Quality Improvement Plan Kumbia SS

National Quality Standard

Updated May 2023

The National Quality Standard and Quality Improvement

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

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

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

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

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

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

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

About the ACECQA Quality Improvement Plan template

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

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

Exceeding NQS themes guidance

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

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

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

Service details

Service name		Service approval number	
Kumbia State School Kindy		SE:40025708	
Primary contacts at service			
Michael Sutton 07 4164 4244			
Physical location of service		**Physical location contact details**	
Street	**Bell Street**	Telephone	07 4164 4244
Suburb	**Kumbia**	Mobile	**0457 533 308**
State/territory	**Qld**	Fax	
Postcode	**4610**	Email	**principal@kumbiass.eq.edu.au**
Approved Provider		**Nominated Supervisor**	
Primary contact	**Mr Michael Sutton**	Name	**Mr Michael Sutton**
Telephone	07 4164 4244	Telephone	07 4164 4244
Mobile	**0457 533 308**	Mobile	**0457 533 308**
Fax		Fax	
Email	**Principal@kumbiass.eq.edu.au**	Email	**Principal@kumbiass.eq.edu.au**
Postal address (if different to physical location of service)			
Street	**Bell Street**	State/territory	**QLD**
Suburb	**Kumbia**	Postcode	**4610**
Educational leader			
Name	**Leanne Hamilton**		
Telephone	07 4164 4244		
Email	**lhami23@eq.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			9.00	9.00	9.00		
Closing time			3.00 Alternate	3.00	3.00		

Additional information about your service

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

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

Parking

Car parking is council provided at the front of the school with angle parking across the width of the main entry points.

How are the children grouped at your service?

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

Mr Michael Sutton – Principal
Ms Leanne Hamilton – Teacher
Mrs Belinda Reynolds - BM
Mrs Julie Robinson – Teacher Aide

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

No. of educators:_____1 teacher and 1 teracher aide_____

Service statement of philosophy

Kumbia State School Kindergarten Philosophy: Nurturing Curious, Creative, and Capable Learners

Kumbia State School Kindergarten is a place where young minds blossom, and the pursuit of knowledge is an exciting adventure. Our philosophy is centred around fostering curiosity and empowering children to become capable learners. We believe that by nurturing these qualities from an early age, we lay the foundation for lifelong learning and personal growth.

We are committed to working in partnership with families and the wider community to provide a rich, engaging, and inclusive educational experience for all children.

Acknowledging and Respecting Diversity

We acknowledge the traditional lands of the Wakka Wakka people on which our Kindergarten stands. We value and respect the Aboriginal and Torres Strait Islanders ways of knowing and doing, understanding the importance of embracing this rich cultural heritage. We actively promote an environment that celebrates diversity and encourages children to learn from each other's unique backgrounds and perspectives.

A Child-Centred Approach

At our Kindergarten, we embrace a child-centred philosophy that places the child at the core of their learning journey. We believe that children are natural learners who actively explore their world, making sense of it through play, inquiry, and discovery. Our educators are facilitators, guiding and supporting children as they construct knowledge through interactions with peers, materials, and the environment.

Sociocultural Theory and Collaborative Learning

Drawing from Vygotsky's sociocultural theory of cognitive development, we recognize the significance of collaborative learning and the importance of social interactions in fostering cognitive growth. We encourage peer-to-peer interactions, where children learn from each other and construct their understanding through shared experiences and dialogue.

An Inclusive and Play-Based Environment

Play is the cornerstone of our curriculum. Through play, children develop essential social, emotional, cognitive, and physical skills. Our play-based approach encourages children to be risk-takers, problem solvers, and critical thinkers, as they explore their interests and passions. We create a safe and supportive environment that nurtures each child's sense of belonging, being, and becoming.

Aligned with Early Years Learning Framework and Queensland Kindergarten Learning Guidelines

Our curriculum is carefully designed, aligning with the principles and outcomes of the Early Years Learning Framework and Queensland Kindergarten Learning Guidelines. We create intentional learning experiences that promote holistic development across all areas, including social, emotional, physical, and cognitive domains.

Empowering Independence and Confidence

We strive to foster independence and confidence in our learners, empowering them to take ownership of their learning experiences. By offering a supportive and nurturing environment, we enable children to embrace challenges, celebrate successes, and build resilience.

Value the Voice of the Child

At our Kindergarten, we actively listen to and value the voice of the child. We believe that children have unique perspectives and ideas that contribute to their learning and development. We encourage open communication and provide opportunities for children to express themselves, fostering a sense of agency and self-advocacy.

Hands-On Learning

We embrace a hands-on approach to learning, as we believe that children learn best through active exploration and direct experience. Our learning environment is filled with opportunities for children to engage with real materials and resources, encouraging them to make discoveries and connections with the world around them.

Diverse Needs of Individuals

We recognize that every child is different and has unique learning styles, abilities, and needs. Our curriculum is flexible and adaptive, allowing us to tailor learning experiences to meet the diverse needs of each individual child. We celebrate and accommodate differences, promoting an inclusive and supportive community where everyone feels valued and respected.

Fostering Environmental Responsibility and Sustainability

We are committed to instilling environmental responsibilities and a sense of sustainability in our young learners. We engage children in activities that promote respect for nature, conservation, and understanding our role in protecting the planet for future generations.

A Team Approach and Family Involvement

We believe that successful early childhood education requires a team effort. Our educators collaborate with families, valuing their insights and contributions to each child's development. We encourage open communication and regular feedback, as we recognize that strong partnerships between families and educators lead to the best outcomes for our children.

A Fun and Engaging Journey of Learning

Above all, we believe that learning should be fun, engaging, and filled with joy. Our Kindergarten provides a nurturing space where children can explore, experiment, and discover their interests while embracing the wonder of childhood.

Together, as parents, educators, and partners in this journey, we nurture the innate love for learning and the joy of discovery within each child. By fostering curiosity and empowering capabilities, we lay the foundation for our young learners to create a bright future filled with endless possibilities in an ever-changing world.

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

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Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	[Summarise strengths identified in the self-assessment process. Delete if not required.]
	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.** • Curriculum decision-making is made in collaboration between the Education Leader (who is also the Prep/Grade1 teacher) and the Kindy Teacher Aide, with feedback and input from the Nominated Supervisor (Principal/Regional HOD). • Children's identity, interests and abilities are considered and documented to assist in and guide curriculum decision-making. • Staff invite input from family/carers in regards to children's needs and interests: entrance survey of parents – student interest, parent interviews re students. • All staff are up to date with Mandatory Training requirements and continue to attend relevant Professional Development opportunities. **1.1.2** **Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.** • As per the School's Vision, the service is committed to providing a program that caters to each child's needs, strengths and interests as *'Our teaching strategies have a sound research base that ensures individuals are the focus, and a range of models are developed to meet their specific needs'. : inquiry based learning* • Staff invite input from family/carers in regards to children's needs and interests: entrance survey of parents – student interest, parent interviews re students. • This element is achieved by: • Maintaining observations and records that capture each child's journey, as well as the interests of the collective group. • Being flexible with planning according to children's evolving abilities and interests. • Being aware and sensitive to cultural differences. • Collaborating with family/carers as well as other professionals (NDIS & ECDP: speech/ occupational etc) to identify and cater to the individual learning needs. **1.1.3** **All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.** • The service upholds established routines that maximise the ease of transition from home to a kindergarten environment, as well as preparing for a smooth adaptation to school life. : extend on Prep open day to Kindy open day and mornings, PlayMatters, School Buddies system. • The use of predictable (yet flexible as required) routines is to assist children in becoming confident learners and act with increased independence. • Routines are used to encourage and assist children to develop their self-help skills (eg. morning routine, rest time, packing up, toileting and handwashing).

- Evidence in planning shows acknowledgement of input and feedback from the children are taken into account, as well as extending upon spontaneous opportunities and inquiry learning.
- Options are provided for children to nurture wellbeing and agency of choice.

1.2.1
Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
- Ongoing planning and documentation occurs to guide short term and long term teachings/activities that is modelled around:
  - each child's abilities, strengths and weaknesses
  - observations (photographic/oral/written) (time allocated for shared planning)
  - QKLG & EYLF guidelines
  - children's ideas, interests and requests
  - ability to link in with curriculum of Prep students
  - feedback from staff, families and children

1.2.2
Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
- Children are consulted regularly to guide learning: obstacle course design, reflection on self and activities,
- Feedback from activities are used to stimulate further discussions and activities and to build on interest / inquiry
- Children are included in reflections of the day to enhance learning and extend on intentional teaching areas
- A range of activities and experiences are offered in order to promote children's pride and confidence as active learners as well as assist in developing the resilience to manage challenges

1.2.3
Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
- Daily plans are used to guide intentional teaching practices whilst also allowing for agency amongst children with alternative activities and lessons available
- Children are active participants in planning as to allow individual interests and strengths to develop
- Children reflect on their learning by being given opportunities to assess, problem solve and contribute to learning conversations
- Children are important and valued members of the whole school community and take part in school and community events (Mother's Day morning, Sports Day, Father's Day, ANZAC Day etc)

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.
- Educators aim to complete specific observations relevant to each intentional teaching area of the QKLG every term: Tracked on term overview, matched to continuum (QKLG),
- Daily reflection amongst staff occurs in order to document analysis of learning and ability of the children: weekly observation sheets,
- Outcomes of observations are used to guide/assist further intentional teaching activities: Planning Cycle, learning stories

1.3.2

Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
- Individual observation and documentation capturing each child's learning journey and growth
- Group discussion and reflection
- Educators and staff have purposeful conversations to evaluate their teaching and the individual needs of each child: weekly meetings
- Informal discussions with families at pick-up and drop-off time

1.3.3

Families are informed about the program and their child's progress.
- Weekly documentation with photos, intentional teaching areas, comments and quotes are provided both in the classroom as a way to communicate individual experiences as well as whole group progress (emailed of learning through newsletter),
- Semester interviews.
- Informal discussions with families at pick-up and drop-off time as well as a communication board present in the Kindy room
- Families are provided with information about the RKP as well as the QKLG, access to the QIP and Quality Standards: start of year parent information sessions – regarding learning areas, Pre-enrolment information session for parents
- School Newsletters are emailed/provided to families
- Transition statements

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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

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

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 1

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1&1.3.1 Approved Learning Framework	2023 is our first year delivering a kindergarten program, we are building staff knowledge and capability in the Approved Learning Framework and the Assessment and Planning Cycle.	The QKLG is used as an overarching curriculum-planning tool. All 5 key learning and development areas are observed, monitored and interpreted. This curriculum framework is child-centred and view children as capable and competent learners.	H	Engage with SDK HoDC for observation, feedback and reflection cycle on the program. Engage in professional learning around the QKLG and EYLF.	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with the community, wellbeing, confidence as learners and effectiveness as communicators.	Term 4 2023	SDK HoDC visits in Term 1 and 2 will continue during the year. T & TA engaged in the SDK Conference on 4 & 5 May 2023

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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

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Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths	[Summarise strengths identified in the self-assessment process. Delete if not required.]
	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.** • Children are provided with hat/shirt and jumper under the RKP • Children are offered routine rest/relaxation time within daily planning • Children are aware of and encouraged and supported to utilise '*chill out*' areas of the room for rest/relaxation as needed • Children are provided with a 'swag' for rest times: washed weekly, relaxation music played during rest time **2.1.2** **Effective illness and injury management and hygiene practices are promoted and implemented.** • Each individual's medical status is obtained upon enrolment • Routine and regular toileting and handwashing practices are adhered to by staff and children • Verbal prompting and appropriate signage are provided to individuals to encourage good hygiene practices • Appropriate equipment and hygiene products are available and used to prevent spread of illness • Protocols are followed in relation to ill children and attendance at kindergarten to manage spread of disease/illness • Staff training in First Aid, CPR and Asthma and Anaphylaxis management • RKP and Education Queensland policies and documentation practices are followed in relation to injuries • First Aid kit provided on kindy site: set in accessible location for all parts of the kindy routine. **2.1.3** **Healthy eating and physical activity is promoted and is appropriate for each child.** • Kindergarten children are included in Kumbia State Schools practice of Fruit Break, ensuring one serve of fruit/vegetable is included in each individual's diet • Staff model healthy choices to children at appropriate times (i.e. eating fruit during fruit break) • Water bottles are kept in accessible areas and children are encouraged to drink plenty of water throughout the day, with spare water bottles available and bubblers around the school • Tuckshop offers a range of food with healthy options available • Children participate in "PRIDE" program designed to develop gross and fine motor skills of young children, as well as enhance social and emotional development • Physical activity is promoted through planning as well as spontaneously with songs and dance/role playing/free play

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2.2.1
At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

- The KSS ensures all play time/lunch breaks are supervised by an extra staff member on Kindy days
- Children are accompanied to the toilet, lunch area and at all times by a staff member, and the "Buddy Program"
- Safety discussions are undertaken throughout the year (both arranged and opportunistic from inquiry learning)
- Children are guided to follow Kindy and School rules to minimise risk / harm, as part of the PBL program PRIDE, i.e. 'I walk on cement'
- Discussions are regularly held as a group to brainstorm ways to play and move safely
- Maintenance and safety issues within school grounds are logged and actioned by EQ
- Strict adherence from staff regarding the signing in and out of children as per RKP guidelines
- Hand over of students during bus drop off and pick up, with students signed in and out by staff as per existing risk assessment procedures
- Staff student ratio during regular curriculum activities vary to suit the model of delivery
- Set school events, or celebrations require the use of the 'Buddy Program' for additional onsite support

2.2.2
Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

- EQ policies and procedures are followed
- Kindy children partake in fire drill and lock down practices to ensure familiarity with school safety procedures
- First Aid forms located in kindy room for completion and informing parents of incidents

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.

- All staff/visitors undergo appropriate training and professional development in regards to student protection
- Student wellbeing is discussed as necessary at fortnightly staff meetings
- Staff are aware of the duty of care they have and are vigilant in observing and responding to signs of abuse or neglect

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

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

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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

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

Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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Key improvements sought for Quality Area 2

Improvement Plan

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

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	[Summarise strengths identified in the self-assessment process. Delete if not required.] **3.1.1** **Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.** • Outdoor equipment is supervised at all times as the playground was designed and built prior to kindy operating • Additional equipment introduced since the commencement of the RKP are built to standards and regulations and designed for use by early childhood • Indoor equipment is appropriate for young children in an early childhood education setting (size, age appropriate, relative to previous experiences) • Outdoor areas are shaded appropriately, i.e. shade sails over play gym and solid covered sandpit • A refrigerator is provided for children's lunchboxes (tuckshop area and support from Buddies, (new fridge coming) • Air conditioning as well as natural ventilation in classroom • Risk assessments are completed for outdoor activities and those that make use of existing school areas/activities that may carry risk (i.e cooking, gardening) • Wet and dry areas within classroom to cater for a variety of activities whilst maintaining a safe and clean environment • Sufficient table and chairs of appropriate size to cater for all children • Port racks holes provided for each child to house bags and belongings • Universal access for all children **3.1.2** **Premises, furniture and equipment are safe, clean and well maintained**. • Daily cleaning and rubbish removal by EQ employee • Faulty or broken equipment and furniture removed or repaired appropriately • Objects that have been in the mouths of children are removed and appropriately cleaned • Regular routine cleaning of equipment within the kindy space occurs **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**. • Learning spaces are organised and kept free from clutter • Level flooring caters for disabled access to all areas (looking at ramps for Kindy building) • Outdoor areas are clearly defined and staff only areas are clearly defined and/or secured • Indoor and outdoor spaces can be utilised and supervised concurrently due to an open layout

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.
- Sandpit/gardening tools are an appropriate size and allow for multiple uses
- Play based learning equipment is varied and represents experiences that children are regularly exposed to
- A variety of resources and play materials are available both indoors and outdoors for the children
- Materials and resources are presented in different settings to allow for flexible learning environments

3.2.3
The service cares for the environment and supports children to become environmentally responsible.
- Recycling of resources is encouraged and modelled by staff
- Families are encouraged to participate by providing recycling materials from home for arts and craft
- Newsletters and correspondence is mostly sent via email
- Children are encouraged to use containers as opposed to plastic wrap in lunch boxes
- Activities are offered to encourage environmental awareness (i.e. planting /tending to gardens) SAKG program to start end of 2023
- Respect for flora and fauna is encouraged and promoted in lessons (i.e egg hatching, frog find)

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

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

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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

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

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 3

Improvement Plan

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

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

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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	[Summarise strengths identified in the self-assessment process. Delete if not required.]
	4.1.1 **The organisation of educators across the service supports children's learning and development.** • The RKP is carried out daily by a Teacher Aide in conjunction with a HODc and teacher • Planning focusses on the knowledge of the program, the ability to integrate it and the individual children • We ensure that there is always adequate staffing to assist children's learning, especially in integrated activities **4.1.2** **Every effort is made for children to experience continuity of educators at the service.** • There is an allocated Kindy Teacher Aide and Teacher (HODc) that ensures continuity and familiarity for the children • Children are introduced to and exposed to all members of staff during lunch and free play times to ensure a sense of safety and belonging • Relief staff are consistent (due to the remote area) and so children are not required to consistently adjust to different teachers and aides **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.** • Early year educators and aides are offered and encouraged to attend workshops and professional development activities that draw on strengths and increase knowledge base • Staff collaborate as a team, recognising each individuals integral roles • Staff support the running of the RKP program within the school environment and assist as able to overcome challenges and enhance the program • Staff work with and are supported by an Early Years Coach based in the Region • Staff network with other educators when possible and at PD opportunities **4.2.2** **Professional standards guide practice, interactions and relationships.** • Staff adhere to professional standards • Education Queensland and SDK policies and procedures are followed • Staff uphold professional relationships with colleagues, parents and children/students
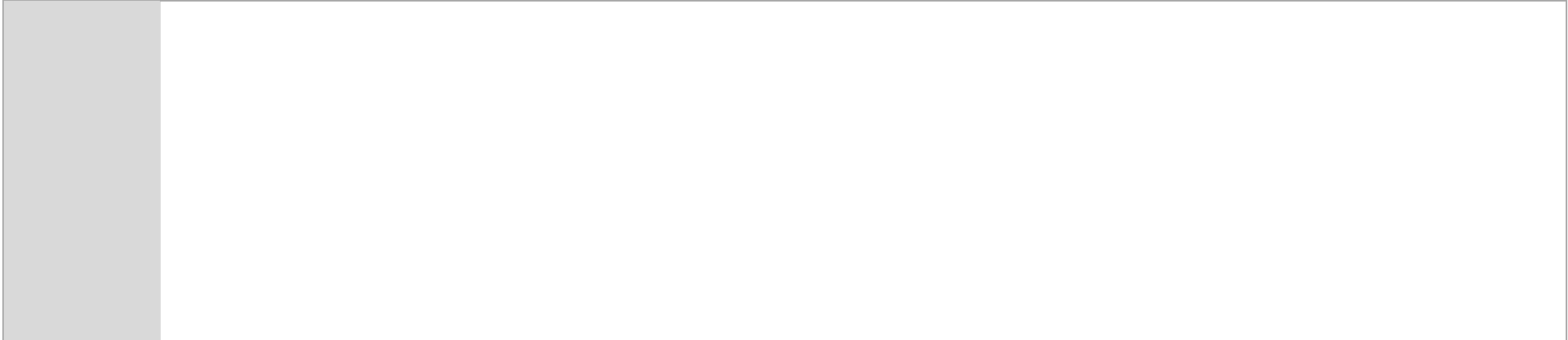
Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 4

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1	Need to collaboratively build knowledge as a team in our first year of delivering kindergarten as a K-6 school.	Improved knowledge of Kindergarten programming and delivery for all staff.	H	Engage with SDK HoDC for observation, feedback and reflection cycle on the program. Engage in professional learning around the QKLG and EYLF.	All staff build confidence in the policies and procedures for State Delivered Kindergarten and how to deliver a quality kindergarten program.	End of 2023	SDK HoDC & SDK SA visits in Term 1 and 2 will continue during the year. T & TA engaged in the SDK Conference on 4 & 5 May 2023. Visits to other SDK sites in the area, such as Bell State School.

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Quality Area 5: Relationships with children

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

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

Quality Area 5: Standards and elements

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

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Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths	[Summarise strengths identified in the self-assessment process. Delete if not required.]
	5.1.1 **Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.** A caring atmosphere is evident through: • Empathetic responses to children's needs and concerns • Supported interactions between the children (fellow Kindergarten children as well as other students at the school)(Buddies) • Children are encouraged to be aware of, explore, and respond constructively to their feelings (discussions and management techniques for resilience) (PRIDE PBL) • Interest in and respect for each child's family and home environment is shown, (Mother's Day, Grandparent Day, Father's Day) • Photos, artwork and achievements are displayed on a weekly basis, at kindy, school and newsletter to allow children to feel proud of their work and environment • Children are encouraged and prompted to share stories and 'Show and Tell' • The children are in integral part of planning, with educators consistently including children in the choice of activities that are arranged • An open, warm and accepting relationship is formed with children and consolidated through morning greetings, routines and nurturing interactions **5.1.2** **The dignity and the rights of every child are maintained.** • Children are consulted, in collaboration with the educators, to construct Kindy Rules that outline behaviours that are safe and inclusive, children are encouraged to follow these to maintain the rights of each individual • Toileting procedures have been modified in the school environment to maintain each individuals rights and dignity • Educators engage with parents to learn about each child's individuals needs and procedures/resources are put in place to accommodate these (i.e speech pathology/special comfort items/health related concerns) **5.2.1** **Children are supported to collaborate, learn from and help each other.** • Staff create opportunities to regularly include children in discussions about learning opportunities and activities so that children may recognise and consolidate their strengths, as well as develop as individuals, and also have agency of choice in regards to their likes and dislikes • Children are encouraged to support and respect each other and their individual choices and preferences • Kindy children are included in multi-age (K/Prep & 1/2) groups at different times to encourage team work and learning from one another

- Kindy lunch and play times coincide with the school to encourage play and learning amongst their peers
- The daily planning allows for flexibility so that children can continue with activities that are engaging them

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.
- Kindy responsibilities give children ownership of their actions as well as the expectations of themselves and others
- Children are coached through conflicting situations and discussions are held to form appropriate actions and responses, (High Five, Bucket Fillers)
- Educators model empathetic and pleasant interactions amongst themselves as well as with the children to encourage the same
- Resources are used that teach and display empathy, conflict resolution and social skills

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

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

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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

Notes:

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

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

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

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

Key improvements sought for Quality Area 5

Improvement Plan

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

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

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Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	[Summarise strengths identified in the self-assessment process. Delete if not required.] **6.1.1** **Families are supported from enrolment to be involved in the service and contribute to service decisions.** • Parents / caregivers are invited to stay and take part in morning activities before school starts • Parent information session prior to their children commencing Kindy • Parents offer feedback through direct questions related to their children's learning **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.** • Initial survey completed by families details interests/strengths/weaknesses of their child • Transition to Kindy negotiated with families • Parent involvement in the design and construction of the outdoor environment adjacent to the kindy room. **6.1.3** **Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.** • Kindy information is provided on the Kumbia Facebook and school website • Regulatory requirements are met and displayed to families • Weekly documentation of children's activities and learnings with photos displayed in kindy allows for inclusion of all families • School newsletters supplied fortnightly which includes upcoming community and school events/activities/visitors • Our daily plan and intentional teaching activities are displayed at entrance each day for parent/caregivers to see **6.2.1** **Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.** • The RKP easily allows the sharing of information with EC educators for transition to prep through the completion of transition statements • Familiarity of kindy children to higher level teachers due to integrated approach • The same space is allocated to kindy/prep and so children develop a sense of safety and acceptance transitioning to school in a familiar environment • Transition is supported gradually throughout the year

6.2.2
Effective partnerships support children's access, inclusion and participation in the program.
- Kumbia State School is visited by Speech Pathologist monthly (review support for kindy program)
- <u>Access regional support to extend this program to kindy</u> – ECDP - Kindy children are given access to a variety of services following a development screen that aims to engage specialists where necessary to assist and enhance holistic growth and learning (i.e Occupational Therapist, Speech Pathologist, Physiotherapist)
- Social and emotional wellbeing is a core focus for teachers supporting these children

6.2.3
The service builds relationships and engages with its community.
- Linking with local Health office for notification of illnesses/outbreaks as necessary
- Local Men's Shed supplied outdoor furniture for staff monument in school grounds – continue link, build links.
- Community members are invited to attend school events (i.e School concert/P&C carols, ANZAC Day, Community Day)
- Adopt-a-Cop

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

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

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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

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

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 6

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.2 & 6.3.2 Collaborative Partnerships	Parent engagement with Local Kindy Program	Increase contact with surrounding community to improve access to kindy. Increased parent input into the kindy program.	M	Survey Transition interview – seek support for future planning and program ideas. Working group and planned program for early years outside educational facility.	Engagement in early years learning environment by parent and community members.	Term 4 2023	

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Quality Area 7: Governance and Leadership

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

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

Quality Area 7: Standards and elements

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

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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

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Quality Improvement Plan for Quality Area 7

Summary of strengths for Quality Area 7

Strengths	[Summarise strengths identified in the self-assessment process. Delete if not required.]
	7.1.1 **A statement of philosophy is developed and guides all aspects of the service's operations.** • An individual kindy philosophy has been developed to highlight the specific goals and visions of the kindy whilst at the same time highlighting the importance and benefit of integrating within a school environment – linked to AIP • The philosophy is driven by the quality standards that we aim to uphold as well as the QKLG areas that is the forefront to our program • Each individual is considered when applying the philosophy in practice **7.1.2** **Systems are in place to manage risk and enable the effective management and operation of a quality service.** • RKP guidelines are followed regarding enrolment and personal and medical information • Service approval is acquired and displayed appropriately • All visitors are required to sign in and out of the school grounds and are never left unattended with children • Parents/nominated care givers must be registered with RKP for sign in and out of children **7.1.3** **Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.** • Nominated supervisor and other key roles (with photographs) are displayed • Change of nominated supervisor communicated as necessary • Staffing ratios are sufficient • Documentation, including the storage of, remains in order (attendance, enrolment, incident, visitors, pickup/drop off) • Blue Cards or exemptions for all staff and associated visitors **7.2.1** **There is an effective self-assessment and quality improvement process in place.** • This QIP document is developed and maintained to ensure quality standards are met

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7.2.2

The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

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7.2.3

Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

- All staff take part in individually constructed Performance Development Plans and reviews
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

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

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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Key improvements sought for Quality Area 7

Improvement Plan

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

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