



Australian Children's
Education & Care
Quality Authority

Quality Improvement Plan

Covenant Christian School Early Learning Centre

National Quality Standard

Updated February 2025

Endorsed by the Covenant Christian School Governing Council May 2025

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	
Covenant Christian School Early Learning Centre - Preschool		SE-400056597	
Primary contacts at service			
Julie Prattis			
Physical location of service		Physical location contact details	
Street	1 Woodcock Drive	Telephone	02 6294 2455
Suburb	Gordon	Mobile	0432 353 913
State/territory	ACT	Fax	02 6294 2456
Postcode	2906	Email	covenant-admin@covenant.act.edu.au
Approved Provider		Nominated Supervisor and Director	
Primary contact	Martin Keast	Name	Julie Prattis
Telephone	02 6294 2455	Telephone	02 6294 2455
Mobile	0402 110 339	Mobile	0432 353 913
Fax	02 6294 2456	Fax	02 6294 2456
Email	covenant-admin@covenant.act.edu.au	Email	julie.prattis@covenant.act.edu.au
Postal address (if different to physical location of service)			
Street	PO Box 1067	State/territory	ACT
Suburb	Tuggeranong	Postcode	2901
Educational Leader			
Name	Rachelle Potter		
Telephone	02 6294 2455		
Email	Rachelle.potter@covenant.act.edu.au		

Operating hours

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

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

Round times to the nearest quarter of an hour.

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08.45	08.45	08.45	08.45	08.45	closed	closed
Closing time	15:15	15:15	15:15	15:15	15:15	closed	closed

Additional information about your service

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

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

- Parking: available in the staff car park off Woodcock Drive and adjacent to the ELC at 1 Woodcock Drive (off Armbruster St), Gordon.
- The service is closed all public holidays, ELC term breaks and weekends.

Term dates 2025

Term 1 2025- 3 February – 11 April (10 weeks)

Term 2 2025 - 28 April – 30 June (10 weeks)

Term 3 2025 - 21 July – 29 September (11 weeks)

Term 4 2025 - 7 October – 12 December (10 weeks)

Public holidays

Australia Day: Sunday, 26 January (public holiday: Monday 27 January)

Canberra Day: Monday, 10 March

Easter: Friday, 18 April – Monday, 21 April (during term break)

ANZAC Day: Friday 25 April (during term break)

Reconciliation Day Monday, 2 June

King's Birthday: Monday, 9 June

Labour Day: Monday, 6 October

How are the children grouped at your service?

The children at this service are grouped into a mixed group aged between 4 and 5 across 2 sessions.

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

Julie Prattis (Nominated Supervisor and Director) in consultation with ELC educational staff and Covenant Christian School Principal, Martin Keast

Covenant Christian School Vision Statement

In dependence on God's grace, Covenant Christian School will nurture and equip students with a heart to glorify God by serving Him and living according to His Word.

Covenant Christian School Mission Statement

Covenant Christian School is a safe, caring, and loving community. In partnership with parents, we cultivate Christian character in our students and equip them to joyfully serve God and contribute positively to society. This is achieved through a Christ-centred approach where the gospel is central. God's Word is applied to all areas of learning and experience. Students and staff are challenged, encouraged and supported to love learning and pursue excellence to the glory of God.

ELC Service Statement of Philosophy

Covenant Christian School Early Childhood Centre Service Statement of Philosophy builds upon our School's vision statement and the principles and practices from the Early Years Learning Framework. *This Statement was reviewed in 2022 and approved by Covenant Christian School Council on 24 October 2022.*

Biblical Basis for Education

The educational philosophy of Covenant Christian School's Preschool is God-centred and is based on the belief that God's Word, laws, principles, ethics and standards are absolute truth, and that the Bible is the inerrant and inspired Word of God. We teach that Jesus Christ is the Son of God and the Creator and Sustainer of all things.

Supporting the Needs of Each Child

We believe that each child is uniquely created by God, in His image and develops at an individual rate (Genesis 1:26, Psalm 139:13-16). As such, children are supported and encouraged to learn, interact, ask questions, be listened to, take risks, and develop at their own pace in a loving and positive learning environment. Within each of the key learning areas, our curriculum will meet the varying needs and learning styles of individual children by incorporating a balance of child-guided free choice activities and structured learning opportunities. In addition, our curriculum is informed by the observations and analysis of our children's interests.

We teach our children to problem-solve and to be engaged in learning responsibility for themselves and others. Our aim is for children to respect themselves and others as image-bearers of God with inherent dignity and worth.

Supporting Growth in all Areas

Early childhood is a crucial time for social, emotional, cognitive, physical and spiritual growth. To foster growth in all areas, according to His design, we encourage the development of skills through play and interaction with people and objects in their environment. It is important to provide quality learning experiences within the classroom which are meaningful to each child.

Emotional Learning

Emotional learning in the early childhood setting is vital for children's ability to interact with and form relationships with others. Children need a safe setting to learn to express themselves and to react to others and to learn to regulate their emotions. Building a language of play not only helps in children's language skills and understanding but also assists in developing their emotional and social wellbeing. We aim to have our students become functional members of a group, to be kind to one another, and to learn to take responsibility for tasks individually and as a group.

Learning through Play

We believe that play is essential for young children as it teaches them to be confident, to share and to explore. Play should be fun, exciting, hands-on and challenging. We believe it is important to provide opportunities for children to experiment, discover, explore, create, investigate, develop theories, solve problems, take calculated risks and express ideas with the support of other children and educators.

We believe in giving children time to play outdoors every day, play with water, walk barefoot on grass, learn how to grow things, walk on balance logs, ride on bikes and scooters, watch the frogs and fish, and kick piles of Autumn leaves. In other words, to grow in their wonder and appreciation for God's creation through engaging with it.

In addition, the children use the Primary School oval for activities such as soccer and the Primary Playground for climbing and free play.








Dedicated Staff

We further believe that children learn by example (Deuteronomy 6:7) therefore all our teachers of young children confess Christ as Lord and Saviour, hold a biblical worldview, and live a Christian lifestyle in their home, school and community. Educators, therefore, model and display respectful actions and interactions between one another, and towards our children and families. Through the establishment and valuing of supportive partnerships we seek to assist parents in the nurture of their children by equipping them to live for God's glory.

Transition to School

The teaching and learning program is intentional and provides preparatory experiences for students, which create a pathway that equips each child with appropriate social, relational and organisational skills in preparation for transitioning to K-12 schooling. Throughout the year, the children are gradually introduced to the structure and routines of the school in order to make the transition as smooth as possible.

Quality Improvement Plan: Key Focus Areas

1	2	3	4	5	6	7
Educational program and practice	Children's health and safety	Physical environment	Staffing arrangements	Relationships with children	Collaborative partnerships with families and communities	Governance and leadership
						
GOAL	GOAL	GOAL	GOAL	GOAL	GOAL	GOAL
PRIORITY 2 Elements 1.1.2, 1.2.1 Improve teaching focussed on each child's current knowledge, strengths, ideas, culture, abilities and interests as the foundation of the program PRIORITY 5 Elements 1.3.1, 1.3.2 Embed the Planning Cycle to ensure educators are intentionally reflecting on and supporting children's progress towards the EYLF learning outcomes.	Element 2.1.2 The promotion and implementation of effective hygiene & WHS practices. Element 2.2.1 Embed systems in place to ensure children are protected from harm and hazard. Element 2.2.2 Review procedures and policies to effectively manage incidents and emergencies in line with regulations.	Elements 3.2.1, 3.2.2 Inclusive environment. Play-based learning. Modify the environment to facilitate play-based learning and meet inclusive learning needs.	PRIORITY 4 Element 4.2.2 Professional Standards Create a healthy and supportive work environment that fosters both mental and physical wellbeing.	Elements 5.2.2 Self-regulation Equip educators to support children to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	PRIORITY 1 Element 6.2.2 Access and participation Implement effective inclusive planning processes to improve learning outcomes for each child.	PRIORITY 3 Element 7.2.3 Development of professionals Build educator capacity through targeted professional learning, collaboration and critical reflection. PRIORITY 4 Element 7.1.2 Management systems Build an environment that fosters creativity, cohesiveness, support, safety and teamwork.

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

Element 1.1.1. Approved learning framework

Covenant Christian School Early Learning Centre provides an accessible, quality teaching and learning program for preschool age children in a safe, caring and supportive environment. We desire to grow in each child an understanding that they are a child of God. We seek to instruct and educate our children through many and varied learning experiences.

Covenant Christian School Early Learning Centre has embedded the Early Years Learning Framework, 'Belonging, Being and Becoming' in practice. Our educators critically reflect, seek feedback from parents and children and embed the EYLF to promote the development of children's life skills and competencies. Children's skills, knowledge, abilities and interests are developed and supported within the 5 learning outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

Element 1.1.2. Child centred

Each child's current knowledge, strengths, ideas, culture, abilities and interests form the foundation of our program. Our educators respond to children's goals, ideas and play and scaffold and extend each child's learning, taking into account parent goals, the context of the child's family and community, developmental needs and learning styles. We plan fortnightly using observations from the previous fortnight, modifying activities according to the child's interests. Educators use their observations from the children's play, the children's interests and critical reflection as a team to support a child-centred program for each child.

In line with our Service Statement of Philosophy, we aim to build on the children's current knowledge and understanding. Our focus is on each child as a child of God. We endeavour to ensure a safe and secure environment where the wellbeing of the children is paramount. We provide learning experiences that offer opportunities to:

- Discover Christ and His plan for them
- Build on knowledge, strengths, ideas, culture, abilities and interests in line with identified goals for each child
- Build creativity and imagination
- Allow reciprocal friendships to form
- Promote confidence, persistence and perseverance
- Encourage physical and mental development and well-being
- Develop life skills through play
- Allow children to develop a love of learning, and
- Allow children to develop and build new life skills.

Documentation about children's progress, in line with personally identified goals, and engagement at the ELC is available on an ongoing basis to families. Educators use Storypark to keep parents informed of the learning that has taken place each week. Documentation of the interests as a group are reflected and recorded. Access to the children's Learning Journals (Portfolios) is available to families at any time. At the end of Semester 1, families are invited to attend a *Stay & Play* session where the child shares their Learning Journey with them. Families are provided a specific opportunity to view their child's Learning Portfolio and photos of learning activities reflecting the EYLF outcomes are made available to them. Families receive a written report at the end of Semester 2 each year. Educators write personalised comments against EYLF outcomes. Educators write learning stories that reflect progress against personally identified goals and EYLF outcomes for each child throughout the year. Families may request an interview at any time, and families have the confidence to request these meetings.

Element 1.1.3. Program learning opportunities

All aspects of the program are organised in ways that maximise opportunities for each child's learning. This includes:

- Embedding the Planning Cycle in programming processes
- Observing and critically reflecting upon children's current knowledge, strengths, ideas, culture, abilities and interests
- Linking learning to the EYLF principles, practices and learning outcomes
- Educators reflecting on child/parent/educator goals and planning appropriate learning experiences
- Collecting children's feedback, work samples and photos as evidence of learning
- Writing regular Storypark stories to highlight children's learning against goals
- Using all aspects of the program, including routines, to maximise opportunities for children's learning, and
- Seeking parent, child and community feedback to help inform planning processes.

Element 1.2.1. Intentional teaching

Our Educators extend children's learning and development by intentionally planning activities that are purposeful, deliberate and thoughtful. Planning is based on observation of each child's development and interests, and the goals that have been set by the child, the parent, the educator and progress already made against those goals. Educators purposefully cater to individual needs, engage by asking open-ended questions and supervise to keep all children safe.

Our learning program and routines are based upon early childhood pedagogy and develop children's agency. We provide a mixture of inside and outside play experiences, including sensory activities to promote self-regulation. We also provide spaces for quiet play as well as more active play to reflect children's different learning dispositions. Activities are planned in accordance with developmental stages and children's current interests.

The program and routines support children's independence, autonomy and agency, maximises their engagement in learning as well as preparing them for a smooth transition to School. Educators are focused, active and reflective in delivering the program. The deliberate use of a variety of learning environments across the school, for example, the library, playground, oval area, natural and bushland environments, Kindergarten rooms and the COLA, maximise interests and outcomes. Group times and games are designed to improve children's abilities and skills, particularly about emotional development, teamwork and socialisation.

Element 1.2.2. Responsive teaching and scaffolding

ELC Educators have embedded the Planning Cycle into practice and use children's ideas and play and provide an enriched, play-based learning environment where all children are encouraged to be curious, confident, communicative, resourceful, cooperative, purposeful, persistent and to take risks. Educators extend learning through open-ended questioning, interaction and feedback. Children are encouraged to explore and ask questions about their topics of interest. To build on the

children's knowledge, Educators challenge thinking and extend learning, both individually and as a group. Observations and feedback are recorded and used to inform future planning.

To extend children's interests, the ELC plan regular incursions (Fire Brigade, Recycle man, community speakers) and excursions, such as trips to the Dinosaur Museum. The ELC has a focus on outdoor play where children can experiment, discover, explore, create, investigate, develop theories, solve problems, take calculated risks and express ideas with the support of other children and Educators.

Element 1.2.3. Child-directed learning

Each child's agency is promoted through offering choice and use is made of visuals to promote children's agency in their learning for example: asking children what activities they would like to put out. We ensure each child's interests and choices are included, to develop active participation in social development/learning through open ended activities, such as playing with construction toys, dramatic play, nature play, playing with water and sand and exploring nature.

At the ELC we value inclusion, and our Educators actively seek to acknowledge and integrate a wide range of diverse learning, cultural and language needs into daily practice. We work closely with other agencies, playgroups and Allied Health professionals to support children and their families. Our children, families and staff have access to our School Chaplain. Our Learning Support Manager assists Educators to make quality decisions about the needs of children who are neurodiverse, develop Individual Learning Plans, adapt the curriculum in meaningful ways and suggest strategies to maximise learning and engagement.

Element 1.3.1. Assessment and planning cycle

The Planning Cycle is embedded in practice, as Educators actively participate in collecting observations, noting children's interests, skills and development. This information is then reflected on by Educators and discussed in team meetings for further planning and refinement and implementation of learning experiences. Individually and in teams, our educators observe, analyse, plan, implement and evaluate. This involves critical reflection and the incorporation of ideas and feedback.

Element 1.3.2. Critical reflection

Critical reflection on children's learning and development is foundational to our programs and is embedded in procedures and drives practice. Educators participate in regular team meetings to discuss and review practice, plan and implement. This extends our learning and participation in professional discussion. Reflections and professional collaboration are documented in a book which is used for reflection and planning.

Element 1.3.3. Information for families

Each family at the ELC receives regular feedback about their child's learning and development through Storypark notes, Learning Stories and children's Learning Journals (Portfolios). Early in Term 1, regular, meaningful communication is established with parents and a personal Parent Teacher Conversation facilitates the setting of goals for their child. Regular reporting on progress against identified goals is shared through Storypark. A 'Stay & Play' learning journey allows each child to share learning experiences with their family and view their portfolio. In term 4, families receive a completed Statement of Learning Report, which with parent/guardian consent is also forwarded to the child's Kindergarten teacher for the following year.

Exceeding themes

1. Practice is embedded in service operations



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

During the Assessment and Rating visit in 2022, the Preschool received an overall rating of 'Meeting the National Quality Standard', with a 'Working Towards' rating in Quality Area 1. Since that time, the educational team have used information from this assessment to inform goals and practice, to guide Professional Development and to provide the focus for ongoing critical reflection. As we strive for continuous improvement, considerable targeted professional learning and collaborative planning has been undertaken to embed the Planning Cycle into our operations.

- The ELC has embedded the approved learning framework - 'The Early Years Learning Framework for Australia v2.0, 2022, Belonging, Being and Becoming'. This Framework is embedded as the Planning Cycle is implemented- observing, assessing, planning (and designing), implementing and evaluating (with critical reflection). It is used to inform and support teaching and learning programs. The principles, practises and learning outcomes assist us in designing, implementing and evaluating practice. **(Elements: 1.1.1; 1.1.2; 1.1.3)**
- Following professional collaboration and critical reflection, in February 2025, a new observation and planning template was introduced, and observations were also included in the Planning module of Storypark, informing planning. **(Elements: 1.3.1; 1.3.2; 1.3.3)** This allowed planning to focus on children's individual knowledge, strengths, ideas, culture, abilities and interests. For example, educators noted a strong interest in cooking and creating. We read *Wombat Stew*. This inspired drama activities, nature hunts, and wondering about what would go into a wombat stew? This led to making a real stew at Preschool. (March 2025). Children also showed an interest in dinosaurs, and we implemented activities on dinosaurs and volcanos including making a volcano model out of sand using bicarb and vinegar (and then added glitter!) to make the lava. (21-28 March) **(Elements: 1.1.1; 1.1.2; 1.1.3)**
- As Educators, we provide children with a high quality, safe, and welcoming environment, where a sense of belonging, ownership, and the opportunity to take risks are embedded in our planning and programming. We acknowledge that children come to the ELC with a diverse range of experiences, ideas and backgrounds and from a range of cultural, social and economic backgrounds. We provide learning experiences that cater for different abilities, for example the range of puzzles we provide at the start of each session, catering for different ability levels. For example, we have introduced small group activities where children of different abilities are scaffolded. Our Fingergym and Fundamental Movement skills programs provide activities that cater for children of differing ability and extend developmentally capable children. We have children from many cultural backgrounds including Vietnamese, French, Malayalam, Punjabi, Nepalese, etc. In some cases, children come to the ELC without any English. Through play and intentional teaching, these students can slowly learn English in a fun way. For example, a student with a CALD language background was supported in her early days of Preschool using Google translate. Another student is supported though Auslan, Keyword Sign and visuals to aid their communication. Our aim is to maximise student learning in creative ways. **(Elements 1.1.1, 1.1.2)**
- The EYLF Practice of 'learning through play' guides Educators to support and promote child development **(Elements 1.1.1; 1.1.2)**. In Term 1 2025, the ELC embedded the theme of 'Belonging' into our early activities. Activities included the making of a 'Belonging Tree', displaying pictures of each child's family, looking at the world map and discovering where families might have originated from. We drew pictures of ourselves and displayed them. In line with the Service Statement of Philosophy, we looked at how God made the world and created each one of us as special.
- On 24 and 27 February 2025, Parent Teacher conversations were held with all families in the ELC. During this time, goals were discussed and parent feedback sought in regard to learning outcomes for their child /children. Educator goals were also discussed. Feedback from the child was also included in the goal-setting process. **(Elements: 1.1.2, 1.2.1)**

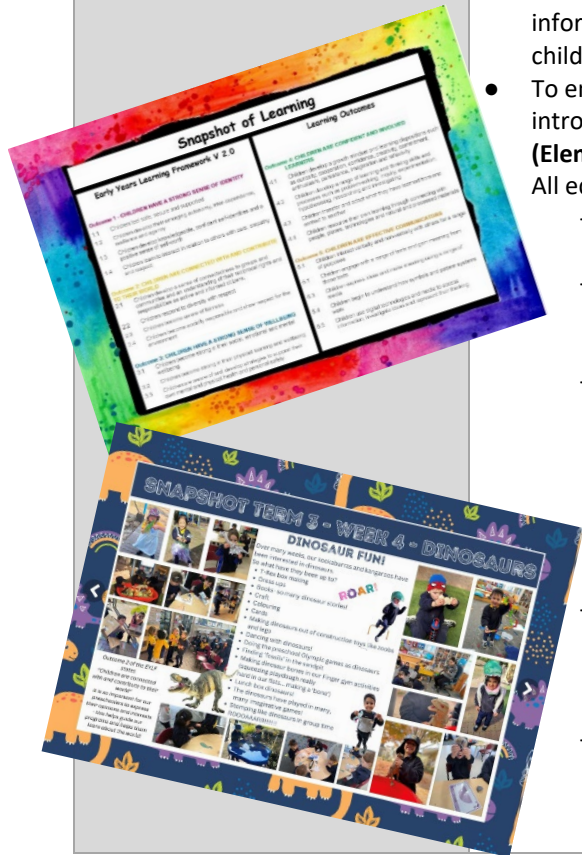


2. Practice is informed by critical reflection



- Our Preschool has an approved Strategic Inclusion Plan. Individual learning plans are formulated with additional resources put in place to support children, as required. Inclusive practices are built into all programs. **(Elements: 1.1.2, 1.1.3)** In February, individual meetings were set up with parents, educators, the Educational Learning Support Coordinator and Allied Health personnel to develop Individual Learning Plans for children.
- In April 2024, we introduced visual timetables, Individual Learning Plans, social stories, Auslan and visual cues to enhance communication with children. **(Elements: 1.1.2, 1.1.3)** This has been expanded in 2025, as we respond to the inclusive learning needs for several children. For example, we are learning to sing songs in Auslan, and learning new words of topical interest each week, for example, volcano, caterpillar, butterfly.
- Following feedback from the A & R assessment in 2022, Educators critically reflected on existing practice to build additional and better developed skills in implementing the Planning Cycle. A SWOT analysis of strengths and weaknesses was undertaken. In response to this, Staff meetings were planned with an agenda of critical reflection included. A program of professional learning centred on Continuous Improvement, particularly in Quality Standard 1 was introduced. Networking with other Centres was pursued and established and these Centres graciously shared their experiences and examples of the Planning Cycle. Ongoing liaison with these Centres has occurred to share various learnings. Professional reading, observation and attendance of relevant webinars was undertaken. This reflection has been utilised and incorporated in subsequent planning. The 5 elements of the Planning Cycle are embedded in programming, evaluating learning, assessing and subsequent planning. **(Element: 1.3.1 & 1.3.2)**
- Following attendance at the Christian Education National (CEN) State conference, educators have critically reflected on information and resources from the State Conference and sought to embed learning into our Educational programs and practice. For example, sharing observations, reflecting individually and as a team and documenting children's and our learning in this area has become embedded in the ELC staff meetings and program planning. The Conference highlighted the need to critically reflect on documentation and its role in the programming cycle. Families were also involved in this process and were asked for their feedback and reflections. **(Elements: 1.1.1; 1.1.3; 1.2.3; 1.3.2; 1.3.3)**
- A culture of Continuous Improvement and critical reflection, focussing on Standard 1 has been embedded in our practice. For example, time has been intentionally created for educators to collaborate and work together professionally on programming. Networking with other Centres has also been embedded in practice. For example, on 26 March 2024, visits to other Preschools were arranged for two of our educators to enable them to network with other ELCs and critically reflect on their practice. Networking visits are planned for July 2025. **(Elements: 1.3.1; 1.3.2; 1.3.3)**
- Professional reading, observation and attendance of relevant webinars has also been undertaken. For example, on 27 February 2024, educators undertook professional learning through CELA *Bringing the EYLF 2.0 to life* and 3 March 2025, they undertook Professional Learning in *Manual Handling*. Critical reflection has been utilised and incorporated in subsequent planning. **(Element: 1.1.3)**
- The educational team are constantly taking steps to embed the Planning Cycle (Observe → Assess → Plan → Implement → Evaluate) into professional collaboration and critical reflection and embedding it into practice. In line with our QIP focus on Standard 1, a network visit to Charles Conder Preschool yielded new ideas which were introduced to the CCS ELC program. For example, the educators were able to see how Charles Conder displayed a 'Snapshot' of their week, and this is something we were inspired by. We created our own version and embedded it in practice. The Storypark Planning facility commenced in April 2024, focussing on embedding the Early Years Learning Framework 2.0. This was communicated clearly to families online, as well as at the ELC welcome desk. Parent feedback was encouraged. Student learning stories were also included into the Program. In August 2024, this was expanded to include an on-line version of the QIP. In February 2025, these elements were again modified following critical reflection by the team. **(Elements: 1.1.1., 1.1.2, 1.1.3, 1.3.1; 1.3.2; 1.3.3)**

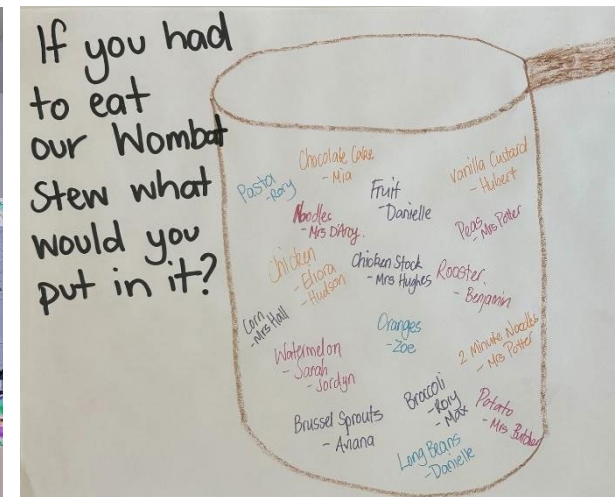
3. Practice is shaped by meaningful engagement with families, and/or community



- As part of a process of Continuous Improvement and critical reflection on practice educators agreed to enhance sharing of our program with parents. **(Elements: 1.3.2, 1.3.3)** In February 2025, we commenced this by displaying our program at the entrance to the ELC. In March, our program was also shared via Storypark on a weekly basis. We have a regular 'Snapshot' of learning available for parents to view as well as the floor book of children's discoveries.
- Following engagement with families we invited feedback from parents on rest time (February 2025) listening to their voice and inviting them to contribute. As a result, we modified our resting practices which we later incorporated into policy. **(Elements: 1.1.2, 1.1.1)**
- We have an 'open door' policy and actively invite families to be involved at Preschool, for instance in sports, assemblies, concerts, events, excursions, learning journeys, etc. We celebrate and acknowledge specific cultural occasions and special days in our curriculum, through information sharing, displays and relevant learning experiences. Families are invited and provided opportunities to share celebrations with the children. **(1.1.2; 1.3.3)** For example, a grandparent with skills in pottery was invited to share those skills with the children. (September 2024)
- To enhance meaningful engagement with families, articles are placed into the Whole School newsletter each fortnight. This is a new initiative introduced in 2023/2024 and includes educational learning theory, photographs of children involved in EYLF activities and children's voice. **(Elements: 1.2.1, 1.3.3)** For example, children's voice was included on 'what we love about Preschool' and "What Easter means to me" All educators build positive relationships with all children and families through:
 - Greeting children by name and parents/caregivers in the mornings, being approachable and available for positive conversations with parents/caregivers. **(Elements: 1.2.1, 1.3.3)**
 - Acknowledgement and support of individual children's social, emotional and cognitive needs through Individual Learning Plans where required, and support through additional assistance. **(Elements: 1.1.1, 1.1.2)** For example, individual learning plans were discussed with at least five families in Term 1, 2025.
 - To develop and support children's agency, the educators regularly ask students "What do you want to do today?" and respond to requests by children. For example, they may ask for bikes, a run on the oval, songs or activities. Although the educators have term, weekly and daily teaching plans, there is enough flexibility built in to allow more time to be spent on something that all the children are curious about and want to learn more. In these situations, additional craft ideas are used to reinforce the learning such as crafts, songs, drama, sensory activities to extend learning. For example, in August 2024, children developed an interest in pirates. Their learning led them to explore maps, treasure maps, making their own maps, songs, stories, dramatic play, pirate ships and gold nugget hunting in our yard. **(Elements: 1.1.1, 1.1.2)**
 - Supporting our ELC community participation in the learning program, for example as guest presenters, assistance with learning program, cooking, activity preparation, assistance on excursions. **(Elements: 1.1.1, 1.1.2)** Our Centre partners with the Southside Community Initiative¹ in our region of Canberra, a Healthy Schools Network ACT group offering parenting programs and support for inclusive learning.
 - The ELC has a dedicated and easily accessible parents' noticeboard above the children's lockers. This display not only includes information required by legislation, but also information on the NSW/ACT Inclusion Plan, the EYLF and the ELC's Statement of Philosophy. Following critical reflection on best practice in this area, a communication and information centre was established for parents to view our centre's program, starting May 2024.

¹ The Southside Initiative is a collaboration between YWCA Canberra, Woden Community Service, Community Services #1. The Initiative was developed in late 2022 in response to the 2021 [Australian Early Development Census \(AEDC\)](#) data which suggests there is an increasing number of Canberra children being identified as developmentally vulnerable across the 5 AEDC Domains.

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

[illegible]

<p align="center">PRESCRIPTION PROGRAM OVERVIEW</p> <p align="center">TERM 1 WEEK 4 2025</p> <p align="center">GOALS FOR CHILDREN'S LEARNING: Children learn appropriate ways of interacting and communicating with others in their play and learn</p>	
<p align="center">WHOLE GROUP INTENTIONAL TEACHING EXPERIENCES</p>	
<p>BIBLE FOCUS</p>	<ul style="list-style-type: none"> • Our God created and provided everything God created for people to enjoy. It was good, and it is still good. We can enjoy it now and always. (Genesis 1:31, Psalm 104:24-25, Psalm 104:27-28, Psalm 104:29-30, Psalm 104:31-32, Psalm 104:33-34, Psalm 104:35-36, Psalm 104:37-38, Psalm 104:39-40, Psalm 104:41-42, Psalm 104:43-44, Psalm 104:45-46, Psalm 104:47-48, Psalm 104:49-50, Psalm 104:51-52, Psalm 104:53-54, Psalm 104:55-56, Psalm 104:57-58, Psalm 104:59-60, Psalm 104:61-62, Psalm 104:63-64, Psalm 104:65-66, Psalm 104:67-68, Psalm 104:69-70, Psalm 104:71-72, Psalm 104:73-74, Psalm 104:75-76, Psalm 104:77-78, Psalm 104:79-80, Psalm 104:81-82, Psalm 104:83-84, Psalm 104:85-86, Psalm 104:87-88, Psalm 104:89-90, Psalm 104:91-92, Psalm 104:93-94, Psalm 104:95-96, Psalm 104:97-98, Psalm 104:99-100, Psalm 104:101-102, Psalm 104:103-104, Psalm 104:105-106, Psalm 104:107-108, Psalm 104:109-110, Psalm 104:111-112, Psalm 104:113-114, Psalm 104:115-116, Psalm 104:117-118, Psalm 104:119-120, Psalm 104:121-122, Psalm 104:123-124, Psalm 104:125-126, Psalm 104:127-128, Psalm 104:129-130, Psalm 104:131-132, Psalm 104:133-134, Psalm 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Standard 1.2 – Practice: Educators facilitate and extend each child’s learning and development.

Exceeding themes

1. Practice is embedded in service operations



- Our learning programme and routines are based upon early childhood pedagogy and develop children’s agency. We provide a mixture of intentional (for example, planned Literacy and numeracy activities, Hegarty Phonological Awareness Preschool program, Fingergym, Fundamental Movement skills and Music) and child-initiated play experiences. We also provide spaces for quiet and more active play to reflect children’s different learning dispositions. Our program incorporates open-ended play, messy play and sensory experiences. **(Elements: 1.2.1, 1.2.2, 1.2.3)**
- Our learning environment is a balance of child-initiated learning and intentional teaching, through a play-based curriculum and in accordance with EYLF 2.0 learning outcomes, principles and practices. Children are given choices, able to explore, imagine, create, problem solve and develop social groups. Children are given time and space they need to discover and practise skills. We give children choices to find their own learning journey, through their prior knowledge and interests². **(Elements: 1.2.1, 1.2.2, 1.2.3)**
The EYLF is reflected in our planning cycle, assessment and reporting processes including Curriculum planning, Individual Learning Plans, annotated photographs/learning stories, shared documentation in learning journals, and an end of year Statement of Learning. These are collated in the children’s portfolios and displays around the preschool room. **(Elements: 1.2.1, 1.2.2)**
- Daily planning incorporates observation of children’s interests and developmental needs and are recorded in the Planning Cycle book. These observations inform the development of a two-week overview program which is communicated to parents.

2. Practice is informed by critical reflection



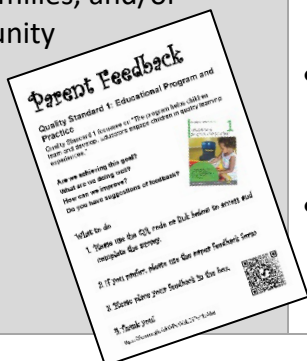
- In response to ongoing critical reflection, educators are flexible in relation to routines, considering children’s needs and development of independence skills and agency, with extended time for free play or structured group times, negotiated as needed. This maximises children’s participation in learning experiences. An example of this is in response to children’s interest in games and cooperative play (and reflections on how to extend this interest and develop social emotional skills) we started a once a week ‘games’ time, where children play 10-15 minutes of board games with an educator. Both educational and in line with their interest! **(Element: 1.2.2, 1.2.3)**
- Following our A & R assessment, we critically reflected upon feedback in relation to rest time (Flop time) giving children the opportunity to engage in quiet activities or to read a book during this time. In February 2025, we sought parent feedback regarding rest time. Following critical reflection on current practice, further significant modifications were introduced, including the children’s option to choose to sleep or not. **(Element: 1.2.3)**
- Critical reflection also informed our response to incorporating gross motor activities in our programs and routines. In our 2021 our A & R assessment, feedback indicated that there were insufficient gross motor opportunities for children in our Centre. Research shows that Gross motor development is crucial in Early childhood³ and, in response, we have incorporated intentional gross motor development activities (ACT Health. *Fundamental Movement skills program*), obstacle course activities, the use of the school gross motor development equipment into our planning cycle. Consideration is given to children’s needs and development of independence skills and agency, with extended time for free play and structured group games, negotiated as needed. The program is differentiated, and children are supported and extended according to developmental differences. **(Element: 1.2.1, 1.2.3, 1.2.3)**

² Transformation by Design. Crafting Formational Learning. Christian Education National (CEN). 2019

³ Benelli , C. and Yongue , B. 1995 . Supporting young children’s motor skill development. *Childhood Education*



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








- To support educators to scaffold learning, an observation book was introduced in February 2025. This facilitates educators to plan activities that are deliberate, purposeful and thoughtful in planning activities. For example, one child was experiencing difficulty with self-regulation. Observations allowed educators to reflect on targeted intervention and activities focussed on sensory play were extended. **(Element: 1.2.2, 1.2.3)**
-
- Educators make themselves available for meaningful engagement with families through informal and formal discussions at the beginning, during and end of the session. Feedback and correspondence are regularly communicated via Storypark. Responses to discussions is included in daily plans for children. Families are encouraged to make a time with an Educator if they would like to discuss their child's learning progress in greater detail. In addition, educators are proactive in talking to parents about how their child is engaging with play and learning and how their child is developing. **(Element: 1.2.3, 1.2.2)**
 - Individual Learning Plans are developed for children who are identified at risk. These plans are based on observations, analysis and discussions with families. These plans are jointly developed with families, our educators and our trained support staff, and learning goals are established for each child. This may lead to referral to Support Services. Parents/Caregivers receive copies of these plans and are kept up to date with progress via formal/informal discussions that shape our practice and the ongoing cycle of planning.
 - In June 2024 and again May 2025, the ELC asked parents for specific feedback on how we are doing on elements of the National Quality Standard. We had 13 responses to requests for feedback on Quality Area 1, the result of which was that parents wanted more feedback their child's development. In response we are undertaking critical reflection and a review of our reporting process to parents and are planning to implement a new template. **(Elements: 1.1.2, 1.2.1, 1.3.1, 1.3.2)** We asked for feedback on QA 2.1 and 2.2. Feedback was overwhelmingly positive in this area.

SNAPSHOT Week 19. SPONTANEOUS LEARNING




Spontaneous Learning Opportunities:
NQF Element 1.1.3

Element 1.1.3 states: "All aspects of the programme, including routines, are organised in ways that maximises opportunities for each child's learning."

Art Covenants' Preschool children:

- participate collaboratively in events and experiences and have opportunities to contribute to decisions
- have opportunities to revisit and discuss their learning during routines
- take an active role in planning for and being given choices
- direct and initiate learning experiences
- engage in a range of play experiences throughout the day
- have opportunities to extend their interests, experiences and activities

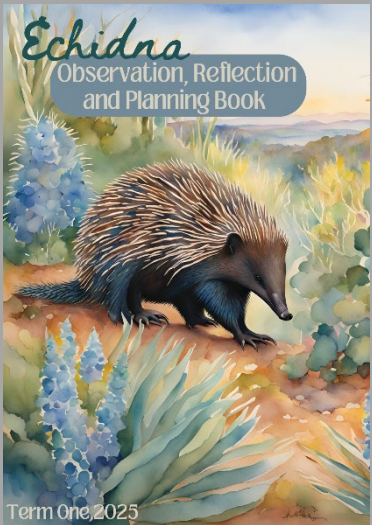




Examples of Spontaneous Learning Opportunities.
NQF Element 1.1.3

- An impromptu concert
- A dinosaur party!
- Making a noisy mud and stick soup
- Making kites
- Setting up a café for friends to visit
- Building a tower
- Looking at the world through colligene lens
- Tracing around our body shape, decorating and painting it
- Making a river
- Creating a totem pole
- Designing a butterfly from toilet rolls
- Being a puppet play
- Dancing and watching the dance moves in the mirror
- Raking the leaves and throwing them in the air!
- Using chalk to create hopscotch
- Playing dress ups and doing a play
- Making a city of roads and buildings for the cars
- Making a cabby in the 4-wheel!

SPONTANEOUS LEARNING OPPORTUNITIES

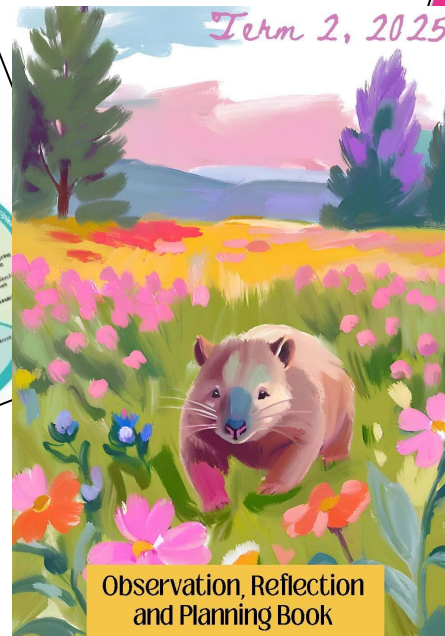
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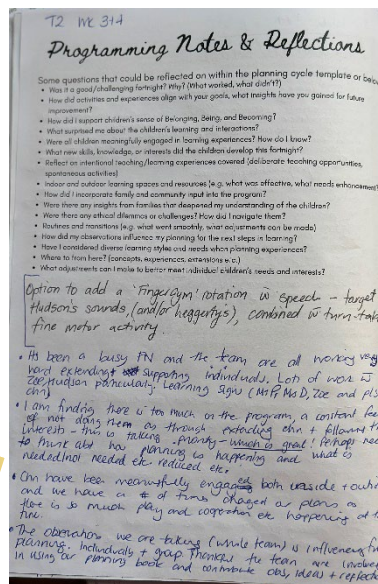
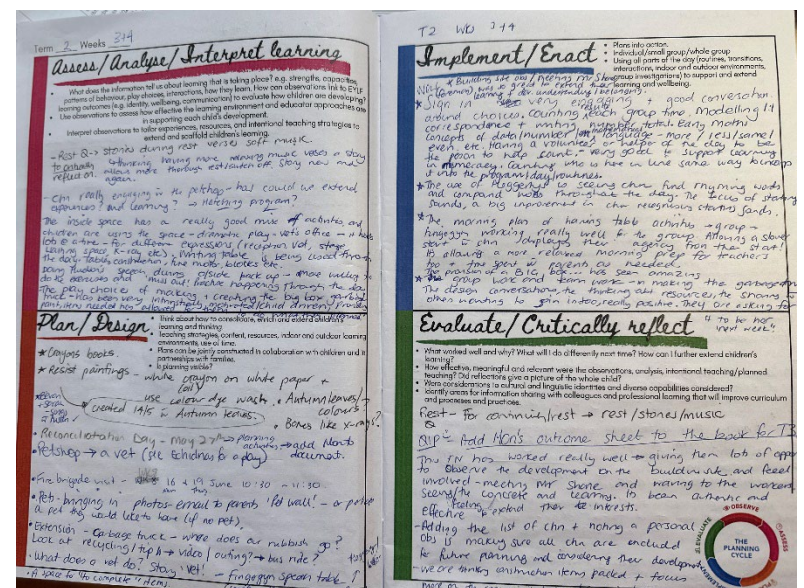
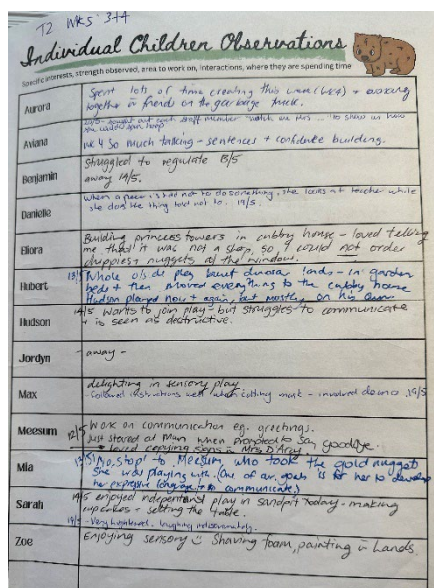
Standard 1.3 – Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child	
Exceeding themes	
<p>1. Practice is embedded in service operations</p> 	<ul style="list-style-type: none"> In a process led by the ELC Director and Educational Leader, an examination of how best to embed the Planning Cycle was undertaken. Leaders met with educators and commenced a process of reflection and self-assessment. As part of the assessment, professional reading, professional collaboration and observation of work in other Centres was undertaken. A process of targeted professional learning was implemented. In this re-assessment of practice, educators saw how key it was to collect information about each child as part of the planning cycle. It was decided to review the recording of information to include more observation and feedback regarding children’s interests. A template was developed and implemented as a trial. The next stage of the review process was completed by educators, with support from the educational leader. They sought to ensure that children also contributed to the evaluation of their own learning and development within the planning cycle. The importance of children’s voice and parent goals were realised. Educators incorporated these into the Planning template to assist them to critically reflect and help guide their future planning for individual children and the group. Improvements to the program, such as routines, transitions and changes to the environment are also included within these reflections. When re-assessing, the team explored various ways this could occur and decided to trial a new planning book. After a trial period, the template was updated. Educators reported that not only had this process improved the programs they designed and implemented for all children, it had also significantly strengthened their relationships with children during each child’s transition period to the Centre. Families have also become more engaged in the activities their children are participating in as they understand that they have been planned specifically for their children and engage with the learning stories that are communicated. Collection, analysis and critical reflection of data to ensure continuous improvement in children’s learning and development has become an ongoing embedded practice at the Preschool. Observation of children’s interests and spontaneous learning are a routine aspect of planning as educators OBSERVE → ANALYSE → PLAN → IMPLEMENT → EVALUATE each day as part of the Planning Cycle. (Elements: 1.3.1, 1.3.2, 1.3.3) Various systems are sustained at the Preschool to guide Educators in planning for children’s developing interests, dispositions, strengths and needs. These systems involve learning stories, observations, samples of work and photographs. These documents and information are linked to the EYLF learning outcomes, Preschool indicators of literacy and numeracy. (Elements: 1.3.1, 1.3.2, 1.3.3) An observation book is used daily by all educators, to record observations on children’s interests, and records of incidental and spontaneous activities that arise. Educators use these to review programs and incorporate changes to weekly programs. (Elements: 1.3.1, 1.3.2, 1.3.3) For example, a child showed significant interest in the teacher’s computer one morning. This was recorded in the observation book and, in line with Piaget’s educational learning theory on creative development, an ‘Office’ was created in Home Corner in response.⁴
<p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> Critical reflection of observations, future planning and the program occurs in various ways – individually, informally in small groups or with the whole team during programming sessions. (Elements: 1.3.1, 1.3.2, 1.3.3) Critical reflection forms the basis of ELC Team meetings and educators consistently collaborate to evaluate practice and modify new practice. (Elements: 1.3.1, 1.3.2)

⁴ Piaget., J. 1923. *The language and thought of the child*. London: Routledge classics 2002.

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

- In February 2025, educators reviewed communication with parents as part of the Planning Cycle (Observe → Assess → Plan → Implement → Evaluate) and introduced a Parent Communication Book to allow parents greater awareness and visibility of the weekly Program. **(1.3.3)**
- In early 2025, parents were invited to share their learning goals with educators, informing practice. During this time, we also asked the children what they wanted to learn. Coupled with teacher goals for each child, this living document has become vital in shaping meaningful engagement within the Planning Cycle. Stories of children's achievements and progress against goals and learning at Preschool, linked to the EYLF outcomes, are communicated to families regularly. Parents input into the goal-setting process was invited and incorporated into planning. **(Element: 1.3.3)**
- Following critical reflection and review at the end of 2024, a decision was made to implement new methods of communicating with families. In 2025, the following tools have been introduced- Storypark, a noticeboard, window displays, a Learning Gallery, photo displays, NQF posters, an Information stand with curriculum and other important information. **(Elements: 1.3.1, 1.3.2, 1.3.3)**
- In other forms of communications, educators ensure parents/caregivers have many opportunities to communicate with educators and receive information. **(Element: 1.3.1)** Newsletters are sent out once a fortnight. The newsletters contain information for parents on up-coming events, child development and services available to families to support them in their child's learning. **(Elements: 1.3.1, 1.3.2, 1.3.3)**





Key improvements sought for Quality Area 1

Improvement Plan

Our priority for 2025 is to meet and exceed standards in all standards, with particular emphasis on Quality Area 1. Our goal is to more fully utilise the Planning Cycle to Observe, Assess, Plan, Implement and Evaluate learning plans, with a focus on developing and implementing critical reflection into our planning. The emphasis will be on evaluating practice, reflecting, making links between theory and practice and enacting change in line with our Service Philosophy.

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	Progress notes
Element 1.1.2 Child centred AND Element 1.2.1 Responsive teaching and scaffolding	The team identified the need to improve teaching focussed on the child's current knowledge, strengths, ideas, culture, abilities and interests as the foundation of individualised and child-focussed needs programming.	Implementation of the Planning Cycle to enhance learning outcomes for children.	HIGH Ongoing	<ol style="list-style-type: none"> 1. Implement a more effective process for recording observations and feedback. 2. Use observations and assessments of specific interests and skill development required by individual children as the basis for planning. 3. Educators in each group work together each fortnight to critically reflect on modifications, changes and the children's responses as they plan. 4. Work with families to set learning goals and planning intentions for each child. 5. Identify individual children's interests and how to teach and extend these interests to expand their experience and 	<ol style="list-style-type: none"> 1. There will be photographic evidence and documentation in the classroom and on Storypark. 2. We will have evidence of observations and parent feedback. 3. The children will be engaged in the learning program. 4. The children's interests will be reflected in the learning program and available in the environment. 	<ul style="list-style-type: none"> • Jan 2025: New Planning Cycle template introduced to centre. Template uses observation of a child's interests and ideas. • Jan 2025: Implementation of Planning Cycle into all areas of program and operations. • Jan 2025: Critical reflection by educational team to discuss innovations for Planning Cycle in the Centre. • Jan 2025: Planning day to reflect on current practice and develop new planning process • Feb 2025: Goals developed for each child including child goal, parent and educator goals. • Feb 2025: Child's voice included in regular operation of Centre. • 24/27 Feb 2025: Parent and teacher conversations to discuss goals for each child. • March 2025: Storypark used to communicate children's progress to families against identified goals.

				<p>knowledge in all areas of the curriculum.</p> <ol style="list-style-type: none"> Display the fortnightly plan outside the classroom. Invite families to make comments and give feedback. Communicate. Classroom displays will reflect different areas of the EYLF. Assess & reflect. Educators will write strength-based comments against the five EYLF outcomes in Semester 2 Reports. 		<ul style="list-style-type: none"> March 2025: Planning cycle used in fortnightly planning. OBSERVE → ASSESS → PLAN → IMPLEMENT → EVALUATE embedded in daily planning processes. March 2025: Parents provide feedback in interviews that they love the communication that they are receiving. April 2025: Planning incorporates children's interests, strengths, ideas, abilities, culture. April 2025: Educators critically reflect on the processes implemented to date. Minor tweaks made to process.
<p>Element 1.3.1 Assessment and planning cycle</p> <p>AND</p> <p>Element 1.3.2 Critical reflection</p>	<p>A SWOT analysis highlighted the need for the team to critically reflect on practice and implement change as part of the Planning Cycle.</p>	<p>Continuous improvement in the planning cycle process, including the need for the team to critically reflect on practice and implement change as part of the Planning Cycle</p>	<p>HIGH</p>	<ol style="list-style-type: none"> Professional Collaboration for all educators. Educator participation in regular critical reflection on teaching and learning leading to improved outcomes for students. Critical reflection and Team discussions around why and how we engage in critical reflection. Planning for regular team meetings. Intentional inclusion of time for critical reflection in all planning meetings. Implement appropriate assessment, including fine 	<ol style="list-style-type: none"> Educators will have written evidence in their planning folders of ongoing critical reflection about their teaching and learning programs. The quality of the classroom programs will be continually improving because of the critical reflection. 	<ul style="list-style-type: none"> April 2023: Director attended DECD forum on Quality (NQA 1) March 2024: Educators undertook CELA PL session <i>Bringing the EYLF V2.0 to Life: Critical Reflection</i> educators engaged in professional discussion around critical reflection and the Planning Cycle. April 2024: ECA Professional Learning unit on Critical Reflection. Planning templates were reviewed and modified to assist educators with the task of engaging in regular critical reflection. Jan/Feb 2025: ELC Team met to critically reflect on meeting individual learning needs, developing ILPs, communicating children's learning to families and to review Flop time. Feb 2025: After viewing the podcast Refocus on Quality by Jessica Annerley and Teresa Thomas, educators engaged

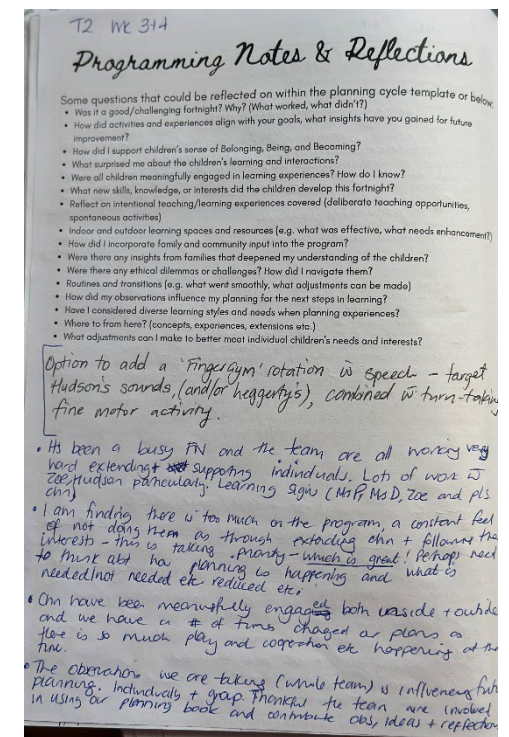
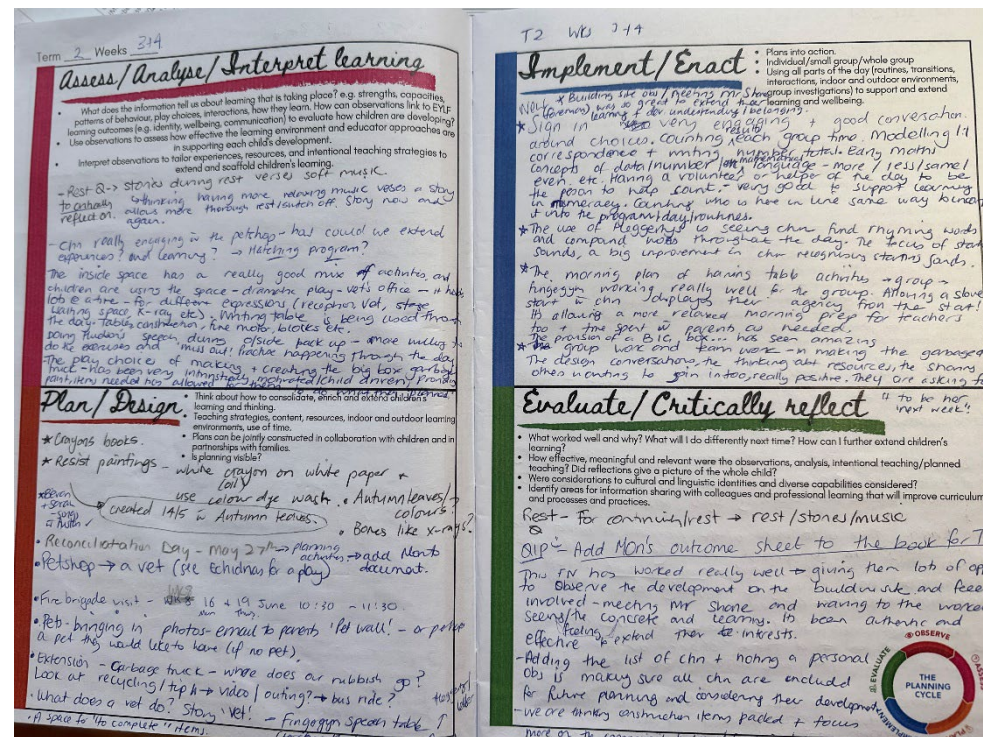
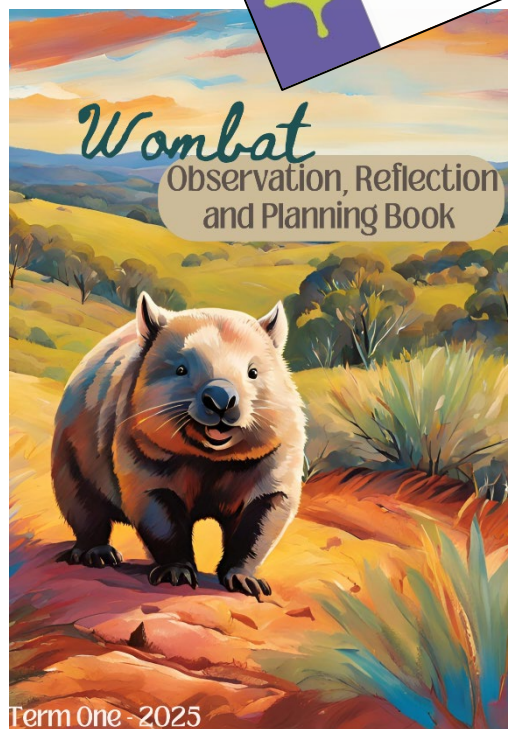


motor skills, Phonological Awareness Skill Mapping (PASM), numeracy and literacy skills.

5. **Set learning Goals** and outcomes for each child in consultation with parents and goal setting process.

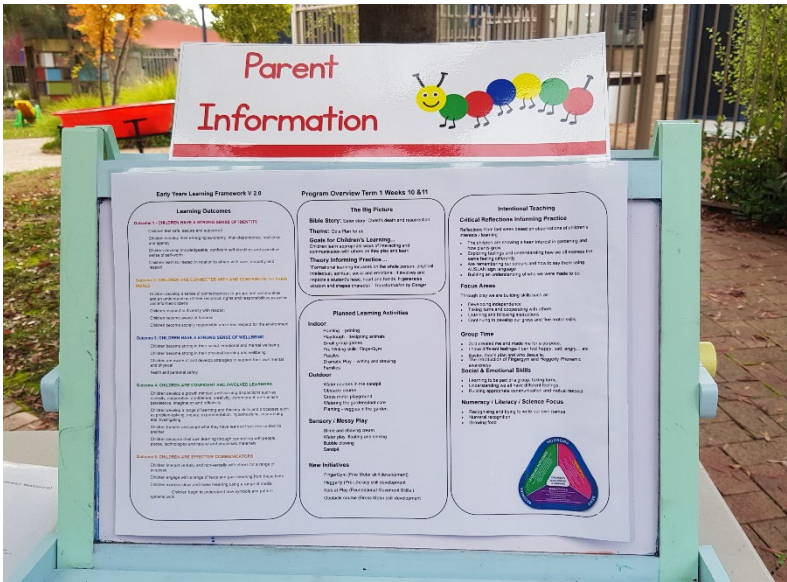
in professional discussion around critical reflection and the Planning Cycle.

- **Feb 2025:** Planning templates were developed by educators following critical reflection and implementation of new directions.
- **Jan/Feb 2025:** Enhancement of critical reflection in Planning Cycle and planning processes.
- **Feb 2025:** Critical reflection in all professional meetings and sessions
- **July 2025:** Visit to other Services to observe cycle in action planned.



100%

Wombat Learning Goals, Semester 1, 2025				
Name	Semester 1 Student Identified Goal	Semester 1 Parent Identified Goal	Ongoing Teacher Identified areas of development (highlighted goal- personal planning cycle goal)	Teacher identified strengths/observed interests and activities
Aurora	I would like to learn about playing- playing mums and dads.	I would like my child to <ul style="list-style-type: none"> continue building social confidence while managing peer interactions, feelings and ideas of other children, etc continue to improve listening and participating in group/structured activities continue to develop gross and fine motor skills through play have fun exploring and learning new things 	<ul style="list-style-type: none"> talking kindly and truthfully in conflict resolution (24/2) taking turns (24/2) trying new things (T1, WK 5) letter recognition (24/2) write name (24/2) <p>T1, WK 6 To develop the confidence to embrace new experiences and challenges, even those that feel intimidating or uncertain.</p> <p>T2 W1 - build confidence and an understanding that it is okay to not get things right initially. (resilience). Build hand strength and consistent pencil grip to enable her to complete a task without the need to stop and start. HB</p>	<ul style="list-style-type: none"> creative curious bubbles (asks for them) dressing up, dramatic play, animals reading quietly/quiet time bikes expressing ideas, thoughtful responses Art/craft playdoh Number - recognition 1-10, counting- 1:1 correspondence, up to 19 good fine motor incl scissors Excellent gross motor, e.g. climbing
Aviana	I would like to learn about unicorns.	I would like my child to <ul style="list-style-type: none"> interact and get along socially with peers be able to express 	<ul style="list-style-type: none"> increase vocabulary (24/2) comprehension lacking at times (e.g. 	<ul style="list-style-type: none"> creative Art/craft- painting Dressing up Number - counting- 1:1 correspondence,

[illegible]

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

EXAMPLES OF PRACTICE



Of Fundamental Importance

Covenant Christian School Preschool is committed to providing opportunities for Preschool children to develop fundamental movement skills. Here are a few examples...



Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

Element 2.1.1. Wellbeing & Comfort

In line with the Centre's Statement of Philosophy, close bonds are established with families to ensure the school effectively partners with parents in the education and wellbeing of their children. The Centre actively promotes communication, partnership and involvement of parents, including siblings and extended family, building strong bonds of community and support. Families from culturally and linguistically diverse backgrounds are welcomed and supported.⁵ Educators are aware of additional needs in the group and spend time, as needed, in small groups or one on one to support these children. Educators access support from Allied Health professionals and the ACT Inclusion Agency if concerns arise regarding individual children.

The emotional wellbeing of children in the Centre is a high priority. In line with the CCS *Interactions and Relationships Policy* educators make every effort to provide a nurturing environment in the ELC, fostering a strong sense of belonging and Christian community for all the children. We acknowledge that social and emotional wellbeing comes from children feeling safe, secure and valued. This sense of wellbeing frees them to explore and learn. We embed this in our programs by supporting children to identify and express their feelings, talking about emotions and feeling safe, providing visuals that support children in expressing their feelings and regulating their emotion. Last year, we introduced circle times that include discussion about the Zones of Regulation.

Opportunities for rest are provided each day if required by children, as per the *Sleep and Rest Policy*. Parent feedback was sought in regard to their preferences for their child's rest period. The Centre provides a mat and books to relax. Some children sleep; others rest, using the time for quiet individual activities. Parents supply a cushion and blanket for their child which are sent home at the end of the fortnight to be washed. A list of parents' preferences for their child's sleep is available for staff.

Element 2.1.2. Health Practices & Procedures

Educators actively seek opportunities to promote children's health in the design and delivery of the program. Practice aligns with the Service Philosophy and the vision, principles and practices of the Early Years Learning Framework 2.0. Educators provide regular opportunities for explicit learning about health and wellbeing. These opportunities build on children's interests, capabilities and cultural heritage.

In line with the Infection Control and Hygiene Policy and Practices, educators follow strict hygiene practices, washing hands regularly using antiseptic hand rub (including the start and end of their shifts) and wearing gloves when appropriate. Procedures are in place for dealing with toileting accidents/vomiting - gloves are always worn. A regular cleaning cycle is in place to wash dress-ups, equipment, toys and commonly used items. All tea towels and ice pack covers are washed and exposed to direct sunlight regularly. Antibacterial spray and disposable paper towels are used for general cleaning. In addition, the ELC employs a cleaner who has a regular cleaning schedule. Additional cleaning is available on a day-to-day basis if necessary. These chemicals are stored where children can't get to them, however, safety Data Sheets are provided wherever chemicals are stored.

⁵ In 2023, the ELC had children who spoke English, Punjabi, Malayalam, French and Nepalese.

Children wash their hands with soap upon arrival at the program. They are supervised when washing hands and are encouraged to use liquid soap and paper towel. They are reminded throughout the day of the appropriate times to wash their hands, such as after play, before food, after using the toilet, after blowing their nose. The children are free to wash their hands at other times if they have the need. In the setting tissues are readily available. The Infection Control and Hygiene Policy and Practices document provides comprehensive information for staff and parents.

Management of infection/illness – The First Aid, Incident, Medical and Medications Management Policy is distributed to parents via the Parent Handbook at the beginning of each school year. Reminders are sent throughout the year reminding parents to keep unwell children at home. A poster regarding exclusion periods is displayed and available in the Parent Handbook. If children are unwell, they are excluded from the group as much as practically possible, and parents are notified.

A list of children with allergies and medical needs is updated at the beginning of the year by the school and a copy displayed in the ELC for reference. An allergy list is provided to the educators for excursions. Educators liaise with parents/carers to ensure that the content of the action plan is relevant, at that time, for that child.

A Medication Register is used to administer any medications required by a child. The Register is signed by both educators and the parents/carers. Children are never permitted to self-medicate. Medications for those who require access on site, are located in the medical cupboard in a labelled magazine file for each child, along with the appropriate paperwork.

Accidents/injuries/illness –Educators are qualified in first aid. A First aid kit is available in the Centre, including a portable kit for when outside on the playgrounds. Accident/illness/injury forms for minor incidents are completed via Storypark. Parents are informed via Storypark. Parents are contacted immediately, if necessary. Immunisation records collected on enrolment are stored in the school's front office with enrolment information. A poster and other information about infectious disease is available to families at the Preschool. The Centre has policies surrounding the management of incident, injury, illness and trauma and copies are made available to families.

Element 2.1.3. Healthy Lifestyle

Educators actively seek opportunities to promote children's health and physical activity. The Centre supports and promotes all children's health and physical activity, informed by current recognised guidelines and up-to-date information. Families receive information throughout the year to reinforce the healthy food choices message, via pamphlets, emails, the newsletter and in the parent information stand and QR codes. Educators actively encourage the children to have healthy food options in their lunch boxes. Families are strongly encouraged to only put water in their children's drink bottles. The children participate in growing and tasting fruit and vegetables where they learn how to try new foods, the role that fruit and vegetables have on their bodies. The children also participate in a range of cooking experiences using healthy recipes.

Physical activity, including the development of fundamental gross motor skills, is promoted in both planned and spontaneous experiences. This includes the development of locomotor skills, balance, body awareness, ball-handling and bike riding. In partnership with the YMCA and other schools in the Lanyon Valley families were offered the opportunity to attend the 8-week GymbaROO gymnastics program for children 6 months - 4 years free of charge.

Children with dietary requirements are catered for. In the case of a child with food allergies, all families are informed of items that are not allowed at Preschool in order to maintain a safe environment for every child. Food is not provided at the Preschool and children bring their own food and drink bottles each day. Taps are

available for drink bottle refilling. When a child forgets to bring their bottle, cups are provided. The ELC has a Healthy Eating and Food Handling policy, which underpins the work in this area.

The Centre has a sun smart policy in place for sun protection. Regular reminders are sent to families about the importance of sun-safety. Sunscreen is available for parents to apply to their children on arrival. Educators reapply this as needed.

Element 2.2.1. Supervision

All Educators are aware of the requirements for supervision and their duty of care. Educators are rostered on according to the ratio requirements for the licenced number of children within the program according to bookings. Educators are rostered on to cover breaks and excursions. Additional educators are rostered to assist with raised ratios to cater for children with diverse or inclusive learning needs. Educators communicate with each other when handing over and to ensure adequate supervision is in place when engaging in small group activities or when children are in hard to see locations. Educators allow children opportunities for private time and space in their play, while still maintaining observation and supervision.

Element 2.2.2. Incident and Emergency Management

All educators are aware of and act on their responsibilities for ensuring all children's safety and ongoing risk assessments are built into the day-to-day operations of the Preschool. Risks are proactively identified, and all staff know and understand their obligations in general, as well as the specific safety procedures that need to be followed in an emergency. An emergency evacuation map with procedures is displayed throughout the ELC. Procedures are practiced at least once a term. We let families know when we are preparing for or have undertaken practice fire and lockdown drills. A phone is available at all times. The service has access to a mobile phone. There is a fire extinguisher in the kitchenette. Fire safety checks are completed regularly by the fire department and effective plans to manage incidents and emergencies are reviewed regularly in consultation with educators, executive staff, the Council and authorities. A Risk Assessment is undertaken for each excursion and given to the Policy and Compliance Officer to check. These are filed in a Risk Folder, as well as electronically.

A safety checklist on the indoor and outdoor environments is conducted daily. Educators identify hazards in the environment and arrange for them to be fixed, replaced or removed through the maintenance team, who are very responsive. Hazardous chemicals are kept in a locked cupboard with a set of Safety Data Sheets. All staff have been trained in snake safety and the school has several snake pressure bandages to use if necessary. All children have been trained in snake awareness. Procedures for snake awareness are displayed in the Centre.

Element 2.2.3. Child Protection:

Staff are provided with child protection training biannually and all staff are familiar with, and have access to, a suite of child protection and mandatory reporting policies. Staff must read and sign the Child Protection – Code of Conduct Declaration when first starting with the Preschool and annually thereafter. All staff have WWVP registration and staff are reminded annually when these are due to be renewed. If a staff member fails to update this by the expiry date, they are not permitted in the Centre until renewal is received.

Alcohol is not permitted on the premises. Procedures are in place preventing a child to be handed over to a parent or carer who is intoxicated or appears to be on drugs. If this were to occur, we would tell the person that we believe they are in an unfit state to collect their child or drive, and we would call another parent or

carer to collect the child. If the person who is unfit to collect the child takes the child, the Nominated Supervisor would immediately call the police on 000, then the parents to report the situation.

Only authorised parents and carers are permitted to collect a child from the premises. The ELC keeps up-to-date records of relevant Court Orders regarding a parent's access to children.

EXAMPLES OF PRACTICE

WE PRACTICE
BEING SAFE WHEN
WE PLAY INSIDE



WE PRACTICE
BEING SAFE WHEN
WE PLAY OUTSIDE



WE ARE ALWAYS SAFE WHEN WE



LISTEN TO OUR TEACHERS



FOLLOW INSTRUCTIONS



& STAY WITH OUR CLASS

OUR TEACHERS
WILL HELP US
AND TELL US
WHAT TO DO



Eliana Mendoza

Asthma

Well controlled

Triggers

- Running

Medication

- Flixotide MDI preventative, 1 puff morning and evening, then add
- Salbutamol MDI, 2-6 puffs as required
- If still continuing, add Flixotide inhaler, 2 puffs day & night, then
- Salbutamol Reliever 6-12 inhalations

If Eliana is still not breathing well, phone parents

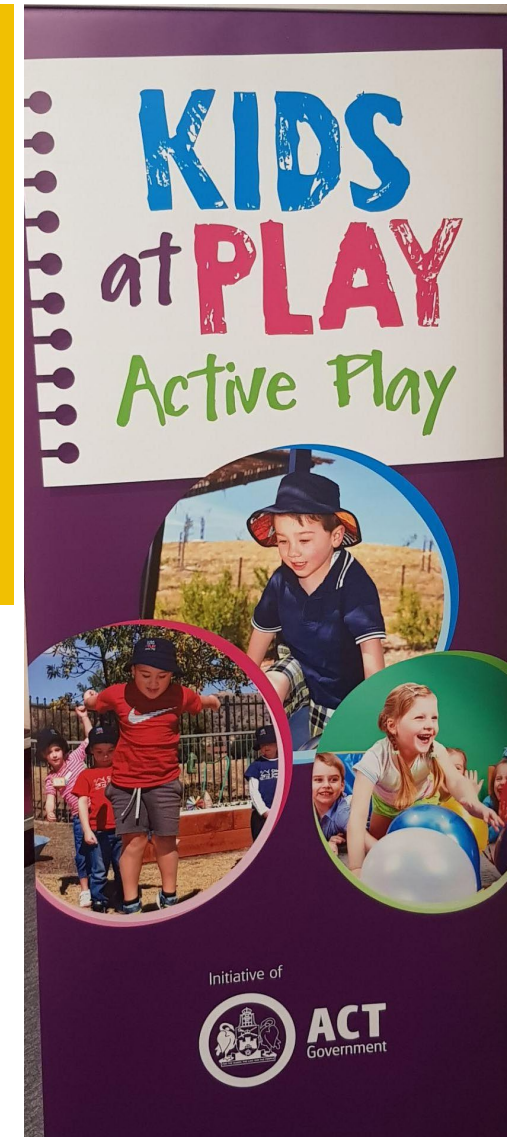
If Eliana is clearly still unwell after using both medications, phone and Ambulance on 000, then her parents.

Eliana is allergic to peanuts but she does NOT have an anaphylactic reaction. Mum will introduce to peanuts in small doses. Eliana also has eczema.






EXAMPLES OF PRACTICE



Figure 6.1 from vol 6 of the Final Report of the Royal Commission into Institutional Responses to Child Sexual Abuse



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

Exceeding themes	Standard 2.1 – Health: Each child’s health and physical activity is supported and promoted.
<p>1. Practice is embedded in service operations</p> <div data-bbox="114 619 465 1139"> <p>MORNING ROUTINE</p> <ol style="list-style-type: none">  Put your bag away  Drink bottle in tray  Wash hands  Sign in Do you need sunscreen?  Puzzles and activities </div>	<ul style="list-style-type: none"> The Covenant Christian School ELC recognises the importance of embedding practice in Centre operations and ensures it occurs consistently, frequently, and intentionally as part of an ongoing process that is understood and implemented by all educators across all aspects of the program. Educators actively seek opportunities to promote children’s health and physical activity in the design and delivery of the program and seek to align practice with the service philosophy and the vision, principles and practices of the Early Years Learning Framework 2.0. Examples: Children’s information along with their photos and health care plans are displayed on the wall adjacent to the storeroom for all educators and relief staff to see. The medication cupboard safely stores children’s medication. Each child’s medication is clearly labelled with the child’s photo in individual containers. Medication expiry date is reviewed at the end of each term (we have a checklist system in place). Medication is kept out of children’s reach and in a locked cupboard. We also have spare asthma kits if an emergency arises. (Elements: 2.1.2, 2.2.1, 2.2.2) A ‘medication record log’ is an embedded protocol, and consists of the following details: child’s name, name of medication, dosage (how much and how often), time of administration, parent’s/caregiver’s signature, indication that the medication was administered, staff/signature. (2.1.2) When administering medication, two educators are present and follow the correct protocol. They check that they have the correct medication, labelled with the child’s name, with the dosage amount clearly stated and that the medication is still within the used by date. This information must also be cross-referenced with the child’s medication authority /management plan (located in our medical record folder in the Director’s office). Once administered, both educators must record and sign in the child’s medication record log. This must then be shown to the child’s parents/ caregivers for them to sign. (Elements: 2.1.2, 2.2.1, 2.2.2) If a child is injured and requires first aid, educators follow the first aid procedure: the injury is assessed, and appropriate treatment is carried out. The first aid cupboard is in full supply. First aid kits and medication are checked once a term (checklist system). Any expired items are disposed of and replaced. (Elements: 2.1.2, 2.2.2) Encouraging and supporting children to become independent is an embedded practice at the ELC. Children are encouraged to be independent in toileting. Educators support, if necessary. All educators are continence trained, and a continence plan is developed in consultation with parents/caregivers and other support agencies, as necessary. Two staff members are present when changing a child’s soiled or wet clothes. This is done in the Preschool bathroom or in the change room adjacent to the Preschool and only done when two staff members are present. One staff member always remains in the toilet area and the other in the doorway, providing support and ensuring safety, as well as supervising other children in the area. (Elements: 2.1.2, 2.2.1, 2.2.2) Hand washing practices are modelled by all educators and embedded in the daily routine. Children wash their hands on arrival and are consistently reminded by all educators and supervised to wash their hands before snack and lunch times and after messy activities, Children are explicitly taught steps of hand washing practices and visual aids are displayed in the bathroom. (Elements: 2.1.2, 2.1.3, 2.2.1) The educators comply with the Infection Control and Hygiene Policy and Procedures. Maintaining cleanliness, safety and control of the spread of infectious diseases are an embedded practice at the Preschool. Children’s toilets are cleaned and floors swept regularly. There is a visual cleaning



PREVENT THE SPREAD OF GERMS



Issue a tissue or cover and smother



When you're about to cough, sneeze or splutter



Then soap up and rinse because handwashing's a cinch!

Or pump on some gel and rub it in well!



2. Practice is informed by critical reflection



procedure located in the Preschool bathroom and at the arts sink which illustrates the correct procedures to use. The school has allocated budget to have the Preschool thoroughly cleaned each year, as well as twice-weekly cleans to assist maintenance of a clean environment. Toilets are cleaned daily. **(Element: 2.1.2)**

- The Healthy Eating and Food Hygiene policy and procedures guide the work of the educators. Healthy eating and physical activity are embedded in the Preschool programme and link to EYLF outcomes. We implement aspects from the 'eat a rainbow programme'. We regularly provide our families with healthy eating handouts and information from the 'Australian Guide to Healthy Eating'. This information is freely accessible to our families and community. **(Element: 2.1.3)**
- Children eat morning tea and lunch and are monitored by educators who encourage children to eat their healthy food first. All educators follow food-handling procedures. Children are explicitly shown the routines for morning tea and lunch (wash hands, collect lunch box, collect drink bottle, sit down, put rubbish/food scraps in the correct bin, pack away belongings). **(Elements: 2.1.2, 2.1.3)**
- At the Preschool, our learning environments foster enjoyment and motivation by play experiences that cater for individual interests, skills and abilities.⁶ Our outdoor learning program provides a variety of fixed and movable equipment and loose parts resources (i.e. boxes, large boxes, planks, natural items). Children become explorers, team workers and creative thinkers. Our outdoor learning environment promotes the development of gross motor skills (i.e. balls, hoops, climbing and balancing equipment). Children love piling up leaves in Autumn to jump in them, and then pile up the leaves again to do it again. **(Element: 2.1.3)**
- The learning environment supports children with opportunities to rest in quiet areas for relaxation. Allocated time is set aside in the Preschool program for relaxation after lunch with relaxation music. Children who feel tired or sleepy at any time can sleep while monitored by educators. Educators do their best not to disturb children when they are sleeping. Children are in full view of educators during this time. Educators support children who are upset or distressed by talking through issues and providing comfort, enabling children to become calm. **(2.1.1, 2.2.1)**
- If children are unwell during a session, we ensure they are rested, monitored consistently and a parent/caregiver or emergency contact is notified to discuss further action or to collect the child if required. **(Elements: 2.1.1, 2.2.1)**

- Educators critically reflect and review site policies/procedures keeping within recognised guidelines and other legislative resources. **(2.1.2)**
- As an example, educators were working through some of the questions specific to Exceeding Standard 2.1 from the Guide to the National Quality Framework, with the input and guidance of the ELC Director and Educational Leader. After critical reflection, self-assessment and feedback from the last A & R assessment, the team considered and implemented a more effective process to ensure all children have a chance to rest as well as to promote student agency. Feedback from parents was sought through a *Sleep Time survey*. A change was implemented to practice in response to this reflection: While not all children sleep, children are all given an opportunity to have a quiet period. Children who usually sleep are grouped together in the quieter area of the Centre. Other children may select a quiet activity or book. Children are fully supervised and monitored during this period by two educators. These new processes have been effective in meeting children's learning needs, promoting wellbeing and supporting child agency. **(Elements: 2.1.1, 2.1.2, 2.2.1)**
- In a second example, educators critically reflected on how to promote healthy eating experiences more effectively into the educational program linking them to EYLF outcomes. Consideration was also given to the inclusive learning needs of some students for sensory stimulation. After considering options, educators introduced a preschool herb garden. Children observe, pick herbs/vegetables and taste. A few members of our

⁶ Theoretical frameworks or models for nutrition education, Journal of Nutrition Education, Volume 27, Issue 6, 1995



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

2025 Rest time Survey - Important

B I U L T

Dear Parents and Carers,

We are seeking your input on how you feel your children will rest during their preschool day. At the Covenant Christian School ELC, we have a period after lunch we call 'Nap' time. This rest time is about 30 minutes in length, and depending on the needs of your child, can take a few different formats.

We are seeking your feedback on the preferred resting scenarios for your child:

1. 30 minutes resting on a mat (the children in this area of the room will be encouraged to rest without books. They can bring a soft toy and may also have some quiet reading time before/after, depending how quickly they eat their lunch. Children would bring in a fitted cot or single bed sheet, a blanket and a small pillow or cushion. Some children may choose to sleep).

2. 30 minutes of resting (Childrens sitting down listening to music or a story and 15 minutes of resting or doing an activity quietly). Children will bring a sheet or blanket in from home to lie on for naptime rest and a small pillow or cushion. They may also like to bring a small soft toy to rest with.

If you have any questions, please don't hesitate to chat to one of the staff.

Yours Sincerely,
Julie Proctor and Rachelle Potter

Email *

Valid email address

This form is controlling email addresses. [Change settings](#)

staff team and occasionally parents/caregivers share cooking experiences at the Preschool. In September 2024, a parent cooked Korean pancakes following educators seeking feedback and involvement in cultural activities. We also encourage family involvement through newsletters, handouts and informal discussions. This has been a valuable initiative, linking to the Preschool Statement of Philosophy and the importance of sustainability. **(Element: 2.1.3)**

- In March 2025, following collaboration with the Team, the Head of Primary and the Year 5 teacher, the Educational Leader trialled the implementation of gross motor activities with their Year 5 friends. Year 5 students assisted Preschoolers to develop their throwing and catching skills in response to observations that these skills needed further development. **(Element: 2.1.3)**
- Building on the success of this endeavour, the Educational Leader noted that the School was holding a Cross-Country carnival, which did not include the ELC. The value of promoting a healthy lifestyle in line with EYLF outcomes and building links with the community was noted. After collaboration with the educational team and the ELC Director, the team decided to introduce running activities on the Junior oval and seek input from the children. A trial was undertaken, ensuring that activities would be inclusive of those with disability and diverse learning needs. Following this period of reflection and feedback the ELC sought and received permission to participate in the Whole School Cross-Country carnival. Parents were invited, events were modified to suit the safety and developmental needs of young children, and a parent race was added to the program. Classes were invited to watch the run, and the Year 5 buddies stood on the track to encourage and assist. Community feedback was overwhelmingly positive. This has been a valuable new initiative, building community and making important links to the NQS and EYLF. **(Elements: 2.1.1, 2.1.3, 2.2.2)**

- Educators seek meaningful engagement with families and/or the community by actively seeking input, guidance and feedback to shape ongoing practice and foster a culture of inclusiveness and sense of belonging for all. In our centre, educators regularly engage with families and allied health professionals to discuss children's changing health and physical activity requirements and incorporate these into our programs. For example, on enrolment, children's health, medical, dietary and cultural needs are discussed, and appropriate management strategies are put in place. Parents/Caregivers are required to return the completed medical management plan for their child's health needs and provide the Preschool with medication prescribed by the child's practitioner, on the first day their child attends the Preschool. This process is a crucial and embedded practice at the Preschool and each educator has a clear understanding of the requirements involved. **(Elements: 2.1.2, 2.2.1)**
- In Term 4 2024, as part of our learning on culture and families, children and families were asked to share a recipe. These were collated into a recipe book and emailed home to families. **(Elements: 2.1.2, 2.2.1)**
- Children with health and medical needs have medical plans developed in partnership with Health Professionals, for example: asthma plans & anaphylaxis care plans, continence plans and health care support plans for children with ongoing illness. **(Elements: 2.1.2, 2.2.1, 2.2.2)**
- Children who require on-going prescribed medication must have a medication authority consent completed by a Medical Practitioner. Staff may administer medication as directed by the Medical practitioner. Staff will not administer over the counter medication unless it has been prescribed by a Medical Practitioner and accompanies a label on the medication and medical management plan with time and dosage. **(Element: 2.1.2, 2.2.2)**
- Engagement with families acknowledges and is respectful of their cultural backgrounds, languages, traditions and child rearing practices and a range of culturally appropriate snacks and foods are encouraged in the Centre. **(Elements: 2.1.2, 2.2.2)**
- The Centre engages with families and the community to shape and inform practice when considering strategies to support and promote each child's health and physical activity. This was evident in the processes that were undertaken with the Sleep Survey, the Cross-Country carnival and the introduction of an herb garden. **(Elements: 2.1.2, 2.2.1, 2.2.2)**



Exceeding themes

1. Practice is embedded in service operations



2. Practice is informed by critical reflection



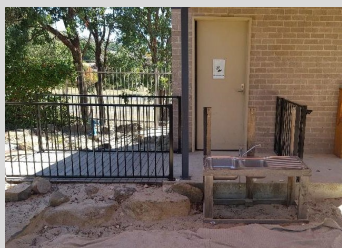
- Parents/Caregivers are notified about any infectious diseases that are identified at the ELC and are provided with information via handouts, Storypark, newsletters, emails and text messages. This ensures and maintains safe and effective service operations for the children, staff, families and the community. **(Elements: 2.1.2, 2.2.2)**
- Educators inform all families enrolled about foods and substances that are harmful to some children, which may present a hazard, for example, peanut allergies. This is communicated through Storypark, newsletters, handouts and at the family communication table under the veranda.

Standard 2.2 – Safety: Each child is protected.

- Practice is embedded in Centre operations consistently, frequently and intentionally as part of an ongoing process that is understood and implemented by all educators across all aspects of the program. For example, all educators are aware of and act on their responsibilities for ensuring all children's safety and ongoing risk assessments are built into the day-to-day operations of the Centre. The service proactively identifies risks and has ensured that all staff know and understand their obligations in general, as well as the specific safety procedures that need to be followed in a lock down, a fire or a snake emergency. Risk assessments have been developed and are regularly reviewed for daily routines and experiences to foresee, predict, manage and minimise incidents. These risk assessments include excursions, water play, cooking, children removing shoes, etc. **(Elements: 2.2.2)**
- Children are explicitly taught about staying safe inside and outside play at Preschool. For example, wearing a hat in accordance with our hat policy, letting an educator know if something has happened, snake safety and practices for moving safely inside and outside the Preschool. **(Element: 2.2.1)**
- During Term 1 and 4, we inform families to apply sunscreen on their child, prior to arrival every morning at Preschool. Sunscreen is provided for children who haven't had sunscreen applied in the morning. Educators assist children to appropriately apply sunscreen. Educators regularly demonstrate to children how to apply sunscreen. This is supported by our 'SunSmart Policy' **(Elements: 2.1.2, 2.2.1)**
- All educators undertake Child Protection training, CPR Training, First Aid, and Asthma & Anaphylaxis Training. Copies of training certificates completed by Educators are kept on file electronically. A dedicated staff member is responsible for monitoring all mandated requirements. **(2.2.2)**
- Appropriate educator-child ratios are maintained, and children are always supervised. Rosters are followed to ensure appropriate ratios are in place, as well as ensuring that educators do not miss out on their coffee breaks and lunch breaks. **(Element: 2.2.1)**
- Community services such as Police officers and Fire Service officers visit the Preschool to share safety messages to the children. **(Elements: 2.2.2)**
- Critical reflection informs practice. Together and individually, educators reflect on practice influencing decision-making and driving continuous quality improvement. For example, this year our educators reflected on emergency management procedures to consider improvements to practice. In one conversation, educators reflected on how best to manage emergency drills to ensure practice was suited to children with inclusive learning needs. This discussion prompted the development of a social story to engage and reassure children of planned activities. Parents were informed and feedback to the initiative from educators, children and families was overwhelmingly positive. **(2.1.1, 2.1.2, 2.2.1)** In another example, educators reviewed the process for reporting incidents to families. A new component of Storypark communication was



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



investigated and a trial undertaken. This trial is still being reviewed and feedback from parents and the Policy and Compliance Officer sought. **(2.2.1, 2.2.2)**

- Following critical reflection and feedback on the 2020 A & R assessment, educators reflected on ways to store documents and information more securely in line with Privacy legislation. New systems were implemented as a result. These include password-protected computer systems and iPads, locked filing cabinets, use of an operating system to secure enrolment data, medical information, attendance records, etc. These new processes have been effective in respecting privacy and confidentiality and ensuring child safety. **(2.1.1, 2.1.2, 2.2.1)**
- Practice is shaped by meaningful engagement with families and the community as our Centre actively seeks input, guidance and feedback. Meaningful engagement has helped to shift thinking, shape ongoing practice and foster a culture of inclusiveness and sense of belonging for all. An example of this occurred at the end of last year as the ELC Director and Educational Leader reviewed enrolment applications for 2025. It was noted that a high proportion of children with neurodiversity and inclusive learning needs were enrolled to commence at the start of the new year, including several children with continence needs and a child with cerebral palsy who uses a motorised wheelchair to move around the Centre. Engagement with parents, Allied Health professionals and the NSW/ACT Inclusion Support program was immediately sought to build educator capacity and capability to ensure that all children would have genuine opportunities to access, participate and achieve positive learning outcomes. Feedback from this engagement with family/health professionals/Government supports it was identified that modifications would need to be made to the physical environment (indoors and out), supervision, learning settings, staff ratios, programs, transition processes, planning, bathrooms, management systems and the professional equipping of staff. It was recognised that these adjustments would be essential in maintaining safety, managing risks and implementing quality, inclusive and equitable practice under the National Quality Framework (NQF) and in accordance with the National Quality Standard (NQS) and EYLF. Policies, procedures, activities and practice were reviewed and modifications implemented in line with legislation and government requirements. The school's Governing Council, educational leaders, administrative personnel and educators contributed to changes in these areas. The Strategic Inclusion Plan (SIP) was reviewed in consultation with the Inclusion Agent and funding for additional educators sought. Individual Learning Plans were put in place in consultation with Allied Health personnel, parents and Learning Support educators. The learning environment was modified to minimise risks, address potential safety concerns and improve access to quality, inclusive practice. All educators received targeted professional learning focussed on manual handling, continence, child protection and neurodiversity. Regular review meetings with families and community supports are scheduled. At the conclusion of the first term, the team gathered for professional reflection and collaboration, summarised by the comment: "It has been an outstanding term, and everyone is to be congratulated on an excellent start to the year." **(Elements: 2.2.1, 2.2.2, 2.2.3)**
- A second example involved critical reflection and review about the sign in process for parents and caregivers at Preschool. The Centre has been using a sign-in/sign out sheet for eight years but administrative staff and educators reflected upon a more effective, reliable, safe and streamlined method of signing in and out. It was resolved to commence use of an electronic sign-in process using *Kidsoft*. Parents were advised, educators trained, and a trial commenced. Over a two-week period, educators and parents were supported in implementing the process and feedback from the community sought. Upon completion of the trial, the system was fully implemented with positive comments from family and community alike. **(Elements: 2.2.1, 2.2.2, 2.2.3)** Following further critical reflection by educators, signage and QR codes were repositioned to streamline entry to the Centre and maximise safety and access for children and families, evidence of a process of continuous quality improvement.
- A further example involves the review of incident management processes. Prior to March 2025, injuries requiring first aid were recorded in the 'First Aid Book' located on top of the lockers next to the first aid cabinet. Parents/Caregivers are informed of the incident/injury either by phone

- To support our families, the Child and Family Health Service is an ongoing community service at the Preschool providing families with an opportunity to have approved health checks on site. Further information is provided to our families, as appropriate. Our Preschool sustains access to other health professionals including Allied Health professionals, Speech Pathologists and Occupational Therapists. **(Element: 2.2.3)**

[illegible]

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) When?	How will we get this outcome? (Steps)	Success measure	Progress notes
Element 2.1.2 Healthy Practices and Procedures	Cleanliness, resource management, tidiness and safety in the Centre needs review.	The promotion and implementation of effective hygiene & WHS practices.	Medium Ongoing	1. Review. Undertake a review of cleanliness standards and tidiness in the Centre. 2. Identify WHS issues. 3. Implement new cleaning routines. 4. Tidy storerooms, shed & playroom. 5. Monitor and maintain. Actively maintain standards.	1. Regular rosters in place and operating effectively. 2. Safety issues identified, recorded and addressed. 3. Storeroom tidy. New management systems in place. 4. Shed tidy, safe and well-maintained. 5. Playroom tidiness evident.	<ul style="list-style-type: none"> • Feb 2025: New shelving in shed installed. • Feb 2025: Policies reviewed. • Feb 2025: Reorganisation of playroom. • Feb 2025: Identification of WHS safety issues for children with inclusive learning needs. Modifications to indoor and outdoor environments. Declutter. • Feb 2025: Reorganization of storage/resources • Feb 2025: Ordering of additional furniture to support inclusive needs/ toileting equipment through SEL. • Feb 2025: Training of staff/manual handling / continence training / safe handling • Mar 2025. New cleaning roster implemented • April 2025. Major cleanup in the storeroom. • April 2025. QR code resources. • May 2025. Major cleanup in the kitchen.
Element 2.2.1 Supervision	Building educator capacity and capability and increasing educator ratios to ensure that all children have genuine opportunities to	Embed systems are in place to ensure children are protected from harm and hazard.	High Feb 2025	1. Seek guidance. Meet with the ACT Inclusion agency. 2. Implement. Develop a Strategic Inclusion Plan. 3. Apply for IDFM funding.	1. SIP in place. 2. IDF funding approved. 3. Adequate staffing ratios. 4. Small group work effectively in place to increase supervision ratios.	<ul style="list-style-type: none"> • July 2024: Employment of a specific Educational Leader. • Sept 2024: Employment of a dedicated Inclusion Support Coordinator. • Nov 2024: Meetings with Inclusion support. Strategic Inclusion Plan (SIP) revised.

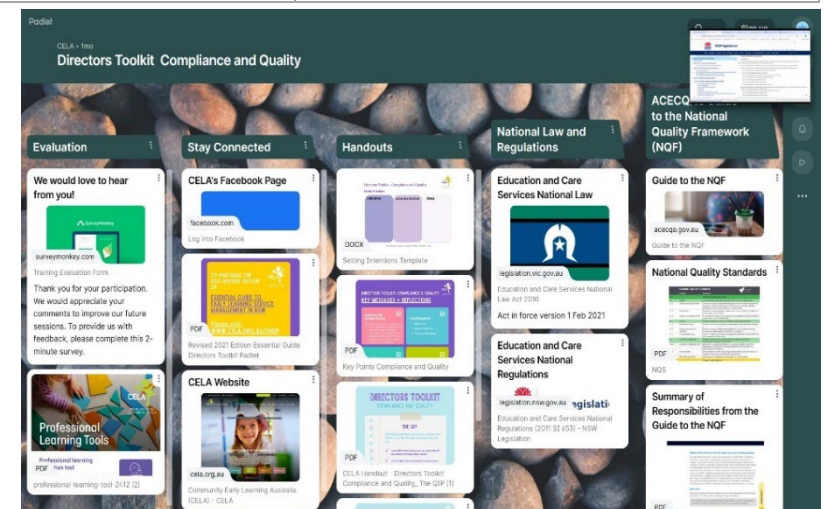
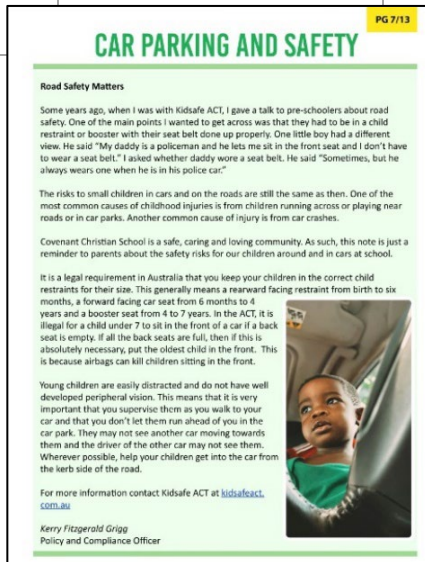
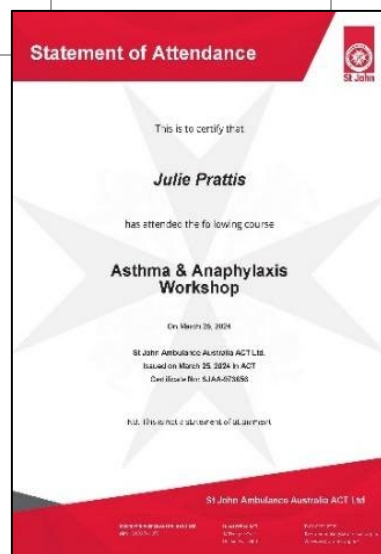
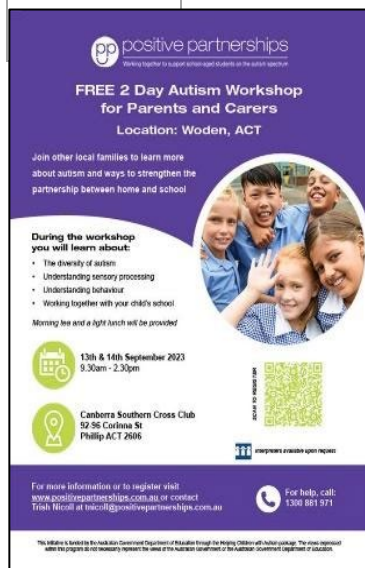
	access, participate and achieve positive learning outcomes.			<ol style="list-style-type: none"> 4. Employ additional educators. 5. Build educator capacity. 6. Implement strategies from SIP to allow all children to access programs. 		<ul style="list-style-type: none"> • Nov 2024: Application for IDFM funding. • Feb 2025: IDFM funding approved. • Feb 2025: Equipment borrowed through Inclusion agency to support toileting needs. • Feb 2025: New gates, fences, paths installed. • Feb 2025: Manual handling training undertaken. Additional training in March. • Feb 2025: Application for short term limited funding. Approved March. • March 2025: Targeted observation and assessment of children in the Centre to identify additional needs and develop intervention strategies. Development of ILP's. Referral of children with additional needs for assessment. • March 2025: Implementation of targeted learning plans and strategies. • Mar 2025: Ongoing review of management systems and supervision. • Mar 2025: Ongoing review of management systems and supervision.
Element 2.2.2 Incident & emergency management	Review of policy and procedures to manage incidents and emergencies in line with the NQF and Regulations.	Review procedures and policies to effectively manage incidents and emergencies in line with regulations.		<ol style="list-style-type: none"> 1. Review all preschool procedures and policies to ensure they are up-to-date and comply with current legislation and regulations. 2. Train. Nominated Supervisor to attend Professional Learning. 3. Communicate. 	<ol style="list-style-type: none"> 1. All relevant policies and procedures will be up to date and available for staff to access. 2. Procedures in the Centre will align with policy. 3. Staff will be aware of policy requirements. 4. Incidents will be minimised. 5. Continual review. 	<ul style="list-style-type: none"> • July 2024: Nominated Supervisor attended <i>The Law and Regs for Nominated Supervisors</i> (CELA) • June-Aug 2024. Comprehensive chemical audit undertaken. Policies re-written. • Processes reviewed. Storage of chemicals audited and reviewed. Changes made. Lock installed on ELC cabinets. Storerooms cleaned. Pest control undertaken. Safety data sheets reviewed and updated for all

EXAMPLES OF IMPROVEMENTS TO QUALITY AREA 2



Fire and lock down grab and go bag

- chemical products in the building, including the Before and After School.
- Aug 2024:** Risk assessment undertaken of incursions and excursions. Review of permission notes for excursions undertaken. Communication with parents. Google Form for incident reports developed. Safety audit of outdoor storage shed, and indoor storeroom undertaken. Areas tidied and new storage systems introduced. WHS issues considered and new processes for supporting educators to lift introduced.
- Sept 2024:** Audit of WHS safety and removal of pests and insect hazards.
- Feb 2025:** Review of Manual Handling policy. Manual handling training.
- Mar 2025:** New electronic sign in process implemented. Trial of new incident management reporting process.



Quality Area 3: Physical environment

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

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

Quality Area 3: Standards and elements

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



National Law and National Regulations underpinning Quality Area 3

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

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

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



Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths	<p>Element 3.1.1. Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.</p> <p>The facility was purpose built and designed for preschool age children, with easy access via both ramps and footpaths. The buildings, fixtures and fittings are suited for their purpose, are of adequate size and support access and use by all children. The facility includes office space for meetings and planning. A large undercover area adjacent to the indoor play space is utilised as an outdoor space for undercover play and is used by families to sign-in, access learning journals and hand sanitizer and build community. Educators and families can use this space to continue to interact when family access to the indoor environment is restricted, such as in inclement weather. The children's bathroom facilities are easily accessible from both the outdoor and indoor play spaces and allow for privacy with the inclusion of toilet doors. Sinks in the bathroom and classroom support children in hygiene practices, with additional outdoor sinks on the patio under the awning, giving outdoor access to drinking water and handwashing. Large areas of glass ensure that natural light fills the indoor learning space and provides excellent visibility for supervision between the indoor and outdoor play areas. All environments allow for adequate supervision, while providing children privacy and quiet spaces. The playroom was designed in an open-plan format, allowing the space to be arranged in multiple ways to accommodate all children, with both hard and soft flooring surfaces. Small child-height double-glazed windows provide children with a view of the nearby gum trees and adjacent road, where they can observe the birds or watch the cars pass by. Indoor and outdoor environments include natural and man-made resources structured to allow children to interact autonomously and independently and make choices for themselves. The outdoor space incorporates a variety of surfaces under foot, with pavers, artificial grass, tan bark, and lawn, and was specifically designed to incorporate changes in slope with a gently sloping hill within the lawn area. There are large rocks and boulders to climb on, wooden stumps, a sandpit, and garden beds, with many places to explore, including a wooden cubby house within the garden. The outdoor environment provides areas of both sun and shade and provides space for nature play and sensory activities. Natural shade is provided by large deciduous trees, allowing the sun to warm the area during the winter months, with plantings of younger deciduous trees for additional natural shade as they grow. The sand pit area is protected by shade cloth, which also limits leaf litter within the sand pit. The playground is suitable for preschool age children, providing choices for risky play, and areas to climb and explore. The setting is designed to encourage children to be challenged and to extend their own learning and interests.</p> <p>Element 3.1.2. Premises, furniture and equipment are safe, clean and well maintained.</p> <p>A cleaner is employed to vacuum and mop the floors, empty bins, and to clean the bathroom and toilets each day. Additional cleaning of frequently touched surfaces is carried out daily. Quarterly working bees, involving families, are held to tackle larger, less frequent, jobs, such as cleaning external surfaces, and minor upgrades to the environment. Families also volunteer to undertake additional tasks. Carpets are thoroughly cleaned twice a year, during the term breaks. Educators are responsible for the incidental cleaning across the day as required, ensuring the preschool is kept clean and tidy. This includes the specific cleaning of smaller resources and equipment. We foster a culture of respect and a responsibility to care for each other, our resources, equipment, and the environment. Children are encouraged to be involved with tidying and cleaning daily, and may also assist with larger cleaning duties, particularly when warm soapy water is involved, outside on a sunny day or indoors in the craft sink. Educators conduct ongoing safety and hazard checks, with any maintenance issues being placed on our maintenance register, overseen by the bursar and managed according to risk. Work Health and Safety issues are discussed and actioned through regular staff meetings. The children also play a part in the maintenance of resources and are encouraged to identify resources that may be incorrectly placed, in need of repair, or have missing pieces. A timed watering system is installed in the gardens, and a gardener regularly mows the lawn and tends to the pruning and larger garden maintenance. Tending of the raised garden beds and smaller garden tasks, are carried out by educators and children, as part of the preschool program. Children partake in a range of gardening experiences and may be involved with tasks such as</p>
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planting, watering, weeding, and harvesting. Children also have access to brooms, dustpans and brushes, to sweep and tidy the paths, sweep sand back into the sandpit, and to remove sand, bark and leaves that have blown into the cubby house. The outdoor area incorporates a shed to store the portable equipment, outdoor resources and loose parts, out of the weather. Fences surrounding the outdoor area ensure safety and containment.

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.

The Centre has a current Strategic Inclusion Plan (SIP) addressing actual and potential barriers to inclusion within the Preschool. A focus of the plan is embedding inclusive practice in the physical environment to reinforce our Service Philosophy, which promotes inclusion and a sense of belonging for all. The indoor environment is organised into smaller learning spaces, with defined areas for larger group activities, small group experiences, and quiet play, and includes spaces for construction, reading, art and craft, puzzles and dramatic play. It is frequently adapted and changed to ensure interest and stimulation, and to accommodate the specific needs and preferences of the children. Open shelving provides easy access to a variety of activities and loose parts, including a range of natural materials. Children can move freely around these spaces. A craft trolley, easels, various equipment and resources, together with a range of media, are positioned in the vicinity of the craft sink to provide an area for artistic creativity. At one end of the playroom there is a raised wooden stage area with under-storage, surrounded on one side by a series of windows. This stage area is a distinct destination within the room, in a sunny, out-of-the-way corner, overlooking the garden, making it a natural choice for use as a quiet area, sunny nook, or viewing platform for the garden. It is also an ideal spot in the room for children to read with parents or an educator or to engage in quiet activities. This area also easily lends itself to be transformed as a themed area for dramatic play, and with the aesthetics of a stage, it is also perfect for organised drama and singing experiences, where preschoolers can perform in front of their peers, and conversely, watch their peers perform. Drama and creative play are linked to Steiner's theories of how children learn and the importance of creativity.⁷ There is an additional large space in the adjoining classroom, which is utilised for large active group activities, such as a music session or playgroup. A large glass sliding door opens onto a large patio area with an awning, providing an outdoor space, with protection from both sun and rain. This area can be utilised as a meals area, or as an additional play space, according to need or preference. Adjacent to this area is the outdoor play space, featuring different zones defined by the landscape, allowing for the different needs and interests of children, with pathways, lawn, sandpit, pond, cubby house, trees, boulders, and various garden beds. The outdoor area is adjacent to, and overlooks, the grassy oval where students in Years K-2 play, allowing for interactions with siblings and friends, who often take the opportunity to greet each other and chat through the fence. The preschool children are made welcome by the larger school community and regularly make use of the school's facilities. The preschool class regularly visit the school library, and the playground climbing equipment, and the grassy oval is also utilised as a play area when appropriate. The surrounding grasslands are excellent areas to connect to their natural environment, explore, take nature walks, collect natural objects, investigate and discover.

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.

The provision of an inclusive learning environment is given high priority in the organisation of learning spaces. The open shelving allows children access to a range of resources in the indoor area, to find items of interest, and take these to the tables to be explored. Loose parts can be chosen and gathered as needed. Resources allow for all manner of activities and experiences including dramatic play, construction, sensory play, literacy and mathematical skills, scientific observation and experimentation, craft and artistic expression. Resources, equipment and materials are used flexibly, to support children with their needs and interests of the moment, and to promote learning across all domains. There is a quiet reading area defined by low level book-shelf dividers - it is a space for calm reflection or quiet reading. Books can also be taken to other areas of the room, for shared reading with peers, or into the swing chair when solitude is sought. A wide range of books are always

⁷ Steiner, R. (2017). Understanding society (M. Barton, Trans.). Rudolf Steiner Press.

available, reflecting different cultures and ways of being and knowing. Additional books are borrowed from our school library, chosen to support recent experiences and current interests within the group. A range of outdoors resources support fundamental movement skills development, including mats for rolling, balance board activities, stompers, balls, and hoops. All the outdoor equipment is portable, and stored within the shed when not in use, allowing the outdoor space to be utilised for a range of different activities. A garden hose is available for children to water the gardens, fill the pond, access water for use in the sandpit. It can also be attached to the sandpit kitchen enabling running water for the sink tap. Other outdoor resources include items such as trestles and planks for climbing, balance beams, soccer goals and balls, different-sized tricycles, scooters, and pre-school appropriate tug-o-war ropes. A larger, fixed climbing structure with soft fall, is shared with the lower Primary school classes and is located within the primary school.

Element 3.2.3. The service cares for the environment and supports children to become environmentally responsible.

In line with our Service Philosophy and our commitment to be good stewards of the world God has created⁸, sustainability and environmental awareness practices are well established within our Centre. We collect and store rainwater, fruit and vegetable scraps are composted and used to fertilise our gardens and unwanted resources are re-homed within the school or donated. Where possible we repurpose pre-loved equipment, resources and materials are re-used or repurposed as craft materials (such as the photocopied paper being made available for use again on the reverse side, cardboard packaging being reused for preschool box construction before recycling, large cardboard boxes from stock deliveries to the school uniform shop are repurposed and utilised by preschool for storage purposes or for large-scale box construction, shredded paper and maize packing beans from book deliveries to the school library are repurposed and used for craft; egg cartons are used for children to mix their own paint colours, allowing the unused paint to be placed in the bin, rather than being washed into the sink).

Environmental sustainability underpins our program. The children are introduced to our belief that God created the world, its intricate complexity, and the harmonious relationship between all things. God made us stewards of His creation, giving us the responsibility of looking after the earth, and out of our love for God, and each other, we seek to cherish and care for the land, its resources, and all living things.⁹ We support the children in developing this disposition, starting with self-care, respect and kindness for each other, care of belongings and preschool resources, extending this to the indoor and outdoor environments, and ultimately, the world around them, particularly the natural world. Children interact with the natural environment within both our indoor and outdoor play spaces. Branches, leaves, pods and flowers are incorporated within the indoor environment for investigation, as loose parts, and for artistic inspiration. This fosters an appreciation of the wildlife within our yard, and promotes awareness, curiosity, understanding, respect, empathy and responsibility for the natural environment. Children's attention is drawn daily to the world around them through discussions of the weather and conversations regarding the importance of not wasting resources, such as water, soap and paper towels. The children are encouraged to sort their own rubbish using the landfill, recycling and composting bins, and are given support and guidance when making decisions regarding their waste materials, such as sorting used craft materials to identify what can be reused or repurposed and only discarding what cannot be used again. Children are involved with watering the gardens with buckets of unused water, the collection of plant waste for the compost, and with planting and harvesting our fruit, vegetables and herbs. Leaves are collected and added to compost. The children also have supervised access to the school community garden and participate in whole school sustainability initiatives. An example of this is the secondary school art student's project which was created using plastic bottle lids. Pre-schoolers were involved in the collection and sorting process. These large artworks are now displayed in various places across the school, allowing Pre-schoolers to view them when visiting the library and playground equipment. Other school wide sustainability practices include the sale of second-hand school uniforms, including volunteers washing and mending donated items for resale. Our program, our service, and the greater school community works towards fostering a positive relationship with nature.




⁸ Burggraaf. 2014. *Transformational Education: A Framework for Christian Education*. Christian Education National (CEN).

⁹ Christian Education National (CEN). 2019 *Transformation by Design*. Crafting Formational Learning.

EXAMPLES OF PRACTICE: PHYSICAL ENVIRONMENT



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

Exceeding themes	Standard 3.1 – Design: The design of the facilities is appropriate for the operation of a service.
<p>1. Practice is embedded in service operations</p>   	<ul style="list-style-type: none"> The Preschool is located adjacent to the CCS Primary and Secondary School campus. The before and after school care program is located next door to the Preschool. Being on site enables the ELC to maximise connection and transition between services as well as to utilise resources, such as the School oval, library, COLA and playground. The design of the site enhances the School's Vision and Service Philosophy, building support for families within the community. (Element: 3.1.1, 3.2.1) The use of indoor and outdoor spaces, buildings, fixtures and fittings is reviewed regularly to ensure that the environment positively supports children's development, wellbeing and learning and is embedded in practice. The indoor space has a large area for activities/learning time, and a wet area for arts/craft/painting/box constructions. The activity room has a large, carpeted area. A TV was introduced in 2024 to enhance group learning, relaxation, incursions and other experiences. The Preschool has multiple play spaces that can be rearranged to support changing table activities/children's interests/dramatic play/relaxation areas/book corner. Educators are mindful of best practice and educational theories linked to children's learning and learning spaces have been intentionally designed to allow sensory play experiences¹⁰, active play¹¹ and use of natural objects.¹² The ELC grounds include natural play spaces for children to explore, create, plan and manipulate resources in their learning. The outdoor area has mature trees that create shade over the area. There is also a wooden structure that provides a "secluded play area" for children to imagine, pretend and initiate various group games/discussions. Natural logs, a dry creek bed and 'loose parts' (rocks, sticks, steppingstones) allow children to manipulate and be creative in their play experiences. (Elements: 3.1.1, 3.2.2, 3.2.3) The School Groundsman checks and maintains the Preschool indoor and outdoor areas. Educators also maintain all areas daily (for example, watering the plants, garden beds, raking the sandpit, sweeping high traffic areas). (Elements: 3.1.2, 3.2.3) Children's toilets and eating tables are cleaned and disinfected, floors are swept under the tables daily. Cleaning is undertaken as part of the school's scheduled cleaning routine. (Element: 3.1.2) All furniture, materials and equipment are age appropriate and are regularly checked for safety, wear and tear. (Elements: 3.1.1, 3.1.2) Every morning before children arrive at Preschool, equipment, resources and the indoor/outdoor environment are visually checked. Any broken items or unsafe items are removed and/or School Groundsman is notified. The sandpit is covered each night and raked regularly. A WHS audit is conducted every year at the Preschool. Playground equipment and resources are audited annually. (Elements: 2.1.2, 2.2.2, 3.1.2) A tree audit is undertaken regularly to ensure that the branches are safe. (Element: 3.1.2) For security, the Preschool has a keypad door which leads to the office, staff toilets, storerooms and a disabled toilet. Alarms, fire equipment, smoke detectors, locks and security panels are checked regularly. (Elements: 3.1.1, 3.2.1) Office space within the Centre provides Educators space for administration duties, preparation work, storage of confidential information and other resources. There are two computers, two iPads, a copier, meeting areas as well as a kitchen, storerooms and adult toilet. A staffroom

¹⁰ Piaget., J. 1923. The language and thought of the child. London: Routledge classics 2002.

¹¹ Maslow, A. H. (1943). A theory of human motivation. Psychological Review

¹² Steiner, R. (2017). *Understanding society* (M. Barton, Trans.). Rudolf Steiner Press.



2. Practice is informed by critical reflection



(separated from the play area) provides a quiet space for educators during break times. A veranda provides a quiet space for activities and serves as extra play space in inclement or hot weather. The veranda is also used by parents/caregivers as a waiting and meet/greet area upon arrival at Preschool. **(Elements: 3.1.1, 3.2.1, 3.2.2, 3.2.3)**

- The outdoor space has access to the indoor children's toilets. The outdoor area is fenced off with two access points (gates) to the Preschool. The gates have a self-locking system, which is out of reach of children and only accessible by adults. One gate leads into the School and designated ELC/Junior Primary car park area, the other gate leads into the playground and front carpark. **(Elements: 3.1.1, 3.2.1)**

- While the Preschool was designed and purpose-built, a planned approach to the implementation of changes to the environment is in place through maintenance cycles, review processes and compliance checklists. The School Management Team, in consultation with the ELC Director, the Educational Leader and educators, regularly reflect on whether the environment requires modification, maintenance, repair or remodelling. For example, following a process of critical reflection in 2024, consideration was given to how to maximise children's active learning and development of gross motor skills. All educators participated in this process. In 2021, the A & R had given feedback that children were not receiving sufficient activities involving use of their large muscles and balance skills. The ELC team considered this in line with Maslow's educational theories,¹³ linking physical needs to building resilience, risk taking and emotional growth. This review led to the intentional timetabling of gross motor activities in the program throughout the week. **(Elements: 3.1.1, 3.2.1)** When setting up the learning environment, educators became mindful of creating a flexible, responsive, inclusive and stimulating areas that would enhance children's development, wellbeing and learning, including opportunity for circle games, construction, chalk drawing, building, bean bag games, bike riding, climbing, balance, risky play, loose parts play and sensory activities. The pergola-covered sandpit (linked to Piaget's theories of learning)¹⁴ -surrounded by large rocks, with access to a shed for storage of sandpit tools – was incorporated into activities to foster children's development, wellbeing and learning. This also included the water course, often used in hot weather for wet sandpit play, construction and balance activities. **(3.1.1, 3.1.2)**
- Promoting a sense of belonging and inclusion is an important component of our Service Philosophy. To ensure this is reflected in everyday practice, a Belonging tree was created at the entrance to the playroom. Educators talked to children about the idea of belonging and what that meant to them and parents were invited to share a photo of their family. Educators talked about how we are part of God's family. Children were also invited to draw or write about their ideas. These were shared with families on a display wall in the reception area, linking learning to the Early Years Learning Framework and the Service Philosophy. As educators critically reflected on the design of the physical environment, drawing on feedback from children and families, there was a desire to create opportunities to make changes to enhance belonging and strengthen inclusion. Through a process of ongoing critical reflection, individually and together, educators considered what changes could be made to the physical environment so all children could feel they belonged and meaningfully participate in the program. Feedback was sought from the Inclusion Support Coordinator, parents and Allied Health personnel and included review of the positioning of furniture and equipment, as well as the organisation of indoor and outdoor play spaces. This led to a discussion about what changes were needed to create a sense of belonging and inclusiveness. Significant changes were made in response to feedback to allow all students to access the learning environment, including the purchase of sit-stand tables, reorganisation of furniture, decluttering of the room, use of visual cues /Auslan and the ordering of new equipment.

¹³ Maslow, A. H. (1943). A theory of human motivation. Psychological Review

¹⁴ Piaget., J. 1923. *The language and thought of the child*.

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

- We are currently in the process of considering an extension and redesign of the play area. Educators have been invited to 'dream big' and collaborate and research options that could be incorporated into the redesign. The team brainstormed elements to facilitate child agency, sustainability, a sensory garden, loose parts play and intentional teaching spaces. After critical reflection and the collation of family feedback about what they would like to see in an outdoor environment, draft designs were drawn up and submitted to Leadership for consideration. This has resulted in the development and refinement of several suggestions for our outdoor re-development (**Elements: 3.1.1, 3.2.1, 3.2.2**), the purchase of new equipment and Professional Learning in the *ACT Active Play program*.

EXAMPLES OF PRACTICE: STANDARD 3.1





Exceeding themes

1. Practice is embedded in service operations



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

- Our Centre has a Strategic Inclusion Plan (SIP) which identifies barriers to inclusion within the service. The plan focuses on embedding inclusive practice into the physical environment to reinforce the Service Philosophy and promote inclusion, competence, wellbeing and belonging within the group. An example of this is that the indoor and outdoor play environments are set out to ensure a balance of active learning, group and individual learning. Activities are open ended which fosters creativity and imagination. We have implemented the use of loose parts and purchased a variety of open-ended resources to ensure play is stimulating and the environment is challenging and aesthetically pleasing. **(Element: 3.2.1, 3.2.2)** Critical reflection on resourcing (and appropriate budgeting) has enabled us to increase the range of inclusive resources each year to ensure we cater for a range of developmental needs and interests, for example, puzzles for different levels, materials with multiple uses and games. Resources are used consistently in a variety of ways, to allow all children to access them and practise, develop and refine skills. **(Element: 3.2.2)** A balance of learning experiences inviting children to ‘have a go’ have been introduced - sensory, physical, social, creative, imaginative and dramatic play experiences. Activities are presented and offered in different settings (i.e. sit-stand tables, small chairs, cushions, mat, rug, tables, out under the veranda, on the lawn, at the painting easels). This enables the environment to be responsive to individual dispositions and needs. Educators provide a variety of activities, resources and choices to ensure that children have opportunities to build on existing knowledge and develop new skills and experiences. **(Element: 3.2.1, 3.2.2)**
- Programs in our Preschool are shaped by a transformational Christian educational worldview. *“Formational learning develops the mind, captivates the heart and equips the hand, encouraging curious and courageous learners to explore God's world and live out the hope of Christ.”¹⁵* Environmental awareness and sustainability is a very important component of this theoretical underpinning. We ensure children care for the environment by watering the plants and garden patch, turning taps off after use, and sort food scraps and waste into the three bins (recycle, compost, waste) during morning tea and lunch time. **(Element: 3.2.3)** Recycled consumables (such as collage materials, boxes, paper) are used to develop sustainable practices and are re-stocked regularly to ensure all children have access to resources for their learning experiences. Parents/Caregivers are encouraged to donate unused recyclables such as boxes, fabrics, paper etc. These assist children begin to develop understand and develop environmentally responsible practices. **(3.2.2, 3.2.3)** The School uses solar panels as part of its sustainability initiatives. **(Element: 3.2.3)** Outdoor materials (such as tree logs, sticks, pebbles, seedpods) are often brought into the indoor learning environment to maximise their use and explore their properties. **(Elements: 3.2.2, 3.2.3)** The Preschool has a raised garden bed, which children participate in planting fruits and vegetables. There is also a shed, which houses garden equipment and other outdoor resources. Children engage in meaningful conversations about vegetables, fruits and how they grow. **(3.2.2, 3.2.3)** Children are encouraged to observe the natural environment, notice changes in weather, garden, trees, plants and to think about what they could do with sticks, leaves, bark, rocks. Children observe the living environment – for example: bugs, ants, butterflies and insects. We ask children questions such as, “What do you see?”, “What do you think?” and “What do you wonder?” **(Elements: 3.2.2, 3.2.3)** The Centre has a rainwater tank. **(Element: 3.2.3)**

¹⁵ Transformation by Design. Crafting Formational Learning. Christian Education National (CEN). 2019

EXAMPLES OF PRACTICE: STANDARD 3.2

2. Practice is informed by critical reflection



- This year educators have been exploring and learning more about the benefits of using loose parts to support children’s exploration, curiosity, creativity, and collaboration skills. Initiated through ongoing critical conversations within their education and environmental networks, the team began their own professional reading on this. Under the direction of the Educational Leader, the team discussed the potential of using loose parts to support children’s social interactions, language development, imagination, and problem-solving skills. Changes were incorporated into the environment to support the initiative. During planning sessions, staff meetings and discussions, educators reflected on the changes that would be required. A variety of equipment and resources were purchased to enable children to access, move and utilise during their play, for example: logs, planks, chairs, wheelbarrows, brooms, rakes, gardening supplies, loose parts, etc. It was observed that this increased children’s sense of agency and choice within their learning environment. **(Elements: 3.2.1; 3.2.2)** Children’s interests and ideas are recorded in observations and learning journals. Educators continued to support children to extend and resource their own learning or supply resources/information to aid children’s interests/ideas in the moment. Interests and ideas are also programmed into the learning environment as part of the planning cycle. Children’s interests are extended and resources provided, children ask for materials/resources to use in their play. **(Elements: 3.2.1, 3.2.2)** Educators interact with children at play and support children in personal decision making, facilitating and extending their play where possible.

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



- Following the enrolment of several children with continence needs, the ELC Director and educators reflected on the need to ensure the bathroom environment in the Centre provided a safe, hygienic, inclusive and comfortable environment. As part of their service visits, Allied Health personnel sat with families and educators to adapt the environment and develop individual strategic inclusion plans based on their learning spaces and needs. Potential barriers to inclusion were identified and modifications to the environment discussed. This encouraged each educator to reflect on how they could make their spaces welcoming and accessible to enable the full participation and engagement for all children within the group. **(Elements: 3.1.1, 3.2.1, 3.2.2)** Meetings with the Inclusion Support Coordinator were set up and, in conjunction with Allied Health expertise, equipment ordered through SEL and CAYPELS. Modifications to cleaning routines were discussed and implemented. Manual Handling policies and procedures were reviewed and educators trained. Feedback from parents was sought as an integral part of the process. Following initial implementation, the Education Support Coordinator and Director regularly revisit routines and learning spaces to ensure children’s personal and learning needs are being met in a safe, appropriate and dignified manner. Review is ongoing. **(Elements: 3.1.1, 3.2.1; 3.2.3)**
- In other examples, family information board located outside the Preschool contains pamphlets/brochures/newsletters/information and notices. The NQF is on display. The QIP and SIP are accessible. There is a suggestion box and feedback area for parents/caregivers to provide feedback, alongside the sign in/out sheets. Other forms of family feedback are also used to capture feedback and thoughts. **(Elements: 3.1.1, 3.2.1; 3.2.3)**

EXAMPLES OF PRACTICE



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	Progress notes
Element 3.2.1 Inclusive environment AND Element 3.2.2 Play-based learning	<p>Critical reflection by educators identified that the Preschool outdoor environment needed to be expanded and modified to facilitate play-based learning, inclusive learning needs and allow flexibility in developing active play and gross motor skills.</p>	<p>Modify the environment to facilitate play-based learning and meet inclusive learning needs.</p> <p>Inclusive activities for all children.</p> <p>Flexible learning spaces.</p> <p>Loose parts play.</p> <p>Use of the natural environment.</p> <p>Environmental sustainability.</p> <p>Safety.</p> <p>Engagement with educators and community.</p>	Medium 2025	<ol style="list-style-type: none"> 1. Consultation with Educators, parents, Allied Health personnel, children. 2. Further consultation between the ELC educators, the school bursar and maintenance team, children. 3. Critical reflection. Consider goals, options, materials, costs, priorities, limitations, issues. Agree on a strategy. 4. Assess Risk - a risk assessment will need to be undertaken. 5. Investigate and source equipment. 6. Access to equipment 7. Professional Learning for educators. Build knowledge of gross motor skill development. 	<ol style="list-style-type: none"> 1. Equipment sourced, purchased and implemented 2. Gross motor activities timetabled. 3. Staff trained, and programs implemented. 4. Improved learning outcomes. 	<ul style="list-style-type: none"> • Jan 2025: Critical reflection October. • Jan 2025: Budget issues considered. • Jan 2025: Staff invited to 'dream big'. Educators were invited to 'dream big' and collaborate and research options. The team brainstormed elements to facilitate child agency, sustainability, a sensory garden, loose parts play and intentional teaching spaces. Draft designs were drawn up and submitted to Leadership for inclusion on the Master Plan • Mar 2025: Full day of Professional Learning <i>ACT Active Play</i> undertaken. • Mar 2025: Major tidy of storeroom • April 2025. Outdoor programs implemented

EXAMPLES OF IMPROVEMENTS TO QUALITY AREA 3



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	Staffing arrangements enhance children's learning and development	
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

Element 4.1.1. Organisation of educators and Element 4.1.2. Continuity of staff

Continuity of educators is a high priority, and a core group of staff has been created to maintain consistency and familiarity for the children. Casual relief staff are well known to the children. Rosters are designed for consistency. All Educators have CPR, First Aid training and approved asthma/anaphylaxis training. There is always someone with current First Aid qualifications on site. Educators are aware of appropriate ratios, and these are always maintained.

Element 4.2.1. Professional collaboration

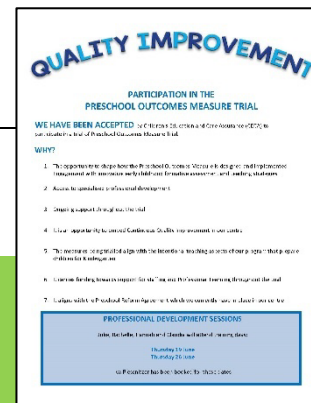
The Service Philosophy, commitment to Christian values and strongly articulated procedures encourage all Educators to always aspire to a high-quality learning environment for children. Respectful and ethical conduct and practice is embedded in our philosophy, and the ethos of the school. Reciprocal relationships are maintained by all Educators and a strong sense of belonging is evident through team participation and positive interactions. The effectiveness of working together as a team is demonstrated through the acknowledgement of each team member's strengths, talents and interests and these are used to scaffold children's learning.

Educators reflect on practice, both formally and informally and intentional opportunities are created to collaboratively discuss practice, policies and improvements. Recent graduates and educators new to our Preschool are mentored by current staff to maintain consistency and high standards. The respect educator's show for each other is evident in support for each other outside the work environment.


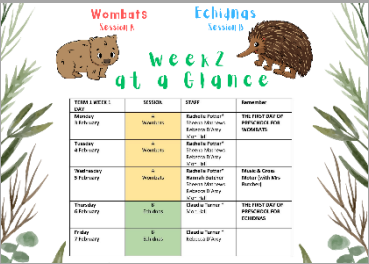
Element 4.2.2. Professional standards

Our staff are all highly qualified and all teachers participate in a minimum of 20 hours TQI accredited professional learning each year. Teachers' practice is guided by the Australian Institute for Teaching and School Leadership's (AITSL) National Professional Standards for Teachers. Teachers engage in discussion focussing on different areas of the National Professional Standards for Teachers and the NQS. Our preschool assistants are all qualified and also have opportunities throughout the year to participate in a range of professional learning opportunities to keep them abreast of up-to-date research and practice in the field of early childhood. Our preschool team benefits from being a part of a P-10 school, and we participate in regular whole school staff meetings and professional learning to ensure we are aligned to the wider school vision and philosophy. Educational Leaders regularly attend sector-wide ECEC meetings and network with other centres.

The team includes four educators with a Bachelor of Education (Early Childhood)- one currently studying – and four Educators with a Certificate III in Early Childhood Education and Care. The leadership team is mindful of the importance of collaborative leadership and teamwork in fostering a positive workplace culture. Position descriptions are available for all staff and there are clear processes for induction and mentoring of new staff. Educators work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships. Active participation in continued professional learning is encouraged and professional learning opportunities are available to all educators through team meetings, specific training focuses, workshops, allowing educators to foster and develop their skills and knowledge as educators. The Director is part of several Early Learning networking groups to ensure our Centre is continually implementing new ideas and innovation.



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

Exceeding themes	Standard 4.1 – Staffing arrangements: Staffing arrangements enhance children’s learning and development.
<p>1. Practice is embedded in service operations</p>   <p>2. Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> During 2024, the Director and Educational Leader reflected on the continuity of staff in the Centre. With several staff working part-time, combined with the fact that some Educators were up-grading qualifications and were fulfilling study requirements, it was noted that staffing continuity was impacted. Feedback revealed that children and families found this unsettling. At the end of 2024, purposeful consideration was given to the organisation and deployment of staff to ensure that children had familiar and consistent educators in each room to enable the children to feel safe as well as to promote respectful and reciprocal relationships. Rosters were reorganised to ensure the organisation of educators provided high levels of continuity. Intentional consideration was also given to rostering individual educators to ensure there was a good fit in terms of their skills and experience, goals, personalities and temperaments, supporting the building of strong, respectful and positive relationships. High priority was given to providing continuity of educators, both regular and relief. A team of casual relief educators was established, to enhance children’s wellbeing. To further enhance continuity and communication with parents, photo displays were introduced at the Preschool entrance and parents notified via Storypark of the weekly staff roster, including any changes to staffing. The nominated supervisor and responsible person in charge/Educational Leader are clearly visible on the display board and on the Preschool office door. (Elements: 4.1.1 & 4.1.2) In line with the Service Philosophy, leadership vision and in consultation with Educators, the enrolment policy was reviewed to promote continuity of attendance across consecutive days. Changes to these policies and processes have helped to build safe and secure relationships between the educators and the children and their families. (Elements: 4.1.2) Further critical reflection with Educators identified a need for enhanced communication, resulting in the introduction of weekly communication with both parents and staff. <i>The Week Ahead</i> summarises staff notices, reminders, rosters, sets expectations and conveys important ECEC regulation reminders and information. Feedback on this initiative from Educators has been very positive, enhancing professional standards. At the same time, the need for weekly communication with parents was recognised, and communication via Storypark was expanded to include staffing rosters, an overview of the program, (including a summary of intentional teaching and responses to children’s current interests) as well as photos and bios of Educators in the Newsletters. Educators continue to maintain communication with families when trying out new ideas and feedback is used as a tool for ongoing critical reflection. (Elements: 4.1.1 & 4.1.2) Embedded in our operations is a lunch roster to ensure all Educators receive a 30-minute lunch break. Lunch breaks are covered by Primary school LSA’s and teaching staff during this period which not only ensures the Preschool maintains the Educator to child ratio but promotes continuity in the transition to school and the building of community. (Elements: 4.1.1 & 4.1.2) In response to A & R feedback and critical reflection, our Centre has introduced regular staff meetings as an embedded practice at our Preschool, which are held twice a term. For all staff and fortnightly for Room Leaders. Staff meetings allow for healthy discussions and encourages all staff to critically reflect on whether their practices are aligned with current recognised guidance. This includes the guiding principles of the National Quality



Framework, the Service Statement of Philosophy and the ECA Code of Ethics. Staff meeting minutes are in an electronic share folder accessible for all Educators to read. These sessions also include Professional Learning and opportunities for self-assessment. **(Elements: 4.1.1)**

- Following staff reflection and consultation the importance of a Strategic Inclusion Plan was recognised. Meetings with the ACT Inclusion Team were established, a SIP Plan written and additional regular staff added to the team to support continuity of programs and staffing for all children in the Centre, including those with additional needs. A plan was implemented in August 2023, reviewed in April 2024 and again February 2025. These are published and have been made available to staff and parents. **(Element: 4.1.1)**

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

- Educators are diligent in maintaining an environment where children of all backgrounds can feel a sense of belonging. The Centre actively seeks input from families about any aspect of practice to support familiarity and promote continuity of their child's learning, wellbeing and development. We are fortunate to have educators who speak languages of those represented in our community. These educators build a bridge between home and Preschool in being able to communicate to families and children to engage them in meaningful connections. **(Element: 4.1.1)**
- An example of this has been when one of our educators recognised that learning for some of our CALD and non-verbal children was supported with the use of Auslan. This educator is proficient in Auslan. The Auslan alphabet was taught to specific children. Songs using sign language were taught to the whole group. **(Element: 4.1.1)**
- An intentional approach was implemented in July 2023 and beyond, to recruit, train and expand the ELC Team. This ongoing initiative has meant stability of staff, continuity of personnel and the strong development of relationships with the children and their families. The team has expanded from 4 (April 23) to 6 (Aug 23) to 9 (Nov 23) to 11 (May 24). Every effort is made to maintain strong continuity with regular staff. **(Element: 4.1.2)**



A WORD FROM JULIE			
Welcome back everyone. I hope you had a blessed Easter break and a wonderful start during the holiday period!			
Term 2 promises to be a busy and rewarding one and I look forward to seeing all the wonderful things you are learning about in your classes this term.			
As you start this new year, I'd like to propose that we will gather and check you and use our ability in this service, sharing for a great start ahead, safe.			
THE WEEK AT A GLANCE			
DAY	WEEK	SESSION	STAFF
Monday	28 April	A	Rachelle*
Wombats			Shows 8:30-1:30 Rehears 8:30-2:00 Mon 8:30-1:00
			- Cleaning before school - ELC TEAM MEETING 3:30-5:30 - All Educators to attend - LA Meeting known - Welcome Assembly 7:15
Tuesday	29 April	A	Wendy Carr
Wombats			Shows 8:30-1:30 Rehears 8:30-1:00 Mon 8:30-1:00
			- Library borrowing (p-1) - Mon 8:30-1:30 - Mon 8:30-1:30 - Mon 8:30-1:30
Wednesday	30 April	A	Hannah* (EPP)
Wombats			Shows 8:30-1:30 Rehears 8:30-1:00 Mon 8:30-1:30
			- Hannah working all day - Rachelle on RT
Thursday	1 May	B	Rachelle*
Echidnas			Shows 8:30-1:30 Rehears 8:30-1:00 Mon 8:30-1:30
			- Cleaning before school
Friday	2 May	B	Rachelle*
Echidnas			Shows 8:30-1:30 Rehears 8:30-1:00 Mon 8:30-1:30
			- Library borrowing (10:45) - Friday Fire Day!
COMING UP...			
Circle in Practice next three weeks OPEN DAY: Wednesday 7 May			
EDUCATIONAL THEORY TO INSPIRE YOU AND INFORM PRACTICE...			
LEARNING THROUGH PLAY: DRAMATIC PLAY			
The Early Years Learning Framework (EYLF) 2022 recognizes the importance of creative and dramatic play. OUTCOME 5: BUILDING RELATIONSHIPS WITH OTHERS states: "Each child is supported to build and maintain sensitive and responsive relationships" and "Children are supported to collaborate, learn from and help each other." This learning experience is linked to Steiner's theories of learning.			
From a Biblical perspective: "Formational learning focuses on the whole person: physical, intellectual, spiritual, social and emotional; it involves and respects a student's head, heart and hands; it generates wisdom and shapes character." Translational by Design: Crafting Formational Learning, Christian Education National (CEN), 2023, p.9			

KEY POINTS TO NOTE.....	
GOALS FOR 2025 FOLLOWING SELF-ASSESSMENT	
PRIORITY 1: Element 6.2.2 Access and participation Goal: Provide regular and targeted professional learning opportunities to improve working outcomes for each child.	
PRIORITY 2: Element 1.3.2 Child-centred AND Element 1.3.1 Intentional teaching Goal: Enhance teaching focused on the child's current knowledge, strengths, ideas, culture, abilities and interests as the foundation of the program.	
PRIORITY 3: Element 7.2.3 Development of professionals Goal: Provide regular and targeted professional learning opportunities to improve working outcomes for each educator. This will include professional collaboration and critical reflection.	
ACTIVITY 4: Element 7.2.3 Management systems (Risk management / Governance) AND Element 4.2.2 Goal: Staff will bring professional standards (positive relationships, support, respect, informed consent).	
PRIORITY 5: Element 1.3.1 Assessment and planning cycle AND Element 1.3.2 Child-centred reflection Goal: Continuing improvement in the planning cycle process, including use of the team and locally reflect on practice and implement change as part of the Planning Cycle.	
KEY DATES FOR TERM 2: Please note the following key dates for Term 2:	
EVENT	WHEN
First day Term 2 for Session A	Monday 28 th April
WYCA commence provision of OHF	Monday 28 th April
ELC Team Meetings	Monday 28 th April, 3:30-5:30pm
First day Term 2 for Session B	Thursday 1 st May
Open Day	Wednesday 10 th May
Working Bee	Saturday 18 th February
Reconciliation Day Public Holiday	Monday 2 nd June
King's Birthday Public Holiday	Monday 2 nd June
Last day Term 2	Friday 3 rd July
First day Term 3 (ELC only)	Monday 21 st July
First day Term 3 (E-10 only)	Monday 28 th April

BIG BOOK RESOURCES

We have received some beautiful Big Books for use in preschool. They are in between Rachelle and David's desks. You would like to have a look. We are excited as they are books that will help us teach our students many valuable skills and also give us more to display in our room!

- Our Australia
- Where do I belong? Aussie I do habits
- What are time and space?
- How to make a new friend
- My 10 as a 5-year-old

INCLUSION SUPPORT VISIT: LAST TERM 11 APRIL

Andrew, our inclusion support worker, has worked closely with our ELC team to support the development of our strategic inclusion plan. As well as supporting us in funding applications, we met with him, and gave him a tour of the centre, met with the principal and had a shared visit.

IMPORTANT POINTS TO NOTE...

1. Keep the filing cabinet locked for privacy and confidentiality of information
2. Fill up authorization forms and be placed on the visual files in the secure filing cabinet. Just the checklist is not enough when they have been received.
3. Bring ongoing contact information for each child. It is available online in the school. A copy is also in the secure filing cabinet.
4. Anecdotal information is to be placed in the secure filing cabinet. A copy is also in the secure filing cabinet and displayed on the wall.
5. If a playground checklist needs to be done daily. One member of the team will complete each opening checklist and a closing checklist daily.
6. Use the Planning Cycle observation book to record individual observations, notes, themes, feedback and discuss interests of the children.
7. All staff regularly record student feedback to inform the Planning Cycle.

CLEANING

- Rinsing mats need to be cleaned after each use.
- Extra care cleaning has taken place over the impact.
- The grounds have been mowed and well-maintained.

CHILD SAFE STANDARDS

CONCERNS ABOUT A CHILD'S DEVELOPMENT?

If you're worried about a child's physical or emotional development, parents can get a free check at the Child Development Service.

<https://www.nsw.gov.au/communities/child-development-service>

This service offers Drop-in clinics for speech, occupational therapy, physiotherapy and social development.

The ACT Child Development Service (ACT Child Development Service)

- chat with you about the child's development and a mycounselor partner team
- give advice and work to support the child's development
- provide therapy support
- give information about learning programs, work to help on play skills
- refer the child for an assessment with one of their therapists
- refer to other specialists or services

The service is free for:

- children 6 years old or younger
- residents of the ACT
- if you are not a National Disability Insurance Scheme (NDIS) client

Information, a brochure and leaflets are available on our website www.actchilddevelopment.gov.au

EXAMPLES OF PRACTICE: QUALITY AREA 4: STAFFING ARRANGEMENTS

INTRODUCING OUR PRESCHOOL TEAM

The unique nature of Covenant's preschool curriculum is that it delivers the Early Years Learning Framework (EYLF) with a core Bible curriculum which forms the central trunk from which the various activities stem.

Our staff, all committed Christians, love to share with the children the joy and wonder of God's Word and Word as they lay a solid preparation for the Primary years. Let me introduce them...

MRS JULIE PRATTIS

With a Bachelor of Education in Early Childhood and a Diploma of Teaching, Julie has extensive experience in Early Learning Teaching, administration and Christian Education in both Primary School and Preschool settings.

Having recently returned to Canberra following 10 years as Principal of Tattersalls Valley Christian School in Adelaide, Julie joins the team as ELC Director at the start of Term 2, 2023.

Julie is married to John and together they have two adult children and three grandchildren. Julie also serves as Deputy Principal at COS.

MRS HANNAH BUTCHER

Hannah Butcher has a Bachelor of Education (Junior Primary) and a Graduate Certificate in Early Childhood Teaching and Education.

Hannah has worked in the ELC since it was founded in 2016 and, until recently, has been the Educational Leader and ELC Director of the currently teaching Session A (Mon – Wed). She also teaches Photography in her spare time.

Hannah has a passion for early intervention and education and is a wonderful member of the ELC community.

MRS RACHELLE POTTER



Rachelle is an experienced Early Childhood Teacher with a Bachelor of Education in Early Childhood Teaching and Education and a Graduate Certificate in Early Childhood Teaching and Education.

Rachelle commenced working in the Early Learning Centre last year and teaches Year 4 alongside Mrs Katrina Lou and is also a parent in our school community.

Rachelle's sunny nature and sense of fun has already endeared her to the children and is a natural member of our team.

PRESCHOOL STAFFING TERM 1 2024

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	25 Jan Hannah Butcher	26 Jan Julie Prattis	27 Jan Hannah Butcher	28 Jan Julie Prattis	29 Jan Hannah Butcher
Week 2	5 Feb Hannah Butcher	6 Feb Julie Prattis	7 Feb Hannah Butcher	8 Feb Julie Prattis	9 Feb Hannah Butcher
Week 3	13 Feb Hannah Butcher	14 Feb Julie Prattis	15 Feb Hannah Butcher	16 Feb Julie Prattis	17 Feb Hannah Butcher
Week 4	13 Feb Hannah Butcher	14 Feb Julie Prattis	15 Feb Hannah Butcher	16 Feb Julie Prattis	17 Feb Hannah Butcher
Week 5	20 Feb Hannah Butcher	21 Feb Julie Prattis	22 Feb Hannah Butcher	23 Feb Julie Prattis	24 Feb Hannah Butcher
Week 6	4 March Hannah Butcher	5 March Julie Prattis	6 March Hannah Butcher	7 March Julie Prattis	8 March Hannah Butcher
Week 7	11 March Hannah Butcher	12 March Julie Prattis	13 March Hannah Butcher	14 March Julie Prattis	15 March Hannah Butcher
Week 8	18 March Hannah Butcher	19 March Julie Prattis	20 March Hannah Butcher	21 March Julie Prattis	22 March Hannah Butcher
Week 9	25 March Hannah Butcher	26 March Julie Prattis	27 March Hannah Butcher	28 March Julie Prattis	29 March Hannah Butcher



ELC Service Statement of Philosophy

Biblical Basis for Education

The educational philosophy of Covenant Christian School's Preschool is God-centred and is based on the belief that God's Word, laws, principles, ethics and standards are absolute truth and that the Bible is the inerrant and inspired Word of God. We teach that Jesus Christ is the Son of God and the Creator and Sustainer of all things.

Supporting the Needs of Each Child

We believe that each child is uniquely created by God, in His image and develops at an individual rate (Genesis 1:26, Psalm 139:13-16). As such, children are appreciated and encouraged to learn, interest, ask questions, be curious, take risks, and develop at their own pace in a loving and positive learning environment. Within each of the key learning areas, our curriculum will meet the varying needs and learning styles of individual children by incorporating a balance of child-led, free choice activities and structured learning opportunities. In addition, our curriculum is informed by the observations and analysis of our children's interests.

Supporting Growth in all Areas

Early Childhood is a crucial time for social, emotional, cognitive, physical and spiritual growth. To foster growth in all areas, according to its design, we encourage the development of skills through play and interaction with people and objects in their environment. It is important to provide quality learning experiences within the classroom which are meaningful to each child.

Emotional Learning

Emotional learning in the early childhood setting is vital for children's ability to interact with and form relationships with others. Children need a safe setting to learn to express themselves and to react to others and to learn to regulate their emotions. Building a language of play not only helps in children's language skills and understanding, but also assists in developing their emotional and social wellbeing. We aim to have our students become functional members of a group, to be kind to one another, and to learn to take responsibility for tasks individually and as a group.

RESPONSIBLE PERSON

Mrs Hannah Butcher B.Ed (Early Primary), Grad Cert (Early Childhood Education)

WEEKLY SIGN IN/OUT

Child	Session A (Mon-Fri)	Session B (Mon-Fri)
Amy (Hart)	8:55 AM	8:55 AM
Teresa	8:55 AM	8:55 AM
Tamara	8:55 AM	8:55 AM
Isabel	8:55 AM	8:55 AM
Avash	8:55 AM	8:55 AM
Luha	8:55 AM	8:55 AM
Max	8:55 AM	8:55 AM
Alan	8:55 AM	8:55 AM
Wh	8:55 AM	8:55 AM

ELC - Covenant Christian School

Session A

Child	Session A (Mon-Fri)	Session B (Mon-Fri)
Amy (Hart)	8:55 AM	8:55 AM
Teresa	8:55 AM	8:55 AM
Tamara	8:55 AM	8:55 AM
Isabel	8:55 AM	8:55 AM
Avash	8:55 AM	8:55 AM
Luha	8:55 AM	8:55 AM
Max	8:55 AM	8:55 AM
Alan	8:55 AM	8:55 AM
Wh	8:55 AM	8:55 AM

Session B

Child	Session B (Mon-Fri)	Session A (Mon-Fri)
Amy (Hart)	8:55 AM	8:55 AM
Teresa	8:55 AM	8:55 AM
Tamara	8:55 AM	8:55 AM
Isabel	8:55 AM	8:55 AM
Avash	8:55 AM	8:55 AM
Luha	8:55 AM	8:55 AM
Max	8:55 AM	8:55 AM
Alan	8:55 AM	8:55 AM
Wh	8:55 AM	8:55 AM



Children's Education and Care Assurance Alert

9 January 2023

Responsibilities for managing child allergies and medical conditions

The beginning of the year is a busy time for new children settling and transitioning between centres.

Providers and educators should document and update medical information for individual children, to ensure their needs are known and understood by educators.

Information and documentation should be reviewed to identify any children with specific health care needs, allergies or medical conditions. This includes reviewing the EYLF, service policies and procedures to ensure they meet the needs of all children.

- A medical management plan provided by a parent;
- A risk management plan completed by the service's conductor with the family; and
- A communication plan that documents any changes in relation to the child's medical condition.

These plans should be kept with the child's enrolment record and made readily accessible to educators. The EYLF and the Children's Education and Care Quality Standard (CECQ) should be used to ensure that the plans are consistent with the requirements of the standard.

It is best practice for parents to consult the child's registered medical practitioner in the development of an individual medical management plan.

For further information please see Guide to the NQF pages 360-362.

Types of ADJUSTMENTS / ACCOMMODATIONS

REMEMBER TO USE A COMBINATION



- ADJUST** - Modify the environment or the way the child interacts with the environment.
- ALTERNATE** - Provide an alternative way for the child to interact with the environment.
- CURRICULUM** - Modify the curriculum to meet the child's needs.
- TIME** - Modify the time the child spends in the environment.
- SIZE** - Modify the size of the environment or the way the child interacts with the environment.
- PARTICIPATION** - Modify the way the child participates in the environment.
- SETTING** - Modify the setting of the environment.
- INPUT / PRESENTATION** - Modify the way the child receives information.
- OUTPUT** - Modify the way the child expresses information.
- STIMULUS** - Modify the stimuli in the environment.

Kangaroos (Session A)

Koekaburras (Session B)

Week 10 at a Glance

DATE	SESSION	STAFF	WHAT'S ON
Monday 25 September	A	Rachelle* Yvonne	Library Movie
Tuesday 26 September	A	Rachelle* Yvonne	Disco (Museum 9.30am-12.30)
Wednesday 27 September	B	Rachelle* Yvonne	Movie
Thursday 28 September	B	Rachelle* Yvonne	Library Disco (Museum 9.30am-12.30)
Friday 29 September	B	Rachelle* Yvonne	Disco (Museum 9.30am-12.30)

Exceeding themes	Standard 4.2 – Professionalism: Management, educators and staff are collaborative, respectful and ethical.
<p>1. Practice is embedded in service operations</p> 	<ul style="list-style-type: none"> As an outcome of reflective conversations, Educators became interested in the strengths that each person brought to the team. This became a focus of conversations between individual educators and the Educational Leader, who recognised the value of supporting a strengths-based approach to teamwork. With ongoing support from the Educational Leader, Educators were encouraged to apply their strengths more thoughtfully and deliberately across all aspects of their practice, including their relationships with each other. For example, two Educators with the strength of organisation, routine and efficiency began to reorganise the storerooms, access to resources and playroom layout. Another Educator, with strengths in supporting diverse learning needs, helped the team to focus on inclusiveness and supporting children with self-regulation and ILPs. Other team strengths included planning, story-writing, creativity, communication, innovation, IT skill, photography, gardening and crocheting. Each Educator's knowledge and skills are acknowledged, valued and shared. As a result, the team has worked more collaboratively to affirm, challenge, support and learn from each other and further develop their skills, improving practice and relationships and leading to a culture of continuous quality improvement. Educators have felt supported and valued. (Elements: 4.2.1, 4.2.2)
<p>2. Practice is informed by critical reflection</p> 	<ul style="list-style-type: none"> In response to A & R feedback, our Centre reflected on how we could be more effective in building Educator capacity and increasing professional understanding. The Director worked with Educators to introduce a process for ensuring ongoing professional development sessions and meetings built on current understandings of Early Childhood practices, theories and methodologies. Since 2023, training sessions, prompting reflection and professional conversation, have been embedded in practice and included Positive Partnerships on autism, podcasts by the ACT Education Directorate, CECA on the NQF and <i>Transformation by Design</i> by CEN. Critical reflection following these sessions helped staff focus on the professional standards guiding practice and facilitated collegial interactions and relationships. (Element: 4.2.1) To further enhance professional practice, all staff have regular meetings with their Line Manager to discuss future goals and further areas of learning. A culture of continuous quality improvement is fostered by meetings between the ELC Director and Educational Leader. (Element: 4.2.2) Staff positively interact and learn from each other, mentor new team members, observe practice, support others in writing learning stories and collaborate about the general operation of the Preschool. This maintains a positive work culture and continuous critical reflection of the Preschool. (Element: 4.2.1, 4.2.2) In Term 3 2024, the team mentored a preservice teacher which had reciprocal benefits for innovation, collaboration and development of professionals. In July 2025, the Centre will host a Work Experience student. (Element: 4.2.1, 4.2.2)
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<ul style="list-style-type: none"> Practice is shaped by meaningful engagement with families as Educators actively seek input, guidance and feedback from children, families and the community. Meaningful engagement has helped to shape ongoing practice and foster a culture of inclusiveness and sense of belonging for all. Feedback from families is actively sought in relation to the operation and professionalism of the Preschool. Educators build relationships with families and members of the community and promote a culture of inclusiveness and sense of belonging for all. All Educators, visitors, children, families and volunteers at the Preschool are acknowledged, treated with respect and in a positive manner. Confidentiality is kept at all times. (Elements: 4.2.1, 4.2.2)

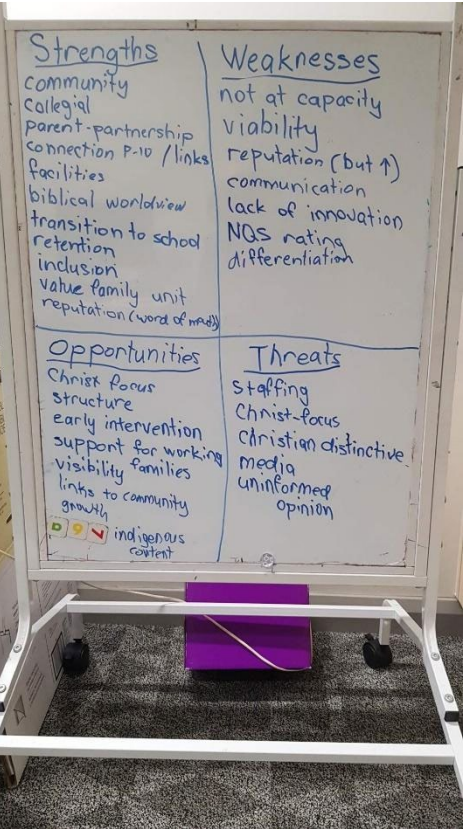
Key Improvements sought for Quality Area 4

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	Progress notes
Element 4.2.1 Professional collaboration	Implement a regular meeting time to enhance implementation of the planning cycle including critical reflection and collaboration.	<p>Educators work collaboratively to challenge and learn from each other.</p> <p>Deeper implementation of the planning cycle, including critical reflection on observations and implementation into program and planning</p> <p>Observe <input type="checkbox"/> Assess <input type="checkbox"/> Plan <input type="checkbox"/> Implement <input type="checkbox"/> Evaluate</p>	High	<ol style="list-style-type: none"> Consultation Consult with ELC educators, Principal and Business Manager regarding ways to implement a regular ELC meeting schedule. Engage with other Early Childhood professionals Consult with other Centres to learn from their expertise and experience. Implement regular meeting schedule Collaborate with ELC Educators to schedule meeting times for collaboration and planning. Embed in practice. Document Document critical reflection and professional learnings. Implement in practice. Embed in practice. 	<ol style="list-style-type: none"> Regular meeting schedule is in place involving all educators. Professional learning and discussion are documented. All educators will use a clear programming cycle that enables them to critically reflect, tailor learning experiences to each child and build a love of learning. A noticeboard providing information to focus professional growth for educators mounted in Centre. <p>By when?</p> <ol style="list-style-type: none"> Planning stages 2023 Implemented Feb 2024 Reviewed April 2024 Refined May 2024 Further refined and implemented 2025. 	<ul style="list-style-type: none"> • April 2024: Initial meeting process implemented, then refined in June following consultation with other Centres. • April 2024: Mtgs established. Regular time for professional planning & collaboration implemented. Refined June. • April 2024: Networking with other Centres in the network and in the region was discussed and implemented and refined again in Jan 2025. • April 2025: Ongoing timetabled meetings for professional collaboration and critical reflection throughout 2024, into 2025. Mtgs to include all educators and include opportunity for planning cycle, reflection on program, implementation of new initiatives. April 2025 and ongoing • April 2025 and ongoing: Planning meetings implemented with educational team and occurring regularly every two weeks. • May 2025 and ongoing: Collaboration with ELC Centres in ACT and NSW, online and face to face. Opportunity to share ideas, observe programs, target discussion and collaborate. Reflection process implemented for professional collaboration by educators. May 2025 and ongoing.

<p>Element 4.2.2</p> <p>Professional standards</p>	<p>Identified issue: During critical reflection it was identified by educators that there was a need to provide regular, targeted professional development for all team members and ensure the safety and wellbeing of staff through the implementation of risk management and staffing processes.</p>	<p>Goal: Staff wellbeing</p> <p>What outcome or goal do we seek?</p> <ol style="list-style-type: none"> 1. A culture of continuous improvement. 2. Best practice in risk and incident management, policy and processes. 3. Professional standards guide practice. 4. Improvements in professional collaboration and practice. 	<p>High Immediate Ongoing</p>	<p>How will we get this outcome?</p> <ol style="list-style-type: none"> 1. Consultation Consult with Compliance Officer about best practice in risk management. 2. Collaborate with ELC Educators regarding priorities for PL and support required. 3. Implement professional learning opportunities Research and implement available PL opportunities. 4. Engage professionally. Document Engage in professional discussion. Document professional learnings. Implement in practice and planning- inside and outside our centre. 5. Accountability. Improve and implement accountability processes. 	<ol style="list-style-type: none"> 1. Review policies and processes. 2. PL program is targeted to align with needs identified in the Improvement Plan. 3. Mentor staff in implementing strong processes. 4. Debrief with staff regularly to ensure wellbeing. Review processes. Implement change as required. 5. Strong staff unity and wellbeing. 	<ul style="list-style-type: none"> • Jan 2025: All educators attended ASD and ADHD workshop, Sue Frawley AIS. • Jan 2026: Manual handling training undertaken 26 Jan 2025 with qualified physiotherapist • Jan / Feb 2025: OHS safety reviewed in Centre and new processes implemented. Some equipment left outdoors overnight to minimise heavy lifting. Some equipment removed. New items purchased. • Feb 2025: Manual Handling Policy reviewed and approved by Governing Council. • Feb 2025: Professional development plans reviewed and implemented • Feb 2025: Regular professional conversations with staff established. Goals set or new year. • March 2025: Regular times for Professional collaboration established. • June 2025: Funding approved for Professional Learning- all educators. Teaching staff attended the Christian Education National (CEN) State Conference, Sydney.
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EXAMPLES OF IMPROVEMENTS TO QUALITY AREA 4

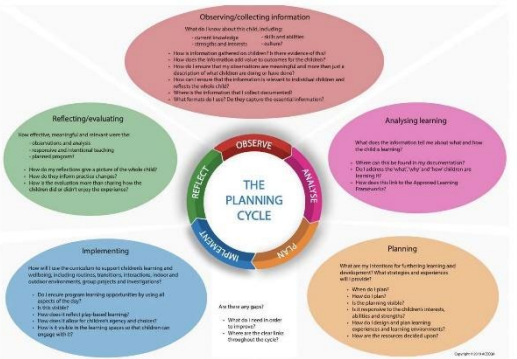
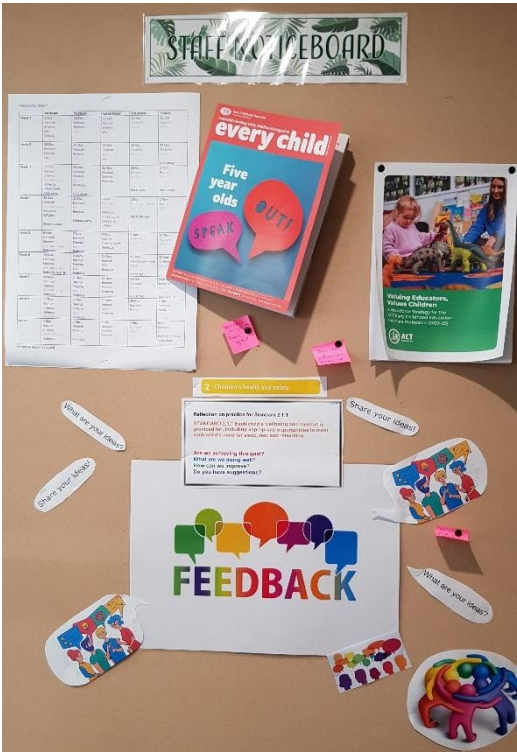


SWOT ANALYSIS
COVENANT CHRISTIAN SCHOOL ELC. 26.7.23

STRENGTHS	WEAKNESSES
Community, Belonging Collegiality between staff Partnership with parents Links within the school: Connection P-10 Facilities Biblical worldview Transition to school Student retention Inclusion The value we place on the family unit Reputation via word of mouth	The ELC is not running to full capacity Financial viability Reputation Communication (within school to the ELC) Lack of innovation NQS rating Differentiation of programs to meet inclusive learning needs
OPPORTUNITIES	THREATS
Stronger Christ focus Structure of enrolments Early intervention to identify and address learning needs Support for working families Visibility Links to community Growth Indigenous content	Staffing - having adequate qualified Christian staff to staff programs, now and into the future Christ focus Ability to maintain our Christian distinctive Media Uninformed opinion Financial viability



ELC Team Meeting 8 April 2024, 3.30pm-5.00pm CRITICAL REFLECTION AND ACTION	
Element 1.3.2 Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	
Present	Julie Prattis, Hannah Butcher (apology), Rachelle Potter, Yanni Xiao, Sheena Mathews, Merle Graham, Rebecca D'Arcy, Jennifer Waltruff, Claudia Turner
Opening Remarks, Devotions & Prayer	Julie thanked everyone for their hard work in during Term 2. She read from Ephesians 2: 8-10 and opened in prayer. Staff were encouraged in the calling God has placed on their life to serve at CCS in the ELC.
ITEMS	<p>1. Collaborative Learning Session: Reflecting on Theoretical Perspectives Schön's Modes of Reflection: 'What is Deep & Meaningful Critical Reflection?' This session focused on Donald A. Schön's modes of critical reflection: Reflection-in-action, on-action, and for-action, as well as reflection for learning.</p> <p>This mini lesson was accompanied by guiding reflection questions to help educators to use and self-assess their use of these modes of reflection in their own regular practice.</p> <p>https://www.youtube.com/watch?v=AUR7QoH5E4M</p> <p>1. Reflection in Action - on the go, quick, not in depth, thinking on your feet, often involves collaboration. (The team identified the following examples in our own practice- responding to a sudden Fire Alarm, supporting a child when they have a sudden melt-down, implementing safety measures when vases were seen near the playground...)</p> <p>2. Reflection on Action - looking back on past events or experiences and reviewing, analysing and evaluating them. Has benefit of hindsight, allows distance and time to process. What would I do differently next time? Strategic thinking mode. (The team identified the following examples in our own practice- reviewing timetable structures, assessing safety of the obstacle course, collaborating with other staff about strategies for supporting particular children...)</p> <p>3. Reflection for Action - natural by product of reflecting upon past experiences. More intentional. Clear intentions to make changes for the future. Analyse actions and actively problem-solve, analyse and plan (The team identified the following examples in our own practice- implementing a Home Corner in response to a child's interest, implementing the Hogarty program, critical reflection on rest times...)</p> <p>4. Reflecting for learning - involves deliberate and thoughtful examination of actions, thoughts and decisions to gain insight, deepen understanding and enhance future learning and practice. Reflected on mindset, goals, progress to achieve outcomes.</p> <p>5. Reflection sessions help get you into the right headspace for learning and allows you to process independently.</p> <p>The team worked collaboratively to consider the importance of critical reflection in the Planning Cycle and in implementing a process of continuous improvement.</p> <p>OBSERVE → ASSESS → PLAN → IMPLEMENT → EVALUATE</p>
2.	<p>Critical Reflection: National Quality Standard 2</p> <p>NQ'S Standard 2: Children's health & safety</p> <p>Quality Area 2 reinforces children's rights to experience quality education and care in an environment that provides for their health and safety. Educators support this when they promote each child's wellbeing and healthy lifestyle, and support each child's growing</p>



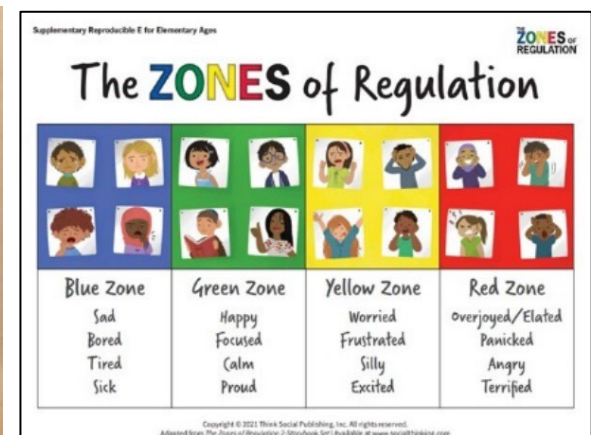
Quality Area 5: Relationships with children

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

Strengths

Element 5.1.1. Positive educator to child interactions

One of our greatest strengths is that educators build responsive and meaningful interactions, creating trusting relationships which engage and support each child to feel secure, confident and included. Ensuring that each child is supported to feel secure, confident and included is paramount to the ethos of our Centre and central to all we do at Covenant Christian School. Partnership with parents forms part of School's Vision and Mission and we are committed to building relationships with children, families and the broader community. Educators take time to get to know the children and their families, building meaningful and reciprocal relationships. These relationships are built upon throughout the year as parents engage with the Centre. Building relationships with the child and their families creates a consistent approach to the individual child's education and learning across school and home. Our philosophy reflects our commitment to the needs of the children, through our reciprocal partnerships with families, students and Educators. We value and respect cultural and linguistic diversity.

Our school is part of the *Healthy Schools Southside Initiative* which provides a collaborative and community focused approach between the YMCA, Woden Community Centre, Communities at Work, Community Service and local schools to implement initiatives aimed at improving life outcomes for children and families who live in the southside of Canberra. Through our partnership with churches, playgroups and Anglicare in the region, our staff discuss strategies and ways that we can support both children and the family.

Element 5.1.2. Dignity and rights of the child

As educators, we value the children placed in our care. Treating them with respect and ensuring their dignity is maintained is a basic premise of our Centre philosophy and the ethos of our School. We encourage independence and appropriate risk-taking, guiding them to make choices, being clear about consequences. Children are actively involved in the day, given appropriate responsibilities throughout the day. By providing them with ways to assist and be responsible for their environment, they build their sense of agency and self-worth. Group time discussions provide more structured opportunities to discuss social skills and appropriate ways to behave in group settings.

Educators consistently engage in conversations with children, reinforcing the child's importance and worth. Educators engage with children in ways that are appropriate to the child, setting and situation, using children's cues and initiations as a starting point. Educators extend children's discussions by asking open ended questions.

Element 5.2.1. Collaborative learning

At CCS children are supported to collaborate, learn from and help each other. Opportunities for children to foster their own development are provided through open-ended experiences that support their learning. Educators remain available to children at all times, providing opportunities for development academically, emotionally, socially, physically, creatively and spiritually. Educators actively engage in children's learning and development at all times – across all developmental areas. The children respond to intentional teaching experiences as a part of the daily program to foster and support their inter-dependence and develop appropriate social interactions.


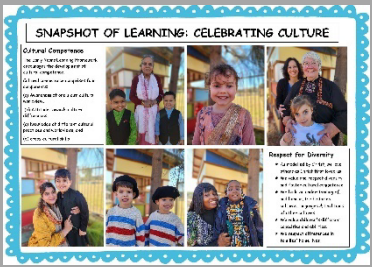
Educators actively model appropriate ways to collaborate. At times educators will intervene to assist children to interact appropriately with others in order for them to build friendships. Opportunities for collaborative learning are included every day through formal targeted learning experiences and provocations set up during play.

5.2.2. Self-regulation

Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. Educators focus on encouraging positive behaviour and help children recognize their emotions and related behaviours. Educators talk through alternative ways to respond and guide children to choose appropriate responses to both their behaviour and the behaviour of others. Educators utilise tools such as the Zones of Regulation, social stories, visual timetables, “First Then”, visual timers and other strategies to support children’s social emotional learning. Educators are proactive when working with children who are experiencing challenges in regulating their emotions and behaviour. Sensory and messy play form an essential and integral part of activities, providing an avenue for children to learn through exploration, curiosity, and problem-solving and build a strong sense of identity.



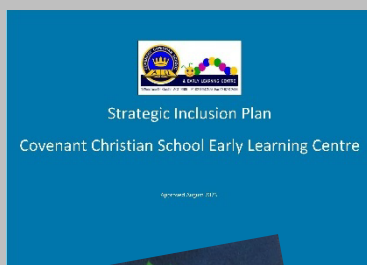
Summary of strengths in practice where there is evidence of Exceeding NQS themes

Exceeding themes	Standard 5.1 – Relationships between educators and children: Respectful and equitable relationships are maintained with each child.
<p>1. Practice is embedded in service operations</p>  <p>The poster is yellow with a sun, heart, and star. It says 'PRESCHOOL SIBLING STAY & PLAY' and 'An optional opportunity for our siblings to enjoy an extended play at preschool.' It lists dates 'FRIDAY 27TH JUNE' and 'MONDAY 30TH JUNE' with time '8.45-9.30AM'. It includes a note 'IF YOU HAVE ANY QUESTIONS, PLEASE ASK!' and the 'COVENANT EARLY LEARNING CENTRE' logo.</p>  <p>The poster is titled 'SNAPSHOT OF LEARNING: CELEBRATING CULTURE'. It features a grid of photos of children and families. Text on the left describes 'Cultural Connections' and 'Support for Diversity'. The right side lists 'Support for Diversity' points.</p>	<ul style="list-style-type: none"> • Respectful staffing and relationships with children are embedded in practice. Educators respect each other and behave in a professional manner whilst both challenging and supporting one another. We acknowledge the skills that educators have and utilise their unique strengths in order to improve practice and relationships. (Element 5.1.1) • Educators are diligent in maintaining an environment where children of all backgrounds can achieve success in their learning. (Element 5.1.2) • The lead educators are guided by the Australian Institute for Teaching and School Leadership (AITSL) standards. (Element 5.1.1) • All educators are guided by the principles outlined in the Protective Practices guidelines. (Element 5.1.2) For example, our Preschool participates in the NDA against Bullying & Violence. Information was communicated to both children and families, encouraging whole-school communities to work together to implement evidence-informed positive and proactive solutions to prevent and address bullying. (Element 5.1.1. & 5.1.2) • Educators wear name tags to promote identity and belonging. (Element 5.1.1) • All Educators believe that building positive and trusting relationships with all children forms the basis for successful and effective learning to occur. The relationships we develop with children and families are valued, maintained and sustained through formal and informal conversations and acknowledgment of achievements. This strengthens our relationships and creates a preschool community. An example of this is our response to commencing a Playgroup in Term 3 2025 in order to foster and build positive relationships with families. (Element 5.1.1. & 5.1.2) • Educators at the Preschool foster consistency in children’s learning, our relationships and expectations. This further ensures children feel safe and secure in their learning environment. (Element: 5.1.1) • Embedded into the routine is the intentional personal greeting of the children and their family, including siblings by Educators each morning. This provides a welcoming atmosphere and the opportunity for children to share stories, news, or what they have done over the weekend. To enhance the building of relationships and transition for children, a Sibling Stay and Play was introduced in June 2025. We also acknowledge and celebrate children’s milestones (i.e. birthdays, special events, celebrations and new siblings). Continuous ongoing conversations. • Educators are always available to support and assist children who are experiencing difficulties separating from their parent/caregiver. An example of this is when Educators notify the parents/caregivers via a follow up courtesy phone call or message via Storypark, to let them know how their child settled. (Elements: 5.1.1, 5.1.2, 6.2.2) • Embedded into our Centre Philosophy is an emphasis on the value of fostering a sense of belonging and ownership at the Preschool. Each child has their own locker, learning portfolio, which promotes a sense of belonging and identity. The BELONGING wall is another example of how we embrace diversity, celebrate culture and build relationships. (Element 5.1.1. & 5.1.2) • We have different languages and pictures of children from different cultural backgrounds on display, acknowledging cultural diversity of our families and the community. Our Educators incorporate the use of Auslan into activities to be inclusive. (Elements: 5.1.1, 5.1.2) • All educators ensure that all children feel safe, secure and supported through pre-entry sessions, which are offered to children prior to starting full time Preschool. Children are offered an opportunity to ‘Experience Preschool’ as part of the orientation and become familiar with Educators, peers and the routine. The transition booklet (social story) is an example. (Elements: 5.1.1, 5.1.2)



- Families are asked to choose a group (Session A or B or both) for their child before commencing Preschool. The child stays in the same group for the full year which provides consistency for not only Educators, but their peers too. **(Elements: 5.1.1, 5.1.2)**
- We implement targeted language and literacy programs which promote awareness and extend skills in rhyming and syllable segmentation. This supports children with English as a second language. **(Elements: 5.1.1, 5.1.2)**

2. Practice is informed by critical reflection



- Following a process of critical reflection, contact with the NSW/ACT Inclusion Agency was established to build the capacity and capability of educators to address participation barriers for all children through implementing quality inclusive practices. Collaboration and combined staff decision-making processes led to the development of a Strategic Inclusion Plan (SIP) to ensure that children with additional needs, and their families, are supported and can access early intervention and support as soon as possible. **(Elements: 5.1.1, 5.1.2)**
- Reflection by educators has led to increased communication with parents, Allied Health personnel, the Inclusion Support Agency and other professionals, including the development of Individual Learning Plans and the hiring of new staff. In January 2025, all Educators undertook Manual Handling training to support a child in the Centre. Equipment was obtained from SEL to allow dignity of toileting for several children. **(5.1.1)**
- As a team, we critically reflect and discuss strategies that we can utilise in our curriculum planning, for children to develop dispositions and resilience to become successful, powerful learners. As an example, Individual Learning Plans were developed for 4 children **(5.1.1, 5.1.2)**
- Educators are responsive and aware of children's emotional wellbeing. Our learning environment has a quiet space, if needed. We have sensory items, readily accessible for children to explore and use. **(Elements: 5.1.1, 5.1.2, 5.2.2)**
- In response to reflection and professional learning we are proactively seeking to provide open ended and differentiated learning experiences. We seek to respond and take on board children's interests, emerging and prior knowledge. **(Element: 5.1.1)**
- Educators work with children in building positive relationships within the group. Educators explicitly teach and model to children, what sharing, taking turns, being friends, using manners and looking after resources looks like in the Preschool. Educators also use the "You Can Do It" approach, which focuses on social skills, getting along, communication and emotional resilience. Children are encouraged to discuss and reflect on ways we can support, help and respect each other in the Preschool. **(Elements: 5.1.1, 5.1.2, 5.2.1, 5.2.2)**
- Following critical reflection by Educators, increased 'risky play' is being introduced to build resilience and confidence. **(5.1.1, 5.1.2)**

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

- Families and children are involved in our learning program through written and verbal feedback. This creates a sense of ownership and agency for both children and families. We display their comments on the 'Family voice' board. This demonstrates the connection with families, in relation to acknowledgement, engagement and belonging. **(Element: 5.1.1, 6.1)**
- We ensure families have the opportunity to speak to Educators each morning, as our routine includes a puzzle time and activity time for children from 8.45am to around 9.15am, so family members can join in the Preschool programme. Educators also create an atmosphere that encourages our children and parents/caregivers to freely speak to Educators at any time. **(Element: 5.1.1)**
- Further strategies are implemented for children who present severe and/or ongoing difficulties settling into the Preschool environment, for example: meetings/discussions with parents/caregivers to establish goals for success, implementing activities of interest, social skill activities, quiet areas, and comfort tools. This process values and acknowledges meaningful engagement with families. **(Elements: 5.1.1, 5.1.2, 6.2.2)**
- To involve families in the Centre, we regularly invite parents to watch the children sing, engage in their learning, participate in an end-of-year concert and celebration, as well contribute to take home class book ("Wendy the Wombat" and "Ellie the Echidna"). **(Elements: 5.1.1., 5.1.2)**



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

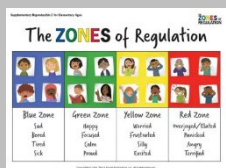
Exceeding themes

1. Practice is embedded in service operations



- Children are supported to collaborate, learn from and help each other. Activities are structured so that children can choose from a range of activities and may work alone, alongside others or with others. Collaboration is encouraged. The daily timetable of activities facilitates the embedding of these activities into service operations. **(Element 5.2.1 & 5.2.2)**
- Routines are known but allow for flexibility when appropriate. **(Element 5.2.2)** Children are given time to adjust to changes in routines.
- Group times are intentionally programmed, and children are encouraged to contribute to discussion and share their opinions. Small group times allow children to practice skills such as taking turns, sharing, and fine motor skills. Children are encouraged to use common signs and language when responding to other's behaviour and to share with educators any problems or concerns they are having. **(Element 5.2.2)**
- The preschool intentionally teaches resilience, persistence, organisation, getting along, and confidence. Intentional teaching is planned for and implemented and is a particular focus of Term 1. **(Element 5.2.2)**
- Educators ensure that no child is left out, unless they wish for some time alone. **(Element 5.2.2)** Expectations of the Centre are understood by children and educators. Educators use a restorative approach to support children if issues arise. **(Element 5.2.2)**

2. Practice is informed by critical reflection



- In 2024, critical reflection by the educational team led to a greater focus on inclusive practices, facilitating the development of Individual Learning Plans and response to individual learning and developmental needs. Following collaboration and critical reflection in our team meetings and, we implemented *Zones of Regulation*, visual timetables, sensory devices to support children with self-regulation and sensory needs. We also introduced a weighted blanket, behaviour regulation tools, signs and Auslan, headphones, a visual timer.... **(Element 5.2.2)** Plans are developed in conjunction with parents and allied health professionals. Processes are documented and discussed as best ways to support both the child and the educator/s. **(Element 5.2.2)** These processes have been strengthened in 2025. Five children have a NDIS Plan and Educators work collaboratively with families and Allied Health teams to tailor learning and reflect on the most appropriate strategies to implement for each child.

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



- Over the past two years, we have reviewed and expanded the connection we have with Allied Health personnel and other professional services. We currently have six Allied health personnel connected with the Centre, and have regular meetings with families, the Inclusion Department and other specialists. Parent permission and input is an integral part of the process.
- Allied Health workers and professionals are involved to support specific children's needs. **(Element 5.2.2)**
- A courtesy email via Storypark is provided to all parents/carers to notify them at the time of any incident. **(Element 5.2.2)**
- Critical reflection and professional collaboration between Educators during 2024 considered the issue of 'how can we better support student learning'? The result was the implementation of a new process for making meaningful connections with families at the time of enrolment, including a learning assessment of any needs. This process has enhanced early intervention processes and support for children in the transition to Preschool. This has been enhanced by the introduction of a Playgroup, proposed to commence in Term 3, 2025. **(Element: 5.2.1, 5.2.2)**
- Following collaboration, the team resolved to implement a special take home class book ("Wendy the Wombat" and "Ellie the Echidna") and children took it in turns to take the book home, read it with their families and journal their own experiences! Very popular!

Key improvements sought for Quality Area 5

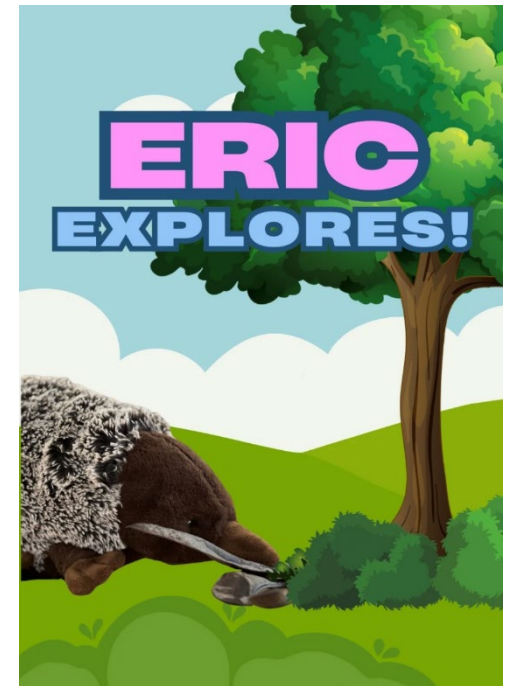
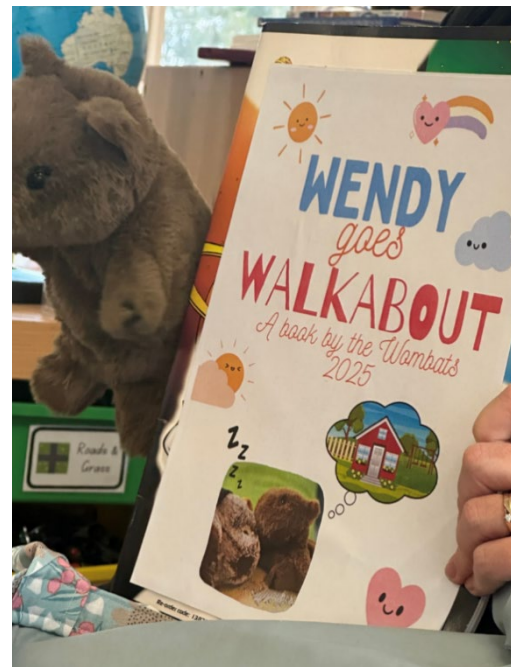
Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Element 5.2.2 Self-regulation	<p>We assessed ourselves against the outcomes and have identified we need to work more effectively as both a team and with families to implement strategies to support students, regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p>	<p>Equip educators to support children to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p>	Medium	<ol style="list-style-type: none"> 1. Collaborate Educators reflect critically on current practice & identify students who need support. 2. Observe Educators observe and document behaviours and triggers. 3. Meet with parents. Develop a plan. Educators meet with parents and discuss possible responses and strategies. Consider developing a behaviour management plan/ILP. 4. Utilise expertise Educators provide referral information if necessary and offer to initiate contact. 5. Review Regularly review strategies/Plan with parents 	<p>We've analysed the 3 exceeding themes in relation to the element and have identified the following outcome as a summary:</p> <p><i>All educators engage in robust discussion about effective behaviour guidance strategies and demonstrate a consistent approach that helps each child regulate their own behaviour, respond appropriately to others and communicate effectively to resolve conflict, considering each family's particular context and feedback.</i></p>	Ongoing	<ul style="list-style-type: none"> Feb 2024: Meeting with parents to discuss needs-introduced. March 2024: Collaboration between educators to develop consistent approaches introduced Sept 2024: Observation and assessment of children at interview-introduced Feb 2025: Critical reflection between educators re student needs commenced and new processes were implemented including assessment by Education Learning Support Coordinator, resulting in development of ILPs in discussion with parents and Allied Health personnel. Ongoing process.



Eric loves exploring with the
Preschool Echidnas!
His cousin, Ellie, would love
to find somewhere fun to
explore too!



Do you think you could help
Ellie explore?



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

Element 6.1.1. Engagement with the service

Partnering with parents is a key component of our Preschool's ethos. Building supportive relationships commences from the time the family contact the school to enquire about enrolment and are built on through the personal connections they make at *Experience Preschool*, tours of the Centre, follow-up enquiries, enrolment, transitioning to Preschool. This continues throughout their involvement at the ELC and School. As a community-focussed school, relationships are often established before a child commences Preschool, with strong connections being established from birth, through the toddler years and onwards. Sibling enrolments are high, and past scholars often return to the Preschool with their own children because of the positive experiences and relationships they have developed. New families can 'experience preschool' as part of the decision-making process and attend the Centre for a visit to meet the Principal, the ELC Director and Educators. This promotes close relationships from the start.

At enrolment, families and children meet with the Principal to discuss strengths, interests, background and learning needs. As part of this process, the ELC Director also meets with the family, to welcome them and discuss specific needs to assist in the transition to preschool. After touring the school, arrangements are made to talk personally with the ELC Director. A meeting with the Education Support Coordinator is arranged to ensure that learning needs are identified early, and intervention strategies are put in place to support the child in transitioning successfully to preschool. Written information is provided to parents to assist them in the transition process. As new children commence, Educators work collaboratively to support families in the transition and implement inclusion strategies, as required.

Open communication is maintained with families on a personal level each day, as well as through Storypark communication, the Newsletter and email. The expertise of school staff is also made available for families and connections with the Principal, Primary School teachers, the Chaplain and Office staff provide support and assistance to families. When an incident concerning their child happens, parents are notified promptly.

Element 6.1.2. Parent views are respected

We value and respect cultural and linguistic diversity and respect the values, backgrounds and expertise of families in our Centre. We endeavour to provide resources and materials to reflect the diverse backgrounds and cultures in our Preschool. We welcome and aim to include and involve all our families as much as possible in our activities. We have a very high proportion of Cultural and Linguistic Diversity (CALD) in our enrolment. We respect neurodiversity and have an inclusive and supportive approach. The expertise, culture, values, beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.

Element 6.1.3. Families are supported

One of our greatest strengths is that interactions with each family are warm, responsive. We proactively seek to build trusting relationships. Each family has access to personal communication between the child's family and all educators through Storypark. This communication tool is used to communicate about their child's learning, the Preschool program, special events and the day-to-day information. Parents are encouraged to provide feedback about their child, their interest and their engagement with the learning program.

Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. Information is available to parents and caregivers on the noticeboard outside the Centre. A special Parent Information stand containing communication of interest to parents about child development, health, Christian Education, the NQS, community events and programs is available. Information to support parents is also made available through the Newsletter and weekly communication from the Director. Copies of all preschool policies, the current QIP and the Assessment & Rating report are provided for parents to read. Feedback is invited. Parents may also look at these online in the Nominated Supervisor's office.

Element 6.2.1. Transitions

Transitions and continuity of learning are supported throughout the School for both the child and the family.

New families are supported in the transition to Preschool and provided with written and verbal information about the transition process. Educators get to know parents, children and siblings by name and greet them personally to assist them to feel comfortable and welcome in the preschool setting. The puzzle time which is held at the start of each day is an opportunity for families to come into the Centre, communicate with educators. It offers support to children in their transition from home to preschool. There is a 'Get to Know You' event for families at the beginning of Term 1 each year. Transitions for our preschool students moving to Kindergarten at Covenant, take place throughout the year and include both formal and informal visits to classrooms, the Library, the playground and assemblies. Any student moving from our school to a Kindergarten in another school is offered a meeting with their new school to ensure that this transition is smooth and the child is supported as best as possible. Children with diverse learning needs are provided additional support in transitions and Educators work with the parents and Allied Health professionals to ensure support is in place.

Element 6.2.2. Access and participation

Educators, coordinators and the educational leader establish and maintain ongoing partnerships and build collaborative strategies with key stakeholders in supporting children's access, inclusion and participation in the Centre. This supports a collaborative approach to transition to school, supporting children's continuity of learning and smooth transition from one educational setting to another.

The Centre has an open-door policy for communication with families to build collaborative partnerships and enhance inclusion, learning and well-being. Educators take the time to build relationships with families and facilitate discussions about their child's learning needs and progress. Parents understand that educators are available to meet with and talk to them before and after school where possible or to email at any time. Meetings are arranged at mutually agreed times and options for phone conferences and Zoom calls are made available, as requested.

Parents are invited to share in their child's learning at the 'Stay & Play' Learning Journey in Term 3 and are provided with a written report as they transition to Kindergarten. A Portfolio of each child's progress and development is available for parents to view at any time. Learning stories are also included in the portfolio.

The Centre has an approved Strategic Inclusion Plan (SIP) to build the capacity and capability of educators to address participation barriers for all children through the implementation of quality inclusive practices. Individual Learning Plans are developed for children, as required, in discussion with parents, educators, medical personnel and appropriate Allied Health professionals. Regular review meetings are held between educators, families, and therapists. Case conference meetings are arranged with external bodies to support children and families. Funding for additional educators has been accessed to support the successful inclusion of children with additional needs. Parents are provided with information about accessing speech, psychological assessments and other supports, as appropriate. Our educators

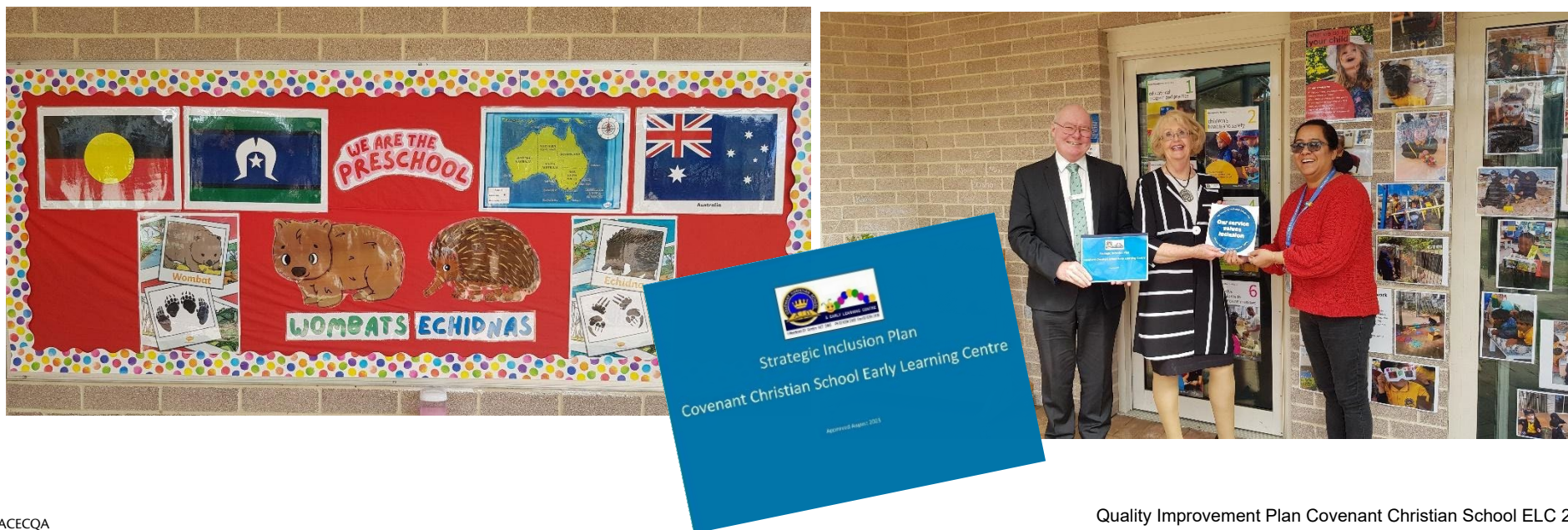
design programs and activities as needed to help engage each child fully in the program and environment. We currently have educators that have had extensive experience with children with additional needs who mentor others in the team.

Our Preschool is part of the *Healthy Schools Southside Initiative* which provides a collaborative and community focused approach between the YMCA, Woden Community Centre, Communities at Work, Community Service and local schools to implement initiatives aimed at improving life outcomes for children and families who live in the southside of Canberra. Through our partnership with churches, playgroups and Anglicare in the region, our staff discuss strategies and ways that we can support both children and the family.

Element 6.2.3. Community engagement

Practice is shaped by meaningful engagement with families and the community as we actively seek input, guidance and feedback from children, families and the community. Meaningful engagement with families and community has shaped ongoing practice and fostered a culture of inclusiveness and sense of belonging for all. We welcome feedback and input from families on a regular basis. Parents and caregivers are actively encouraged to make us aware of their ideas, feedback and concerns. A suggestion box on the sign in table allows individuals to leave comments anonymously. A variety of methods of providing feedback is used to ensure families are provided with regular and easy processes to input the program. These include feedback forms, suggestion boxes, paddle pop stick voting feedback, conversations, email feedback, reviews, interviews, social media, website feedback and forums.

The Preschool engages with the broader community and environment beyond the early childhood setting. The children are involved in excursions in the local area and are involved with local services such as the fire fighters, police force, the construction site, Book Week, parent and community events, sports days and whole-school activities. Where excursions are not possible, an incursion is arranged. Child Health Screening appointments are held on site.



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

Exceeding themes

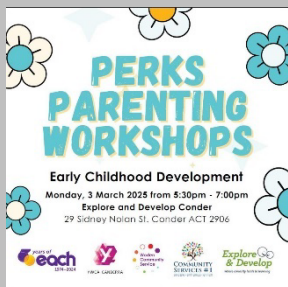
1. Practice is embedded in service operations



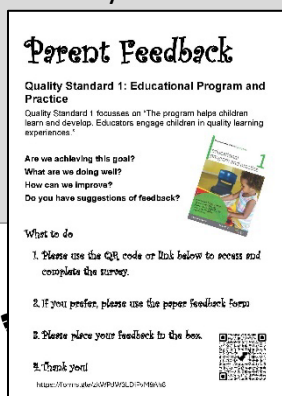
Standard 6.1 – Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

- Respectful relationships with children, families and communities are at the core of our Statement of Philosophy and are embedded in every area of the operation of our Service. This philosophy acknowledges families as children's first and most influential teachers. It is also informed by and consistent with the principles and practices of My Time Our Place. This includes the value of collaborative partnerships with families to contribute to decision-making processes. It also includes appreciation and respect for the high number of families with cultural and linguistic diversity. **(6.1.1)**
- Creating a sense of belonging for children and their families is a high priority for educators at our Centre and is embedded in our practices. The focus on building strong, secure relationships with children and families We are achieving this through welcoming enrolment processes designed to support families and ensure that their child/children's needs are met when they start attending the Centre. **(6.1.1)**
- Relationships with local playgroups, community services, churches and service groups are established, building rapport and trust prior to Preschool entry. The Director intentionally contacts and visits local playgroups and schools to connect with them and establish a relationship. This contact is maintained and has broadened to include network meetings, collegial visits, professional dialogue and transition visits. **(Element: 6.1.1)**
- In 2024, an *Experience Preschool* ELC Open day visit was initiated. Families attend a preschool session with their child, immediately building a relationship with the Principal, Director, ELC educators and other key personnel in the school. Written information about the Preschool was provided to guide their decision-making. Senior School students also attended the visit allowing families to talk with current students about the school and Preschool. Following the visit, a personal phone call and email was made by the Director allowing families to ask questions or seek additional information. Following positive feedback from parents on this initiative, this has become an integral part of the transition and support process for families and has helped build respectful and open relationships between the ELC and families, supporting them in their role as parents. **(Elements: 6.1.1, 6.1.2, 6.1.3)**
- We have a comprehensive enrolment and orientation process for families in our community, guided by the *School's Enrolment Policy* and Procedures. We have an "open door" policy whereby families are welcomed to drop by the School/Preschool at any time to collect an enrolment package and talk to Educators. Other families in the community often phone to arrange a time to meet with the Preschool Leader or educator and have a tour of the Preschool and school. **(Elements: 6.1.1, 6.1.2, 6.1.3)**
- For children experiencing separation anxiety, we develop and offer an amended program, such as a reduced session time (for example: the child starts with 2 hours at Preschool with parent/caregiver, and time gradually increases in accordance with their comfort and wellbeing along with a gradual release of separation from parent/caregiver) **(Elements: 6.1.1, 6.1.2, 6.1.3)**
- Information, newsletters and current notes are provided to families in a range of ways incorporating different modes of communication. A Family and Community Information area displays up to date events/learning at Preschool and within the community. **(Elements: 6.1.1, 6.1.2, 6.1.3)**
- Cultural heritage and values are respected and celebrated at our Preschool in a variety of ways, such as celebrating significant cultural events.
- Preschool families are represented on the Governing Council and are members of the CCS Association for Christian Education, sharing their voices and perspectives. **(Elements: 6.1.1, 6.1.2, 6.1.3)**

2. Practice is informed by critical reflection



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

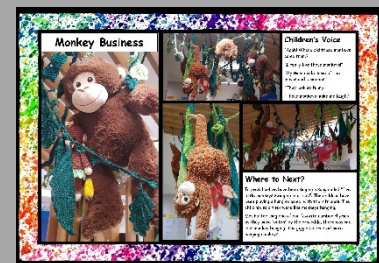
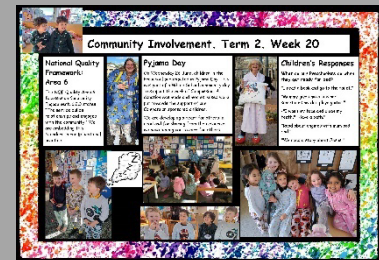


- Following a reflective conversation with Educators, our Centre began the task of revising our current approach to enrolling families, to ensure our practices were inclusive and accessible and supported families and children in the transition process. We had been finding that some children were struggling to settle into routines of Preschool because of language difficulties, diverse learning needs or challenges in self-regulation. As a first step, educators spoke about identifying early intervention strategies and how these might be implemented. At the same time, the Director and Educational Leader had conversations with their professional colleagues and community partners to learn about strategies that work well for them. Reflecting on this feedback, the team decided to use a range of different strategies when supporting families in the transition to Preschool. For example, the Centre began meeting with families much earlier in the enrolment process. The Education Support Coordinator became a frequent visitor in this process. These visits strengthened the educators' knowledge of strategies that would support children in their transition to Preschool, including available community resources and how to access them. These were then shared in discussion with families and appropriate Allied Health personnel. Where appropriate, a visit to the Child Care Centre was arranged or an Individual Learning Plan (ILP) developed. Following reflection on the success of these measures (and positive parent feedback), a playgroup will be introduced in Term 3, 2025. **(Elements: 6.1.1, 6.1.3)**
- To build on this initiative further, meetings with the ACT Inclusion agency commenced in 2023 and have provided staff avenues to reflect on practices that will enhance inclusion. The Centre has an approved Strategic Inclusion Plan (SIP) to build the capacity and capability of educators to address participation barriers for all children through the implementation of quality inclusive practices. **(Elements: 6.1.1, 6.1.2, 6.1.3, 6.2.2)**
- Educators engage in reflective practice to create opportunities and consider alternate ways of engaging families' participation in the Preschool. In response, the Director has become involved in an ELC Directors Network to engage with other Centre leaders, gain new perspectives and seek new ideas for implementation in the CCS ELC. These ideas have been discussed with CCS educators and have resulted in the introduction of many new ideas and initiatives, including inclusive practices, seeking parent feedback and communicating with parents. To extend this further, our Centre participates in the *Healthy Schools Southside Initiative* which provides a collaborative and community focused approach between the YMCA, Woden Community Centre, Communities at Work, Community Service and local schools to implement initiatives aimed at improving life outcomes for children and families who live in the southside of Canberra. Critical reflection on ideas presented in these forums has promoted staff discussion on strategies and ways that we can support both children and the family. **(Element: 6.1.1, 6.1.2, 6.1.3)**
- To facilitate professional collaboration, connections were made with Charles Conder Early Learning Centre. A visit to the Centre was arranged and two CCS educators visited Conder to brainstorm, collaborate and gain ideas. This has resulted in deep critical reflection, discussion, idea sharing and implementation of new processes: Following the visit, educators reflected on the methods of meaningful connection with families- gaining their feedback, including children's reflections on learning, making learning visible and accessible. Learning Snapshots were introduced, linking the program to outcomes in the Early Years Learning Framework and including educational links to theoretical underpinnings. Further reflection with the team this year led to an extensive change to the embedding of the Planning Cycle. **(Elements: 6.1.1, 6.1.2, 6.1.3, 6.2.2, 6.2.3)**
- The suggestion box in the Family and Community Information area provides families with opportunities to provide feedback in a private and anonymous way. Issues raised are taken seriously and explored, resolved and/or considered in a timely and respectful manner. Family concerns, questions and queries are readily addressed by educators. At the Preschool, we make families feel welcome by providing information sessions, encouraging families to be part of their child's learning, through feedback sheets, surveys and regular discussion. Reflective conversation this year has led to the introduction of Parent Teacher Conversations early in the year to gain feedback on parent goals for their child. **(Element: 6.1.1)**



Exceeding themes

1. Practice is embedded in service operations



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

- At a recent team meeting our educational leader facilitated a reflective conversation with Educators to discuss their various transition to school approaches. This gave the educators a safe space to ask questions, share their views and perspectives and think about where improvements could be made. Our Centre decided to develop a plan to introduce new practices such as transition visits to Kindergarten, implementation of a Transition Booklet for children to read at home and a video showcasing Kindergarten routines. Building on the success of many of the activities, the plan also paid attention to how educators could enhance the learning and wellbeing of neurodivergent children in the service through their involvement in these experiences. Social stories and meetings involving parents, Allied Health, Educators and Kindergarten teachers were involved. Part of this process was to ensure that families are supported and fully informed of the process if their child is identified as having additional needs.
- Following input from the parents and community, the Service Statement of Philosophy was developed. In line with this Statement, our Centre recognises and respects that families are a child’s first educator and have responsibility, in partnership with the school, to educate their children. Educators support families in this parenting role and respect their values and beliefs about child-rearing whilst always recognising the child’s right to safety. **(Elements: 6.1.3, 6.2.1, 6.2.2)**
- As part of this Philosophy, our Centre is committed to partnership with parents in the education of their children. This is evident through our active engagement with families and the wider school community. Families are invited to participate in the Preschool learning environment with the children. Families are involved in excursions, cooking and other special events (such as Book Week, Parents morning tea and Sibling Stay & Play). Our connection with the School includes attending sports days, assemblies, the School Fair, visiting the library and participating in transition programs with Kindergarten teachers. We are part of the school and participate in all school events and activities as well as utilise resources and areas, for example: watching sports day, assemblies, special events, library borrowing. We hold special days for families to attend in relation to community events such as Grandparents Day, Mother’s Day and Father’s Day. We also host Foundation Day, Grandparents Day, sporting events, multicultural day and Living Literature day. These special events are well attended by families. These have proved to be an effective channel to involve the community and strengthen our partnerships. Families are also actively encouraged to join our Association, as active participants in the governance of the school. **(Elements: 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3)**
- In line with the Statement of Philosophy, the Centre has strong collaborative partnerships with a range of community groups and organisations, which has been developed and sustained over several years. For example, we have established strong links with many of the local schools, churches and playgroups in the area. Over the past couple of years this has included participating in a reciprocal visits transition program with Educators in other Centres, both in the ACT and NSW.
- We have a community board on display under the veranda that consists of community pamphlets and information about child development which families can access. Information is also communicated regularly via Storypark. The Preschool and the School offer workshops (regarding oral language and literacy, reading and number, values education, impact of social media on development, bullying, etc) for families to attend. **(Elements: 6.1.1, 6.1.3, 6.2.2, 6.2.3)**
- Educators work with system and community agencies to support children and families with identified or additional needs. We advocate for our families and liaise with the ACT/NSW Inclusion Agency, Allied Health professionals, Positive Partnerships (Autism), Intellectual Disability Services



2. Practice is informed by critical reflection



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



Council and other agencies to support children's learning. Families are actively involved in the process of referral and Individual Learning Plans (ILP) meetings to ensure optimal learning outcomes. Educators ensure that families have access to interpreter services, as required. **(6.1.3, 6.2.2)**

- We have a good working relationship with the Child Health service and host their service on a regular basis. We provide information to parents on speech pathologists and psychologists to assist us program effective intervention. **(Elements: 6.1.3, 6.2.2, 6.2.3)**
- We work closely with case workers and families for children who are under the Guardianship of the minister and are enrolled at the Preschool. Case workers and families work closely with the School Principal and Educational Leader to discuss goals and learning programs. **(Elements: 6.1.3, 6.2.1, 6.2.2, 6.2.3)**

- Following critical reflection and professional conversation, our Director worked with educators to determine how we could better support children and families with diverse learning needs. Following this process, contact was established with the NSW/ACT Inclusion Department who worked collaboratively with educational leaders to develop a Strategic Inclusion Plan (SIP). Barriers and strategies were identified that would support the learning of all children in the Centre. Meetings with the ACT Inclusion agency provided Educators avenues to reflect on practices to enhance inclusion. Regular contact is maintained with the Inclusion Agent, who regularly visits the Preschool to assist with implementation. These initiatives have resulted in the provision of quality support and education for children with additional needs and their inclusion is planned for and documented in an Individual Learning Plan (ILP). Regular review meetings seek the input of Educators, families, and therapists in working with individual children. Goals are developed in conjunction with all parties involved so they are consistent and there is transparency on what achievements and works are in progress. This information is documented on a platform that can be accessed by education staff. This process allows for consistency and sharing of information to best support the individual child and their learning. **(Elements: 6.2.2)**
- This process was further extended to include an application for funding to support the employment of Additional Educators. The SIP was reviewed and extended. This year, a project to support children with EALD needs will be considered by Educators as part of a process of continuous improvement. Parent feedback has been very positive. **(Elements: 6.2.1, 6.2.2, 6.2.3)**
- The Educational Leader worked collaboratively with Educators to consider additional ways to support students with self-regulation. Several strategies were considered and implemented. These included Zones of Regulation¹⁶, social stories, visual timetables, sensory toys, a visual clock / timer. Critical reflection focussed on developing routine and re-developing timetables. All Educators were involved, which included training & PL.

- Observing the children's growing interest in building and construction, the Educational Leader organised opportunities to visit the nearby construction site. This led to increased interest in construction activities, loose parts play and block building at Preschool. To extend the interest even more, the Educational Leader arranged a visit to the site to talk to the building foreman. Children wore their high viz vests and interviewed Mr Shane. Photos were taken and a story sent home to parents. Subsequently, children were given bricks and 'cement' to build and construct.
- Following reflection, educators introduced *Experience Preschool* to assist in the transition of families from home to Preschool. Feedback from parents has been very positive, and on reflection the preschool educators have decided that this is an effective way to connect with new families and build knowledge of the child's learning to help support their transition to preschool. In addition to transitions to preschool there is an extensive process to support children transitioning to the school campus. This is supported all year through with buddy class and being involved in school events. Term 4 Preschool educators visit the children's new classroom with them over several weeks. **(6.2.1, 6.2.2, 6.2.3)**

¹⁶ Kuypers, Leah 2023 The Zones of Regulation, Inc.

EXAMPLES OF PRACTICE: SUPPORTIVE RELATIONSHIPS WITH FAMILIES



MEET AND GREET BUSH DANCE PG 7/13

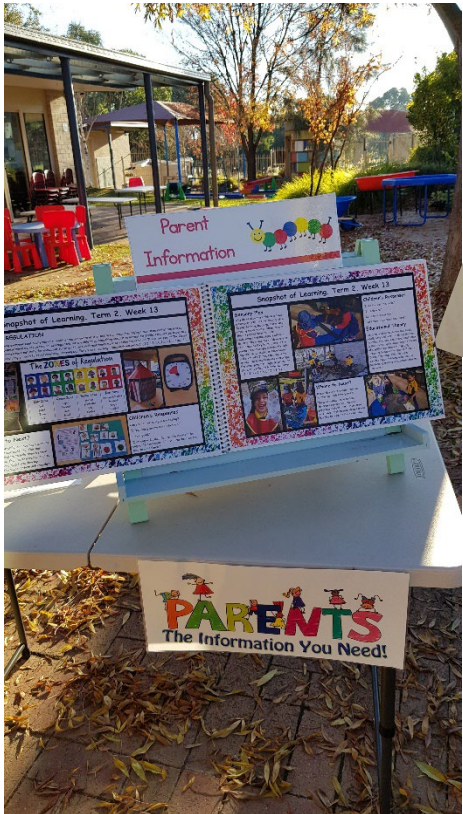
On Friday 28 February our school community came together for the Meet and Greet Bush Dance!

And what a wonderful evening it was!

Thank you so much to everyone who came and helped to make the evening so successful! It was lovely to see families meeting staff and introducing themselves to other families in the community. McQuoid's Offering Bush Band created a wonderful atmosphere and it was a joy to see everyone getting involved, either dancing or just hanging out!

As a school, we treasure the partnership we have with families and we look forward to our ongoing connection with you in the education of your children as the year progresses!

Julie Prattis
Deputy Principal



Preschool
Come and Experience

With August sessions starting soon!

Bring your little learners and experience with them the joy of learning and play in a safe, fun, and nurturing environment. You will enjoy being an active part of their learning journey, and your child will enjoy being part of the fun!

Book Now

When registering, please provide your child's full name and address.

Enquiries: Julie Prattis 08 9496 4188



ELC Newsletter Term 2, April 2024

Dear Parents,

Welcome to Term 2!

You have seen your family have had a good time and we feel confident and excited to welcome you back to school in 2024!

A special welcome to new families who have joined us this term. It is lovely to have you here and we hope you have enjoyed the settling in process.

Term 2 promises to be a busy and exciting one and we look forward to partnering with you in the education of your child.

We have a variety of activities and information to assist you in your family as you prepare for the new year.

In this issue, you will find the following important information:

- An introduction to our staff
- Important dates for Term 2
- An overview of the learning objectives for the term
- A special welcome to new families who have joined us this term
- A special welcome to new families who have joined us this term
- A special welcome to new families who have joined us this term

We look forward to partnering with you in the education of your child. Please let us know if you have any questions or if you need any help.

Julie Prattis
Deputy Principal, Covenant Christian School



PERKS PARENTING WORKSHOPS

Early Childhood Development

Monday, 3 March 2025 from 5:30pm - 7:00pm

Explore and Develop Conder

29 Sidney Nolan St. Conder ACT 2906

Part of the **Year of the Child** 2024

Partners: **Year of the Child**, **YCALA**, **Western Community Services**, **COMMUNITY SERVICES W1**, **Explore & Develop**



EXAMPLES OF PRACTICE: COLLABORATIVE PARTNERSHIPS



Community Involvement. Tm 1. Wk 9



A Day For Family!
Cross Country Day was a day for families! After the Preschoolers ran their race, parents joined in and ran with the children. The whole Primary School were cheering! Our year 5 buddies ran with us to cheer us on.



National Quality Framework: Area 6
The NQF Quality Area 6 focusses on Community Engagement. 6.2.3 states "The service builds relationships and engages with the community."
Our Preschool values community and embeds community involvement in practice.






SNAPSHOT OF LEARNING: GRANDPARENTS DAY

Valuing Community
We love it when parents and grandparents are able to visit the ELC.
On Grandparents' Day, there were activities to enjoy, as well as a chance to meet our Principal, Martin Keast, talk with staff, explore our facilities and share in the children's learning.

National Quality Framework Area 6 - Collaborative partnerships with families and communities
Standards 6.1.2, 6.2.2, 6.2.3








Links to the Early Years Learning Framework (EYLF 2.0)

- Outcome 1: Children have a strong sense of identity
- Outcome 2: Children are connected with and contribute to their world
- Outcome 3: Children have a strong sense of wellbeing

What's Next?
Drawing a picture of our family
Writing letters

I VISITED PRESCHOOL!

SNAPSHOT: TRANSITION TO PRESCHOOL

Continuity and Transitions
Transition is not just about the first day. It is a process that happens over time and continues until children form relationships, learn new routines and feel a sense of connection and belonging in the new setting or routine.
Continuity is where children experience familiar or similar ways of being, doing and learning from one setting to another. Experiencing greater continuity assists and supports more effective and positive transitions.

Helping your child...
Educators partner with children and families to ensure that all children have an active role in preparing for transitions and the changes that are expected.
Educators assist children to understand the traditions, routines and practices of the settings to which they are moving and to feel comfortable with the process of change, such as visits to the new environment.
As children make major transitions to new settings (including to school) educators from early childhood settings, schools and outside school hours care services commit to sharing information about each child's knowledge, skills, wellbeing as learning can build on foundations of earlier learning.

















Welcome!



Dear Michael and An
It was lovely to welcome you and Elijah to the Covenant Christian School ELC this morning. Welcome!
Starting Preschool is an exciting time in your child's life and we are eagerly looking forward to sharing this journey with you and partnering with you in Christian education.
Storypark is one of the important ways we communicate directly with you.
So be sure to check your email regularly to ensure you receive all the regular communication and up-dates on the progress of your child we send to you on a daily and weekly basis.
I have attached all the important information you will need to know for your first day of 2024!
We are excited to have you in our Preschool and look forward to seeing you next week!
All my love
Julie Prattis

PRESCHOOL SIBLING STAY & PLAY

An optional opportunity for our siblings to enjoy an extended play at preschool.

FRIDAY 27TH JUNE
&
MONDAY 30TH JUNE
8.45-9.30AM

IF YOU HAVE ANY QUESTIONS, PLEASE ASK!

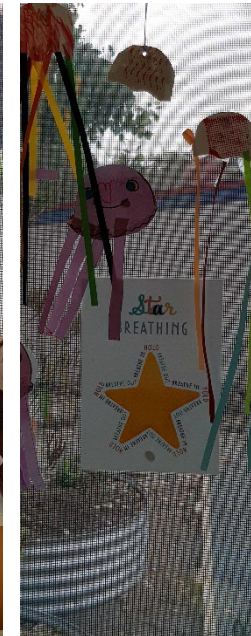
COVENANT EARLY LEARNING CENTRE

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	Progress notes
Element 6.2.2 Access and participation	<p>We have assessed progress against the standards and recognise we need to further develop ways to develop effective partnerships to support children's access, inclusion and participation in the program.</p>	<p>Effective and consistent planning and programming processes to improve learning outcomes for each child.</p>	<p>High</p> <p>Action Immediate</p>	<ol style="list-style-type: none"> 1. Ensure teaching practice and community engagement is inclusive of children and families with additional needs in meaningful and authentic ways. 2. Engage professionally. Critically reflect. Engage in professional discussion. Document professional learnings. Implement in practice and planning. 3. Incorporate changes into planning and ILPs. Meet with parents and Allied Health professionals regularly. 4. Introduce pre-assessment process into enrolment interview to identify needs and implement early intervention. 5. Collaborate with the Education Support Coordinator to assess, plan, differentiate and implement learning programs and initiatives. 	<ol style="list-style-type: none"> 1. Programs reflect inclusive learning practice. 2. Programs and environments reflect inclusive practice. 3. Meetings will be regularly undertaken with parents and Allied health personnel. 4. Educators will adopt common approaches to working with the children. 5. Learning outcomes for students will be enhanced and the playroom will reflect settled engaged, happy learners. 	<ul style="list-style-type: none"> ● Oct-Dec 2024: A new Strategic Inclusion Plan was developed in July 2024 and revised in December in consultation with the Inclusion Team. ● Oct-Dec 2024: Critical reflection was undertaken with the team prior to the start of 2025 to ensure proactive measures were being put in place. ● Oct - Dec 2024: Meetings were set up as part of the transition process for students between Educational staff, Education Support Coordinator, Allied Health and parents. ● Nov 2024: A process for undertaking initial assessment of students was introduced as part of the enrolment process. ● Dec 2024 - Feb 2025: ILPs developed in conjunction with parents, educators and Allied Health. ● Jan 2025: Educational Team participated in Professional Learning Session with Sue Frawley (AIS) in ADHD and ASD ● Dec 24 - Feb 25: Transition plans and social stories developed to assist children in the transition

Getting ready for Preschool

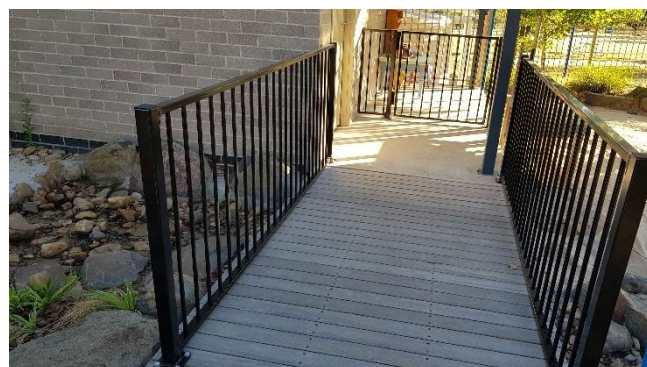
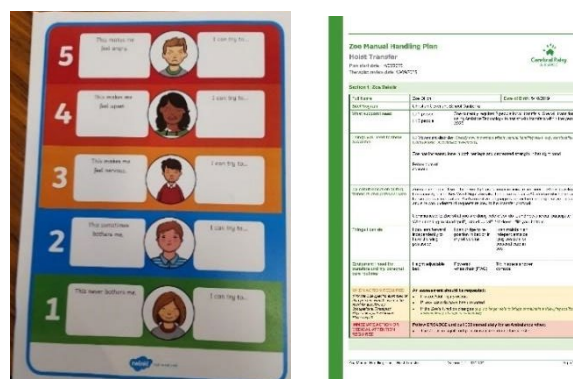
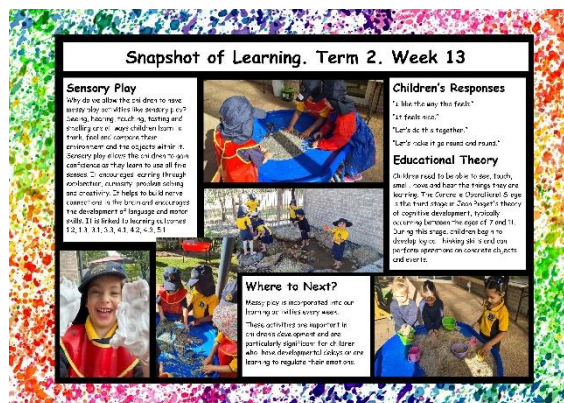


PROGRESS NOTES CONTINUED

- **January 2025:** Meeting with Physiotherapist to undertake Manual Handling training for specific children.
- **January-Feb 2025:** Modifications to playground and playroom- 1. meeting with the Therapy Team to assess required changes. 2. Meeting with the maintenance team to discuss implementation. 3. Changes made to the playground including fencing, pathways, accessibility, safety and access to learning spaces. 4. Changes made to playroom- declutter spaces to improve access, toileting, accessibility, sit-and-stand tables implemented, equipment ordered
- **Jan 2025:** Manual Handling Policy reviewed All Educators trained.



EXAMPLES OF IMPROVEMENTS TO QUALITY AREA 6



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

Element 7.1.1 Service Philosophy and Purpose

Covenant Christian School's Early Childhood Centre has a whole school philosophy built upon our school's vision statement and the principles and practices from the Early Years Learning Framework. This Service Philosophy was reviewed in 2022 and approved by Covenant Christian School Council on 24 October 2022. Revision was based on critical reflection and feedback provided to the ELC in the 2020 Assessment and Rating National Quality Framework Report (A & R report) and was developed in consultation with ELC staff, parents, community and the Governing Council. It aligns closely with the Vision, Mission and ethos of the School and reflects the educational philosophy of Covenant Christian School of which the ELC is an integral part. The Philosophy is embedded in practice and guides all aspects of the service's operations. An annual and ongoing process of self-assessment has supported a process of continuous improvement resulting in improved outcomes for children, families and educators. The Service Philosophy is embedded in practice, displayed in the Centre and readily available for parents and community to view.

Element 7.1.2 Management Systems

Covenant Christian School's Governing Council has overall responsibility for the Early Learning Centre. Council members have a strong interest in the ELC and undertake their responsibilities diligently, overseeing all aspects of governance, strategic planning, legal liability, policy, compliance, financial viability and accountability. The Director and the principal meet at least once a week for a formal meeting, providing reports to the Council on a regular basis. On a weekly basis these meetings also include the school's finance officer and other executive staff.

Practice is informed by a process of regular critical reflection, where educators consider, question, analyse and re-evaluate planning and decision-making. This has supported a culture of ongoing self-assessment that helps identify continuous improvement and the effective management of the Centre. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a Christ-centred learning community:

- Enrolment, administration, medical and care information, as well as staff records is stored securely on the School's operating system PCSchool.
- Computer systems which are password protected ensuring confidential protection of information.
- PRODA and PCSchool are used to securely support the effective management of financial information and other areas, including work health and safety.
- Records of a sensitive nature (e.g. child protection) are stored securely in the principal's office. Other sensitive children and staff information is stored securely in a locked filing cabinet in the office to ensure confidentiality. Archived records are stored at the school. Records are archived and disposed of in accordance with legislative requirements.
- The Governing Council as the approved provider, delegates to the principal to make notifications to the Regulatory Authority about changes to service operation and serious incidents on behalf of the service and would also notify should the service receive a complaint alleging a breach of legislation.
- Educators are committed to working collaboratively with families. Parents are consulted and their contributions are valued.
- The Centre's commitment to developing respectful relationships with families leads to minimisation of grievances and complaints and any escalation of these.
- The Centre's Grievance Policy outlines the rights and responsibilities of families, steps families can take to resolve concerns and what to do if they are not satisfied with the outcome at any step in the process.
- The Centre's practices are based on well documented and clearly articulated policies and procedures. These policies are readily available to families.
- A review schedule is in place to ensure that all policies are reviewed regularly with input from Educators, families, and approved by the Governing Council.

- The policy and procedure folder is easily accessible to families.
- Regulatory Information including the centre's rating, opening hours, license, complaints procedures, nominated supervisor, the Educational Leader, person in charge and other information is clearly displayed.
- The Quality Improvement Plan (QIP) has been developed in consultation with Educators and is reviewed annually. Revision of the QIP follows a process of self-reflection and discussion with staff to ensure there is shared understanding and ownership. Review processes allow ample time for all staff to talk, ask questions and provide feedback about the quality areas and how they connect with service policies and procedures. The QIP is a working document. It's location on the Planning module of Storypark allows staff to constantly review the document as progress occurs or new areas of improvement are identified.
- All necessary prescribed information is displayed. Policies and procedures are written in a clear and comprehensive manner. They are documented in the Educators handbook and parent handbook and are available for parents and Educators to access easily.
- Evidence of prescribed insurance is kept in the preschool office with the Policy and Compliance Officer.
- All records are confidential and comply with the requirements of the Privacy Act 1988. A child's medical information and authorisations are kept with the child's enrolment records.
- Records of children's attendance are kept by the preschool.
- Working with Vulnerable People registrations are required before employment and are kept on individual staff files in the School office. Reminders are sent to the staff prior to their registrations expire so that these can be renewed. Staff who do not have a valid registration, or have an expired registration are not allowed to work with the children until the registration is in place.
- Documentation such as enrolment documents, medical alert information, incident records, excursion documentation including risk assessments are displayed or securely stored on the premises as required. All parents and carers have been sent a list, including links, of the relevant legislation governing the operations of the preschool.

Element 7.1.13 Roles and Responsibilities

New Educators participate in an induction process which involves going through appropriate policy and procedures. This involves the provision for information about the school, policies and procedures, expectations and requirements. Current staff guide new educators through an adjustment period, giving help and advice as needed. Relief staff are hired from a familiar pool of educators so as to maintain continuity and familiarity for the children. This also means they are familiar with the procedures and practices for the Preschool. Educators have access to necessary information they may need via student files kept in the school office.

Element 7.2.1 Continuous Improvement

Critical reflection is embedded in regular and ongoing analysis, questioning and thinking by Educators to inform practice and influence decision-making and drive continuous quality improvement. The team regularly reflect on quality improvement in relation to the National Quality Standard and focus areas identified in the ever-evolving Quality Improvement Plan. Changes are made where opportunities are identified to enhance outcomes for children and families. All Educators at the Preschool regularly reflect on their own learning and professional learning goals and opportunities to strengthen performance and practice. They share insights and information through informal and formal performance discussions to support the alignment of expectations and goals.

Element 7.2.2 Educational leadership

A strong emphasis on training and development fosters a collaborative work environment that supports all educators to develop as professionals, critically reflect on their practice and contribute actively and meaningfully to quality improvement processes. Theoretical perspectives underpin planning and programming.

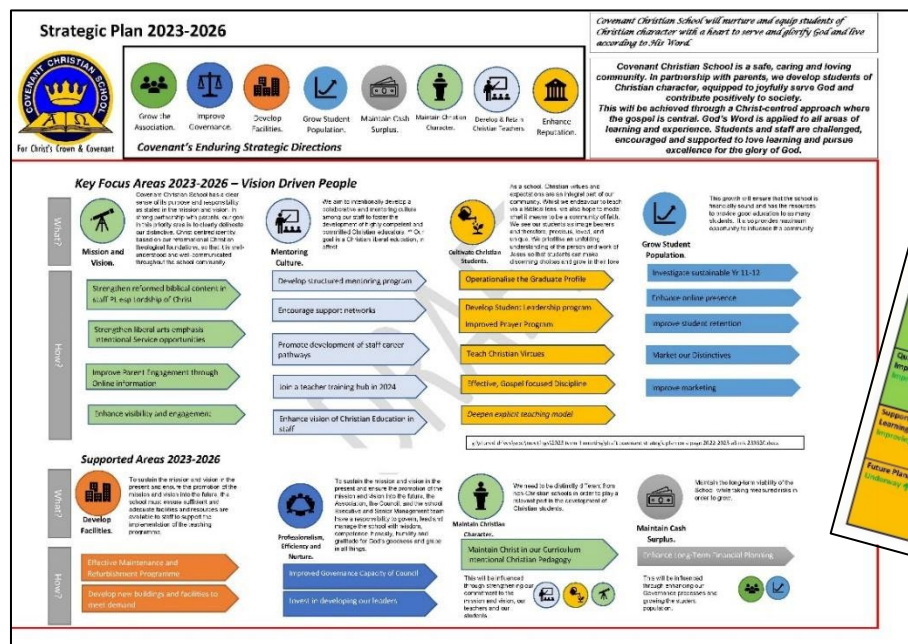
Educators actively contribute to self-assessment and meaningful planning to promote ongoing improvement. Educators work with the educational leader to consistently deliver an equitable and inclusive educational program that sets high expectations for each child's learning. They understand and can explain how their practice connects with the service philosophy and the vision, principles and practices.

Educators have access to computers, laptop and iPads to assist with their administration, planning, evaluation and for communication purposes.

Element 7.2.3. Development of professionals

A regular cycle of professional development is in place and Educators each have a performance improvement and action plan, with articulated goals and action steps. These plans are used in performance review conversations between educators and the Director, which occur on a regular basis. This ensures Educators remain on track in implementing their plans and are provided with ongoing support, professional learning and resources as needed.

Opportunities for Educators to attend relevant, up to date professional learning are embedded into the professional development cycle. A multitude of professional bodies and sources are available to Educators at the service to develop the program and provide professional development. Some of these professional bodies include but are not limited to: ACECQA: CECA; CELA; Positive Partnerships; ACT/NSW Inclusion Agency; ACT Directorate, TQI; CEN; AITSL, ELC Networks.



EARLY LEARNING CENTRE REPORT

Since being reported to the role of ELC Director, the team of ELCs have been identified and a series of prioritised actions implemented to meet targets. Key priorities for the year have included:

ELC STRATEGIC PRIORITIES	STRATEGIES	PROGRESS TOWARDS GOAL
Strategic Priority 1: Enhance the quality of the ELC curriculum and teaching practice	<ul style="list-style-type: none"> Enhance curriculum for ELC or next capacity Review professional development Set high expectations and standards Implement Early Years Learning Framework (EYLF) Planning Cycle Redesign planning & programs Improve number of trained staff available Recruitment staff professional development Collaboration and team planning Staff responsibility to improve reputation Building community Engage community in feedback Understand review and SACS analysis Develop Strategic Leadership Plan (SLP) Apply for funding for inclusive education Improve NQF in Standard 5 Understand review of Centre Review documentation, processes, policies Improve professional strategic direction to curriculum 	<ul style="list-style-type: none"> Central vision of ELCs for 2024 Early years curriculum with EYLF Professional development opportunities Standards are being implemented Planning Cycle training undertaken Staff training in planning Central vision of ELCs for 2024 Recruitment staff professional development Collaboration and team planning Staff responsibility to improve reputation Building community Engage community in feedback Understand review and SACS analysis Develop Strategic Leadership Plan (SLP) Apply for funding for inclusive education Improve NQF in Standard 5 Understand review of Centre Review documentation, processes, policies Improve professional strategic direction to curriculum



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

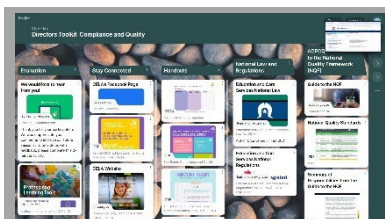
Standard 7.1 – Governance: Governance supports the operation of a quality service.

Exceeding themes

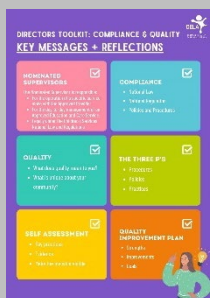
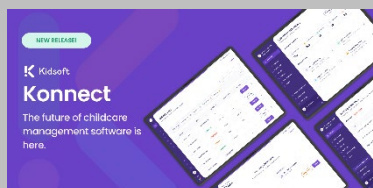
1. Practice is embedded in service operations



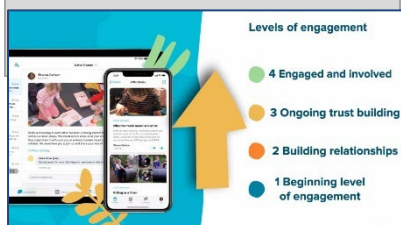
- The ELC's philosophy, policies and practices are clearly displayed. These have been developed in collaboration with feedback from the A & R, Educators, the Principal, the community and Director and align with the School's Vision and Mission. These have been approved by the Governing Council. The Philosophy is embedded in practice and guides all aspects of the service's operations. An annual and ongoing process of self-assessment has supported a process of continuous improvement resulting in improved outcomes for children, families and educators. The Service Philosophy is embedded in practice, displayed in the Centre and readily available for parents and community to view. **(7.1.1, 7.1.2, 7.2.1, 7.2.2)**
- The ELC is overseen by the Covenant Christian School's Governing Council. The School's Governing Council has a strong and active role in overseeing all aspects of governance, strategic planning, legal liability, policy, compliance, financial viability and accountability. The Director and the Principal meet at least once a week for a formal meeting, providing reports to the Council on a regular basis. This ensures accountability as well as continuous improvement. Governing Council meetings are held every month. Membership to the Association and Council is open to parents from the ELC. **(Elements: 7.1.2, 7.1.3, 7.2.1)**
- Changes to policies/procedures in the Preschool are passed onto the Governing Council for consultation and approval. Parents/ caregivers are kept informed of new procedures and policies and have made comments on a survey on four key policies, and updates made as a result of this feedback. Examples of this include a review of the rest policy which was undertaken in October 2024 and reviewed again in February 2025. Following reflection and collaboration with the educational team, the Educational Leader embarked upon a process of consultation and feedback with parents and Educators, leading to a revision of rest practices in the Centre in February 2025. **(Elements: 7.1.2, 7.1.3, 7.2.1)**
- In late 2024, the Centre received enrolment requests from several families with children with continence needs. After reviewing legislative and Regulatory requirements regarding hygiene, staffing, child protection and staff training, the Director and Educational Leader reflected with staff about changes which would need to occur in the Centre. In response, new processes and systems were introduced to the Preschool. A Manual Handling Policy was developed and all Educators received training in safe handling, continence and manual handling. Following consultation with Allied Health professionals, specific Manual Handling training was presented to all Educators in the Centre by the Therapy Team, a Manual Handling process for the child developed and modifications to bathrooms, change tables, hygiene management and cleaning were introduced. A regular review process is in place and Educators meet regularly with parents and Allied Health personnel, to review processes and implement modifications as required. **(Elements 7.1.2, 7.1.3, 7.2.1)**
- The Preschool is aware of the process for informing the regulatory authority of any relevant changes to the operation of the services of serious incidents and complaints which allege a breach of legislation. **(Element: 7.1.2)**
- Roster systems and timetables for staff and relief personnel are communicated by WhatsApp and online. This ensures that all staff are aware of each other's roles and responsibilities. **(Elements: 7.1.2, 7.1.3)**
- The ELC Director is given additional administration time to fulfil the roles and responsibilities relating to the overall management of the Preschool. The Educational Leader and Director meet regularly to review directions, planning and processes. **(Elements: 7.1.2, 7.1.3, 7.2.2)**



2. Practice is informed by critical reflection



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



- Non-Instructional Time (NIT) is provided for Educators to prepare resources, documentation and assessments. **(Elements: 7.1.3, 7.2.2)**
- Preschool educators have opportunities to attend training and up to date Professional Development sessions in line with the whole School priorities and Preschool priorities. **(Elements: 7.1.3, 7.2.1, 7.2.3)**
- Strategic directions for the Preschool are developed by the Governing Council and incorporated into the CCS Strategic Plan. Feedback from parents, students, staff, Association members and executive staff are used to inform strategic directions. Feedback surveys are conducted annually. **(Element: 7.1.1, 7.1.2)**

- In early 2025 the Director led a process of reflection on practice with the Educational Leader and Educators to review the management, recording and communication of incidents in the Centre. Consideration was given to the alignment of expectations and goals as well as Regulatory requirements. Incident management modules in Storypark were trialled and reviewed by the team. Following consultation with the Compliance and Policy Officer, the new system was introduced in late March this year, with favourable feedback from parents. **(Element: 7.1.2)**
- Following a further review of processes and reflection upon current practice, a new software package, Kidsoft for administering attendance records and sign-in records was introduced in March 2025. Feedback from Educators and parents has been positive, creating an environment of continuous improvement in management systems in the Centre.
- Educators critically reflect on the statement of philosophy and the Quality Improvement Plan to ensure the purpose, priorities, values and approaches to pedagogy and practice are current and in alignment with the quality improvement processes. **(Element: 7.1.1)**
- Critical reflection occurs at Governing Council meetings, where consideration is given to approval of the statement of philosophy and policy documents as well as enrolment, staffing and regulatory obligations. **(Element: 7.1.1, 7.1.2)**
- All Educators are involved in our Quality Improvement Plan (QIP), through informal and formal consultation and discussions. The QIP is reviewed regularly, with reflection occurring at staff meetings, programming and annually, to reflect on goals implementation. **(7.1.1, 7.1.2, 7.2.1, 7.2.2)**
- To become familiar with and critically reflect on the NQF themes within the Preschool, educators contributed to a SWOT, identifying the strengths and growth opportunities in each area under each theme. **(Elements: 7.2.1, 7.2.2)**
- Preschool staff meetings are held regularly. All Educators have allocated time to attend. These meetings focus on sharing and collaboration of information about the QIP, NQS, training, learning experiences, and reflecting on and revisiting goals/expectations/policies/procedures. **(Elements: 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3)**

- The Principal is highly involved in all aspects of the ELC as the delegate of the Governing Council. **(Elements: 7.1.2; 7.1.3)**
- Families are invited to comment on different aspects of the management and direction of the ELC. **(Elements: 7.1.2; 7.1.3)**
- The preschool is governed by the Covenant Christian School Governing Council. Preschool families are invited to attend the AGM and can become members of the Association and Governing Council. **(Elements: 7.1.2; 7.1.3)**
- During governing council meetings policies are reviewed and approved and discussions are held regarding progress of the preschool operation to ensure practices are effective and of high standard. **(Elements: 7.1.2; 7.1.3)**
- The Preschool has developed a Grievance Procedure in line with the School's Grievance Procedures. At all times, the Centre supports positive interactions and open-door policies and families are made aware of the grievance procedures and their rights in relation to grievances.



EXAMPLES OF PRACTICE: GOVERNANCE

- Community surveys seeking parent, staff and student feedback are conducted annually. The results of these guide practices within the Centre. The governing authority, the Governing Council, enables families and community members to be engaged in shaping the vision and values of the School and Preschool through its parent body, the Association. (Elements: 7.1.2; 7.1.3)



Australian Children's
Education & Care
Quality Authority

Quality Improvement Plan

Covenant Christian School Early Learning Centre

National Quality Standard

Updated January 2024





National Quality Standard

The National Quality Standard (NQS) sets a benchmark for the quality of all education and care services across Australia.

The NQS is made up of seven quality areas.

Services are assessed and rated by their regulatory authority to determine the level of quality.

seven quality areas

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and leadership

quality ratings


Service promotes exceptional education and care, demonstrates sector leadership, and is committed to continuous improvement.

Service goes beyond the requirements of the National Quality Standard. Service provides quality education and care in all seven quality areas.

Service provides a safe education and care program, but there are one or more areas identified for improvement.

There is an identified opportunity to improve the safety, health and wellbeing of children. Immediate action will be taken to address issues.

Service does not meet the requirements of the National Quality Standard. Immediate action will be taken to address issues.



Parent Feedback

A Little Birdie Told Me

Quality Standard 2: Children's health and Safety

Element 2.1.1 states: "Each child's wellbeing and comfort is protected for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation."

Are we achieving this goal?
What are we doing well?
How can we improve?
Do you have suggestions of feedback?

Strengths

- community collegial
- parent-partnership connection P-10 / links facilities
- biblical worldview
- transition to school retention
- inclusion
- value family unit
- reputation (word of mouth)

Weaknesses

- not at capacity
- viability
- reputation (but +)
- communication
- lack of innovation
- NQS rating
- differentiation

Opportunities

- Christ focus structure
- early intervention
- support for working families
- links to community growth
- indigenous content

Threats

- staffing
- christ-focus
- media
- uninformed opinion

Strategic Plan 2023-2026

Our vision is to be a leading provider of high-quality, Christ-centered education and care for children and young people, fostering their growth and development in a safe, healthy, and inclusive environment.

Our mission is to provide a safe, healthy, and inclusive environment for children and young people, fostering their growth and development in a safe, healthy, and inclusive environment.

Our values are: Integrity, Respect, Compassion, and Excellence.

Key Focus Areas 2023-2026 - Vision Driven People

Area	Focus	Key Actions
Leadership	Strategic Leadership	Develop and implement a strategic plan that aligns with the vision and mission of the organization.
Financial	Financial Sustainability	Develop and implement a financial plan that ensures the organization's long-term viability.
Human Resources	Human Resource Management	Develop and implement a human resource plan that attracts, develops, and retains high-quality staff.
Marketing	Marketing and Communications	Develop and implement a marketing and communications plan that promotes the organization's mission and vision.
Operations	Operational Excellence	Develop and implement an operational plan that ensures the organization's efficient and effective delivery of services.

Supported Areas 2023-2026

Area	Focus	Key Actions
Leadership	Strategic Leadership	Develop and implement a strategic plan that aligns with the vision and mission of the organization.
Financial	Financial Sustainability	Develop and implement a financial plan that ensures the organization's long-term viability.
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Marketing	Marketing and Communications	Develop and implement a marketing and communications plan that promotes the organization's mission and vision.
Operations	Operational Excellence	Develop and implement an operational plan that ensures the organization's efficient and effective delivery of services.

ELC Town Meeting

8 April 2024, 8:30am - 10:00am

CRITICAL REFLECTION AND ACTION

Reflect on the past year and identify key achievements and challenges. Discuss the impact of the National Quality Standard (NQS) on the service and the role of the community in supporting the service.

Identify key areas for improvement and develop a plan of action to address these areas. Discuss the role of the community in supporting the service and the impact of the NQS on the service.

Key Focus Areas 2023-2026

Area	Focus	Key Actions
Leadership	Strategic Leadership	Develop and implement a strategic plan that aligns with the vision and mission of the organization.
Financial	Financial Sustainability	Develop and implement a financial plan that ensures the organization's long-term viability.
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Operations	Operational Excellence	Develop and implement an operational plan that ensures the organization's efficient and effective delivery of services.

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



Professional Development
and Reflection Record
Julie Prattis

2. Practice is informed by critical reflection



ELC EDUCATIONAL LEADER

NAME	DATE	REVIEWED BY	REVIEWED DATE
Julie Prattis	2024/01/10	Julie Prattis	2024/01/10

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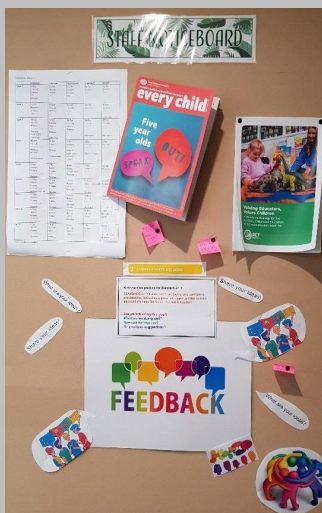
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- The appointment of a new ELC Director and new ELC educators has been key to embedding practice more fully into our operations. A high priority has been given to increasing the number of qualified and experienced educators in the team, including the appointment of a new Educational Leader. These appointments have built an effective leadership team, creating a unified and positive professional learning community. Educators have been supported to develop as professionals, to critically reflect on their practice and contribute actively and meaningfully to quality improvement processes. Opportunity has been given to training new staff to gain their Diploma or Degree and to broadening the skills of Educators in the team. **(Elements: 7.2.1, 7.2.2)**
- This leadership team have effectively built the capacity of Educators in the Centre to develop their knowledge and skills, enabling them to use their strengths to contribute to improvement processes, share knowledge and skills with each other, mentor new members in the team and incorporate new curriculum initiatives into planning. This ensures the ELC critically reflects on practice and continually improves. Diversity in the team means that everyone brings different perspectives and strengths which when used together, enhances the practices and outcomes for the children and Educators. **(Elements: 7.2.3)**
- Throughout 2024, a process of self-assessment and critical reflection commenced to inform a process of continuous quality improvement and revision of the QIP. Families were informed about the purpose of the QIP review and the self-assessment process. Review was specific to each of the quality areas of the National Quality Standard (NQS). In staff meetings, the ELC Director guided Educators using the ACECQA QIP self-assessment tool, one quality area at a time over many months. This allowed the Centre to critically reflect on the quality of current practice against the seven quality areas. Each educator was asked to identify examples of the Centre's strengths as well as areas for improvement, using reflective questions from the Guide to the National Quality Framework (NQF) as prompts. Educators' responses were documented. Key themes emerged from staff meeting discussions. As educators reflected on each quality area, feedback was also sought from families in different ways. For example, identified outcomes of the current QIP were shared using photographs and key messages displayed on a notice board for families to review. Response forms and surveys provided for families to add their feedback. Taking one quality area at a time, the Director facilitated focused conversations with educators on the suggestions for improvement. This involved prioritising key issues to address in the QIP based on the identified priorities by the community. To ensure the QIP remained visible and to create accountability, key improvements for specific quality areas were displayed in weekly communication with staff and in the Centre's reception area. Care was taken to present the QIP in an interesting and engaging way. A written version of the QIP was also printed out and included in the display for those who wanted to know more, and a copy of Improvement priorities was placed on Storypark and linked to planning documents, stories and goals as evidence of progress. The development of the QIP helped educators, in consultation with the Director, to think about their professional learning priorities for the year, which were discussed as part of their performance reviews and seen as an important aspect of continuous improvement and quality outcomes. These are based on identified service goals and alignment with the Service Philosophy. They are also informed by educators' strengths, interests and personal preferences. As part of their strong relationship with the school, the Centre also pursues joint professional learning opportunities with school-based personnel, as relevant and practical in relation to shared interests and topics. **(Elements: 7.2.1, 7.2.2, 7.2.3)**



- Over the past two years, critical reflection and self-assessment by Educators, led by the Educational Leader has led to regular and ongoing analysis, questioning and thinking about practice and driven a process of radical change in the Centre. Continuous reflection of all Educators, individually and together, has influenced decision-making and driven a process of continuous quality improvement. Regular discussions take place in staff meetings, in the playroom and over breaks as Educators actively reflect on practice and share ideas. Visits to other centres, network meetings, professional learning and consideration of theoretical perspectives have enhanced collaborative professional discussions. A staff feedback noticeboard where staff can critically reflect on elements of planning and implementation of individual concepts under the NQS has been set up adjacent to the Director's office. **(Element: 7.2.1, 7.2.2, 7.2.3)**
- The ELC received an overall 'Meeting the National Quality Standard' during the Assessment and Rating visit in 2022. Quality Area 1 received a 'Working Towards the National Quality Standard' rating and a 'Meeting the National Quality Standard' rating in Quality Areas 2,3,4, 5, 6 and 7. Information from this assessment has been used to inform goals and practice, to guide Professional Development and to provide focus for ongoing critical reflection. **(Elements: 7.2.1, 7.2.2)**
- All Educators participate in performance development meetings with their Line Managers. These meetings provide Educators along with their Line Managers the opportunity to identify and discuss goals, allocate ongoing professional development (in line with the School and Preschool priorities) and strengthen performance and practice. **(Elements: 7.2.1, 7.2.3)**
- Quality Improvements against the National Quality Standard are reported to the Governing Council. Key improvements and decisions to enhance the improved outcomes for children and families are documented in 'QIP Progress Notes'. **(Element: 7.2.1)**

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

- Partnership with parents is an integral part of the Service Philosophy and the Preschool welcomes, reflects and draws on the voices, priorities and strengths of the children and families in the Centre. Meaningful engagement is sought from families on quality improvement processes through conversations, surveys, a suggestion box and an annual community feedback survey. This feedback is discussed and considered as part of the regular cycle of self-assessment that supports continuous quality improvement. These ongoing quality improvement processes contribute to a culture of inclusiveness and respect for diversity and a sense of belonging in the Centre. **(Element: 7.2.1)**
- Building trusting and professional relationships with families, the school, churches, community groups, playgroups and other Centres has been a strong focus of new Director, Julie Prattis. Establishment of these strong relationships with the community and network groups has enhanced a culture of continuous improvement, regular feedback, collaboration, broadening of ideas and has strengthened the professional learning community. **(Elements: 7.2.1, 7.2.2)**

EXAMPLES OF PRACTICE: LEADERSHIP



GOALS FOR 2025

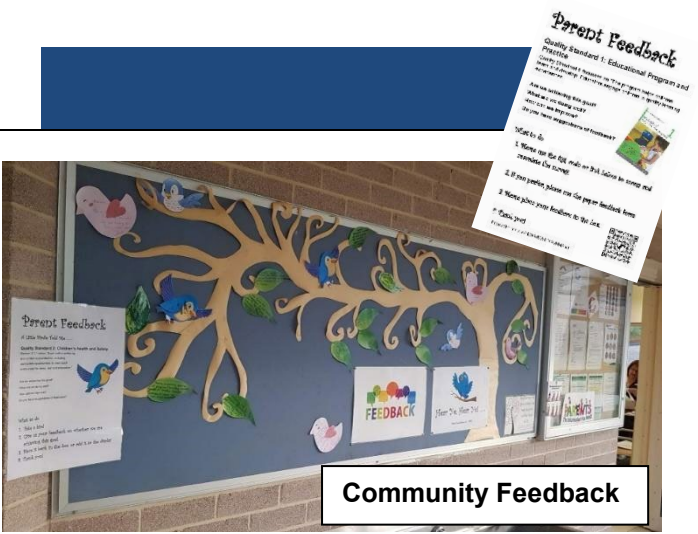
PRIORITY 1: Element 6.2.2 Access and participation
Goal: Effective and consistent planning and programming processes to improve learning outcomes for each child.

PRIORITY 2: Element 1.1.2 Child centred AND Element 1.2.1 Intentional teaching
Goal: Improve teaching focussed on the child's current knowledge, strengths, ideas, culture, abilities and interests as the foundation of the program

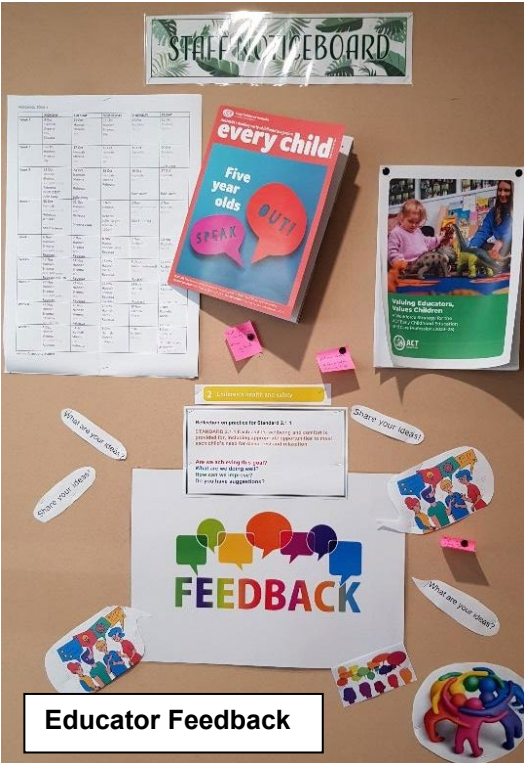
PRIORITY 3: Element 7.2.3 Development of professionals
Goal: incorporate regular and targeted professional learning into our schedule specific to the needs of each educator. This will include professional collaboration and critical reflection.

PRIORITY 4: Element 7.1.2 Management systems (Risk management /processes) AND Element 4.2.2
Goal: Staff wellbeing. Professional standards (positive relationships, support, respect, safety and interactions)

PRIORITY 5: Element 1.3.1 Assessment and planning cycle AND Element 1.3.2 Critical reflection
Goal: continuing improvement in the planning cycle process, including the need for the team to critically reflect on practice and implement change as part of the Planning Cycle



Community Feedback



Educator Feedback

2025 Rest time Survey - Important

Dear Parents and Carers,

We are seeking your input on how you feel your children will rest during their Preschool day. At the Covenant Christian School ELC, we have a period after lunch we call 'Nap' time. This rest time is about 30 minutes in length, and depending on the needs of your child, can take a few different formats.

We are seeking your feedback on the preferred resting scenario for your child:

1. 30 minutes resting on a mat (the children in this area of the room will be encouraged to rest without books. They can bring a soft toy and may also have some quiet reading time beforehand, depending how quickly they eat their lunch. Children would bring in a fitted cot or single bed sheet, a blanket and a small pillow or cushion. Some children may choose to sleep.

2. 30 minutes of resting (15 minutes of lying down listening to music or a story and 15 minutes of reading or doing an activity quietly). Children may also have some quiet reading time beforehand, depending how quickly they eat their lunch. Children would bring in a fitted cot or single bed sheet, a blanket and a small pillow or cushion. They may choose to sleep.

If you have any questions, please do not hesitate to contact us.

Yours Sincerely,

Parent Feedback

The skills your service needs – complete our poll

Which of the following areas present challenges for your service?
Select all that apply. Your answers will help inform our advocacy.

1. ☐ Leadership and management
2. ☐ Curriculum and pedagogy
3. ☐ Quality assurance and monitoring
4. ☐ Professional development
5. ☐ Governance and compliance
6. ☐ Financial management
7. ☐ Health and safety
8. ☐ Risk management
9. ☐ Information and communication technology
10. ☐ Other (please specify)

Sector Participation

When reflecting on your educational program you should include:

True or False - Reflection and evaluation only occurs after a learning experience is finished:

If feeling overwhelmed by documenting the assessment & planning cycle you should speak to your:

When you document children's experiences and responses to the environment you:

What part of the assessment and planning cycle do you personally enjoy the most?

Professional practice, including curriculum decision-making, assessment and evaluation is most of:

Critical Reflection

ELC Professional Development Timetable Semester 2 2024

	Monday	Tuesday	Wednesday	Thursday	Friday
1	TEAM COLLABORATION	TEAM COLLABORATION	TEAM COLLABORATION	TEAM COLLABORATION	TEAM COLLABORATION
2	WBS STRATEGIC PLANNING ELC Director	ELC ENROLMENT INTERVIEWS	ELC ENROLMENT INTERVIEWS	Mentor mrg Rachelle	
3			Critical reflection & planning Rachelle	Mentor mrg Maria	Educational collaboration Rach/Claudia
4		SMT LEADERSHIP COLLABORATION & PLANNING MEETING	Mentor mrg Jennifer	Planning Rachelle	Critical reflection & planning Claudia
5				Mentor mrg Claudia	
6					
After School	ELC TEAM CRITICAL REFLECTION & PLANNING MTC	Planning & Collaboration	Planning & Collaboration	Planning & Collaboration	Planning & Collaboration

Professional Development

Being a nominated supervisor

Nominated supervisors have a range of responsibilities under the National Law and National Regulations including:

- ▶ Educational Programs
- ▶ Supervision and Safety of children
- ▶ Entry to and Exit from the premises
- ▶ Administration of medication
- ▶ Food and Beverages
- ▶ Excursions

Continual Professional Development

Being a Nominated Supervisor

Key improvements sought for Quality Area 7

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	Progress notes
Element 7.2.3 Development of professionals	We have assessed progress against the standards and recognise a need to incorporate regular and targeted professional learning into our schedule. This also includes regular performance review processes to support learning and development.	Goal: A culture of continuous improvement. We seek to incorporate regular and targeted professional learning into our schedule specific to the needs of each educator. This will include professional collaboration and critical reflection, as well as performance review, debrief and professional support.	High Ongoing	<ol style="list-style-type: none"> Critically reflect How can we achieve this? What else can we do? What does parent feedback and A & R assessment indicate? Consult Consult with the Principal and Business Manager. Gain approval for funding to implement ideas. Target PL Research PL available that aligns with improvement priorities and crucial reflection goals. Implement Undertake PL Reflect and implement change What have we learnt? What needs to change as a result? 	<ol style="list-style-type: none"> All educators involved in relevant and targeted PL. Staff feel supported. Morale and team unity high. Educators have identified learning goals for the year and have a Professional Learning Plan. Quality outcomes for the children and a culture of continuous improvement. 	<ul style="list-style-type: none"> Jan 2024: The whole team was enrolled in ASD and ADHD PL. Nov/Dec 2024: Critical reflection by team. Identification of PL needs. Dec 2024: Funding and time allocation request made to School Executive. Jan 2025: Manual handling training- whole team. Jan 2025: First Aid, CPR and Asthma training undertaken. Feb 2025: Staff mtg to critically reflect on areas of need in Feb 2025: Research of available sessions. Room Leaders booked into Active Play session. Feb 2025: PL embedded into every Team meeting for ALL Educators. Feb 2025: Professional Development and Reflection process implemented- all educators April 2025: Networking opportunities established. Timetable for visits to other centres established. July 2025: ELC teaching staff booked to attend Professional Learning in Sydney and visits to other Centres to vie practice and network.

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	Progress notes
Element 7.1 .2 Management systems (Risk management /processes)	During critical reflection it was identified by educators that there was a need to provide regular, targeted professional development for all team members and ensure the safety and wellbeing of staff through the implementation of risk management and staffing processes.	Goal: Staff wellbeing A culture of continuous improvement. Best practice in risk and incident management, policy and processes. Professional standards guide practice. Improvements in professional collaboration and practice.	High Ongoing	<ol style="list-style-type: none"> Consultation Consult with Compliance Officer regarding best practice in risk management. Collaborate with ELC Educators regarding priorities for PL and support required. Implement professional learning opportunities Research and implement available PL opportunities. Engage professionally. Document Engage in professional discussion. Document professional learnings. Implement in practice and planning- inside and outside our centre. Accountability. Improve and implement accountability processes. 	<ol style="list-style-type: none"> Review policies and processes. PL program is targeted to align with needs identified in the Improvement Plan. Mentor staff in implementing strong processes. Debrief with staff regularly to ensure wellbeing. Review processes. Implement change as required. Strong staff unity and wellbeing. 	<ul style="list-style-type: none"> June 2024: Funding approved for Professional Learning- all educators. Teaching staff attended the Christian Education National (CEN) State Conference, Sydney in July 2025. Jan 2025: All educators attended ASD and ADHD workshop, Sue Frawley AIS. Jan 2025: Manual handling training undertaken with qualified physiotherapist Jan / Feb 2025: Regular professional conversations with staff established. Goals set or new year. Jan / Feb 2025: Regular times for Professional collaboration established. Jan / Feb 2025: OHS safety reviewed in Centre and new processes implemented. Some equipment left outdoors overnight to minimise heavy lifting. Some equipment removed. New items purchased. Feb 2025: Professional development plans reviewed and implemented. Feb 2025: Manual Handling Policy reviewed and approved by Governing Council.

EXAMPLES OF IMPROVEMENTS TO AREA 7



Quality Improvement Plan

Covenant Christian School Early Learning Centre

National Quality Standard

Updated January 2024





Strategic Inclusion Plan

Covenant Christian School Early Learning Centre

Approved August 2023



FREE 2 Day Autism Workshop for Parents and Carers

Location: Woden, ACT

Join other local families to learn more about autism and ways to strengthen the partnership between home and school

During the workshop you will learn about:

- The diversity of autism
- Understanding sensory processing
- Understanding behaviour
- Working together with your child's school

Morning tea and a light lunch will be provided

13th & 14th September 2023
9:30am - 2:30pm

Canberra Southern Cross Club
42-56 Corinna St
Phillip ACT 2606

For more information or to register visit
www.positivepartnerships.com.au or contact
Tina Hogg at tina@positivepartnerships.com.au

The AISACT leadership breakfast is proudly sponsored by Edstart




THE ASSOCIATION OF INDEPENDENT SCHOOLS OF THE ACT

AISACT

Leadership Breakfast

Thursday 21 March



ELC Service Statement of Philosophy

Biblical Basis for Education

The educational philosophy of Covenant Christian School's Preschool is God-centred and is based on the belief that God's Word, laws, principles, ethics and standards are absolute truth and that the Bible is the inerrant and inspired Word of God. We teach that Jesus Christ is the Son of God and the Creator and Sustainer of all things.

Supporting the Needs of Each Child

We believe that each child is uniquely created by God, in His image and develops at an individual rate (Genesis 1:26, Psalm 139:13-14). As such, children are supported and encouraged to learn, interact, ask questions, be listened to, take risks and develop on their own pace in a loving and positive learning environment. Within each of the key learning areas, our curriculum will meet the varying needs and learning styles of individual children by incorporating a balance of child-guided free choice activities and structured learning opportunities. In addition, our curriculum is informed by the observations and analysis of our children's interests.

We teach our children to problem-solve and to be engaged in learning responsibility for themselves and others. Our aim is for children to respect themselves and others as image-bearers of God with inherent dignity and worth.

Supporting Growth in all Areas

Early childhood is a crucial time for social, emotional, cognitive, physical and spiritual growth. To foster growth in all areas, according to his design, we encourage the development of skills through play and interaction with people and objects in their environment. It is important to provide quality learning experiences within the classroom which are meaningful to each child.

Emotional Learning

Emotional learning in the early childhood setting is vital for children's ability to interact with and form relationships with others. Children need a safe setting to learn to express themselves and to react to others and to learn to regulate their emotions. Building a language of play not only helps in children's language skills and understanding, but also assists in developing their emotional and social wellbeing. We aim to have our students become functional members of a group, to be kind to one another, and to learn to take responsibility for tasks individually and as a group.

1



Certificate of Appreciation

This is to certify that
Hannah Burgh
has attended the course
Bringing the EYLF to Life: Critical Reflection Ongoing Professional Learning in Practice
February 2024

Michelle Carnegie
Child Executive Officer



Certificate of Completion

This is to certify that
Julie Pratts
has completed
Kids at Play Active Play (Health Promotion Course)
ACT100_PRC_1
9 July 2023