion and expectation of tasks in the ELC; it was introduced that all staff now have access to and regularly make use of an account on Monday.com. This account allows the leadership team and the Nominated Supervisor to track tasks being performed by all staff members. This site allows for accountability and organisation throughout the centre. Tasks, completion dates and priority are assigned and staff are able to track their own progress for each task. (CV)
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> - The feedback which is provided by families and staff members both informs the programme and the leadership at the centre. (VK) - A QIP wall display has recently been developed by the team and implemented into practice regarding the QIP. This allows the leadership team to see family and community engagement with the ELC Quality Improvement Plan. This frequent feedback allows all stakeholders in the Centre to have a perspective about the strengths and improvement areas for the centre. (CV)

Key improvements sought for Quality Area 7

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.1 7.1.2	<i>Full team review of the current philosophy. With a change in staff upcoming it is vital that we look at and review the philosophy to ensure it fits the service and is understood and develop upon by all staff.</i>	<i>A philosophy which has been outlined by the service and perfectly describes the centre in which we work. All staff to contribute and discuss the philosophy in ways which reflect the centre's values.</i>	H	<ul style="list-style-type: none"> - <i>Leadership team to give all staff a copy of the philosophy to read and review.</i> - <i>Bring together a staff meeting which allows this to be discussed by all and notes and minutes to be taken.</i> - <i>Leadership to create an improved philosophy and present to Steve Dowie.</i> - <i>Once agreed, publish to parents and children in a memorable way</i> 	<p><i>Do we have a philosophy that perfectly describes the centre in which we work?</i></p> <p><i>Do all staff adhere to the centre philosophy? Is this reflected when we walk into the room? Is this reflected in our programming and policies?</i></p>	Term 4	Date to be confirmed with leadership

	<p>Create a quick guide manual for the Care Centres which allows all staff to be able to complete all tasks when the Nominated Supervisor is away. This will aid training as well as support us every day. (LC)</p>	<p>All staff to be able to confidently go through a day in the Centre using this quick guide as a go to tool</p>	<p>HIGH</p>	<ul style="list-style-type: none"> ● Pull together policies and procedures as a team and allow staff to help create this document ● Delegate sections to SOs to complete and NS to check over once done ● Use as a go to tool in the OSHC 	<p>Are all staff able to say which document they go to when they need support or advice on how something is done in the service.</p>	<p>Term 3</p>	
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