



Australian Children's  
Education & Care  
Quality Authority

# Quality Improvement Plan template

National Quality Standard

Updated February 2026

## The National Quality Standard and Quality Improvement

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

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

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

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

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

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

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

## About the ACECQA Quality Improvement Plan template

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

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

## Exceeding NQS themes guidance

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

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

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

## Service details

<b>Service name</b>		<b>Service approval number</b>	
Goroke Preschool		SE-00003332	
<b>Primary contacts at service</b>			
Christina Hayden, Toni Nolan			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	9 Compston St	Telephone	03 53861113
Suburb	Goroke	Mobile	0448 955 923
State/territory	Vic	Fax	
Postcode	3412	Email	gorokekindergarten@westwimmera.vic.gov.au
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact	Nicole Hollis	Name	Christina Hayden
Telephone		Telephone	03 5386 1113
Mobile	0417687787	Mobile	0448 955 923
Fax		Fax	
Email	nicolehollis@westwimmera.vic.gov.au	Email	gorokekindergarten@westwimmera.vic.gov.au
<b>Postal address (if different to physical location of service)</b>			
Street		State/territory	
Suburb		Postcode	
<b>Educational leader</b>			
Name			
Telephone			
Email			

## Operating hours

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

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	08:30		08:30				
Closing time	16:00		16:00				

Add Tuesday times

## Additional information about your service

The following information will assist the regulatory authority in planning the assessment visit.

Provide additional information about your services, such as parking, school holiday dates, pupil-free days, etc.

The service operates in accordance with the Victorian school terms and Victorian public holidays, including Melbourne Cup Day.  
**Please note that all West Wimmera Shire Kindergartens are closed on 1<sup>st</sup> Monday in November for our annual staff conference day.** Parking is freely available at the service.

How are the children grouped at your service?

The service runs a combined 3- and 4-year-old group.  
Monday's & Wednesdays 8:30 am to 4:00 pm  
Tuesday 4-year-old group. 8:30 am -1:30 pm

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

Nicole Hollis – Early Years Team Leader,  
Christina Hayden – Nominated Supervisor

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: 0

## Service statement of philosophy

Please insert your service's statement of philosophy here.

### **Goroke Kindergarten Philosophy 2026**

We respectfully acknowledge the Wotjabaluk people as the Traditional Custodians of the land on which we play, learn and grow. We honour their continuing connection to land, waters and community, and pay our respects to Elders past and present. We are committed to embedding Aboriginal and Torres Strait Islander perspectives, histories and connection to Country throughout our curriculum, environment and relationships.

At Goroke Kindergarten, we are committed to creating a nurturing, inclusive and engaging environment where every child feels safe, respected and valued. We believe children are capable and competent learners, and that early childhood is a time to be, to belong and to become.

We see each child as a unique individual with their own strengths, interests and ways of learning. Our play-based curriculum is guided by the Victorian Early Years Learning and Development Framework (VEYLDF), the Early Years Learning Framework V2.0 (EYLF), the National Quality Standard (NQS) and the Child Safe Standards. These frameworks underpin our daily practice and support us to plan meaningful, intentional experiences that promote children's holistic development.

The safety and wellbeing of every child is central to our philosophy. Strong, trusting relationships form the foundation of our work. Through responsive teaching, open communication and the embedding of protective behaviours, children are empowered to understand their rights, recognise safe and unsafe situations, and develop confidence in themselves and in trusted adults.

### **Our Program and Environment**

Our inclusive, play-based program nurtures curiosity, independence, creativity and social connection. Children are provided with time and space to fully engage in meaningful experiences across both indoor and outdoor environments. We carefully curate spaces using natural and sustainable materials alongside open-ended resources that encourage imagination, collaboration and problem-solving.

Children are supported by making choices, take considered risks, reflect on their learning and contribute to their environment. Through a balance of intentional teaching and spontaneous learning moments, we foster identity, wellbeing and a strong sense of belonging within our kinder community.

Literacy and numeracy are embedded authentically through play, storytelling, conversation, inquiry and real-world experiences. We support children to develop confidence in group learning, listening and early school readiness skills while ensuring joy and playfulness remain central to each day.

#### **100 Languages**

Inspired by The Hundred Languages of Children by Loris Malaguzzi, we embrace and celebrate the many ways children express themselves and make sense of the world.

We recognise that children communicate their ideas and theories through words, drawing, painting, building, sculpting, music, movement, dance,

## Service statement of philosophy

dramatic play, storytelling, mark-making, construction, nature exploration, problem-solving, relationships, laughter and quiet reflection. Each of these “languages” is valued as a meaningful and powerful way of learning.

Educators intentionally plan environments that invite exploration, discovery, invention and imagination. We provide rich, open-ended materials and uninterrupted time so children can investigate concepts in ways that reflect their unique learning styles. Through careful observation, deep listening and thoughtful documentation, we make children’s learning visible and celebrate the diversity of expression within our kindergarten community.

### **Our Families and Community**

We recognise families as children’s first and most influential teachers. We value their knowledge, insights and aspirations and actively work in partnership to support each child’s learning journey. Families are welcomed through daily conversations, open communication, questionnaires, shared events and opportunities to contribute to curriculum decisions and service improvement.

As a rural kindergarten, we are deeply connected to our local community. We build respectful relationships with local organisations, community members and Elders, enriching children’s learning through authentic engagement and shared experiences.

### **Our Educator Values**

**At Goroke Kindergarten, educators are united by shared values that guide our professional practice.**

**We:**

Respect and celebrate the uniqueness of every child and family.

View children as capable, confident learners who actively shape their own learning.

Build strong, genuine relationships with children, families and the community.

Model empathy, kindness and respect in all interactions.

Provide a rich learning environment grounded in literacy, numeracy, nature and creativity.

Value children’s voices and emerging interests alongside intentional teaching.

Support children to solve problems, reflect and develop resilience and independence.

Promote and uphold the Child Safe Standards in all aspects of our work.

Encourage meaningful risk-taking and support children to manage their own safety and transitions.

Remain emotionally available, present and responsive to each child’s needs and achievements.

## Service statement of philosophy

### What Families Value

Through ongoing engagement, families have shared that they hope their children will:

Develop confidence in participating in group learning and school routines.

Build friendships and learn to collaborate and share.

Express themselves through language, creativity and play.

Strengthen early literacy and numeracy skills, including writing their name.

Show kindness, empathy and respect for others.

Grow in independence and social competence.

Feel happy, safe and excited to attend kindergarten each day.

Leave kindergarten confident and ready for school.

### What Children Say They Love

**Children tell us they love:**

Seeing their educators and playing with friends.

Riding bikes and playing with tractors outdoors.

Engaging in craft, puzzles, playdough and imaginative play.

Practising writing their names.

Exploring all the toys and learning spaces.

**We honour children's voices by embedding their interests into our planning and daily experiences.**

### Our Vision for the Future

We hope every child leaves Goroke Kindergarten with a lifelong love of learning. We aspire children to be curious, resilient, confident and connected individuals, ready for the transition to school and the wider world.

We are proud to be a small rural kindergarten with a big heart — where celebration, collaboration, community, compassion and curiosity are visible in all that we do.



## Quality Area 1: Educational program and practice

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

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

### Quality Area 1: Standards and elements

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

## National Law and National Regulations underpinning Quality Area 1

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

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

## Quality Improvement Plan for Quality Area 1

### Summary of strengths for Quality Area 1

#### Strengths

At Goroce Kindergarten, our practices and programs are guided by the Victorian Early Years Learning and Development Framework (VEYLDF) and Being, Belonging & Becoming – The Early Years Learning Framework for Australia. These frameworks inform our teaching and learning, ensuring a consistent, inclusive, and child-centered approach. Educators take the time to understand each child, harnessing their interests and strengths to design meaningful and engaging learning opportunities. We value child-directed learning, intentional teaching, teacher scaffolding, and open-ended, play-based activities that are developmentally appropriate. Educators consistently respond respectfully to children's ideas and play, using open-ended questions, interactions, feedback, and tailored resources to extend learning. Sustainable practices and cultural learning are embedded into the program to foster an inclusive environment.

Each child's participation is supported through individualized learning cycles completed each term and shared in their portfolios, which are readily available to children and families. The program is displayed in the foyer for parent access. We work collaboratively with families through regular communication channels, such as email, text messages, verbal updates, and annual questionnaires, to support their child's learning journey. Educators also attend professional development days in November and January to continually enhance our practices and align them with our philosophy and commitment to high-quality education and care.

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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"><li>• Within our small rural kindergarten, we intentionally foster a welcoming, safe, and inclusive environment where all children and families experience a strong sense of belonging, being, and becoming. Our consistent staff consists of one Early Childhood Teacher and one educator, and regular lunch cover educators support continuity of care and enable our educational program to be meaningfully embedded in everyday practice.</li><li>• Educators build respectful and trusting relationships by personally greeting each child and family by name each day. Ongoing observations, reflective discussions, and program adjustments are integrated into daily routines and used to inform intentional planning. This ensures the program remains responsive to children’s interests, strengths, well-being, and developmental progress.</li><li>• Children are actively supported to make independent choices about their play and learning, promoting agency, confidence, and appropriate risk-taking within a supportive and predictable environment. Children’s voices and learning are made visible through displays that include photographs, work samples, and shared reflections, reinforcing their sense of identity and belonging.</li><li>• Information about children’s learning and well-being is consistently shared with families through both informal conversations and documented communication, strengthening partnerships and supporting shared decision-making. These embedded practices ensure continuity, responsiveness, and high-quality learning and development outcomes for all children, aligned with the National Quality Standard and the Victorian Early Years Learning and Development Framework.</li></ul>

## 2. Practice is informed by critical reflection

- At our service, we acknowledge that reflection has customarily focused on describing children's experiences and daily routines. As part of our continuous improvement journey, we are intentionally strengthening our practice of critical reflection to ensure it more effectively informs decision-making and improves outcomes for children.
- Educators are increasingly moving beyond describing what occurs to thoughtfully examining why children respond in certain ways, how educator interactions, expectations, and learning environments influence children's learning and behaviour, and whether current routines continue to meet the diverse needs of all children. This process has helped educators identify assumptions, question established practices, and consider alternative approaches.
- To support this development, structured reflective questions are being embedded into daily documentation and planning discussions, with a focus on evaluating the impact of practice rather than recording activities. Insights from reflection inform adjustments to learning environments, intentional teaching strategies, and targeted support for individual children and the group.
- Children's voices and family perspectives are being deliberately incorporated into reflective discussions to strengthen understanding and inform program decisions. Through this ongoing process, critical reflection is becoming more intentional and visible within service practice, supporting a strong continuous improvement cycle and improved learning and wellbeing outcomes for children

### 3. Practice is shaped by

- At Goroke Kindergarten, strong, respectful partnerships with families and the local community are central to shaping service practice and program decisions. Educators intentionally build trusting relationships by greeting each child and family by name each day, creating a welcoming environment where families feel known, valued, and comfortable sharing information.
- Educators are approachable and available for meaningful conversations during daily drop-off and pick-up times, providing regular opportunities for families to share insights about their child's wellbeing, interests, and experiences beyond the kindergarten setting. The Early Childhood Teacher is also available for more in-depth discussions to collaboratively review children's learning progress, development, and family-identified goals.
- Family perspectives and feedback are actively sought and used to inform planning and reflection. Information shared by families directly influences learning experiences, environment design, and teaching strategies, ensuring the program reflects children's home lives, cultures, and interests. Community connections further enrich the program, with local knowledge, events, and contributions — including engagement with local Elders — informing curriculum decisions and strengthening children's understanding of their rural context.
- Through these ongoing partnerships, family and community engagement moves beyond consultation to actively shape practice, ensuring learning remains relevant, inclusive, and responsive to the strengths and priorities of children, families, and the wider community.

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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"><li>• Educators work each day collaboratively to make informed curriculum decisions that support and extend children’s learning and development. The educational program is designed to nurture each child’s sense of identity, connection to the community, well-being, confidence as a learner, and communication skills.</li><li>• Program planning is not isolated to a single time of the week but embedded in daily practice. Educators consistently observe, reflect on, and respond to children’s evolving interests and needs through both spontaneous and planned experiences. Adjustments to the program are made in real time and updated weekly to ensure ongoing responsiveness and engagement.</li><li>• A variety of documentation methods—such as learning stories, observations, work samples, photographs, and child voice—are used to build a holistic picture of each child’s progress. This evidence informs intentional teaching and supports a balanced approach to child-led exploration and educator-guided learning. Planning and reflection are aligned with the VEYLDF and EYLF outcomes, principles, and practices, ensuring a consistent and meaningful learning experience for every child.</li></ul>



<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"><li>• The curriculum is developed through ongoing discussions and reflection, ensuring all staff understand and implement the service’s approach to decision-making. Educators and the ECT regularly engage in individual and collaborative reflection to identify opportunities to enhance the educational program and foster respect for cultural diversity. This includes integrating local Aboriginal histories and cultures to enrich learning and promote inclusivity within the program.</li></ul>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"><li>• Educators foster a strong, trusting relationship with families through daily personalized greetings and respectful, approachable communication. Family engagement plays a key role in shaping curriculum planning. Twice-yearly family questionnaires provide valuable insights into children’s interests, cultural backgrounds, and emotional well-being, which directly inform the program to ensure learning experiences reflect each child’s identity and home life. Families are also encouraged to share ideas and feedback through daily conversations, written correspondence, and participation in events such as Open Days.</li><li>• Respect for Country is embedded throughout the program, including daily Acknowledgements of Traditional Owners and the use of Aboriginal and Torres Strait Islander resources, which enrich children’s learning and strengthen their connection to culture and place. These collaborative partnerships with families and the wider community ensure the program remains inclusive, responsive, and reflective of the needs, strengths, and identity of our rural community.</li></ul>



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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"><li>• Staff follow the planning cycle, using VEYLDF and Belonging, Being and Becoming Framework to guide intentional and spontaneous learning experiences. Observations—captured through photos, written notes, and artefacts—are analysed to create tailored learning plans and linked to the frameworks. A play-based curriculum fosters independence, with educators scaffolding learning to support success.</li><li>• Concerns about development are communicated to families, supported by strong partnerships with community services such as the Pre-School Field Officer, West Wimmera Health Service, and Grampians Health, ensuring children receive any needed support. Families are engaged throughout to support their child's growth.</li></ul>



<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"><li>• Educators regularly reflect on children’s learning and development to identify the support each child needs to achieve their goals. Through both informal discussions and collaborative reflection, educators adapt the program to promote children’s agency, ensuring they have meaningful input into their day. By sharing their knowledge of children, families, and the local community, educators tailor planning to respond to individual strengths, interests, and developmental needs, supporting each child’s growth and learning in a purposeful and inclusive way.</li></ul>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"><li>• Educators use observations and planning to assess children’s play in relation to the VEYLDF and EYLF: Belonging, Being, and Becoming 2.0V, with the findings shared directly with families. Transition statements are linked to these observations and shared with both families and local schools. Spontaneous learning experiences, based on children’s needs, are incorporated into the program and recorded for families.</li><li>• Families are encouraged to provide feedback through surveys, meetings, emails, and in person. We value family and community engagement and invite them to contribute, including through our Parent Advisory Group (PAG), which fundraises for resources. We celebrate cultural occasions and special days in our program, offering families opportunities to share these celebrations with the children.</li></ul>

## Key improvements sought for Quality Area 1

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.3	Routine to be more flexible due to understanding children's interests.	Have a more flexible routine that is responsive to children's needs and interests.	M	Assess current routine: what is working and what isn't. Provide indoor/outdoor choices as soon as the buses have arrived.	Children are more settled and engaged in learning.	End Term 1 2026	Having a more flexible routine allows the children to engage in their own specific learning in the time and space they need.  Haven't trialed outside yet after buses due to different dynamics of personalities in space. Work on this in term 2.
1.3.1	Each child's learning and development is monitored and assessed through an ongoing cycle of planning,	That each child has completed a full planning cycle by the end of each term.	M	Each staff member gets certain number of children per term to plan for.	By alternating with staff each term, each planning cycle will bring a different perspective, and learning will be evaluated accordingly.	Ongoing	All but 2 children have planning cycles for term 1.

	documentation and evaluation. A system of grouping children has been established to ensure intentional focus, consistent assessment and the completion of the planning cycle for every child.						
1.3.2	Make critical documentation more visible	Focus weekly on an incident, occurrence, or program inclusion to critically reflect on and document any changes.	M	We will further distinguish between general and critical reflection and practice critical reflection regularly as a team.	A documented critical reflection is added frequently, demonstrating consistent practice and thoughtful analysis of the day's experiences, activities, or child interactions."	Ongoing	This has not been effective as staff are unsure what critical reflection really looks like. Need clarification from Leanne @ Gowrie.



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

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

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

### Quality Area 2: Standards and elements

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

## National Law and National Regulations underpinning Quality Area 2

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

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



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



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

## Quality Improvement Plan for Quality Area 2

### Summary of strengths for Quality Area 2

#### Strengths

- Educators follow proper procedures for administering medication, ensuring written authorization from parents, appropriate labeling and storage of medication, and accurate documentation when administered.
- Educators maintain up-to-date records for children with medical conditions, allergies, and asthma. Risk assessments and communication plans are completed in collaboration with families and shared with staff.
- Visitors sign into the service, acknowledging it as a child-safe environment and providing a valid Working with Children's Check.
- Children's voices are actively captured and reflected within the program.
- All policies are reviewed by staff, the committee of management, and families.
- Children are encouraged to express their opinions, and educators are trained to listen, understand, and respond to their voices.
- Educators discuss concerns with parents both formally and informally, with informal discussions happening after sessions unless urgent, in which case communication is during the day.
- Educators model and promote good hygiene practices, such as sneezing or coughing into sleeves, washing hands before meals, and using tissues appropriately.
- Parents are notified of any communicable illnesses through notices at sign-in areas and email communications.
- All educators hold the required first aid qualifications, and first aid kits are checked monthly to ensure they are up to date.
- All educators possess the necessary asthma and anaphylaxis qualifications.
- All educators complete annual online child protection training.
- Children's immunization records are kept up to date.
- Educators promote healthy eating habits, including discussions about "sometimes" and "always" foods.
- Children are adequately supervised, following appropriate educator-to-child ratios. Parents must inform the service of approved individuals for drop-off and pick-up, as per policy and enrolment forms.
- Emergency evacuation drills are conducted each term, within a 12-week period.



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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>Medical Action Plans are implemented and displayed in the kitchen to ensure all educators are informed about children requiring additional medical support, and all educators are trained in First Aid, Asthma, and Anaphylaxis management.</p> <p>Staff have been trained in Diabetes education and administering insulin.</p> <p>Families are notified of contagious diseases through signage near the sign-in area.</p> <p>Quiet areas are provided for children, and music, oral storytelling, and alternative quiet activities are offered to cater to their individual needs.</p> <p>Staff promote healthy practices by teaching hand washing, displaying posters, and ensuring individual paper towels and hand dryers are available.</p> <p>Educators follow glove-wearing procedures according to policies, and children’s medication is taken on excursions for safety.</p> <p>Healthy eating is encouraged through mealtime discussions and role modeling.</p>

2. Practice is informed by critical reflection

The learning environment offers quiet areas where children can rest and relax as needed, and if a child becomes unwell during a session, they are given the opportunity to rest while being closely monitored. Parents or guardians are contacted to discuss any further actions or to collect the child if necessary. Educators remind children to drink water every hour and encourage families to promote healthy eating habits through ongoing conversations.



<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>Upon enrolment, children's health, medical, cultural, and individual needs are collected through the Xap software management system, allowing families to access and update this information via the app. Families are required to provide their child's immunization records at the time of enrolment. For children with health and medical needs, medical plans, such as asthma and anaphylaxis management plans, are developed in partnership with health professionals. Families are asked to submit completed medical management plans, ensuring that all educators are well-informed of the specific requirements. For children requiring ongoing prescribed medication, a medication authority consent form must be completed by a medical practitioner, and staff will administer medication as directed.</p>
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## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

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

### Standard 2.2 – Safety: Each child is protected.

#### Exceeding themes

##### 1. Practice is embedded in service operations

Educators conduct daily safety checks of outdoor playgrounds, yard, inside and equipment to ensure a secure and safe environment for the children.

Volunteers and visitors are required to sign in and out, with Working with Children (WWC) checks for volunteers verified and documented. WWC checks for allied health professionals and other visiting professionals are also recorded.

All first aid incidents and illnesses are carefully documented in accordance with the National Quality Standards. Educators maintain active supervision within the program, always ensuring children's safety.

Soft fall areas are regularly inspected and replenished as needed, and risk assessments are conducted for off-site excursions.

Emergency drills are practiced each term, with feedback recorded to improve procedures.

Additionally, all educators complete annual Child Protection training and are fully aware of their responsibilities for Mandatory Reporting.

##### 2. Practice is informed by critical reflection

Afternoon tea is a time for relaxation and quiet, where children can unwind while enjoying an episode of Little J and Big Cuz during their meal.

All excursions are well planned, with a complete risk management plan and parent authorization. The Early Childhood Teacher (ECT) ensures that educators and volunteers are given clear instructions and guidance throughout the excursion. Children's safety and wellbeing are a priority, and educators conduct daily inspections of the indoor and outdoor environment, removing any potential hazards before children arrive.

An "Indoor/Outdoor Hazard Checklist" is completed daily to ensure safety. The emergency evacuation plan and procedures are prominently displayed, reviewed annually, and practiced with children once per term, with records stored for reference. Additionally, all educators are trained in child protection and are vigilant in identifying and reporting any signs of abuse or neglect, ensuring ongoing communication with families regarding children's wellbeing.



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

Families are promptly informed of any infectious diseases within the Service through emails, text messages, and posted information sheets at the entrance, ensuring the safety and well-being of children, staff, families, and the community.

Children's attendance is verified through the XAP system, with educators confirming sign-in each morning, plus a paper copy with times in and out. If a child is absent, parents are contacted to confirm their child's attendance. For children arriving by school bus, the Bus Policy is followed to ensure their safe arrival. In the case of incidents, injuries, or illnesses, families are informed through a phone call, with serious cases prompting immediate notification and close monitoring until the child is collected.

The Service also provides families with information about available resources, including the School Readiness Funding Program, Pre-School Field Officer, and community support services.

## 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
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2.1.2	The rainwater supply ran out. Tank refilled with town water in term 2 2025	To ensure children and staff have access to safe, clean drinking water.	H	Monitor water usage closely. Communicate change to families. Investigate options for future water security.	Continued to have drinking water for children and staff.	Ongoing	Purchase bottled water from the local IGA. The tap has been taken away from near the sandpit to stop the waste of water.
2.1 Wellbeing and comfort	Wellbeing support is largely reactive and reliant on individual educator knowledge. Access to purposeful, therapeutic and open-ended play resources is inconsistent, and some families experience financial barriers to providing quality play materials at home.	Establish a Toy Library that supports a proactive, preventive approach to mental health and well-being by ensuring equitable access to high-quality play resources for children and families.	H	Identify and source inclusive, open-ended toys that support emotional regulation, connection and learning <ul style="list-style-type: none"> <li>• Develop policies and procedures for borrowing, hygiene and safe use</li> <li>• Introduce the Toy Library to families through newsletters, information sessions and displays</li> <li>• Embed Toy Library is used into planning conversations with families</li> <li>• Review and expand resources based on</li> </ul>		Term 3 2026	Working with Monike for Be You and Tracey. Grant application has been submitted. Questionnaires have been provided to the community on the relevance of having a Toy Library in Goroke.



				child voice and family feedback			

2.2.2	Staff need further training and clarity on child safe practices and reporting procedures due to what is happening in the childcare sector (1/7/25)	All staff understand and consistently implement child safe standards and mandatory reporting procedures.	H	Conduct regular professional development on child safe standards and mandatory reporting. Work with management to review and update policies and procedures. Provide staff with clear reporting guidelines and support.	All staff to complete training and demonstrate understanding in practice.	Ongoing	Arrange with Nikki and Tracey to meet this
2.2.3	All staff need to be aware of identifying and responding to a child at risk through the appropriate channels.	That each staff member does yearly Mandatory Reporting eLearning module.	H	Add dates to the calendar when this is due for each staff member.	The Educational Leader checks staff records regularly.	Ongoing	This has been added to the top information page of the term plan in the foyer. Plus added to the calendar in the office. Tina: 9/11/26 Toni: 21/1/27

We are committed to embedding the Child Safe Standards in all areas of our service. This includes staff training, clear reporting procedures, and fostering a safe and inclusive environment where children’s rights and voices are respected.

## Quality Area 3: Physical environment

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

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

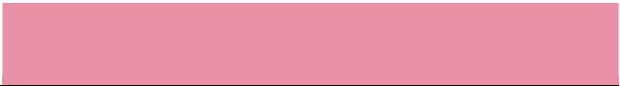
### Quality Area 3: Standards and elements

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

## National Law and National Regulations underpinning Quality Area 3

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

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



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

## Quality Improvement Plan for Quality Area 3

### Summary of strengths for Quality Area 3

#### Strengths

- Children and families are encouraged to contribute recycled boxes and materials to support creative experiences at the craft table, promoting sustainability and collaborative participation.
- Indoor and outdoor environments are inclusive, thoughtfully designed, and regularly reviewed to meet the diverse needs, interests, and developmental stages of all children.
- A daily indoor and outdoor program is offered, enabling children to make meaningful choices about their learning and play.
- Comprehensive daily safety checks are completed to ensure equipment and environments are clean, safe, well-maintained, and suitable for use. The service is well resourced to support quality learning experiences.
- Natural outdoor play spaces provide opportunities for exploration, sensory engagement, physical challenge, and imaginative play.
- The sandpit and fall zones are routinely inspected and maintained to ensure adequate coverage and safety.
- Ongoing maintenance is undertaken in line with established OH&S procedures, including a Test and Tag schedule to support safe and compliant operations.
- The large, welcoming outdoor environment supports children to feel safe and confident as they engage in a range of experiences, including quiet play, sensory exploration, climbing, bike riding, and dramatic play.

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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p><i>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</i></p> <ul style="list-style-type: none"> <li>• Children have access to a wide range of resources and are supported to make independent choices about their play, promoting agency, creativity, and engagement.</li> <li>• Regular safety checks are conducted on all equipment, with items removed or replaced if they are no longer safe or suitable for use.</li> <li>• Learning environments and equipment are flexible and can be reconfigured to support equitable access and participation for all children (e.g., relocating wooden blocks to outdoor areas or adjusting climbing equipment to match children's abilities).</li> <li>• Children are encouraged to incorporate loose parts into their play, supporting problem-solving, imagination, and open-ended learning.</li> <li>• Resources and equipment are cleaned and maintained regularly, with thorough cleaning undertaken at least annually or more frequently as required to ensure hygiene and safety standards are upheld.</li> </ul>
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> <li>• Educators engage in ongoing reflection to ensure the learning environment remains safe, inclusive, and responsive to children's needs.</li> <li>• Indoor and outdoor environments are regularly reviewed to assess the suitability, accessibility, and safety of furniture, materials, and equipment, ensuring they are age-appropriate and support children's engagement and wellbeing.</li> <li>• Daily reflective discussions support consistent cleaning and hygiene practices, including regular sanitising of tables, resources, and high-use materials.</li> <li>• Specific cleaning routines are implemented and reviewed, such as weekly cleaning of home corner resources and an annual end-of-year deep clean to maintain a healthy environment.</li> <li>• Educators conduct daily visual safety checks of indoor and outdoor environments prior to children's arrival to identify and address potential risks.</li> </ul>

- Critical reflection informs proactive risk management, with unsafe or damaged equipment promptly removed and reported to leadership.
- Annual audits of playground equipment support planning for maintenance, upgrades, and resource replacement.
- Educators reflect on how the physical environment impacts children's play, engagement, and safety.
- Soft fall areas are regularly monitored and maintained, with additional support requested when increased use or potential risks are identified.
- The outdoor environment, including shaded areas, natural spaces, bike paths, and sensory zones, is continuously reviewed to support diverse play opportunities, appropriate risk-taking, and connections with nature.
- Environmental decisions are guided by children's use of spaces, observed safety considerations, and evolving developmental needs.
- Ongoing reflection supports continuous improvement and positive outcomes for children.

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

[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

- The indoor environment is intentionally designed to foster a strong sense of belonging, recognising and valuing each child as an individual.
- Personalised name tags support children to independently store their bags, promoting autonomy and confidence.
- Clearly labelled tubs encourage ownership and organisation of lunch boxes and water bottles.
- The environment is welcoming and responsive, supporting children to feel safe, secure, and included.
- Displays, resources, and learning spaces reflect the voices, identities, and contributions of children and families.
- Educators ensure the environment remains inclusive, meaningful, and representative of the service community.

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

### Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
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Standard 3.2 – Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Exceeding themes
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## 1. Practice is embedded in service operations

- Educational programs are intentionally planned and regularly evaluated to ensure both indoor and outdoor environments support meaningful learning, engagement, and development.
- Children are encouraged to develop independence and take shared responsibility for caring for their environment, including participating in pack-up routines and maintaining learning spaces.
- Large, uninterrupted blocks of play are provided to allow children sufficient time to explore, investigate, and deeply engage in their chosen experiences.
- Multiple learning areas are available both indoors and outdoors, supporting opportunities for solitary play, small group collaboration, and whole-group experiences.
- The mat area includes an interactive television used purposefully to support group learning, relaxation, incursions, and shared educational experiences.
- The kindergarten room offers a range of flexible tabletop play spaces, arranged according to children's interests and the intended learning outcomes of the program.
- Facilities, including children's toilets, hand basins, and efficient heating and cooling systems, support children's comfort, wellbeing, and independence.
- Indoor and outdoor environments are designed to be flexible and interconnected, with open access supporting children's agency and choice in where and how they engage in play and learning. Educators observe, listen, and collaborate with children to adapt spaces in response to emerging interests and needs.
- Raised garden beds provide opportunities for children to participate in planting, caring for, and observing the growth of plants, fostering responsibility and connection to nature.
- Environmental sustainability is embedded in daily practice, with children supported to care for their environment through actions such as watering plants, conserving water, using hand dryers where appropriate, separating waste for recycling, and contributing food scraps to the worm farm.

	<ul style="list-style-type: none"> <li>• Educators confidently organise and adapt spaces and resources across daily, weekly, and longer-term planning to ensure a consistently inclusive, responsive, and flexible play-based learning environment for all children.</li> </ul>
<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> <li>• Educators engage in ongoing reflection and relevant professional learning to strengthen inclusive practice and ensure each child is supported to participate meaningfully in the program.</li> <li>• Regular collaborative discussions enable educators to review shared learning environments and adapt practices to respond to the changing needs, strengths, and interests of all children.</li> <li>• Children’s interests, ideas, and learning are documented through observations and portfolios. Educators intentionally extend children’s thinking by providing resources, information, and experiences both in the moment and through planned learning opportunities.</li> <li>• Children’s voices are actively listened to and responded to, with their suggestions influencing the provision of materials, the design of learning experiences, and the ongoing planning cycle.</li> </ul>

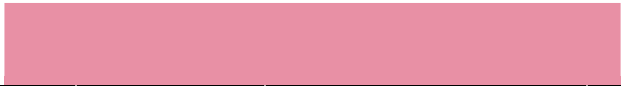


	<ul style="list-style-type: none"><li>• Educators actively engage with children during play, supporting decision-making, facilitating interactions, and extending learning where appropriate. Indoor and outdoor environments are intentionally planned to provide a balance of active and quiet experiences, supporting both individual and group learning. Open-ended resources and experiences encourage creativity, imagination, and exploration.</li><li>• Ongoing reflection on resource use and budget planning supports the annual purchase and inclusion of diverse and inclusive materials that meet the varying abilities and interests of all children. Resources are intentionally programmed for extended periods to ensure equitable access and to support children in practising, developing, and refining their skills through repeated engagement.</li><li>• A balanced range of learning opportunities is provided across sensory, physical, social, creative, imaginative, and dramatic play experiences, supporting holistic development.</li><li>• Educators regularly reflect on how the creative and flexible use of space, equipment, and resources can further support each child's participation, engagement, and learning outcomes.</li></ul>
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"><li>• Ongoing communication with families promotes shared understanding and responsibility for sustainability and environmental practices within the service.</li><li>• All feedback, compliments, and concerns raised by families are respectfully acknowledged and managed in line with the service's Compliments and Complaints Policy, ensuring transparent review processes and continuous improvement.</li></ul>

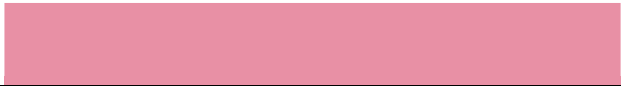
## Key improvements sought for Quality Area 3

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.1 Inclusive environment (access for all children)	Through self-assessment, it was identified that aspects of the physical environment require further adaptation to ensure equitable access and participation for all children, particularly those with mobility and additional support needs.	Enhance the outdoor environment to provide a safe, engaging and developmentally appropriate playground that supports active play and exploration.	H	<p>Implement environmental modifications, including installing ramps where required, adjusting furniture layout, creating clear pathways and ensuring resources are positioned at accessible heights.</p> <p>Consult with families and external professionals (e.g. inclusion support, therapists) to ensure adjustments meet individual children's needs and support participation.</p> <p>Support educator understanding of inclusive practice through team discussions, reflection and professional learning</p>	<p>Ramps have been installed and the learning environment has been intentionally redesigned to support safe, independent access for children with mobility needs.</p> <p>Children demonstrate increased independence by moving between spaces and are able to participate more fully in daily routines and play experiences.</p>	Term 2 2026	24/3/2026 Most ramps have been installed and the learning environment has been intentionally redesigned to support the child's increased independence and freedom of movement. The child is able to access learning spaces more easily and demonstrates greater participation and involvement in daily experiences.



				<p>focused on accessibility and equitable participation.</p> <p>Review and refine changes regularly to ensure the environment continues to meet the diverse and changing needs of all children.</p>			
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3.2.3	Self-reflection from staff found that there are many ways we can become more environmentally responsible.	For educators to educate and support children to become environmentally responsible.	H	For staff to become familiar with the sustainability policy.  Encourage families / to bring food in a reusable container.  Label scrap buckets on table: Rubbish / Food Scraps	For staff to implement what they have learned into the programs as part of everyday routines while educating the children and families.  Children know which tubs their food scraps and rubbish are separated into.  Continue to promote recycling resources at kinder.	Term 2	Most children have lunch boxes with compartments and food emptied into them.  We have a worm farm where the food scraps are placed in.  Families bring in reusable boxes and containers for art.  Tina buys resources from op shops.
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## Quality Area 4: Staffing arrangements

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

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

### Quality Area 4: Standards and elements

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

## National Law and National Regulations underpinning Quality Area 4

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

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



National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

## Quality Improvement Plan for Quality Area 4

### Summary of strengths for Quality Area 4

#### Strengths

- The ratio of 1 educator to 11 children is consistently maintained, supporting children's safety, supervision, and wellbeing.
- Educators demonstrate respectful, collaborative relationships, modelling positive interactions and professional conduct in line with ethical standards.
- The service values each educator's strengths, skills, and interests, supporting ongoing professional learning and development.
- All educators maintain current qualifications and require clearances, including first aid, Working with Children Checks, police checks, and teacher registration.

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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"><li>• All educators participate in an induction process prior to commencement, with access to the service’s Policies and Procedures located in the office.</li><li>• Educators’ performance and development are reviewed annually, supporting continuous improvement and professional growth.</li><li>• Educators work collaboratively, valuing diverse perspectives and maintaining consistent practices, contributing to a calm, positive environment where children feel safe, supported, and experience a strong sense of belonging.</li><li>• Educator-to-child ratios of 1:11 are consistently maintained in accordance with the National Quality Standards.</li><li>• A lunch cover educator is rostered daily to ensure educators receive required breaks while maintaining appropriate supervision and ratios.</li><li>• Rosters and relief staff documentation are maintained and accessible in the office to support effective staffing arrangements.</li><li>• Consideration is given to the organisation of educators to promote continuity and familiarity for children, supporting secure relationships and consistent care.</li><li>• All educators hold current and relevant qualifications and clearances, including First Aid, Asthma and Anaphylaxis training, Child Protection training, and Working with Children Check or VIT registration.</li></ul>

2. Practice is informed by critical reflection

- Staffing arrangements consist of a team of one teacher and one educator supporting continuity and strong relationships with children.
- Educator-to-child ratios are consistently maintained, ensuring children's safety, wellbeing, and learning remain a priority.
- The Early Years Team Leader monitors staff qualifications and certifications to ensure ongoing compliance.
- Educators engage in regular reflective discussions to identify opportunities to enhance children's wellbeing, learning, and development through adjustments to staffing organisation and continuity.

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

- Educators work in partnership with families and the community to support each child's full participation in the service program.
- Ongoing communication with families enables the exchange of information, ideas, and best practice to support children's learning, development, and wellbeing.
- Feedback from families and the community informs staffing approaches, including a focus on consistency and continuity of educators to support children's sense of security and belonging.

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

Notes:

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

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

**Exceeding themes**

1. Practice is embedded in service operations

- Management, educators, and staff work collaboratively with mutual respect, valuing each other's strengths and skills while engaging in ongoing professional dialogue and shared learning.
- Educators always maintain effective supervision, positioning themselves strategically across indoor and outdoor environments to ensure children are within sight and/or hearing.
- Clear and consistent communication between educators supports the smooth exchange of information, enabling responsive and coordinated practice.
- Educators demonstrate flexibility in their roles, adjusting supervision and positioning (e.g. both educators outdoors when required) to ensure children's safety, engagement, and wellbeing.

<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> <li>• Educators, coordinators, and staff work collaboratively across the service, engaging in professional discussions that affirm, challenge, and extend each other’s practice.</li> <li>• Ongoing critical reflection supports educators to continuously improve their skills, relationships, and approaches to teaching and learning.</li> <li>• Educators participate in regular professional learning opportunities, including workshops and training, to strengthen their understanding of early childhood practices, theories, and methodologies.</li> <li>• Performance and development meetings with the Early Years Team Leader provide opportunities to reflect on practice, set goals, and identify areas for further growth</li> </ul>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> <li>• A strong sense of belonging underpins the service philosophy, with educators fostering respectful, positive relationships with children, families, visitors, and the wider community.</li> <li>• Educators uphold ethical practices, including maintaining confidentiality and demonstrating professionalism in all interactions.</li> <li>• The Early Childhood Teacher (ECT) ensures families are kept informed about staffing updates, rostering, and relevant service information, supporting transparency and trust.</li> <li>• Ongoing communication with families strengthens collaborative partnerships and informs professional practice.</li> </ul>

## 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 Professional standards	Critical reflection is informal and not consistently documented.	Strengthen and document critical reflection to inform ongoing improvements in practice.	M	Introduce a reflection journal or template Allocate time during meetings for reflection Link reflections to practice changes	Documented reflections evident; clear links between reflection and improved practice	End of Term 3	



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## Quality Area 5: Relationships with children

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

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

### Quality Area 5: Standards and elements

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

## National Law and National Regulations underpinning Quality Area 5

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

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

## Quality Improvement Plan for Quality Area 5

### Summary of strengths for Quality Area 5

#### Strengths

- Educators engage in warm, responsive interactions with each child, building trusting relationships that support children's sense of security, belonging, and wellbeing.
- The atmosphere across the service is calm, positive, and welcoming, enabling children to feel safe and confident in their environment.
- Secure, respectful relationships between educators and children support children to explore, take risks in their learning, and actively engage in play.
- Consistency within the educator team strengthens children's familiarity and trust, supporting the development of strong, secure attachments.
- Children are encouraged and supported to engage in meaningful, open interactions with educators, promoting communication, confidence, and a sense of being heard and valued.

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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"><li>• Educators build warm, trusting relationships with children and families through ongoing formal and informal interactions, forming the foundation for learning and wellbeing.</li><li>• Consistency within the educator team supports secure attachments, predictable expectations, and a sense of safety and belonging for children.</li><li>• Children are welcomed each day by responsive, approachable educators, with opportunities to share experiences and celebrate milestones and cultural events.</li><li>• The learning environment is intentionally prepared to ensure educators are available to support children and families, including those experiencing separation difficulties.</li><li>• Ongoing communication with families supports a shared understanding of each child's wellbeing, needs, and rights.</li><li>• Children are encouraged to express their ideas, interests, and needs, with accessible resources supporting independence, agency, and choice.</li><li>• Educators provide responsive support during separation and maintain communication with families to ensure reassurance and continuity of care.</li></ul>



	<ul style="list-style-type: none"><li>• The service philosophy promotes a strong sense of belonging, reflected through individual learning portfolios, personalised name tags, and children’s work displayed throughout the environment.</li><li>• Educators support children’s independence by modelling skills, using visual cues, and encouraging responsibility for personal belongings and safe, hygienic practices.</li><li>• Educators demonstrate a consistent commitment to building respectful and equitable relationships, ensuring all children feel secure, confident, and included.</li><li>• Interactions are guided by respect for each child’s dignity, rights, and individuality, supporting their wellbeing and sense of identity.</li></ul>
2. Practice is informed by critical reflection	<ul style="list-style-type: none"><li>• Educators use the Victorian Early Years Learning and Development Framework and Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0 to guide reflective practice and plan inclusive, play-based programs that support children’s learning, relationships, and wellbeing.</li><li>• Reflection supports educators to respond to children’s diverse backgrounds, strengths, and needs, with strategies developed collaboratively across the team and wider service.</li><li>• Educators provide open-ended and differentiated experiences, building on children’s interests, prior knowledge, and emerging ideas to extend learning.</li><li>• Intentional and spontaneous teaching practices are used to challenge, support, and engage children as active participants in their learning.</li><li>• Children are encouraged to share their ideas, provide feedback, and celebrate their achievements, supporting their identity as confident and capable learners.</li></ul>

<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> <li>• Educators foster open and respectful communication, encouraging families and children to share information, ideas, and feedback at any time.</li> <li>• Families contribute to the learning program through both formal and informal feedback, supporting a shared understanding of each child’s learning and development.</li> <li>• Information gathered from families informs planning, ensuring the program reflects children’s interests, strengths, cultural backgrounds, and individual needs.</li> <li>• This collaborative approach promotes a strong sense of ownership, agency, and belonging for both children and families.</li> <li>• Educators share ongoing updates about children’s learning through conversations, documentation, and portfolios, strengthening partnerships and continuity between home and the service.</li> <li>• Family input is used to guide decisions around routines, experiences, and support strategies, ensuring responsive and inclusive practice.</li> </ul>
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

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

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

Exceeding themes	
<p>1. Practice is embedded in service operations</p>	<ul style="list-style-type: none"> <li>• Educators are committed to high-quality practice, supporting children to build and maintain positive, respectful, and responsive relationships with their peers.</li> <li>• The learning environment is intentionally designed to encourage collaboration, shared play, and opportunities for children to learn from and support one another.</li> <li>• Educators guide and support children to develop self-regulation skills, helping them understand their emotions and respond appropriately to others.</li> <li>• Children are supported to communicate effectively, negotiate, and resolve conflicts, fostering empathy, cooperation, and social competence.</li> </ul>





<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"><li>• Educators critically reflect on children’s social interactions and recognise that speech and language development can impact children’s ability to regulate behaviour, communicate effectively, and resolve conflicts.</li><li>• In response, educators collaborate with families and external professionals, such as speech therapists, to support children’s communication skills and promote positive peer interactions.</li><li>• Educators intentionally adapt their support, providing targeted guidance to children who require additional assistance with self-regulation, communication, and conflict resolution.</li><li>• Ongoing reflection informs the design of indoor and outdoor environments to promote positive interactions, ensuring opportunities for collaborative play across dramatic, physical, and creative experiences.</li><li>• Educators reflect on group sizes and teaching strategies to effectively facilitate cooperative learning, ensuring all children are supported to work together, learn from others, and build respectful relationships.</li></ul>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"><li>• Educators work in partnership with families to support children who experience challenges settling into the service, using strategies such as ongoing conversations, emails, and shared planning approaches.</li><li>• Family input informs the implementation of responsive strategies, including incorporating children’s interests, providing social skills experiences, and offering quiet spaces and sensory supports.</li><li>• Educators draw on families’ approaches to behaviour guidance to ensure consistency between home and the service, supporting children to build and maintain positive relationships.</li><li>• Collaborative partnerships with families support individualised strategies that enhance children’s sense of security, wellbeing, and ability to engage with others.</li></ul>

## 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
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5.1.1	Challenging behaviours with some children.	To be able to manage the behaviour with the child in a learning and inclusive environment. Use effective strategies for children to be able to regulate their emotions / behaviours.	H	<p>Educators observe the child and triggers. Speak with the families to get a better understanding of the child and if there are triggers at home.</p> <p>Apply strategies so that all staff are working for the same outcome.</p> <p>Use behaviour / emotion resources. YouTube – songs, books, posters, soft toys. We will use resources from “The Coloured Monster”</p>	<p>For all children to feel safe, respected and listened to. For those children with behaviours to understand instructions, patriating, and cooperating with their peers.</p> <p>Staff to demonstrate a consistent approach towards the child to help them regulate their behaviour / emotions, without lashing out at peers and staff</p> <p>Once strategies are in place in the kinder environment, work with families to adopt these at home.</p>	Ongoing	<p>Each Group time the children watch and listen to the “Feeling Song”. We speak about different emotions weekly throughout the year. We read books and have posters on the wall and soft toys. Term 2 Goal</p> <p>Working with the Pre-School Field Officer to put in strategies with behaviour issues of some children she has assessed.</p>
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5.2.2 Self-regulation	Through reflection and observation, ECT identified inconsistencies in behaviour guidance approaches across the team. This has impacted children's understanding of expectations, ability to follow routines and development of self-regulation skills during group experiences and transitions.	To establish a consistent, responsive and developmentally appropriate approach to behaviour guidance that supports children's emotional regulation, participation and sense of belonging.	H	Review current behaviour guidance practices as a team  Develop shared language and consistent expectations for children  Implement co-regulation and emotional strategies  Adjust group experiences to be developmentally appropriate  Collaborate with families where additional support is required	Children demonstrate increased ability to follow routines, respond to guidance and use emerging self-regulation strategies. Educators consistently implement agreed behaviour guided approaches through daily practice.	End of Term 2 2026	

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

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

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

### Quality Area 6: Standards and elements

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

## 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

- Effective enrolment process in place through the West Wimmera Shire web page.
- Policies and procedures are accessible to families.
- A positive partnership is established with support staff including all Allied Health Staff, who work in collaboratively with families and kindergarten educators in developing programs and sharing information.
- Families are adequately notified if their child has sustained injuries at kinder.
- Permission forms are used when needed e.g., for incursions/excursions and implementation of the child safe curriculum.
- Family evening at the beginning of the year.
- Partnership with the local school to support children transitioning to school.

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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p><b><u>The process of enrolling in the Service includes:</u></b></p> <ul style="list-style-type: none"><li>• Families complete a waitlist application on Xap (software management system) then complete an Enrolment Form. A place has been allocated and accepted.</li><li>• Families are contacted in Term 4 to finalise enrolment. Early Years Handbook and confirmation letters are sent to families in Term 4 along with an invitation to attend an 'open day' meet and greet session. Families can have a tour of the service, ask questions of educators. Partnerships and relationships are promoted and instigated.</li><li>• Information is provided to families in a range of ways, such as the XAP App, text messages, and emails. We also have sign in area that displays up to date events/learning at kinder room.</li><li>• Families are invited to contact the Kinder on (03) 5386 1113, mobile: 0448 955 923 or via our Service email address: <a href="mailto:GorokeKindergarten@westwimmera.vic.gov.au">GorokeKindergarten@westwimmera.vic.gov.au</a> The ECT or EYTL are available at any time to speak with families.</li><li>• Each child has an individual learning portfolio that is on display in the kinder room and available for both children and families to look at. Families are encouraged to share and give feedback about their child's learning in the Service.</li><li>• Educators, Team Leader and the Educational leader regularly provide families with comprehensive, current and accessible information about the service, relevant community services, and resources to support parenting and family wellbeing.</li></ul>

	<ul style="list-style-type: none"> <li>• Across the service building respectful and supportive relationships with families demonstrates a strong commitment to the principles and practices of the approved learning framework/s, and aligns with the educational program, the service’s statement of philosophy, and the enrolment and orientation process.</li> <li>• Parents are all invited to become involved with the Parent Advisory Group, which actively works towards improving our kindergarten – from fundraising and community events to working bees and keeping our garden and outdoor area looking beautiful. Being a small community, everyone is used to “having their say” and there is a strong sense of ownership of the kindergarten by both existing and previous kinder families.</li> </ul>
<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> <li>• The Service provides detailed information to families relating to excursions in written form including a written risk assessment to be viewed when signing the consent form.</li> </ul>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> <li>• Educators establish positive relationships with families by being approachable and friendly. Families’ concerns, questions and queries are readily addressed by educators. In the Service, we make families feel welcome by providing information, encourage families to be part of the planning process for their child, through feedback and regular discussion. Regular communication is an integral process through informal and formal chats, work displays, telephone calls, text messages, and portfolios. We ensure that we respond and follow up any queries or concerns in a supportive and timely manner.</li> <li>• Cultural beliefs and values are respected and celebrated in the Service in a variety of ways, such as celebrating significant cultural events, for example, Harmony Day, Reconciliation week. We also invite families to share their cultural traditions.</li> </ul>

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <ul style="list-style-type: none"> <li>• All Families are invited and encouraged to share their voices and perspectives and contribute to decision making within the Service and community while fostering a culture of inclusiveness.</li> <li>• Educators thoroughly promote continuousness learning and transitions for each child by sharing relevant information, clarifying responsibilities, and building collaborative strategies with relevant stakeholders</li> </ul>
2. Practice is informed by critical reflection	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]</p> <ul style="list-style-type: none"> <li>• Educators engage in reflective practice to create opportunities and consider alternate ways of engaging families’ participation in the Service. Each term the parent advisory group (PAG) give the families opportunities to come up with ideas to improve our services.</li> </ul>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</p> <ul style="list-style-type: none"> <li>• Families are encouraged / invited to play and participate in the Service’s learning environment with the children. Families are involved in special events (such as Book Week, and Christmas party).</li> <li>• We have built strong connections with the local school through visits for children to become familiar with the environment (excursions) or being invited to participate in events, school transition days, having meetings with foundation teachers.</li> <li>• Educators support families to build relationships with relevant community services and agencies that enhance children’s wellbeing, learning and participation in the educational program. These services include the Pre-school Field Officer (Peta Foster) and West Wimmera Health Service &amp; Grampians Health to support children and families with identified/special needs.</li> </ul>

Goroke Kindergarten has meaningful engagement and partnerships with a range of community stakeholders including The Red Tail Art Gallery where an annual art exhibition of children's works is displayed (June / July school holidays), Library excursions, participation in the ANZAC March and participation in the Goroke Agricultural Show exhibitions.

## Key improvements sought for Quality Area 6

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.2	Allow the families to share in decision making about their child's learning and wellbeing.	Discussions and information provided is valuable for the input of the program.	M	Send out family questionnaires at the start of the year. Speak to families regularly either through emails, text messages or face to face about their child and the program being offered.	Family voices are reflected throughout our kinder environment.	Ongoing	Family Questionnaire in term 1.
6.2.3	To extend on and improve relationships with the local community.	For the kindergarten and the children / families to be active participants	M	Invite the local community members to participate in kindergarten events.	For the children to be visible within our community.  Children feel they are important members of the community and are	Ongoing	25 <sup>th</sup> April – participated in the community ANZAC march and ceremonies.



		within the local community.		Commence fortnightly visits to the local library and P-12 College.  Invite the Fire / Police and Ambulance to come and speak to the children about their role in that department.		comfortable within the community.		27 <sup>th</sup> May – invited to dress up and attend activities at the Goroke P-12 College for National Simultaneous Storytime.  Library visited started Tuesday 10 <sup>th</sup> March.
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6.3.1	Staff are made aware of support services and how to report to them.	Develop an up-to-date list of services available and a brief description of what each service can offer.		Contact the services and get updated information, phone numbers, email address and contact person.	For Families and staff to be able to access appropriate services to meet their needs.	Ongoing	Speech Therapist – West Wimmera Health Service & Grampians Health  Pre-school Field Officer – Peta Foster  Orange Door - Horsham
6.2.2		Strengthen inclusive practices to ensure all children can access and participate meaningfully in the program.	H	Collaborate with external professionals and support agencies to access funding, specialised equipment and additional staffing supports to meet individual needs. Continue to review environmental and program adjustments to promote full participation.	Through ongoing self-assessment, it was identified that aspects of the indoor environment required further adaptation to ensure equitable access and participation for children with mobility and additional support needs. Some areas limited independent movement and access to resources, impacting children’s ability to fully engage in daily experiences.	Ongoing	
6.2.3	Opportunities to strengthen	To enhance inclusive		• Inform families in advance about visits	Families feel informed and included • All	Monday 30 <sup>th</sup> March	



	meaningful connections between home, community experiences, and children's learning, ensuring all families feel informed and included (including dietary and cultural considerations).	community engagement experiences that are safe, culturally responsive and meaningful for all children and families.		and experiences (e.g. Easter Bunny visit) • Gather information on allergies, dietary needs and cultural preferences • Provide alternative options (e.g. non-food items) • Engage children in discussions about community events and visitors • Reflect on each experience to improve future planning	children safely participate in experiences • Increased family feedback and engagement • Children demonstrate understanding of community connections	2026	
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## Quality Area 7: Governance and Leadership

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

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

### Quality Area 7: Standards and elements

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

## National Law and National Regulations underpinning Quality Area 7

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

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

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2

<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

## Quality Improvement Plan for Quality Area 7

### Summary of strengths for Quality Area 7

#### Strengths

- All records are kept up to date as required.
- Performance development plans are regularly reviewed.
- SRF Gowrie coaching active across the year.
- Team meetings support teachers across the shire.
- The leadership team in Goroke Kindergarten include the Educational Leader (Gracie Elliot), Early Years Team Leader (Nikki Hollis) and Manager of Community Support and Wellbeing (Louise Wilkins). The leadership is committed to promote shared values that reflect the service context and professionalism and set clear direction for the service's continuous improvement.
- The West Wimmera Shire Council support effective management and operation of the service, consistent with the service's statement of philosophy

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

### Notes:

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

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

Exceeding themes	
<p>1. Practice is embedded in service operations</p>	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <ul style="list-style-type: none"> <li>• Effective management and administrative systems are embedded in place to support the management of the Service, including the use of the XAP software management system (Xap) to record and manage enrolment and attendance data, record and document incidents and medication records.</li> <li>• New educators who join the team are inducted and complete an induction checklist. On arrival, they are shown around the Service and provided with information about processes, routines, and systems. Children's health or cultural needs are explained and other key information including, where medication and first aid supplies are stored and explained.</li> <li>• Educators have a Diploma in Children Services. All copies of certificates and qualifications are filed in the Office.</li> <li>• The site complies with all policies and confidential information storage.</li> <li>• The Service has an archive system in place, which involves children's records, financial records and centre-based records.</li> <li>• All records are confidentially stored for the specified period of times as required by the Education and Care Services National Regulation (VIC) and then archived at the end of each year in the 'Secured Archive Room' located on The West Wimmera Shire Council premises.</li> <li>• All referrals for additional services are managed by the Early Years Team Leader and are maintained in the individual child's file, both electronically inputted in the XAP and hard copies in their folder.</li> <li>• The Service keeps records of any volunteers, visitors that go into the Centre. Including the recording of working with children checks.</li> <li>• All members of the service team understand and can articulate their roles and responsibilities, including in relation to each other, children, and families, and the service's decision-making processes.</li> </ul>

2. Practice is informed by critical reflection	<ul style="list-style-type: none"> <li>• All educators regularly critically reflect on the statement of philosophy to ensure the purpose, priorities, values and approaches to teaching and practices are current and in alignment with the quality improvement processes.</li> <li>• Educators are supported to provide feedback on opportunities to strengthen governance and administrative systems, including decision-making processes, and this feedback is respectfully considered.</li> </ul>
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> <li>• Families are encouraged to contribute to reviewed policies and provide feedback. Governance and administrative arrangements contribute to a culture of inclusiveness and a sense of belonging at the service and suit the unique context of the service.</li> </ul>

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

Notes:

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

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

<b>Exceeding themes</b>

<p>1. Practice is embedded in service operations</p>	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <ul style="list-style-type: none"> <li>• The Service’s philosophy, visions and practices are displayed in the Service foyer. It has been collated for the benefit of educators and families.</li> <li>• Goroke Kindergarten is one of 3 Kindergartens that operates as part of the West Wimmera Shire Council.</li> <li>• Non-contact time is provided for educators to prepare resources, documentation of the learning cycle and assessments.</li> <li>• Educators have opportunities to attend training and up to date Professional Development sessions.</li> <li>• Educators have access to a laptop, and iPads to assist with their administration, planning, evaluation and for communication purposes.</li> <li>• The educational leader works collaboratively with educators to effectively lead the development of the curriculum and set high expectations for teaching and learning.</li> </ul>
<p>2. Practice is informed by critical reflection</p>	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]</p> <ul style="list-style-type: none"> <li>• Continuous improvement and effective self-assessment of our programmes, processes and routines are a continual priority.</li> <li>• The Service received an overall ‘Exceeding the National Quality Standard’ during the Assessment and Rating visit in 2019. Information from this assessment has been used to inform goals and practice, to guide Professional Development and to provide focus for ongoing critical reflection.</li> <li>• All Educators participate in professional development and coaching with an experienced consultant from Gowrie as part of the school readiness funding. The training provides Educators the opportunity to discuss goals to be achieved, ongoing professional development and personal improvement.</li> </ul>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</p> <ul style="list-style-type: none"> <li>• Parents’ opinions and feedback inform the Kinder cycle of improvement and self-assessment processes, and where necessary, changes are made.</li> </ul>

## Key improvements sought for Quality Area 7

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.1	Service Philosophy  Indigenous perspectives  Child wellbeing	In reflecting on the curriculum there was evidence that a stronger, more embedded approach to Indigenous knowledge throughout program.  For the philosophy to reflect the importance of child wellbeing and protection and protective knowledge.	H	By adding Aboriginal & Torres Strait Islander inclusion into our current philosophy we will be further acknowledging the important embedded.	Children gaining an understanding of being Wotjabuluk land.	Ongoing	VIT project based on strengthening children protective behaviors and awareness of their rights: completion end of term 4.
7.2.3	Ongoing improvements to reflective practices and  teaching reflections	Self-reflecting to ensure we are complying with the regulations  and standards.	M	Educators to maintain a high quality of education and care by  incorporating the professional practices and outcomes.	Ongoing reflective practices.	Ongoing	Daily reflections had at the end of the day between educators. Need to start documenting these as we just have conversations.
7.1.2	When there is a change to person collecting a child.	Timely communication from parents of any	M	Send a message to families via the PAG page to inform them	More timely communication in relation to departures.	Ongoing	Raise this as a Shire wide procedure requirement – at next

	School communication process if buses are disrupted due to teacher PD or other school related events.	change to pick up, regardless of whether the person is listed as a nominated person.  School to notify the Kindergarten if bus schedule is disrupted due to school changes.		that the kindergarten must be informed in the morning of any change to person collecting, this will be documented on the sign in sheet.			ECT meeting  ECTto contact school via email and verbal communication to inform them that the Kindergarten must be notified of any disruption to the bus schedule.
7.2.1 Continuous improvement	Through self-assessment, it was identified that critical reflections were often descriptive rather than analytical, with limited evidence of how reflection informed changes to practice, planning or the learning environment.	To strengthen educator capacity to engage in meaningful critical reflection that informs decision-making, improves teaching practice and supports continuous improvement.	H	Find information on what meaningful critical reflection looks like  Introduce a consistent reflection template for team use	Critical reflections demonstrate deeper analysis of practice and clearly show how reflection informs changes to planning, teaching strategies and the learning environment.	Ongoing	

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## Notes

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## Notes