



Australian Children's
Education & Care
Quality Authority

Quality Improvement Plan

National Quality Standard

Updated November 2023

The National Quality Standard and Quality Improvement

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

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

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

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

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

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

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

About the ACECQA Quality Improvement Plan template

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

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

Exceeding NQS themes guidance

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

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

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

Service details

Service name		Service approval number	
Cannon Hill Kindergarten and Community Pre-School		SE-00001312	
Primary contacts at service			
Rhonda Murphy			
Physical location of service		Physical location contact details	
Street	10 Imperial Ave	Telephone	(07) 3399 7280
Suburb	Cannon Hill	Mobile	
State/territory	QLD	Fax	
Postcode	4170	Email	admin@cannonhillkindy.com.au
Approved Provider		Nominated Supervisor	
Primary contact	Anne Irwin	Name	Rhonda Murphy
Telephone	0403 150 379	Telephone	(07) 3399 7280
Mobile		Mobile	
Fax		Fax	
Email	president@cannonhillkindy.com.au	Email	rhonda@cannonhillkindy.com.au
Postal address (if different to physical location of service)			
Street	PO Box 94	State/territory	Qld
Suburb	Morningside	Postcode	4170
Educational leader			
Name	Rhonda Murphy		
Telephone	(07) 3399 7280		
Email	rhonda@cannonhillkindy.com.au		

Operating hours

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

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

Round times to the nearest quarter of an hour.

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08.45	08.45	08.45	08.00	08.00		
Closing time	14.45	14.45	14.45	16.00	16.00		

Additional information about your service

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

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

- **On- street parking**
- **School Holidays 2023: Saturday 1st April - Monday 17th April, Saturday 24th June – Sunday 9th July, Saturday 16th September – Monday 2nd October, Saturday 9th December – Sunday 21st January 2024 (NOTE: The Kindy’s calendar is selected to match the Queensland State Schools’ calendar.)**

How are the children grouped at your service?

Kindy Purple = Monday, Tuesday, Wednesday – 22 enrolled children (June 2023)

Kindy Green = Thursday, Friday – 22 enrolled children (June 2023)

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Nominated Supervisor – Rhonda Murphy

Executive Management Committee – President – Anne Irwin

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

N/A

Service statement of philosophy

The Approved Provider for the Kindergarten is the Cannon Hill Kindergarten and Community Pre-School Association which is comprised of the families of the children attending the service. The executive committee is staffed by volunteer parents providing strategic direction and some operational support to the Kindergarten. Kindergarten operations are planned and executed by paid professional staff led by the Nominated Supervisor. Both the strategic and operational components have nested statements of philosophy which guide the service.

Strategic Statement of Philosophy (Management Committee/Association)

See Annex A: Strategic Plan.

Operational Statement of Philosophy (Kindergarten)

We believe that children are competent and capable thinkers and learners who thrive when supported in a caring, nurturing and safe environment.

The Approved Kindergarten Program that is on offer implements all aspects of the Queensland Kindergarten Learning Guidelines including Active Learning, Wellbeing, Communicating, Connectedness and Identity which also embeds the principles and practices of the Early Years Learning Framework, to ensure that the Educational Program that the children are immersed in supports the children in ways that create lifelong learners. By doing so, the children attain competencies and confidence that will enable them to operate as caring, productive, positive, and functioning future members of society who have the capacity to become agents of change when facing important issues such as sustainability and maintaining natural environments for future generations who follow. We also embed Anti-Bullying and Anti-Domestic Violence components into our Educational Program as a reflection of current societal initiatives in relation to these challenges as well as to embed a strong culture of respect for others.

The children's sense of agency is actively stimulated by authentically supporting children to articulate and implement their ideas for curriculum direction and decision making, so they can become resilient and confident individuals who learn how to cope when difficulties or conflicts arise in their everyday lives.

By embedding these skills and practices at a very early age, the children believe in their own capacity to solve problems and make informed decisions. We also believe that children develop at their own pace and that, by recognising this, the diverse needs of learners are catered for and supported. This may include additional strategies such as providing additional staffing support when necessary.

We also believe that children learn best through hands on experience and long periods of uninterrupted play, so they can develop their unique ideas. Intentional teaching ideas and children's contributions are given equal importance as part of a shared curriculum that emerges through play-based learning.

We believe that parents are the first educators of their children and we respect the dignity of each family and its culture, customs and beliefs adding to a rich tapestry of families. Through our open-door policy, parents are always welcomed and encouraged to spend time at the centre whenever it is convenient for them. Parent participation therefore is both welcomed and encouraged. The collation of individual portfolios also informs families about their child's individual journeys. Parents and caregivers are encouraged to add their own thoughts and reflections to these and to feel free to approach staff at any time with any concerns. By doing so, families' sense of belonging is supported and maximised.

We believe that staff should work together in a mutually supportive environment, so each member is valued for their unique talents and contributions. Staff value and understand the importance of reflective practice and are committed to utilising reflective practice as a tool to promote growth as professionals and colleagues. In doing so, the educational program that is on offer is relevant to the needs of the children and best practice driven. Staff are also actively committed to undertake appropriate Professional Development to enrich their knowledge as Professionals.

We believe that all of these elements combine to promote a quality kindergarten experience for all families.

Quality Area 1: Educational program and practice

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

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

Quality Area 1: Standards and elements

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

Information for families	Element 1.3.3	Families are informed about the program and their child's progress.
--------------------------	---------------	---------------------------------------------------------------------

National Law and National Regulations underpinning Quality Area 1

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

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

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths


Due to their years of experience, Staff have a deep understanding of the Queensland Kindergarten Learning Guidelines that also embrace and embed the Principles and Practices of the Early Years Learning Framework. All Staff have a clear understanding about the National Quality Standards that also underpin and drive the delivery of a quality Educational Program at Cannon Hill Kindergarten. Our Centre philosophy also reflects these understandings. The Nominated Supervisor and Educational Leader is currently leading staff in discussions and seeking feedback about changes that will be implemented with reference to Version 2 of the National Quality Standards in early 2024, so that all staff are familiar with and ready when these changes come into effect.

All children are recognised and valued as capable and competent learners whose sense of Agency is enhanced by supporting the children to articulate their wishes for Curriculum directions. In this way, the Educational Program that is on offer is authentically child centred and driven and is able to reflect each child's knowledge, strengths, ideas, cultures, abilities and interests. The information that each child articulates is then used as the basis for future planning. In this way, the unique tapestry that forms the "fabric" and identity of each Group and individual can be recognised. Educators are also then able to use a mixture of intentional teaching strategies, as well as learning opportunities that emerge during the children's interactions and play, as a means of providing learning opportunities that are meaningful and authentic to each child. Guest Volunteer Parents also present on a range of topics such as Indigenous perspectives, Indian Religious celebrations, "Reading Dogs", as well as a Deaf Mentor to share and teach Auslan, to demonstrate that the Educational Program values diversity and inclusivity through the provision of these learning opportunities.

Staff have also undertaken Diabetes (Type 1 – Insulin Pump supported) training in the past to increase our capacity to offer care for children with Medical Conditions. According to the Australian Institute of Health and Welfare (Australian Government), "more than 2 in 5 children used an insulin pump" and "Australia's prevalence rate was 10th highest among similar countries". This would seem to indicate that there may be an increase in the number of children attending who have been diagnosed with Diabetes in the years ahead. Attaining this knowledge can only build our capacity to offer care for these children as well as to give them a sense of belonging and connection.

Transition times are seen as additional learning opportunities to engage children as they move through the Daily Program and routines. Doing so also further ensures that the children are safe and organised during these times, as well as maximising opportunities for exploring rhymes, actions, songs and transitional games that promote numeracy and literacy outcomes, as well as promoting social interactions and friendships.

Educators are mindful that the use of open-ended communication techniques enhance and enrich quality learning experiences for the children.



The process of observing, planning, evaluating and critically reflecting is demonstrated in the written program, staff meetings, Portfolio entries and the documenting of children's conversations. Families are invited to mid-year Interviews each year so that opportunities to understand their child's learning journey is available. It is also made clear to Families that they are always welcome to approach Staff at any time to discuss any concern or simply seek information about how their child interacts within the Kindergarten environment. A daily summary is sent out to parents to keep them informed about Curriculum directions as well as Newsletters, whiteboard notes, monthly Director's Reports, "learning made visible" displays and photo displays. Displays also assist Staff to ensure that they are connecting with Families who may have come from Diverse Backgrounds and for whom written forms of communication may be challenging. Closed Facebook Pages have been established for both Groups as the use of social media as a means of communicating has become increasingly accessed by Families. Positive Feedback from Families in terms of our approachability, as well as the level of communication and flexible options for discussions about their child with Staff are areas where we receive frequent positive comments about. Opportunities for discussions can also be accessed at pick-up and drop off times.

Training implemented in providing online opportunities for communicating during Covid-19 times (such as Zoom Sessions), are now currently and frequently in use to provide more flexible and convenient options for Staff Meetings, Parent Interviews, and Committee Meeting Attendance. New Cultural Resources to enrich our commitment in supporting Diversity are in use following a successful Grant at the end of 2022. These are in use in our "Cultural Corner".

Whilst Teaching Staff and the Inclusion Support Aide undertook visits to and liaised with Autism Queensland in 2022, in 2023 Staff and the Inclusion Support Educator have liaised with Professionals from Education Qld as well as Clare Best, Teacher of the Deaf, and Deaf Mentor Drew in order to support the Hearing-Impaired Child who is enrolled in Kindy Green. One of our Educators is also learning Auslan and mentoring other staff in its use. Similarly, doing so also builds our capacity to support future children with a Hearing Impairment. Staff have also been trained in the use of the "Roger System" as a further support for future hearing impaired children.

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	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or 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	<p>In order to identify and address any issues that may become barriers to a child achieving smooth transitions to Prep, as well as recognising the importance of Early Intervention in terms of children’s learning and development, the Management Committee meets the cost of Speech and Language Screenings, Hearing Screenings and Occupational Therapy Screenings for each child. These take place at no cost to Families themselves. Vision Screenings are offered at no charge to the kindergarten by the provider. Even though the cost of the Occupational Therapy Screenings has significantly increased this year, discussions are being undertaken with alternative Occupational Therapy Providers to ensure that this opportunity for Families can still be offered. To keep the costs more attainable, the Occupational Therapy provider has also suggested that the Screenings could be offered in small Groups to decrease the amount of time the Occupational Therapist would have to allocate to the visits. Staff could also assist the Occupational Therapist in this situation as alternative discussions are also taking place for an Occupational Therapist to provide Staff Training in identifying specific “red flags” that would indicate that a child would benefit from a recommendation from further intervention from an Occupational Therapist. A decision will be undertaken in Term 4 as to what the best course of action will be in this matter, but the intention is that the opportunity to access Occupational Therapy expertise for the children will not be lost even if it is accessed in an alternative way. Feedback from Families has indicated that offering these developmental screenings at no cost to Families is a service that is not usually found in other Early Childhood Settings but is also an opportunity that parents deeply appreciate and value. This practice is embedded in our Service Practice as parents are informed, as part of the enrolment process, that these opportunities will be made available to their child. Furthermore, the practitioners with whom we are liaising are trusted professionals with whom we have liaised for many years and whose expertise we value.</p> <p>Information that is gleaned from the individual Screenings can also be used to extend each child’s learning and development by implementing targeted and intentional teaching strategies to support children to gain more experience in areas they may be facing challenges in. Doing so facilitates each child’s learning and development in ways that are targeted for them as individuals and extends</p>



	<p>their capabilities as competent and confident life-long learners. Families are invited to discuss any results that arise from the screenings with Staff or the professionals who delivered the Screenings.</p>
2. Practice is informed by critical reflection	<p>The decision to continue to offer these screenings was informed by critically reflecting on the many positive benefits these Screenings bring to the children’s learning and development. Staff are concerned that if a child were to transition to Prep without these challenges to their learning and development being identified, these challenges might be detrimental to a child’s self-esteem and confidence as well as prevent them from achieving optimal learning outcomes. As we also liaise closely with both Cannon Hill State School and St. Oliver Plunkett as well as other surrounding Schools, professionals from these schools find it extremely beneficial in anticipating what support and targeted strategies will best support the children when they transition on to Prep. Obviously, permission is always provided by Families first to enable the Kindergarten to share this relevant information when the School Representatives visit us from the relevant schools to view their future Prep attendees in the Kindergarten setting.</p> <p>A “Critical Reflection” folder has been created whereby articles or readings that would be suitable for critical reflection either individually or collaboratively as a staff is in use. These “provocations” can also be used as a catalyst for engagement in professional conversations, to enhance staff knowledge or for the Educational Leader to introduce a relevant focus. This folder will continue to have information added to it as an ongoing process. The information contained therein could also be used for mentoring purposes or to share with parents e.g. What Play-Based Learning is. Other ‘Voices” are also welcome to contribute. For example, the Management Committee Grants Coordinator and newly graduated Teacher was asked to define her definition of “Critical Reflection” so it could be added to the folder. By applying a Critical Reflection Lens to Professional readings, Staff are able to bring a deeper understanding and focus in their work as they facilitate each child’s learning and development.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>As mentioned previously, meaningful feedback has been provided by Families as to how happy they are to be able to access these screenings for their children. There has been much reportage in the Media currently as to the financial impact that “Cost of Living” expenses is having on Families. By offering these Screening opportunities to all of the children, equitable access for all of the children is promoted regardless of the circumstances of each Family. If challenges are identified, then the Families are then able to make an informed decision as to how they will proceed once they are “armed” with this knowledge. Liaising with these Professionals within the Community also raises the profile of our Centre and assists Families in their decision-making capacity as to which Early Childhood Setting they feel resonates with them and as to where they feel their child will be best supported in a holistic way.</p> <p>Families are offered many opportunities to become “connected’. These include invitations to Mother’s Day, Father’s Day, and Grandparents’ Day celebrations. Celebrations this year also included our 60th Jubilee Celebration which was an outstanding success. An End-of-Year Concert takes place as well as a Family Disco held in conjunction with the YMCA next door.</p>

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	As all Staff have extensive experience in Early Childhood Settings, all Staff are aware of the importance of Reflective Practice and the cycle of observing, analysing, planning, implementing, and reflecting that underpins quality Early Childhood Programs. Input from all Staff in relation to the Assessment and Planning Cycle is welcomed and valued as are robust discussions that provide a catalyst for deeper discussions and an understanding of each other's perspectives as a Team Member. Recently additional reading materials have been sourced that will be introduced for discussion by the Educational Leader at the next planned Staff Meeting to refresh Staff Members' knowledge in relation to the Educational Theorists who have influenced Early Childhood Educators and Curriculum Frameworks such as the EYLF and QKLG. Howard Gardner and Lev Vygotsky resonate with the Nominated Supervisor and Educational Leader as they recognise the uniqueness of each child (Multiple Intelligences) as well as the use of scaffolding strategies to enhance positive learning outcomes for both individuals, small Groups, and class members in relation to the Planning and Assessment cycle.
2. Practice is informed by critical reflection	Staff will also be asked to examine other publications such as "What it means to be Four" as well as "What it means to be Five" as tools to reflect upon the appropriateness of the expectations that are inherent within the Educational Program and to critically reflect upon whether the Educational Program that is on offer, authentically supports the developmental needs of the children who engage with it and consequently leads to enhanced opportunities to embed the assessment and planning cycles. The latter two (2) of these publications will also be made available for Families as they also assist parents to understand what is developmentally appropriate for children at certain stages of development.

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

As mentioned earlier, Families are encouraged to access opportunities to talk about their child's journey either through face-to-face conversations, Parent/Teacher Interviews or through other means such as the Daily Program summaries, attending Kindergarten events, accessing their child's Individual portfolios or informal chats at the beginning or end of the day. Parents are respected and acknowledged as their child's original teacher. These are all opportunities where the Families can make their "voices heard". Families are also invited to contribute to their child's learning Portfolios, invited to comment on the daily summary that is sent home, are able to access a suggestion box that is available to "voice" any comments anonymously if they should so wish, and to maintain contact through emails. Parents are consistently reminded that they are welcome to interact with Staff or to visit the Kindergarten at any time. Information about each child is collated through a variety of means including hands-on interactions, observations, photographs, Portfolio entries and discussions amongst Staff Members each day. Individual Goals can be discussed with Families so Families gain an awareness of how their child is being supported.

Due to the Staffing changes that occurred due to the change in the way that the Programs (beginning of the week format and end of week format) were offered, it became necessary to employ an additional Early Childhood Teacher to relieve the usual ECT to enable her to access additional non-Contact time. Consequently, Staff reflected on how consistency in planning and assessment for the children could be best achieved in relation to this. It was decided that the Relief ECT would also receive the daily Program synopsis that Families receive so that both ECTs would always be aware of what was happening in the Program and with individual children. Communications are also achieved by leaving written communications on the desk to share as well as relevant Learning Story pages for the children's portfolios to ensure that all children are supported. The Learning Story pages can then be used for future planning and to support the cycle of Assessment and Planning. Electronic means of communication are also accessed. All Staff attend regular staff meetings to promote consistency, to adopt a collaborate approach to planning and to ensure that the communication channels are transparent and accessible for all.

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
1.2.1	Staff to access networking and Professional Development Sessions with Professionals associated with hearing impairment associated Special Needs in order to support authentic opportunities for Inclusion.	To maximise opportunities for inclusion.	H	Allocate appropriate funds from successful KISS Funding application.	Relevant contacts have been made.	Term 4: Beginning of Term	Contacts being made. Mother has contacted a new Deaf Mentor. Previous Deaf Mentor is no longer available.
1.3.1	Need to change to more practical Portfolio Format so the Portfolios have improved portability for Families to take home and easier access for Staff to add documentation.	To provide new style of Portfolio that is also more cost effective for the Centre.	M	Make a change to the new style of Portfolio.	In use.	End Term 1.	These are in use but staff will reflect at the end of the year as to whether these are the best options.

Quality Area 2: Children’s health and safety

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

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

Quality Area 2: Standards and elements

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

National Law and National Regulations underpinning Quality Area 2

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

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

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



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

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

When Families enrol their child in an Early Childhood Setting such as Kindergarten there is an inherent expectation that the staff will be diligent in keeping their child healthy and safe whilst they are in their care. The ability of a Centre to keep the children enrolled there safe and healthy is also closely linked to the decision-making process when Families are deciding which Early Childhood Setting to enrol their child in. The reputation of a Centre within the Community is also often linked to how safe and well cared for a child is within a certain setting. Feedback received by staff in relation to the reputation of Cannon Hill Community Kindergarten, within the wider Community, appears to be very positive especially as siblings of previously enrolled children frequently attend. Some of our enrollees are even “Intergenerational” as the Mother or Father of children being enrolled have been a former pupil at the Service many years ago themselves. This is evidence that the Families feel that their child is safe and secure in this setting.

The Staff actively engage in implementing adequate supervision to ensure that all children are kept safe and accounted for. The positioning of mirrors to enhance the staff’s ability to adequately supervise children whilst they engage in spontaneous play opportunities was undertaken in the past. Regular rolls are undertaken with the children when they transition from in and out of the Indoor and Outdoor environments to ensure that all children are accounted for. Staff also communicate when they are moving from one area to another or assisting a child in the Bathroom or for other reasons. Staff are aware that no Staff Member should be left alone with a child and are active and transparent about informing another Staff Member if a child needs individual assistance for any reason. Staff also understand that if circumstances occur where a parent is late at pick-up time, two (2) Educational Staff Members need to be with that child until the child is picked up by a Family Member who is authorised to do so, or alternative actions are undertaken in line with the relevant policies.

All Staff are attuned to listening to changes in the tone of the children’s play and identifying when conflict might be imminent. Children are involved in setting up aspects of the Outdoor Learning Environment such as Obstacle Courses. A balance is maintained between activities that actively promote physical challenges, (the promotion of Risky Play) whilst also ensuring that the need for reasonable safety for all the children is met, especially when the cohort includes children with special needs. The employment of a third staff member to support all of the children, as well as the child/children with additional needs, is also paramount in increasing Staff Supervision Ratios and consequently increase the ability of Staff to keep all of the children safe and protected from harm. The Relief Staff Induction Process also includes informing the Relief Staff person about Any Medical Conditions that certain children might have that include the need for medication when necessary due to Anaphylaxis/Allergy conditions, as well as conditions such as Asthma or social/emotional or other diagnoses. The procedures for Emergency Evacuation, Lockdown and Medical Emergencies are also explained as well as the code word for “Lockdown”. Access to the relevant Medications, water and electricity supplies are also explained. Emergency Evacuation, Lockdown and Medical Emergency Procedures are undertaken once a month and recorded appropriately with alternate routes being explored in Term 3, so that the usual procedures are already well understood and established with the children.

Through critical reflection about “Teddy Time” at a Staff Meeting and the varying needs that children have for Rest and Relaxation, it was decided to offer “Bed Bags” and “Meditation” tools to support the varied needs of the children. These were introduced at the beginning of Term 2. As the children’s need for Rest decreases in Term 3 and beyond, opportunities for quiet play, whilst still respecting the need for some children to rest or sleep, will be expanded.

“Time Out” Health Posters are on display in the Parent Area to clarify periods when children need to be excluded from attending. In the event of a contagious disease being reported at the Centre (e.g. Foot and Mouth Virus) the relevant page from the “Staying Healthy in Childcare” publication is distributed in the Family Information Pockets so Families stay well informed and aware of any relevant Health issues within the Centre. This also helps to protect extended Family members such as Grandparents or young babies within the Family Unit. The lessons learnt during the Covid 19 Outbreaks are still in effect with Hand Sanitiser (positioned above where the children can reach) and Masks still available. The children are also consistently reminded to wash their hands in the way in which has been demonstrated to them and is documented on the bathroom wall as well as reminded to flush the toilet. The children are educated about how germs are “caught” by the hairs at the top of each nostril and that picking one’s nose can lead to these germs being transferred to one’s fingers and accidentally transmitted to others or to themselves resulting in sickness. The children are also aware that used tissues need to be flushed down the toilet rather than binned so that they do not become a health hazard to others. In this way, cross infection to other individuals is also minimalised.

Recently, (August 2023), Cannon Hill Kindergarten received a Fire Service inspection and was found to pass all compliance requirements, just as we have in all of our past Fire Service Inspections. The Fire Officers, as they have also done in the past, used this opportunity to talk to the children about Fire Safety, the importance of Smoke Alarms as well as what actions to take in the event of a Fire at home. They also showed the Fire Engine and associated equipment to the children. Visits such as this help to allay any fears children may have about Emergency Services as well as assist us to make connections within the wider Community.

Staff have reflected that the requirement to complete our Injury and Trauma Forms presents Staff with a valuable tool to identify where changes might need to be made if an issue with an Area/Resource is reoccurring. For example, in order to anticipate and be proactive in presenting any injuries, it was decided that due to the heavy and awkward nature of the “Nest Swing” adult supervision will always be required when this piece of equipment is made available for use. The ability of staff to react calmly and efficiently to an Injury was proven recently when a child broke their collarbone after being tackled during an enthusiastic game of supervised football. The mother quickly came to collect the child, the child remained calm whilst waiting and most of the other children would not have been aware that the incident had happened at all. The Incident was reported the same day through the Portal when the child was discharged from the hospital, and the outcome was determined. The Education Department accepted the documentation and closed the case without further investigation. There have been no other incidents that required Medical Intervention. The incident, however, was reviewed and reflected upon at the following Staff Meeting and, as a Staff, we collaboratively decided to more frequently remind the children of how to play football in a more considered and mindful way to eliminate possible injuries.

All Staff are aware of their responsibilities as Mandatory Reporters in relation to Child Protection and have completed the relevant Professional Development annually. In August of 2023, the Nominated Supervisor/Educational Leader undertook an additional Professional Development Opportunity in relation to Mandatory Reporting and will reiterate the requirement that all Staff remain diligent about identifying and responding to every child at risk of abuse or neglect at the Upcoming October Staff Meeting.

In July 2023, following the completion of our First Aid Refresher Certificates, a new First Aid Kit was purchased as it offered increased portability and ease of access in an Emergency.

In 2023, following the implementation of the Storypark System for recording Arrivals and Departures and who is responsible for undertaking these procedures, Staff reflected that an additional layer of security could be added at this time to ensure that Staff have sufficient time to physically make sure that each child is correctly matched with their authorised pick-up person. Name tags with the children's faces and names (Literacy Learning) are transferred from the "Kindy" column to the "Home" column on a large board to signify that the child is ready to proceed out to the Parent Area. A system is already in place where the children put the Name Tag that is distributed to them into a small bucket to signify that they are leaving the mat because they have been called. Following this, as each child's name is called out from the iPad, the child concerned shifts their name to the appropriate column. The other Staff Member is positioned so they can view the children as they connect with their "Pick-Up" Person so staff can be certain they have been picked up by the correctly authorised individual. This second system in place at Pick-Up time was also introduced following Staff consultation with the "Missing Persons" Governing Body Policy, as well as seeing instances reported in the Media where children had managed to leave Education and Care Services unnoticed.

Other Strengths that assist in keeping the children safe and protected was the recent past erection of a new fence with panels that exceed the height requirements where the fence lies along the fence boundary closest to the road along the sloping section of the yard. Cement sleepers were also incorporated into the design of the fence to prevent the build-up of sand which could otherwise impact on the required height of the fence. Perspex panels were also added to create barriers against individuals finding footholds along this section of the fence. (2021) All Stakeholders agreed to fund the fence project with funds accumulated from Fundraising Projects over past years rather than wait for a Grant opportunity to be successful. The decision to use cement sleepers and to raise the height of the fence to above the recommended compliance height was determined after all Stakeholders had reflected upon how implementing these decisions would "future proof" the issue of the build-up of sand as well as possible changes to future fence compliance heights. This is also a clear example of all Stakeholders working together collaboratively to find solutions.

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>Appropriate Risk Assessments are in place to cover many different contingencies. As mentioned previously, Staff are conscious of maintaining a balance between “Risky Play” whilst also ensuring that each child’s Health and Physical Activity is supported and promoted. Careful and consistent supervision by staff ensures that situations are assessed Daily and adjustments are made to the environment if necessary. For example, checking for a “burn” hazard on equipment placed in the sun during summer months as part of children designed Obstacle Courses at 10.30am is implemented daily. Staff are aware that areas of the yard that may have been shaded when the equipment is first positioned, may quickly become unshaded as the sun “moves quickly” during these periods. Temperatures can be confirmed with the use of a Thermometer, however careful monitoring by simply feeling the equipment is usually sufficient. Checking for equipment temperatures is a task that is included on the Daily Yard Check Sheet. Staff also consult the Bureau of Meteorology (BOM) site regularly to check for weather alerts, UV index, etc and adjust the Program accordingly if necessary.</p> <p>Staff are also diligent about ensuring that they model correct Sun Safe procedures by always wearing clothing that provides appropriate protection as well as their hats, and ensuring that these same expectations are applied to the children. Spare t-shirts that cover the shoulder and neck areas are available in case singlets are mistakenly worn by the children, as well as spare hats so no child is ever without a hat. These items are then sent home for washing. The father of one of the children who is an Oncology Radiation Specialist Doctor also came to talk to the children about how important the Sun Safe message is. His visit was the catalyst for lots of “Medical Play” using our stethoscopes, bandages, and other Medical Props. Home corner became a busy Doctor’s Surgery whilst “patients” were seen with various “ailments’ on the platforms outside. Staff were diagnosed with many ailments, too! The ECT used this opportunity, with the support of the other Staff, to reiterate that needles are nothing to be frightened of as they help us to be like Superheroes and fight off strong germs. This was a relevant topic as many of the children will be accessing their “4-Year-Old” Immunisations. Staff are also respectful, mindful, and aware if there are any “Anti Immunisation” Families in the class and would adjust these conversations accordingly if so.</p>



	<p>The children are also encouraged, as a means of promoting healthy choices, to remove their jumpers when the weather is warm or to add layers of clothing if there is wind or a drop in temperature. They become aware that they can take responsibility for regulating their own body temperatures and, in doing so, ensure that their bodies are in the best state to fight off sickness. The children are also constantly and consistently reminded to “cover” their coughs and sneezes so the risk of cross infection is lessened. Constant reminders assist in promoting these healthy actions to become automatic.</p> <p>Children are also constantly reminded to drink sufficient water and can easily access their drink bottles throughout the day. The children are attuned to the fact that all living creatures and plants need water to survive, as do people. The children are also aware that living creatures can survive without food for longer than they can without water. Water is essential to life. The children also understand that they need to drink plenty of water regularly to stay hydrated as doing so also helps them to stay healthy and ward off sickness. The children are also always eager to water our gardens as they understand how important it is. Visitors such as “BugKidz” reinforce the message that living creatures need water to survive, whilst the “Evergreen Theatre” with its “Barrier Reef” Presentation reiterates how important it is to keep our Oceans free from pollutants as they harm the ocean creatures (like Turtles) that live there. Keeping the Oceans clean also helps to preserve and sustain our Ocean Environments and creatures for future generations to wonder at and enjoy.</p> <p>Chemicals are appropriately stored in areas that children do not access and the relevant Material Data Sheets are available in the kitchen in a folder. The children can also access water dampened “Chux” cloths to assist with tasks such as cleaning the Easels or for wiping their hands on during craft activities. This also helps the children to understand that water can be used as a safe cleaning agent. They also understand that water is a precious resource that should not be wasted. Taking responsibility for tasks such as assisting with cleaning the Easels generates independence amongst the children, instils pride in their environment as well as an understanding that a clean environment promotes a healthy environment.</p> <p>A “Food for Thought” Policy is distributed to Families when they enrol to support the understanding that at Kindergarten, so called “grow” foods and healthy food choices are preferred. At Morning Tea and Lunch Times, the children are encouraged to eat their ‘Healthy Foods’ before “treat” foods. We also talk about the “traffic light” – foods that you can eat all the time (e.g. fruit and vegetables), sometimes foods, and not very often foods (e.g. lollies and chips).</p>
<p>2. Practice is informed by critical reflection</p>	<p>The Physical environment (as the Third Teacher – Reggio Emilia) promotes robust Active Play due to the open space that is available for active play at Cannon Hill Kindergarten. An example of “keeping the Balance” between “Risky Play” and supporting and promoting Physical Play occurred recently during a visit by the Lady Gowrie Consultant. A small group of boys were becoming quite boisterous with the “Wheelies” and the ECT reflected that the risk of a collision with these resources was increasing. In order to mitigate this Risk, the ECT created a rectangular shaped “racing track” using long boards and other blocks to redirect the children and lessen the risk of injury due to the excited, boisterous nature of the play. The children were also invited to assist with creating the “Race Track” which they did. This action successfully redirected the way in which the children were playing with the wheelies whilst still maintaining the integrity of their boisterous play. Rather than heading towards each other, they were now following each</p>



	<p>other around the racetrack. Decisions involving Critical Reflection often need to be made quickly and efficiently on a daily basis in order to mitigate risks and maintain the safety of the children especially in Outdoor Environment where there is more capacity for injury to occur due to the active nature of the play. The visiting Lady Gowrie Consultant commented on how successful this strategy was as it still supported the children’s need for Active Play but without the increasing risk of injury as the play escalated.</p> <p>2023 - Mirrors have been purchased and made available so that children can assume an active role in applying their own sunscreen so it becomes a life-long habit as there are high rates of melanoma amongst Queenslanders due to our usually “sunny’ climate.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>The Management Committee ensures that sufficient funds are available to ensure that appropriate numbers of resources are available for the children to access to lessen conflict amongst the children.</p> <p>From the time of enrolment, all Families are made aware of the Policies that drive our Sun Safe strategies. It is also mentioned in the Handbook and all Families are gifted a “Welcome Bag” that contains our Sun Safe appropriate t-shirts and Hats so equitable access is promoted for every child to have these items. These items are gifted to Families at no cost to them. The Kindergarten always makes Sunscreen available for Family use and replaces it as necessary.</p> <p>The visit by the Doctor Father was also evidence of meaningful engagement with members of our Parent Body. Dr Chris also donated a model of the human body that, somewhat like a puzzle, contains replicas of the organs of the body that can be attached in the correct place as a means of scaffolding the learning that had taken place. This Model became an integral part of the Indoor “Doctor’s Surgery” and was frequently dismantled and then rebuilt again, sometimes with small Groups of children collaborating together to work out where to correctly put the “organs” back in again.</p> <p>The commitment to maintaining safe environments is reflected at a Management Committee level by frequent checks by the Workplace Health and Safety Officer. The Management Committee is also quick to act on any concerns that that are raised by the WPHS Officer or Staff. Daily records are also kept of daily yard inspections by staff in alignment with our commitment to creating safe and healthy environments for the children as well as maintaining compliance with the NQS, our Philosophy and the related elements as explored in the EYLF and QKLG.</p>

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	2.2. – SAFETY – EACH CHILD IS PROTECTED.
1. Practice is embedded in service operations	<p>Protecting children from harm as well as ensuring that the environments that the children are accessing are safe and free from hazards are responsibilities that all Staff take extremely seriously. Furthermore, from a sustainability perspective, it is paramount that Families feel that they can entrust their children to the Staff to be carefully and appropriately cared for and that the Centre will provide the highest of standards to ensure their child's safety. It is unlikely that any Family would want to send their child to a Centre where they feel their child is not safe.</p> <p>All Staff and a Management Committee Member have completed their annual Child Protection Courses. The Nominated Supervisor and Educational Leader have completed a further Professional Development Session on Mandatory Reporting which could be used as a basis to reflect on and refresh what Staff Members already know.</p> <p>A major portion of the fencing, especially the part that runs alongside the road leading to the park, is above the recommended height. This acts as a further deterrent and barrier to any individual trying to gain access to a child from that area. The fencing running along the back behind the Digging Patch is a Colourbond "Good Neighbour" style of fencing that is made up of solid sections. This also adds a layer of protection for the children as this style of fencing also is more of a challenge for individuals or children to climb, as well as protecting the children from being viewed from the adjacent Park. Green shade cloth has also been added at various sections of the fencing as a deterrent to climbing as it makes it more difficult for individuals or children to gain a foothold.</p> <p>Staff are acutely aware of the benefits of Active Supervision to ensure that the children are provided with more than adequate supervision. The need to keep scanning the play Areas to check for unsafe play, poor play strategies in use, escalating conflict, and inability to resolve conflicts are all occasions where a responsible adult may need to provide support and or intervention. Listening for changes in the "tone" of the children's play is also a useful tool for preventing problems before they arise.</p>



2. Practice is informed by critical reflection

As a class, the children have reflected upon what being a “Bully” is. They decided that a Bully is some-one who is “mean”, “says nasty things” and “hits, kicks and punches”. Bullies are not “good friends”. We even made up a rhyme about it which says “We use our hands to help and hug, not to hurt and not to hit”. To illustrate this concept, various children volunteered to act out actions such as pretending to punch etc or hug and help. Photos were taken of these pretend actions and were made into a poster with the rhyme written on it. The children are also told that if they note bullying happening, even at school when they enter Prep, they need to inform an adult about what is happening.

A culture of “Kindness” is promoted at the Centre and Kindness is seen as an attribute that we really value. Mrs Brooke (The Office Administrator who is a talented seamstress) even assisted the children to make a “Kindness Cape” that individual children can wear if Staff or children notice someone being particularly kind. The children made this cape with the help of Mrs. Brooke who brought her sewing machine in and squares of material. Each child chose a piece of material they liked and with the guidance of Mrs. Brooke, sewed the piece on themselves with the sewing machine. The other Group contributed their individual handprints to decorate the other side. The “Kindness Cape” is still available and in use.

The children are also taught strategies to give them a “toolbox” of strategies to draw upon if they are being bullied or see someone else being bullied. These will also support children as they transition to the school environment. If bullying is occurring, they are taught to put their hand up in a stop position, and say in a fierce (not mousey) voice “STOP! I DON’T LIKE IT”. If this does not work and the bullying persists, the children are taught to go and find an adult to report to. The children are told that they do not need to get involved if someone else is getting bullied, but it is not OK just to stand back and do nothing. In this situation, it has been explained to them that they need to alert an adult. Teaching the children these kinds of strategies also empowers children to protect themselves from harm.

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

Through connecting with the KIDS Foundation, we became part of the “SeeMore Safety” Program. We were even awarded a “VIP” status that entitled us to receive extra resources. The aim of the Program is to help the children to make safe choices e.g. not to run out on the road without crossing safely using Road Safety rules. The SeeMore Soft Plush toy that accompanies the Program helps the children identify unsafe choices or situations. We extended the aim of SeeMore to also identify actions or situations involving kindness. A Roster System is implemented whereby SeeMore goes home with a different child each night together with a Scrapbook and a Storybook that explains the aim of the Program. SeeMore accompanies them whilst they spot something unsafe, act in a safe way, or identify something kind and then take photos that show SeeMore accompanying them e.g. putting his seatbelt on in the car when he goes home with them so he is protected. By involving and connecting with the Families, meaningful engagement is promoted. Our connection with the KIDS Foundation is also evident.



Exceeding themes	2.2. – SAFETY – EACH CHILD IS PROTECTED.
<p>1. Practice is embedded in service operations</p> <p>2. Practice is informed by critical reflection</p> <p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>In order to enhance security provisions, intercom and lockable screen doors are to be added to the Entrance (See also 7.1.2).</p> <p>Due to Fire Exit considerations, the positioning of the project was altered, upon further reflection by all Stakeholders – staff, Management Committee and families.</p> <p>2023: Project was finalised with the installation of appropriate signage. A second Visitors Book will be created for the new Office.</p>
	<p>Request to install additional security measures evolved in relation to staff meeting discussions about Domestic Violence related orders that are in place within our class community.</p> <p>2022: New entrance door and screen door has been installed as a separate entrance for visitors so visitors do not have to enter the classroom area at all.</p> <p>2023: Appropriate signage directs visitors/Families to the appropriate entrance. A bell is to be installed at this entrance as well.</p>
	<p>The Management Committee agreed to undertake the expenditure for this project in order to benefit all stakeholders but particularly those Families who will directly benefit from the security of knowing additional barriers are in place to protect their and others’ children.</p> <p>2022: In order to implement a more holistic approach to this issue, plans are now progressing to renovate the entire office space to enhance the space for visitors and staff.</p> <p>2023: Office Renovation Project is complete. Visitors no longer need to access classroom. Allergy Action Plans and Medical condition are located behind the Office cupboard doors to ensure Privacy for all Families but ease of access for Staff.</p>

Key improvements sought for Quality Area 2

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1	Expand Rest time options.	Children have further choices at Rest time.	M	<ul style="list-style-type: none">• Meditation Tools.• Provide Bed Bags.• Provide Drawing Books.	Options are available.	Term 2.	In use in Term 3. Additional Yoga Session with child leaders using mats will be introduced at the beginning of Term 4 to facilitate positive wellbeing and health outcomes for the children

Quality Area 3: Physical environment

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

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

Quality Area 3: Standards and elements

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

National Law and National Regulations underpinning Quality Area 3

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

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



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

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

Cannon Hill Kindergarten has been established as a Kindergarten since 1963 and has continuously offered Educational Programs for young children. Each year the Management Committee seeks input from Staff, Committee Members, and the Parent Body as to which goals should be set to promote continuous improvement.

In 2023, the Interior of the building and the Outdoor Equipment was repainted, to ensure that the premises stays fresh and attractive to Families. Following the renovation of the Office, a collaborative decision was made to also replace the flooring in the main classroom to maintain the same standard as the flooring in the new Office (2023). Many of the returning Families commented on how fresh and inviting these changes made the classroom look.

In the event that a physically challenged child, for example, were to be enrolled at the Kindergarten and required Wheelchair Access, access could be obtained through the front door, and back sliding door with sufficient area in the yard to support wheelchair mobility access on the flat areas. The Adult Toilet is also built so it has wheelchair access. There are no stairs, so floor surfaces are flat, enabling children with mobility issues to freely move around the classroom area and to exit and enter the associated areas.

Due to a diligent and frequent system of Maintenance, as well as daily equipment, premises and resources checks carried out by Staff on a Daily basis before the children arrive, the environment and its facilities are maintained to the highest of standards. Appropriate Records are kept confirming that these inspections have been undertaken. Daily cleaning ensures that all aspects of the environment are clean and healthy and fit for the children's use. Appropriate Cleaning Schedules are also completed on a daily and weekly basis. Generally non-toxic and environmentally friendly products are in use, including the use of warm soapy water to clean surfaces. Viraclean is the product of choice for spills that require a higher level of sanitisation. A varied range of natural and manufactured materials are available both in the Indoor and Outdoor Environments to support play based learning and to inspire children to explore, wonder and find opportunities to access and direct their own learning. In doing so, they can contribute to each other's learning and work harmoniously together by implementing positive Play skills. In 2023, plastic storage containers are being changed over time to more environmentally friendly choices such as bamboo baskets.

Where practical, both Indoors and Outdoors resources are placed in ways that children can easily access the resources they require so they can act in independent ways and/or as part of a Team. Many open-ended resources can be accessed, both Indoors and Outdoors, from shelves that children can easily view and remove resources from to support and extend their play.

“Quiet Zones” have been created both Indoors and Outdoors to support children who may need a space to emotionally regulate or simply a space to engage in some quiet time. A “Small World” creative play area adjacent to a larger “Chill Out Tent” (2023) has been established Indoors whilst Outdoors a shaded Picnic Style table can be accessed for drawing or Loose Parts Play. Recently (August 2023), several of the children have been showing a heightened interest in collecting natural resources such as rocks and leaves. Baskets have been provided so these can be collected and placed in our Science Area or added to the Art Area.

Sustainability and the need to care for natural Environments and their creatures are concepts that have a high profile within the Kindergarten Program. Visitors such as our “Bugkidz” Presentation heightens children’s awareness that all creatures Great and Small matter. The Incursions with the Evergreen Theatre, who visit twice a year, also deliver a strong message about the need to care for and preserve our Natural Environments. A Containers for Change Recycling Bin for suitable recyclable bottles and cans has been placed near the Entry for Families to use, which can then be used as fundraising for the kindy. A Worm Farm and Native Beehive are also a feature in our yards to promote positive concepts in relation to natural environments and the creatures found within these Environments. The children also understand that every creature is important within the Food Chain. The children respectfully look for the two (2) possums that have taken up residence in the Yard – One in the tree along the back fence and another who has created a nest in the Birdhouse hanging in one of the trees. The children stay calm and quiet when they approach the possums so the possums do not get frightened.

Parents also supported the children’s interest in Birds and Butterflies by sending footage of a Butterfly hatching and pictures of Birds that are found in the children’s yards.

One of our Mothers who is an Environmental Specialist has assisted the children to replant our gardens throughout the year as well as added plants to “green up” the classroom.

The 2023 Vice President role has a stronger focus on Infrastructure and Facilities compared to previous years. The role works with the Maintenance Coordinator to identify and prioritise projects that require additional resources to the routine and smaller ad hoc maintenance tasks. This role is the primary committee contact for Council facility improvement programs and executes stakeholder engagement and other project management tasks to assist in ensuring the kindergarten has the best opportunity to maintain and improve the facilities for current and future families.

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

Notes:


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

Standard 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>Whilst undertaking the Office renovations, it was discovered once the central/dividing wall was removed, that there was a disparity between the floor levels of the original two (2) rooms. This wall had never been removed since the Kindergarten was built, so it was impossible to recognise or anticipate the problem before the renovation. It only became apparent once the wall was removed. Staff and the Management Committee collaborated in order to find a solution. It was decided to lay flooring that was the same as that in the classroom, not just because of consistency's sake, but because in the laying process the underlay under the layer one walks on consists of a type of liquid foam that would fill the gap between the two (2) different heights of flooring before the final coat was laid. This solution was very successful. When the Exterior Door was installed, there was also a disparity in heights between the entrance door and the level of the Interior flooring that was not anticipated. This would make it difficult for Families entering who had strollers with them. In order to solve the problem and create ease of access for strollers etc, a ramp was built. A florescent strip was added to the end of the ramp to identify the edge of the ramp so it would not become a trip hazard. Once the new flooring was laid in the Office, it was noted that, in comparison, it made the old but similar type of flooring, in the classroom look a little "tired". Since it had been already been decided to repaint the Interior of the building, the Management Committee used funds collected from Fundraising activities to meet the cost of laying the new flooring as well. Repainting the Interior plus laying the new flooring has upgraded the aesthetics of the classroom and refreshed its appearance. This has led to many positive comments from the Kindergarten Families.</p> <p>The Maintenance Coordinator completes a maintenance inspection checklist every term. The findings are either addressed immediately or raised at Committee meetings to determine resourcing required. The checklist used for the inspection can be used as evidence to demonstrate the need for internal or external funding to execute the required maintenance or upgrades.</p>



<p>2. Practice is informed by critical reflection</p>	<p>When Staff became aware that the Parent in one of our returning Families (a younger sibling is currently in attendance) is undertaking Degree studies in sustainability and environmentally related areas, the Staff reflected on how we could best harness her knowledge as a resource to improve our Centre. As I have mentioned previously, we have reached out to them and she has responded by helping us “Green Up” the Indoor and Outdoor Areas, including replanting our Kindergarten children’s gardens with the children so they include flowers that are Butterfly attracting. The children enjoy watching these grow and taking responsibility for caring for them. This Parent also constructed appropriate net covers/barriers to protect the plants within from being eaten by our resident Possums but also ensuring that these covers are still appropriate and easy for the children to remove to care for the plants. We are also liaising with this Parent to inform our Sustainability Folder and to ensure that the information contained within is not just tokenistic but can direct Staff and the Management Committee in authentic ways. Information gleaned from the “Bugkidz” Presenter is also relevant to this project as the Presenter educates participants about how to create compost and Worm Farms. In the past, the “BugKidz” Presenter has appeared on the television Show “Totally Wild” due to her extensive knowledge about Bugs and Insects. An example of how useful this information can be is the Staff’s mistaken understanding that Worms thrive on Banana Skins as food to sustain them. The “Bugkiz” Presenter informed us that Banana Skins are the least useful source of nutrition for our Worms and may be a factor in why they are so skinny. On Reflection, Staff and Families now provide more appropriate scraps for the Worms. A local Staff Member or a Family residing in the same street as the Kindy continues to feed the Worms during the Vacation periods.</p> <p>The kindergarten is developing a master plan to upgrade the outdoor facilities. Several steps have been taken to assist with developing the masterplan. These include parent and staff engagement, as well as external safety audits and risk assessments.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>Staff had noted that even after mild rain one of the plumbing grates had a level of water below it that was not draining away. This was not a hazard to the children as it was beneath the grate and not accessible to them. The water was sitting under ground level and only visible due to the grate. This was reported to the Vice President who promptly organised an inspection to ascertain what the problem was and how it could be remedied. <i>When the issue was unable to be resolved through routine checks, the Vice President (who overlooks larger projects concerning Infrastructure and Facilities), engaged a trusted plumber to inspect and troubleshoot the issue.</i> The plumber was able to identify that due to the different and varied plumbing fixes that had been carried out over the years, the drainage that was in place was now diverted into one area and was insufficient for our current needs. A quote for approximately \$11,000 was received to remedy the situation. The work would also need to be undertaken over the holidays. Undertaking the project, though, would “future proof” the plumbing situation and add to the Centre’s sustainability, maintenance and “fit for purpose” aspect for the premises. Through our connections within the local community, our Kindergarten has built close connections with local Councillors, State and Federal Politicians including Local Councillor for Doboy, Cr Lisa Atwood. On her website, Cr Lisa Atwood states that she believes in “bringing the Community together by building better infrastructure, supporting Community Groups and improving Green Spaces”. Cr Atwood advised the Kindergarten that there is a</p>



	<p>Brisbane City Council “Rebuild and Recover Flood Resilient Communities Program” that we could apply to for these types of Projects and, if we met the criteria, could be accepted for. The Office Manager submitted an application on behalf of the Kindergarten and we were successful in being invited to be part of the program. The Vice President was nominated as the primary contact to enable synergies with existing Kindy upgrades to be captured in the scope of the council funded program. Following a visit to our Kindergarten by the Brisbane Sustainability Agency (BSA) representative, our Plumbing project was included in the scope. The cost of the Project will be supported by the scheme and the project is scheduled to be undertaken and completed over the end-of year Vacation period. With Cannon Hill Kindy actively participating in this program, the kindy was automatically invited to participate in another BSA program that will focus on improving Water and Energy use. The success in applying for and participating in these Programs was made possible by the collaborative approach that was adopted by Stakeholders, the prompt attention to maintaining a safe and “fit for purpose” premises and environment, as well as the positive connections and networks that Cannon Hill Kindergarten has built over time.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
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]

Key improvements sought for Quality Area 3

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.1	Access Stakeholder expertise to “Green” Indoor and Outdoor environments.	“Green” up Indoor and Outdoor Environments	M	Add plants, gardens both Indoors and Outdoors.	Projects progressing.	Term 2. Term 4. Access 50 free plants from the Council	Progressing. New Maintenance Coordinator to plant these in September/ October in Spring.
3.2.2	Reduce Plastic Storage.	Progressively replace plastic containers.	M	Long-term view to replace containers.	No new plastic storage purchased.	End 2023.	Progress is needs driven. As the need for new storage containers arises, environmentally sustainable options are selected.
3.2.1	Expand “Quiet Area” with “Small Worlds” and Chill Out Tent. Also supports Special Needs Children.	Expand Quiet Area with quiet choices.	M	Reorganising classroom and provide appropriate resources.	Children able to access.	During 2023	Resources purchased and being added to. Refer to docket in Hubdoc to retrieve specific dates.

Quality Area 4: Staffing arrangements

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

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

Quality Area 4: Standards and elements

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

National Law and National Regulations underpinning Quality Area 4

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

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

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

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

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4


Strengths

A feature at Cannon Hill Kindergarten is the number of Long-Term Staff that are employed permanently in the Service, providing a strong sense of continuity for Families. Feedback from Families indicates that this is a strong factor when Families decide to send the siblings of children who have previously attended to Cannon Hill Kindergarten because they feel that their children are safe, valued and well supported and educated. Families have also provided feedback that Cannon Hill Kindergarten enjoys a positive reputation within the Community. Social Media Groups also play a part in spreading this message whilst also advising Families about what their experience has been at Cannon Hill Kindergarten. Over the year, due to the consistency of our Staffing Arrangements, many strong connections have been made with Families within the Community, promoting a strong sense of Trust.

By being able to maintain consistent and familiar Staffing Arrangements, Staff are able to respond more deeply to the children's learning and development as Staff have already established relationships with many of the children and Families. Where possible existing Staff Members provide relief for each other, for example, the Educators can exchange their Roles in either Group when necessary. This is especially important when Staffing Arrangements need to change due to illness or leave arrangements. Doing so also assists the children to adjust better and to feel more secure when changes to staffing arrangements occur. In this way, high quality learning environments are maintained due to the consistency of Staffing arrangements that are in place.

When there are children who are enrolled who have been identified as having Additional Needs, efforts are made to employ a third Staff Member so that Staff to Child ratios are increased. This in turn assists Staff to increase levels of adequate and active supervision as well as to enable the ECT to work more closely with individuals or small groups to increase the levels of individual attention and to also increase opportunities to implement strategies that will support the identified needs of the children with Additional Needs. Our current Inclusion Support Educator is very experienced, having worked previously in a range of Early Childhood Centres. As she still operates in a Relief capacity at other Centres, she is also able to glean ideas that she can share with the Cannon Hill Staff. Each year the Management Committee allocates sufficient funding to support the employment of a third Staff Member when children with Additional Needs are identified. KISS Applications are also submitted, where appropriate, in order to access additional funds. Cannon Hill Kindergarten has achieved a high rate of success with these Applications.

Annual Staff Appraisals are undertaken by a Management Committee Member annually. After critically reflecting about these, Staff made a request that these be carried out with the Staff both as a Group and individually as it also gives Staff an opportunity to critically reflect upon and recognise the positive attributes and contributions that each Staff Member makes.



The employment of a new Office Administrator with extensive experience in Public Relations and the use of current Computer Systems has proved to be of substantial benefit, especially in relation to the implementation of the Storypark System for administration purposes. Brooke (Office Manager) has also undertaken the task of creating more consistency and practicality in the way in which information is filed and stored digitally so that future Management Committee Members, Staff, or a new Office Manager will have greater ease of access to any information that needs to be located. Once again, consistency is the key to success in these tasks and leads to stronger handover protocols.

Parent Feedback also indicates that Families recognize the warmth and mutual respect that is evident in interactions of Staff Members with each other. Families also recognise how Staff are constantly working collaboratively and often in tandem to promote positive experiences and learning outcomes for their children. This also draws Families back to the Centre.

Staff are also able to articulate the professional standards that are relevant to their work with children and that underpin all their daily interactions within the Centre. Even our Relief Staff are familiar to us and the children because they have acted in this capacity for us for many years. One of the ECTs is a past Vice President and Parent at our Centre, so she is very familiar with the environment and the expectations that are in place and is always happy to work with us.

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	Mentoring
1. Practice is embedded in service operations	<p>Every effort is made to retain and maintain consistent Staffing Arrangements as, in doing so, the children’s opportunities for learning and development are enhanced. It appears that the Centre has achieved success in doing so. At the present time, the current ECT has been employed at the service for over 38 years, has worked in the Early Childhood Sector for 42 Years, and has very strong connections amongst Families in the local Community both past and present. One of the permanent Educators has been at the Centre for over 12 Years whilst the other Educator is approaching 10 years of Service. These Staff members also have strong links to Families both past and present.</p> <p>Having the same Staffing arrangements is also beneficial when younger siblings transition to Kindy. Families report that these children eagerly anticipate coming to Kindy to be with the familiar Staff Members and that the older siblings explain to them all about what happens at the Kindergarten with those Staff Members. Their memories are always positive.</p> <p>Feedback from amongst the Community seems to indicate that this kind of stability and longevity of Staff is unusual amongst Early Childhood Settings and is regarded as a positive drawcard and marketing tool to attract both returning and new Families. Obviously, if Staff were unhappy at Cannon Hill Kindergarten, they would not stay. Establishing such harmonious and stable staffing conditions will only enhance the learning environment that the children are exposed to as well as assist in creating authentically supportive conditions for optimal learning and development outcomes.</p>
2. Practice is informed by critical reflection	<p>Since Covid-19, Early Childhood Centres have been experiencing significant issues with accessing Relief Staff. In fact, recently none of our internal Staff members were available to cover a week of Approved Leave for one of the Educators. I reached out to a past parent who had been employed by us on another occasion, and after completing the required qualifications, were proven to be a good fit. Arrangements were in place for this person to fill in for the week that the other Staff Member was on leave. Early on the morning that she was to begin her Relief Block at Cannon Hill Kindergarten, the person rang me to say that, unfortunately, she had come down with the Flu. This was obvious when I talked to her. I had to quickly reflect on how I could resolve this dilemma at such short notice whilst</p>



	<p>also being mindful about adhering to correct Staff Ratios as well as locating a suitably qualified Educator before the children would arrive. After exhausting all of the individuals on my Relief List, I contacted the Kindy Green Educator (end of week) at our Centre to see if she could help. Fortunately, she was able to rearrange her appointments for the day and come in to the Centre to assist. This also gave me time to try to arrange alternative arrangements for the rest of the Kindy Purple Week (Start of Week). This situation, however prompted us as a Staff to critically reflect about how we could find better solutions if this situation were ever to arise again. Usually in the past existing Staff Members have been able to fill in for each other. Consequently, it was determined that the ECT would contact several of the other local Community Kindergartens. This was done and they were able to ask members of their Relief Lists to contact me to let me know if they were willing to also be on the Cannon Hill Kindergarten Relief List. In doing so, I was able to locate two (2) “new” (to us) Staff Members who acted as Relief Staff for one day each. I felt comfortable in accepting assistance from these individuals as even though they weren’t familiar to us, they had come highly recommended from colleagues in the other Centres and I could be reassured that these professionals were therefore capable, competent and comfortable at working appropriately with young children of Kindergarten age, as well as have the experience and knowledge to implement and demonstrate strategies that would enhance and support the children’s learning and development. It was refreshing to hear both of these individuals state that they would absolutely love to work at Cannon Hill Kindergarten again, due to how settled, responsive and organised the children were. We too, are glad to be able to expand our pool of trusted Relief Staff. Positive Feedback from an “outside” source also motivates staff to continue to subscribe to Best Practice standards.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>At the present time, a returning Family with a First Nations parent is enrolled in one of the classes. As a reflection of the positive relationships that are forged with the Families, the ECT approached this parent to ascertain if this parent would be willing to come in and talk to the children about First Nations Culture and to share their perspectives with the children. The parent kindly agreed and a time was scheduled for their presentation. The Parent’s partner, in her professional capacity, also works closely with Indigenous Families and has consequently been granted privileges that other Non-First Nations individuals might otherwise not be granted. For example, the partner has been granted permission to lead with a “Welcome to Country” as opposed to an “Acknowledgement of Country”. This privilege is granted as a mark of Respect. The Parents presented a very informative session about Indigenous culture and perspectives. They explained that the different groups of First Native Peoples are called Mobs. They also donated an Aboriginal Map showing the original Mobs that had owned the land. We had discussions about how sad it is that a lot of the languages and dialects that were associated with different Mobs and areas are now being lost. Efforts are being made to record and preserve more of these languages before the opportunity is lost.</p> <p>At the end of the session, the Parent, who is also a talented Indigenous Artist, donated an original Artwork to the Kindergarten. They explained all of the symbols in it, and why they were used, to the Staff and children. Some of the children, including their child, even spontaneously imitated some of these symbols in their work at the Easels that day. Cannon Hill Kindergarten then sought out a professional framer at the Kindergarten’s cost, so now the Artwork has been professionally framed and will be hung, and take pride of place in the Parent Room, now that all of the painting and flooring projects are completed. Having the Indigenous and Torres Strait</p>



Island Flags, as well as the authentic Indigenous Artwork in the Parent Area, sends a clear message that we welcome Indigenous Families within the Community. This also promotes a sense of belonging amongst other Families that might come from Diverse Backgrounds.

The Parent has also offered to facilitate an authentic First Nations Art Experience for the children. By doing so, the Centre and Staff can be certain that the experience is not tokenistic and is respectful to First Nations peoples. We are looking forward to the Parent hosting the Art Activity later in Term 4 at a date to be set.

Positive attitudes towards Diversity also helps children to build their Cultural Responsiveness.

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	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
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]

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

Exceeding themes	Step up
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
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]

Key improvements sought for Quality Area 4

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.2	Need for Greater Pool of Relief Staff	Further Increase the Pool of Relief Staff	H	Contact at least 5 or 6 other Centres to make a request for interested Staff to contact Cannon Hill Kindergarten.	A larger pool of possible Relief staff is collated and revisited each Term.	End of Term 4	Contact has begun.

Quality Area 5: Relationships with children

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

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

Quality Area 5: Standards and elements

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



National Law and National Regulations underpinning Quality Area 5

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

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

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths


All Staff are familiar with all areas of the National Quality Standards and the expectations of Staff conduct that are inherent in them. Staff also have access to the United Nations “Rights of the Child” document displayed in the Parent Room with which they can further hone their knowledge. During our last Monitoring Visit by an Authorised Officer, the Officer noted that she observed “Respectful Relationships” between the Staff and the children, even though her visit was only a short one. Other Relief Staff Members consistently comment on the lack of conflict amongst the children and how well organised and independent they are as a Group. The “Culture of Kindness” that is embraced and promoted at the Kindergarten permeates the children’s relationships and helps them to be respectful and to resolve conflicts in positive ways. Adults are also diligent about using well-modulated voice tones (not raised voices) as well as maintaining calm and respectful interactions with the children.

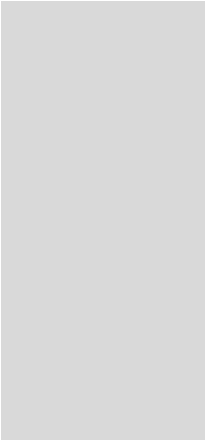
The dignity of each child is supported by allowing each child to move at their own pace. There is no pressure for them to join in any of the activities, only supportive invitations to join in if they feel comfortable doing so. Some children feel comfortable being observers initially so they can ascertain what activities entail and whether they feel comfortable completing them. Some children may even decide that certain games are just not for them. When children experience minor upsets like falling over or missing a parent momentarily, other children will spontaneously take their hand or rub their backs. This is an indication that the children are also imitating what adults within the classroom have modelled to them. The children are also skilled at reflecting about ways in which they can help others and be helpful in general e.g. tidying up as part of a Team.

Through careful and considered planning, Staff are mindful about “connecting” and interacting with each child individually so that no child “falls through the cracks”. All the children are equally comfortable interacting with all of the staff members as a reflection of the positive interactions that have occurred over time enabling supportive and trusting relationships to grow and build. The children also interact in positive ways with each other. The children have reflected, at a level appropriate to them, what the meaning of “consent” is. Just as Staff ask the children for consent to take their photo for documentation purposes, the children ask each other for consent to put a construction that children might have built away. They understand that it is not OK to just knock buildings down just for the “fun of it” because children may have put in a lot of time and effort to make it. This further reiterated by having laminated names to put against their buildings so observers can tell who the construction belongs to.

There is little evidence of Separation Anxiety in the mornings at drop-off time indicating that the children feel secure, happy, accepted and as if they belong. Children are also frequently observed working together to complete projects or activities such as puzzles or sandpit works. When the children work collaboratively, opportunities spontaneously arise to learn from each other and to support each other with their learning.

The children frequently reflect on how to identify different emotions by participating in associated language sessions with books, role-playing with puppets and using masks. The children are challenged when stories are being read to reflect on perspectives such as “How did that make that





character feel?”. How does that make you feel? It makes me feel” (sad, happy afraid etc). Being able to identify emotions is an integral step to assisting children to attain the ability to emotionally regulate. If a child did express “big” feelings, the time to examine those emotions and implement the “teaching time” about what has happened and how to deal with situations in more positive ways is not when the child is agitated, but when they have calmed. At Cannon Hill Kindergarten we prescribe to the “Circle of Security” Model where children build resilience and coping skills by keeping returning to a trusted Adult. By “coming back”, they find the resilience to move forward. If a child is expressing “big” emotions for any reason, they would also be reassured that the Adults are there to help, are close by and can support them when they are ready. The children also understand that violence or meanness towards others is not respectful or kind and that children are welcome to seek the support of an adult to help them identify positive ways to resolve conflicts. As others have noted, there is very little evidence of conflict as the children play and move through the routines of the day.

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	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or 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 5.2 – Relationships between children: Each child is supported to build and maintain sensitive and responsive relationships.

Exceeding themes	
1. Practice is embedded in service operations	<p>During Book Week, one of our Parents whose work is in publishing, offered to come in to read a story called “With a Little Sprinkle of Courage”. The Parent had donated this title to the Kindergarten earlier in the year, and we had read it as a class. The theme of the book is that Courage is something that comes from inside of you and cannot be touched or seen. The ECT had read the book initially, when the Parent First donated it, in the context of talking about resilience concepts and how the children are brave about leaving their Parents in the mornings when they come to Kindy, and brave when they try new things or meet new people. We also remembered from the “Army” visit by a Parent, that being brave is not about not being afraid, it means being afraid but doing something anyway. It’s Ok to be afraid, everyone is sometimes! During Book week, as arranged, the Parent came in and read the story, bringing along a replica of the small main character in the Book called “Fen” – a tiny bird like character – hidden in a small box but afraid to come out. The only way she was able to come out was if the children chanted “You can do it”, with conviction, a few times. They did so and “Fen” responded by coming out of the box and was passed from one child to the next to examine. The children (and Presenter) very much enjoyed the experience. The Parent also extended an emailed offer for Families to buy the title for themselves and to have it signed by the Author. The Parent has taken the Kindergarten copy to be signed by the Author. We discussed as a class how special that is. Reading this story, helps children to identify and understand these emotions and to explore concepts about what resilience is. Everyone feels sad, happy, afraid etc sometimes, and that is OK. Doing so also helps children to learn how to support and respond to someone who may be feeling a little sad and upset and how they can be sensitive and responsive to the feelings of others.</p>



	<p>The Parent kindly visited both Groups of children during Book Week.</p>
<p>2. Practice is informed by critical reflection</p>	<p>One of the Areas of Interest that the children (Kindy Green) had identified that they wanted to learn about was “Bats”. Whilst investigating concepts about Bats, the children learnt that Bats are virtually blind and “see” by sending out radar type signals that bounce off their surroundings. Staff reflected about how the concepts the children were learning about bats could be extended to help children also learn about disabilities and what it might feel like to be blind. Consequently, an experience was planned and implemented where one child volunteered to be blindfolded so they couldn’t see anything and another Kindy friend volunteered to lead them to the Bathroom during the Morning Tea transition time. This was also an activity that explored the concept of trust – the understanding that their friend would not let them crash into anything. Through this experience we pondered about what it might be like to be blind and how individuals could assist people who were blind if they wanted some help. The ECT asked the children what it felt like to be blind. Another activity that Staff implemented after further reflection about possible extensions related to the Bat Area of interest was when the Storeroom became a “Bat Cave” complete with black bats the children had made hung all around the shelves. The children were asked to bring torches in so we could undertake a “Bat Hunt” instead of a “Bear Hunt”. The children had previously “washed” the bats they had made with glitter so they would shine in the torch light. Before the “Bat Hunt” was started, the “Going on a Bear Hunt” book was read, with the word “bat” substituted for “bear”, to remind everyone about what might be entailed in a “Bat Hunt”. In order to allay any fears some of the children might have about the dark, we examined the storeroom with the light on to determine that there was nothing scary in there at all – just books and toys – everyone agreed. The light in the storeroom was then turned off so the children could activate their torches and spot the bats that were hanging in there. The children were also advised to not ever shine a torch into someone’s eyes as it could damage the other person’s sight (being sensitive, kind and considerate to others). The children also learnt about “torch etiquette” including it being OK to shine torches at the ceiling, ground, or an object but never in people’s eyes and to turn the torch off when not in use so the batteries do not go flat and then it will not work for the next person who needs to use it.</p> <p>Acquiring information such as this assists children to become sensitive and responsive to the needs of others. The “blindfold” activity also teaches children to be tolerant, accepting, and respectful of those with disabilities or those whom might be a little different. The children have often explored the concept of being “Equal but Different.”</p> <p>Activities such as this also helps to allay any fears children may have about the dark, as the dark is introduced to them in a positive and exciting context where the presence of Staff and Kindy friends can also support them. In this instance, no one was afraid, only eager, to participate. We also talked about how it is OK if people feel afraid of the dark, but the dark helps us to sleep and only happens because the sun is shining somewhere else in the World – the World Globe and a torch is used to demonstrate this.</p>

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

Leading on from our discussions about being blind, the children learnt about how Guide Dogs can also help Blind People and how they are especially trained to do so. When someone is working with a Guide Dog, the Dog is working and should not be patted as it distracts from their work. The “BugKids” presenter talked to everyone about how important it is to be kind to all animals, even the tiny ones like bugs and insects, because animals and bugs and insects cannot talk to us. Another Area of Interest that the children had identified was “Dogs”, so in order to extend these learnings, a Parent in the class was invited to bring their “Reading Dog” Max along for a visit. Max undertakes regular “reading duties” at the local State School. Max had already participated in the “Under 8’s Week” celebrations at Cannon Hill State School so Staff had witnessed his quiet and friendly demeanour. The Parent and child brought “Maxie” in and the children were able to gently pat, meet and observe Max. Before Max arrived, the children had discussed “Dog patting” etiquette that included

1. Asking the owner if one could pat their dog (safe or unsafe choice)
2. Letting the dog smell one’s hand so the dog is familiar with one’s scent
3. Never approaching a dog with one’s hand poised to pat them on the head or face – the dog might think one is going to hit it on the face or head; and
4. Remembering to pat it in the middle of the back where it cannot reach to bite anyone.

This activity helps children to build sensitive and respectful relationships with both animals and people. The Forensic Research and Criminology Journal Article by Scott Johnson states (Volume 6, Issue 5, 2018,) “Cruelty to animals may be one of the first symptoms of conduct disorder ...”.

Key improvements sought for Quality Area 5

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.2	Additional calming elements could be added to the “Chill Out” Tent now that it is larger.	Add “Fiddle Toys” resources to the “Chill Out” Space.	M	Find and order suitable resources.	Soft Toys and Fiddle Toys are currently available.	Week 3 of Term 4	Additional resources will be sourced in 2024 so options can be rotated to provide variety e.g. Stories and resources specifically related to identifying emotions that adults can read or share with a child.

Quality Area 6: Collaborative partnerships with families and communities

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

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

Quality Area 6: Standards and elements

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



National Law and National Regulations underpinning Quality Area 6

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

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

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6


Strengths

Even before Families are enrolled, Families are supported to be involved in the Service. Current Families on the Waiting List are invited to our Open Days and the Office Manager maintains contact with these Families if there are any events of interest where Families might like to join in. Doing so, makes these Families feel as if they “belong” and are connected to the Centre even before their children commence their enrolment. Brooke (Office Manager) also shares information about when placements will be offered as well as information related to the Government initiated Fee changes that are occurring in 2024 as information is released. Doing so, assists Families to “future plan” and to ensure that Families feel connected and well informed. Promoting strong partnerships with Families can only strengthen interactions with Parents and Families, as they feel comfortable about approaching Staff about any matters of concern or Family circumstances that may have an impact on their child. Promoting open channels of communication can only benefit the children who are enrolled as well as ensuring that Families have a voice.

Information that assists Parents in their Parenting Role is accessible in the Parent Area. Information for Families in Crisis, such as in Domestic Violence situations, is also freely available above the children’s lockers so Parents can easily pick-up a brochure anonymously. By hosting a “Pyjama Day” initiative each year, where Staff and children wear their Pyjamas for the day, Families are given the opportunity to make a small donation to the Pyjama Foundation to support the work they do with Domestic Violence Victims. This year, Families were also asked to donate new or used Books so that these could also be donated as another of the Pyjama Day initiatives is to recognise the importance of reading to children in the Early Years. The request for Books was very successful with one of our parents offering to deliver the books to the charity because there were so many to be picked up. Because this initiative was so successful, we will continue to offer this opportunity in future years.

Closed Facebook Groups have been established for both Groups and are initiated once placements are accepted and confirmed, so Families can connect even though their child has not physically commenced at Kindergarten. The opportunity to connect with other Families with similar circumstances and concerns, as well as having children of similar ages, can be a powerful support in reassuring Parents about their Parenting Roles and ensures that Families do not feel isolated. Play Dates that are scheduled during the Vacation Period, before the start of each Kindergarten Year, also gives Families a further opportunity to connect as well as a chance for the children and their Family to familiarise themselves with the Centre and Staff. Offering the opportunity to attend the Play Dates also leads to better transitions and hopefully, a reduction in instances of Separation Anxiety at the beginning of the Kindergarten Year. Feedback about the Play Dates has been very positive; however any parent is welcome to bring their child to view the Kindergarten at any time as it may inform their decision as to where they may choose to send their child. It is always important for Families to ascertain whether a Centre “resonates” with the Family and their child.

Families are also offered an opportunity to undertake an Interview before enrolment. If a Family member/members is/are unable to attend during working hours, an alternative date for an Interview will be offered out of hours on the weekend by the ECT. Families are always provided with plenty




of prior notification about their possible Interview time so arrangements can be made at their convenience. For children whose Families have decided to access an additional year of Kindergarten, interview opportunities for these Families can be offered before or after the days they attend. Interview opportunities to discuss each child's learning journey are also offered to the Parents of currently enrolled children mid-year, so the Families can make informed decisions about the learning journey ahead for their child in 2024. On the basis of this shared information, some Families may consider accessing an additional year of Kindergarten for their child. Families who have a child with Additional Needs enrolled are provided with a Communication Book as a Communication Tool between Home and Kindergarten. Entries are regularly maintained in these books.

Recently, through our close association with Councillor Lisa Atwood, Cr Atwood advised the Centre about a convenient digital application called "Google Forms" that can generate forms that are easy and convenient for Families to provide Feedback on. A form has been created and distributed at the present time, seeking Feedback from Staff, Families and all Stakeholders about a future large Playground Redesign Project that will be undertaken in stages.

Prior to the AGM, the Centre Handbook is reviewed each year to ensure that all sections are current. The Office Manager also distributes detailed information to each Family, describing what the expectations and responsibilities are for those Parents who may wish to nominate for an Executive Management or Committee Position. Current Executive and Management Committee members also make themselves available to explain what volunteering for any of those positions may entail. For 60 years, Cannon Hill Kindergarten has been successful at attracting Volunteers for these positions as well as a long history of Executive Members volunteering over multiple years to continue in their elected role on the Management Committee. Minutes that are generated by these Meetings are available to Families so that a commitment to openness and transparency in all matters related to the Kindergarten is maintained.

Parents are able to connect with the Kindergarten and stay informed through a variety of mediums. Policies such as our "Food for Thought" Policy and other appropriate information Policies are provided to the Parents on our Playdates or at the beginning of the year when the information is relevant. All Parents are welcome to join their child at Kindy to observe what happens at Kindy and to spend some time with their child at any time. Families are always welcome at the Centre. Parents are also invited to visit Kindergarten to share any special talents, interests, or knowledge with the children. Parents can connect and stay informed through face-to-face conversations before or after Kindy or by scheduling a meeting with Staff, as well as through Newsletters, Whiteboard notifications, written communications in their "Family Information Pockets", Daily summaries of the Program, Director's Reports, open access to their child's Portfolio and by email. The closed Facebooks Groups are often a source of information as well as invitations for Families to participate in Playdates at parks and spontaneous invitations for parents to meet at local Coffee Shops. Families provide feedback that they consider Cannon Hill Kindergarten to be a very friendly and welcoming place to be. When a newborn baby is welcomed, the happy event is always celebrated with a gift presented from all of the Families, Committee Members and Staff to the Family concerned.

Other opportunities for Families to become involved include participation in two (2) Open Days, the Orientation Day, Management Committee Meetings where all Families are welcome, Team Fundraising Events such as Bunnings BBQ, Children's End of Year Concert, and End of Year Disco. We



also have a number of Grandparents who are actively involved including an ex-Reading Recovery Teacher who is waiting for renewal of her Blue Card but intends to present literacy experiences to the children and is kindly donating books related to the children's interest areas for the Kindergarten to keep. Obviously, due to her professional background, the books are appropriate for Kindergarten aged children and of good quality. Another Grandparent couple kindly met the cost of some plumbing repairs and arranged to source and edge the new carpet mats that the children sit on daily. Another Family met the cost of these. The Grandfather also undertakes general repairs at the Kindergarten out of hours as he is a skilled handyman with an extensive collection of appropriate tools. This couple also "keep an eye" on the Centre and undertakes chores like mowing and taking the bins out during Holiday periods as they live in the same street as the Kindergarten. Even though none of their Grandchildren are presently enrolled, this couple have remained both loyal and committed to Cannon Hill Kindergarten. Their generosity and kindness are greatly appreciated.

Representatives from Cannon Hill State School and St. Oliver Plunkett visit the Kindergarten each year to ascertain how they can best support the children who will be attending these settings the following year with their Transitions. Sharing information such as who each child's friends are so they can be placed in the same class, can be instrumental in helping children to make successful transitions to Prep with a minimum of Separation Anxiety and insecurity. A Prep teacher from Murrarie State School also visits occasionally. Families are always asked whether they give their permission for Staff to share information gleaned from the Vision, Occupational Therapy and Speech and Hearing Screenings as well as information shared during the Interviews and in the Learning Portfolios. Doing so assists in the process of promoting continuity of learning and how the responsibilities for these transitions can be best supported (e.g. suggesting that a Buddy system might support a child who is transitioning, and organising and undertaking Excursions to visit the Prep classrooms.)

Minister Di Farmer invited the President and ECE to an invitation only event where participants were able to have conversations and ask questions of Minister for Education Grace Grace. The session was very informative.

Cannon Hill Kindergarten was invited to set up a Fundraising activity at an "End of Summer" Party being organised by Doboy Brisbane City Councillor Cr Lisa Atwood. It was very profitable for the Kindergarten as the proceeds of the whole event were only shared amongst the 4 selected not for profit organisations that Cr Lisa Atwood had invited to participate.

Di Farmer, State Member for Bulimba and Minister for Employment posted a "Name a Good Person" competition. Due to the very large number of votes received, the Early Childhood Teacher at Cannon Hill Kindergarten was selected as one of 7 winners out of 150 nominations. This resulted in the ECT being invited to Parliament House to receive a Queensland Day Award. At the Orientation Day that followed, in recognition of the ECT's achievements as well as their contribution to Early Childhood Education, the Management Committee presented the ECT with a beautifully engraved plaque entitled "Mrs Murphy's Garden". It now takes pride of place in one of the Gardens.



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	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or 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.

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	Visiting Speech Therapists, Occupational Therapists, Education Department Inclusion Support Officer, and a Deaf Mentor are some of the professionals who visited the Kindergarten to liaise with Staff about how to collaboratively work together to drive best outcomes for the children with Additional Needs. Strategies that these Professionals suggest can also be implemented with the remainder of the class cohort, so their visits benefit all of the children, not just the children they visit. When parents are otherwise engaged with working, having these Professionals visit at the Kindergarten during the Educational Program may be the best opportunity for these children with Additional Needs to access consistent opportunities for Therapy to support their development. Other Professionals such as the Speech Pathologists, Occupational Therapists, Vision Specialists and Audiologists who visit to carry out the respective screenings also provide feedback and support as they collaborate with staff, so that the children’s opportunities for learning can be enriched and individualised.



<p>2. Practice is informed by critical reflection</p>	<p>Following an intense period of Critical Reflection and collaboration with all Stakeholders, past, present, and future, the decision was made in 2023, to implement changes to the ways in which Educational Programs at Cannon Hill Kindergarten were configured and the hours during which they were offered. These Stakeholders included Staff, Families past, present and future and Management Committee Members. There was mutual agreement and support amongst all of the Stakeholders, in recognition of the changing circumstances of Families and what they require. Also taken into consideration was the fact that for Cannon Hill Kindergarten to remain sustainable and viable as an Early Childhood Provider into the future, Stakeholders needed to consider that a large number of Child Care Centres have been established in the vicinity and by being willing to undertake these changes, our business model would be more competitive and responsive to what Families are requiring.</p> <p>Decisions were also taken, after seeking sketches of possible Logos from all Stakeholders, to change our “branding” to include a more simplified Logo that included a representation of a “tree” motif. All stakeholders agreed that the Tree motif is iconic to Cannon Hill Kindergarten as part of the treasured memorabilia are original photographs of the Lady Mayoress, Mrs Clem Jones, planting a tiny seedling in the Playground in 1963. This Tree is now a massive Leopard Tree that takes pride of place in the Playground and has provided shade and shelter to generations of children. These photos became particularly relevant this year when Cannon Hill Kindergarten celebrated their 60th Birthday Jubilee.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>In 2023, Invitations were sent out to past and present Community members and Families, as well as other Stakeholders and Special Guests, to help Cannon Hill Kindergarten celebrate its 60th Anniversary Jubilee. Much Critical Reflection and collaborative efforts were involved in planning how to make the event a success. The response was outstanding with over 150 Guests in attendance including the Right Honourable Lord Mayor of Brisbane, Adrian Schrinner; the Lady Mayoress, Nina Schrinner and family; the Honourable Di Farmer, Minister for Employment and Small Business and Minister for Training and Small Business and State Member for Bulimba; Max Chandler-Mather, Federal Member for Griffith and Councillor Lisa Atwood representing the Dobby Ward. The Right Honourable Lord Mayor of Brisbane, Adrian Schrinner, presented the Kindergarten with a specially engraved silver plaque to commemorate the occasion. There was also a strong contingent of past Families (some of them from up to 40 years ago) as well as almost all of the Employees that had worked with the ECT since 1985. It was such a joyful occasion and wonderful to see that so many Families had such a strong attachment to Cannon Hill Kindergarten. The Brisbane City Council, and Di Farmer’s office contributed funds for the Celebration, Max Chandler-Mather’s office provided volunteers, as well as assistance from Cr Lisa Atwood and other generous Community members and current Families. The Celebration was a rich example of engagement with current and past Families and Community members stretching over many, many years, as well as a positive endorsement of how strong Communities can be built and sustained.</p>

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	Add more parenting information books to the Community Library for Parents to access anonymously.	More books available.	M	Refer to catalogues and Scholastic Book Club for suitable Titles.	Additional Titles are added to the Community Library.	Mid Term 4	Copy of Invoice available when purchases are made.

Quality Area 7: Governance and Leadership

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

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

Quality Area 7: Standards and elements

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

National Law and National Regulations underpinning Quality Area 7

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

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

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

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

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

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

Quality Improvement Plan for Quality Area 7


Summary of strengths for Quality Area 7

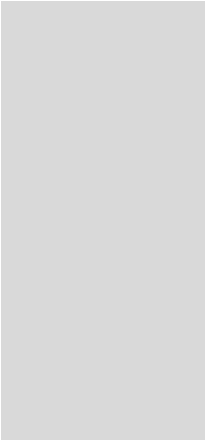
Strengths

Cannon Hill Kindy has an association structure with the families of the students forming the association and appointing the Management Committee to act as the Approved Provider. The Kindy's Strategic Plan centres the child's learning and development in the purpose and was created by consulting staff and families. The kindy's vision is to educate and nurture our children to become creative, confident, and caring life-long learners who are ready to transition to school. The Strategic Plan details the values of excellence, inclusion, diversity, community, and integrity. Goals span the domain of children, program, governance, staff and viability and details the strategies and performance measures to achieve the kindergarten's vision. The plan is reviewed annually and guides the Management Committee's operation. A hierarchy of planning, actions and documents flow from the Strategic Plan and the coherent and articulated vision ensures resources are used effectively, for example to purchase resources, develop facilities or train staff.

Executive committee and non-executive office bearer appointments are made annually at the association's annual general meeting. A 2022 constitutional change now allows for outgoing members to continue in a caretaker role while a thorough onboarding of new members occurs, following internal processes and in accordance with the National Quality Framework. Example activities include finalising blue card applications and registration with ACEQA and allowing for a thorough handover. From 2023 the Management Committee will incorporate a handover process of "left seat, right seat" which allows incoming office-bearers to first observe the outgoing office bearers in key activities before taking control and then having access to outgoing office bearers for a period of time. This new process is used in military operations to ensure continuity of operations and sharing of information during transfer of control and was informed by the military leadership experience of the current president.

The Kindy continuously updates its workforce plan and in 2023 completed a full pay and conditions review for staff which included committing to a three year enterprise bargaining agreement for education staff. The kindergarten continues to pay above award rates understanding that attracting and maintaining good staff supports good leadership and governance, especially at a time when there are staffing shortages in the sector. Education staff have regular meetings to plan lessons and share learnings. Staff requests, suggestions and priorities flow directly into the monthly association meetings attended by the Director and open to all staff members.





Staff are supported to undertake relevant and ongoing professional development. They are encouraged to shape their individual development journey by nominating courses, seminars and other opportunities they believe to be mutually beneficial. The Management Committee strongly supports the Educational Leader in accessing relevant Professional Development opportunities as well as being flexible about release times to attend these and how knowledge gleaned from these Sessions is used to mentor other Staff Members. Meeting the cost of these sessions is seen as an investment. Kindergarten Staff are encouraged to incorporate their learning directly into the kindergarten to improve the service. For example, one educator is learning Auslan and this is being introduced into the classes. Parent feedback at the start of the year identified an opportunity to review nutritional information handouts provided to families. This led to training and a plan to update materials.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>The kindergarten's approved provider is the four-person executive committee of the Cannon Hill Kindergarten and Community Pre-School Association and the centre's Director and Nominated Supervisor is the lead early childhood teacher (ECT). A four-person team fulfilling the position of the approved provider, supported by a wider committee of office bearers ensures the approved provider draws on a wide pool of expertise and embeds family inclusion and involvement. The committee formally meets monthly to coordinate efforts with subcommittees and working groups formed as needed.</p> <p>In 2023 the association conducted a comprehensive review of the governance framework and documents including the Strategic Plan, Operational Plan, Workforce Plan and Compliance Register. This ensures the Kindy has very strong and effective processes in place to plan operations and manage risk. The constitution and association calendar establishes solid governance arrangements and ensures regular evaluation and a high level of collaboration with families, staff and the community.</p>
2. Practice is informed by critical reflection	<p>The association regularly reviews its foundation document, the constitution to ensure it remains fit for purpose. Recent changes included updating non-executive positions to reflect current roles plans for future changes include updates to reflect recent changes to Queensland's Associations Incorporation Act 1981.</p> <p>Policies are developed, reviewed, and implemented in a consultative way and may be initiated in both a top-down or bottom-up way. An example of how top-down policy change occurs is a legislative change is made triggering the central governing body to update and reissue a policy. It is read and considered by kindergarten staff and the executive committee and implemented as appropriate for our setting. Policies are available for family comment and input. An example of a bottom up policy occurs when an observation or change highlights an opportunity for improvement. For example, while previously children who wanted a place in a community kindergarten could readily access one, in recent years the area surrounding our kindergarten has become increasingly competitive for kindergarten</p>



	<p>placements with long waitlists and parents putting their children down at multiple centres. This has led to an information requirement from parents to understand when offers for placement will be made so they can better understand their options. An enrolment and fee policy was developed to guide the enrolment process and enhance transparency.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>As the governance structure embeds parents and carers in strategic and operational levels of the kindergarten it ensures meaningful engagement with families is at the heart of kindergarten leadership. The kindergarten management committee positions are volunteer roles and the kindergarten aims to make service on the committee a rewarding and constructive experience. In the past several executive committee members have spent many consecutive years serving on the committee, some up to five years. Continuity of membership promotes consistency and sustainability for the Kindergarten and aids handovers.</p> <p>There is diverse representation in the governance and leadership of the kindergarten and monthly committee meetings are attended by the executive committee, office bearers, centre director, office manager and bookkeeper. The annual meeting calendar is advertised to the kindergarten community and are open for association members to attend. Technology is utilised in enhance accessibility.</p> <p>Kindergarten leadership engages with the community to ensure that changes incorporate diverse views. For example in 2023 as part of outdoor refurbishment planning families were surveyed to ensure the concept had broad input and reflected the wishes of the families.</p>

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
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]

Key improvements sought for Quality Area 7

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2	Kindy will join ECTA as an Organisation.	All Stakeholders will have access to relevant information.	M	The Kindy joins ECTA.	Educators access material and participated in events	2023	Kindy is a member and educators attended first event.
7.1	Governance Documents need to reflect the recent changes to the Kindergarten structure. (Previously two 5 day fortnight programs, now an 18 and a 16 hour per week program).	Key documents guiding Kindy operations reviewed and approved.	H	Documents to be updated: 1. Strategic Plan 2. Operational Plan 3. Work Force Plan 4. Compliance register/Calendar 5. Hand over documents for each committee role	Foundation documents underpin sound governance of the kindergarten operations. Information is centrally located and available to those who need it and corporate knowledge is handed onto successive management committees.	2023	1. Completed and accepted at 10 th May Committee meeting. 2. In progress with the intent to complete at 4 th October committee meeting. 3. Review complete June 2023. Accepted 12 th July 2023 committee meeting. 4. In use since April 2023 and is a living document.



								5. To be completed by AGM on 19 th Nov 2023.
--	--	--	--	--	--	--	--	---------------------------------------------------------------



Notes

2023-2027 Strategic Plan

Our Vision

To educate and nurture our children to become creative, confident, and caring life-long learners who are ready to transition to school.

Our Purpose

We promote the best possible outcomes for children by:

- Providing high quality, affordable kindergarten programs;
- Sharing knowledge and promoting the value of high quality kindergarten programs for children of all cultures and diverse learning needs;
- Promoting a sense of emotional well-being, secure attachments, and social and cultural awareness in children;
- Recognising and supporting parents as their child's first and most influential teachers; and
- Inculcating a sense of curiosity, inquiry and internally motivated learning.

Our Values

Excellence

We have a commitment to high standards and strive to continuously improve our practice, and the relevance and responsiveness of our kindergarten programs.

Inclusion

We provide accessible kindergarten programs that support high standards for all children.

Diversity

We appreciate the diversity of our community, and social and cultural acceptance and competence.

Community

We build positive enduring relationships with children and their families, our staff, and the community in which we belong. Relationships are based on honesty, trust and respect.

Integrity

We act with utmost integrity, are accountable for our actions, and ensure effective and efficient use of resources.

Our Philosophy

We believe that children thrive as competent and capable thinkers and learners when supported in a caring, nurturing, and safe environment. At our kindy:

- We create an environment that is kind, respectful and promotes inquiry, resilience, and inclusion.
- We see children as key stakeholders in their learning and children are encouraged to explore their interests through our shared curriculum, play based learning, and hands-on experiences.
- We understand that children develop at their own pace, and we support the diverse needs of our learners.
- Parents and carers are always welcomed and encouraged to spend time at the centre.

Annex A: 2023-2027 Strategic Plan

Our goals				
CHILDREN Deliver high quality, child-centric kindergarten programs.	PROGRAM Develop and maintain a reputation for best practice early childhood education which serves family's needs.	GOVERNANCE Establish a strong kindergarten community and volunteer network to enable effective governance and ongoing viability	STAFF Create a positive and rewarding workplace for staff.	VIABILITY Build a viable and sustainable kindergarten service
Our key strategies				
Implement the National Quality Framework and achieve a rating of 'exceeding the national quality standard'. Embed the Early Years Learning Framework and Queensland Kindergarten Learning Guideline into practice. Seek feedback from parents and carers about the quality of our kindergarten program.	Enable and resource the teaching staff to deliver effective child-centric learning. Share our knowledge and expertise. Reflect regularly on our practice to facilitate continuous quality improvement. Incorporate input from all stakeholders. Collaborate with parents to promote inclusion. Enable a smooth transition to school.	Encourage families and carers to participation in kindy activities and create opportunities to volunteer. Connect families with each other and with local support services as needed. Promote the value and contribution of the kindy within the local community. Develop procedures and documents to enable effective management by the committee and facilitate the smooth handover of corporate knowledge year to year.	Foster a culture that rewards excellence. Attract, retain and develop highly skilled and motivated staff. Support staff learning, professional development and undertake performance review. Create greater cultural responsiveness by ensuring our behaviours, attitudes, policies and practices enable us to work effectively cross-culturally.	Ensure financial viability, sustainability and where possible growth. Ensure the most effective use and management of resources. Ensure a safe and supportive work environment with fit-for-purpose facilities. Minimise our environmental footprint. Increase community awareness of enrolment opportunities. Seek out and apply for grants to improve facilities and services.
Our performance measures				
Our service 'exceeds the national quality standard' Level of parents and carers satisfaction measured through regular feedback and an annual survey.	Staff consulted regarding resource requirements. Full cohorts of eligible aged children are maintained. Parent and carer expectations met. Inclusion funding sought and allocated (where appropriate).	Level of volunteer participation. Level of community attendance at kindy events. Management Committee positions filled. Compliance with regulatory requirements.	Staff satisfaction levels Staff retention Staff qualifications/skills Positive feedback from parents and carers	Balanced budget annually Number of waitlist applications.