



QIP August 2026,

The National Quality Standard and Quality Improvement

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

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

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

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

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

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

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

About the ACECQA Quality Improvement Plan template

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

This template provides quick links to helpful resources for each quality area in the [Guide to the National Framework](#) and the [ACEC 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	
Ripponlea Kindergarten		SE-00002866	
Primary contacts at service			
Mishel Lowndes			
Physical location of service		Physical location contact details	
Street	25 Carrington Grove	Telephone	9527 4343
Suburb	St Kilda East	Mobile	0452 553 182
State/territory	Victoria	Fax	
Postcode	3183	Email	kinder@ripponleakinder.org.au
Approved Provider		Nominated Supervisor	
Primary contact	Sarah Lockett	Name	Mishel Lowndes
Telephone		Telephone	
Mobile		Mobile	0400 842 665
Fax		Fax	
Email	President@ripponleakinder.org.au	Email	
Postal address (if different to physical location of service)			

Street		State/territory	
Suburb		Postcode	
Educational leader: Mishel Lowndes			
Name	Mishel Lowndes		
Telephone	9527 4343		
Email	kinder@ripponleakinder.org.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	8.30	8.30	8.30	8.30 12.30 to 4.00 bush kinder Rippon Lea Estate	8.30		
Closing time	16.00	16.00	16.00	16.00	16.00		

Additional information about your service

Term 1

27th Jan - Set up day Staff only
28th Jan - Set up day Staff only
24th Feb - Welcome to Country/Picnic with Ripponlea Primary School
9th March - Labour Day Public Holiday
15th March - Working Bee 9 to 11.
2nd April Term 1 finishes

Term 2

20th April - Term 2 commences
8th June - King’s Birthday
13th June - Working Bee 9 to 11
18th June - Staff Professional Development Day. No Kinder
26th June - Last day of term 2

Term 3

13th July - Term 3 commences
5th September - Working Bee 9am - 11am
18th September - Last day of Term 3

Term 4

5th October - Term 4 commences
14th October - Orientation Day for 2027 families.

3rd November - Melbourne Cup (Kinder Closed)
12th November - AGM 7.30pm
29th November - Working Bee 9am -11am
17th December - Last day for children to attend
18th December - Staff clean up (pupil free)

How are the children grouped at your service?

4 mixed aged groups
Yellow = Kurrborra
Blue = Warrin
Red = Gawarn
Green = Walert

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

Mishel Lowndes, Nominated Supervisor
Maria Daels, Quality Assurance Officer

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: 8

Service statement of philosophy

PLAY LEARN CARE DEVELOP

Children begin kindergarten with their own interests, questions, values, and family backgrounds. By respecting this, enduring and equitable relationships between children, their peers and adults can be developed, enabling each child to feel safe, respected, happy and nurtured.

At Ripponlea Kindergarten we create a safe, welcoming, and stimulating learning environment where:

- Equity, inclusion, and diversity are embedded in practice and discrimination against race, gender, disability or age is not tolerated. Children are given every opportunity to succeed, and their diverse circumstances, cultural backgrounds and abilities are respected and valued. Respect for others and self is encouraged at all times
- We are committed to the [Child Safe Standards](#) and have zero tolerance for child abuse
- Aboriginal and Torres Strait Islander Cultures and Histories are valued and embedded in the curriculum, guided by developing partnerships with the local Bunurong community and our Reconciliation Action Plan
- Children's voices and ideas are listened to and acted on within the community and the curriculum as we recognise that they are competent learners. We have high expectations of what they can achieve
- We endeavour to teach sustainable practices to the children that instil responsibility for their local place and the wider world and a recognition that they are part of an interconnected world where their actions have effects
- We value family and community partnerships at the kindergarten and are led by a parent run Committee of Management. We recognise that children's connections to their community are essential to their sense of belonging
- We believe that PLAY is essential for children's learning and children learn best within an unhurried environment
- We ensure that kinder is FUN, NURTURING and INCLUSIVE.

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

- Our statement of philosophy consistently guides pedagogy and teaching decisions. It is developed in consultation with educators, families, and the Committee of Management. It is guided by pedagogy and teaching decisions.
- Pedagogy is underpinned by leading theorists such as Piaget, Vygotsky, Red Ruby Scarlett and Loris Malaguzzi guiding and informing curriculum and planning.
 - Piaget - child centred/how the individual interacts within the environment. Educators provide the experiences and materials that stimulate learning.
 - Vygotsky - Sociocultural. Learning in a social/cultural context. Educators support cognitive learning through social interaction. We scaffold children's learning so they can reach the next level in their learning.
 - Loris Malaguzzi - Guides our "Emergent Curriculum". Educators look at each child's individual needs allowing for individualised programs. The Reggio Emilia approach sees children as agentic and as co constructors of their own lives. They are curious to learn about their world and want to actively participate in and make meaning of it. We see children as capable and competent learners (Aligned to the VEYLDF)
 - Miriam Giugni (aka Red Ruby Scarlett) - inclusion and anti-bias perspectives. Exploring our sense of belonging in the world and our relationships within it.
- Learning intentions and thinking are guided by and directly linked to the Victorian Early Years Learning and Development Framework / Early Years Learning Framework 2.0: Belonging, Being, and Becoming V2.0, and pedagogical principles and practices are incorporated into program delivery to promote children's learning.
- We provide a welcoming environment for all children, by greeting children by name and allowing time to talk to parents on arrival.
- A planning cycle has been developed for Ripponlea educators which reflects the practice of continuous observation, analysis, planning and evaluating of learning.
- Learning environments are inclusive, and routines take into account integration of children with additional needs. This helps maximise opportunities for role modelling, understanding of differences, acceptance and a sense of belonging.
- Staff have ongoing collaboration with allied support (such as Preschool Field Officers and Community Health providers), NDIS and SRF support in different areas each year.
- Families are involved in curriculum decision making. Parents provide information on children's interest at formal interviews at the beginning of the year. Families also fill in background information at the start of the year. Educators encourage midyear interviews with summative assessments. Transition reports are completed for families and foundation educators. Families and members of the community are strongly encouraged to be involved in the kinder community. Family goals set at the start of the year, informally and again in mid year assessments/parent interviews.

- Educators demonstrate flexibility in program delivery to incorporate children’s ideas, cultures, and interests to ensure that experiences are relevant and engaging. Children are regularly encouraged to decide, design and set up their spaces for learning. Educators guide children around personal risks assessments and safety.
 - Educators strive to provide inspiring learning environments that cater for each individual child. The kinder runs an indoor-outdoor program that allows children to choose their own activity and move between indoor and outdoor spaces as they wish.
 - Educators monitor individual children’s progress and use the VEYLDF 2.0 and EYLF 2.0.
 - Educators and co-educators attend a staff planning day each year, which includes training on programming/planning and assessment, to ensure they maintain consistently high standards. Staff also attend other professional development opportunities throughout the year.
 - All educators strive to be practitioners of excellence. Educators engage in reflective practice individually and in meetings every three weeks to ensure enhanced learning outcomes for all children are a priority and constantly reflect on the QIP to ensure goals are set and maintained.
 - The kinder has a weekly Italian program for 3 groups of children.
 - Reflection occurs throughout the program planning cycle as educators respond to children’s interest and adapt the program accordingly. This can be seen in fortnightly programs and floor books. Floor books used for group intentional teaching.
 - Online Kindyhub platform to support programming and notifications to families.
 - Annual “welcome picnic” with the school community. A shared “Welcome to Country” with elders from the Bunurong Council.
 - Each family has access to the Kindyhub app for the purpose of communication. The app is also used to send out fortnightly program. Paper copies are made available for families that don’t have access to the internet and are displayed on the programming board at kinder.
- Team teaching approach and team meetings scheduled each term to reflect the effectiveness of planning and the observation process.

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

Observations and information about children's learning are made available to families(portfolios).

Children have their own hardback learning stories for the time they are at kinder. They can be viewed by families and children use them as a tool to view and monitor and reflect on their learning

Reflecting with the children on a regular basis about what they value in the kinder community and outside our communities.

Reflective practices about children's interest are incorporated into the program.

Work samples/photos through Kindyhub reflect children's interests. Photos and conversations with children are also visible on the walls of the kinder, allowing children to view their learning.

Greeting children/carers/families on arrival by name.

Children have the autonomy to choose where they would like to engage within the program.

Learning programs sent out to families through Kindyhub and displayed at the service on the wall and through a communication plan of activities for the fortnight.

An overview of each term is communicated through newsletters. Including Community news and support services for families to access.

Me in a Box/show and tell for group time sessions to provide links between the kinder and children's homes and to share their interests and things that are important to them.

Milly/Fred teddy for links between home life and kinder. Rotational for 3/4 year old groups.

Educators collect children's ideas about what they would like to learn for the term and incorporate them in their planning. For example at the start of the year when asked about what they were interested in doing at kinder, some children asked for box construction and to have racing cars come in - we incorporated this idea into making cars with large boxes at the box construction table.

	Children’s ideas and interests are extended on in the program - the planning cycle allows for these to continue throughout the weeks.
2. Practice is informed by critical reflection	Staff meetings are scheduled several times each term to reflect on effectiveness of programming, planning and observations. Weekly meetings for each group. Educators have extensive knowledge around the VEYLDF and EYLF: Belonging, Being and Becoming V2.0 Educators are attending professional development around the child safety standards. Each staff meeting has a standing agenda for “child safety”. Educators regularly review the planning cycle and make changes through critical reflection. New planning cycle in 2026 after critical reflection in 2025. Moving away from shared platforms to paper portfolio’s. These folders are individual and group observation. Educators discuss ideas and knowledge about planning and documentation gained through professional development and professional conversations with other colleagues.

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

Department of Education Surveys completed annually and Ripponlea Kindergarten surveys strongly support that Staff consider the children's views, interests and feelings which is critical to planning.

Implementation of Kindyhub with links to VEYLDF 2.0 and Belonging, Being and Becoming V2.0 enables educators to report on aspects of play against the elements of the Frameworks.

Indigenous stories, Kulin Nation seasons and acknowledgment and respect for Country are embedded in the program. Sorry Day, National Children's Aboriginal/Torres Strait Island Day, Naidoc Week, Survival Day and Reconciliation Week incorporated in the program.

Engaging with families each year on an "orientation day" (October each year) getting to know children/family interviews, teacher communication diary and correspondence through email and Kindyhub communication app.

Children have input into their learning - sharing their interests and what they would like to learn about, which is reflected in planning and the program.

Families have been invited in to share aspects of their culture with children (eg, parents have come in to celebrate the Ba'hai festival of Ayyam -i -ha and read stories about Eid) thereby building on the child's sense of identity and creating an environment where diversity is respected

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

Exceeding themes

1. Practice is embedded in service operations

Educators follow the planning cycle.

Educators use the VEYLDF and EYLF: Belonging, Being and Becoming Framework V2.0 to guide practice.

Intentional small and large group time are planned to meet the needs of individuals/groups.

Spontaneous learning experiences incorporated into the program and documented through Kindyhub or individual observations.

Clear links to the VEYLDF / EYLF / Code of Ethics / UN Convention on the Rights of the Child are recorded and mapped to individual learning through Kindyhub.

Developmental progress of individuals is captured through regular observations and reflected upon. Observations can take the form of photographs (with children's permission), written notes, artwork, and other artefacts.

All educators have access to and are able to use the template on Kindyhub to record observations.

Observations recorded in portfolio's, children's individual files, and verbal observations are discussed among educators to create individual plans for learning and development.

Children have agency to make decisions about matters that affect them in the program and educators work with them to provide them with the resources to successfully participate in the program. Open-ended resources are used to provide children with multiple ways of realising their intentions.

Children's learning is scaffolded through a play based curriculum and children are given opportunities to drive their own learning with educators offering provocations and encouragement for them to succeed.

2. Practice is informed by critical reflection

Educators regularly reflect on the learning and development of children within the service and identify the support that they each need to meet their learning goals. Reflection occurs weekly(for each group) and at regular staff meetings and through informal discussions during the day.

Educators reflect on how they can promote children's agency and have modified aspects of the program to give children a greater say in how they spend their day at the kinder.

Teachers plan together using their knowledge and experience of the children, families and community, sharing ideas, intentional teaching approaches and shared resources.

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

Implementation of Kindyhub with links to frameworks enables educators to report on aspects of play against the elements of VEYDLF 2.0 and EYLF:Belonging, Being and Becoming 2.0V. and share this directly with families.

Transition reports, summative assessments linked to observations on children and the framework shared with families and feedback invited in meetings.

Spontaneous learning experiences incorporated into the program based on needs and recorded and shared with families through portfolios and floorbooks.

Families are encouraged to offer feedback or stories through the Kindyhub communication app, surveys, informal/formal meetings, parent teacher interviews, emails and in person.

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	Knowledge of the frameworks is extensive and enables educators to constantly review planning practices. Educators know and follow the planning cycle to completion (or continuation as the case may be).
2. Practice is informed by critical reflection	Educators regularly reflect on and evaluate the program. Educators regularly attend Professional Development throughout the term and share feedback informally and formally within staff meetings.
3. Practice is shaped by meaningful engagement with families, and/or community	Programs are clearly visible and accessible to families along with explanations of the purpose of the VEYLDF and the planning cycle. Families are informed about the program and progress of children’s development and learning is made available through formal and informal meetings with families. Programs are shared through Kindyhub platform and put up on notice boards at kinder. Term overviews can be viewed in termly newsletters and parent handbook. As well as separate calendar sent out at start of term. Opportunities for communication through scheduled parent teacher interview meetings. Educators regularly communicate/work with children’s Allied Health agencies. This is achieved through formal reports, conversations and meetings.

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	
1. Practice is embedded in service operations	Educators follow the planning cycle. Educators use the VEYLDF and EYLF: Belonging, Being and Becoming Framework V2.0 to guide practice. Intentional small and large group time are planned to to meet the needs of individuals/groups. Spontaneous learning experiences incorporated into the program and documented through Kindyhub(portfolio’s) or individual observations. Clear links to the VEYLDF / EYLF / Code of Ethics / UN Convention on the Rights of the Child are recorded and mapped to individual learning through Kindyhub. Developmental progress of individuals is captured through regular observations and reflected upon. Observations can take the form of photographs (with children’s permission), learning stories, written notes, artwork, and other artefacts. All educators have access to and are able to use the template on Kindyhub to record observations. These are not sent digitally but printed and put in children’s portfolios. Observations and learning stories are recorded in portfolio’s, children’s individual files, and verbal observations are discussed among educators to create individual plans for learning and development.

	Children have agency to make decisions about matters that affect them in the program and educators work with them to provide them with the resources to successfully participate in the program. Open-ended resources are used to provide children with multiple ways of realising their intentions. Children’s learning is scaffolded through a play based curriculum and children are given opportunities to drive their own learning with educators offering provocations and encouragement for them to succeed.
2. Practice is informed by critical reflection	Educators regularly reflect on the learning and development of children within the service and identify the supports that they each need to meet their learning goals. Reflection occurs regularly at staff meetings and through informal discussions during the day. Co educators have planning time throughout the week and support the program cycle. Co-educator speak Italian and Indonesian and use their language with the children. Educators reflect on how they can promote children’s agency and have modified aspects of the program to give children a greater say in how they spend their day at the kinder. Teachers plan together using their knowledge and experience of the children, families and community, sharing ideas, intentional teaching approaches and shared resources.
3. Practice is shaped by meaningful engagement with families, and/or community	Educators discuss ideas and knowledge about planning and documentation gained through professional development and professional conversations with other colleagues.

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

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- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

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
	To continue to build on the goal above (1.1.1 & 1.1.2) to support the identity of Aboriginal and Torres Strait Islander children and to enhance the knowledge of non-Indigenous children.	To promote identity & sense of belonging within the program.	H	Build on understandings of diversity (children & staff) Seek a yearly grant to hold a Welcome to Country with the school.	Inclusion of increased Torres Strait Islander culture within our programs. Increased staff knowledge Updated program to reflect indigenous education each fortnight.	Ongoing	2026 Welcome to Country with Bunurong Land Council Aboriginal Corporation held at Ripponlea Primary School. Smoking ceremony and Welcome to country performance. School funded this but kinder can apply for grants as we have in previous years. See Appendix 1 for further Grant details.
1.1.3 & 1.3.1	5/6/2023 Areas of improvement identified within 2023	Commitment to continuous improvement, offering the best possible program for	H	*Review current timetable and seek	Implementation of long-term timetable, looking beyond 2024	ongoing	

	program, 'free' kinder & balance between increased hours in a single room service	Children in line with our philosophy and government increased hours by 2036		feedback from staff and families * Survey families to understand requirements (newsletters, parent/teacher interviews & annual survey) * Attend Glen Eira meetings, identify & address gaps * Continue to review program	NOTE: The government timeline is now that all metro Melbourne services are expected to provide 20 hours of 4 year old Pre Prep by 2034, 20 hours in 2035 and 30 hours by 2036		Parent surveys conducted in Term 2 2025. Feedback was reviewed by COM and staff. Staff survey conducted Term 2 2025, no further suggestion noted by staff suggests that we have the balance right at the moment. Timetable is set for 2025 New timetable in 2026 to provide full 7.5 days for all 3 and 4 yo children. Timetable to remain for 2027. New 5 year plan sub-committee formed in May 2024 to establish priorities for funding and potential for increased capacity at the kinder. See Appendix 1
1.3.1	To continue to take a planned and reflective approach in implementing the program for each child	Develop a planning style for 3 and 4yo children across the week that is a collaborative approach	M	Ongoing staff meetings, communication and planning	New program reflected upon in 2025. Moving away from digital platforms and using paper portfolio's. Also testing floorbooks for group planning.	Ongoing	Staff have constantly reflected together on the team teaching approach. Regular formal and informal catch ups have allowed for critical reflection. Moving away from digital platforms after ongoing

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							critical reflection in 2025 around child safety. Ongoing critical reflection on new style of planning in 2026. Begin floor books in 2026.
1.2.3	Exploring decisions around a redesign of the wooden deck outside. Show the children pictures and ideas for loose parts and brain storm ideas of what they would like in this space.	An outdoor environment where the children make decisions about what they would like for this space.	M	ongoing discussion during group sessions with children and informally in their play.		ongoing to we get grant.	Grants officer has put in for a Grant with Bendigo Bank(May 26)
1.1 & 1.2	To extend the learning program into new and diverse areas to cater to many different interests and the individual strengths of each child.	To seek out further opportunities for extra curricular learning.	M	Look out for grant opportunities that may fund additional programs within the Kinder.	Grant/s identified and applied for. Make community fundraising goals specific and tangible - i.e. Set targets for fundraising.	Ongoing	DE bush kinder grants. Bendigo bank grant for equipment and outdoor furniture upgrades. 2026.

1.1.2	To continue to strengthen the child-centred program	New goal: Implement paper portfolios for each child so that children, their families and all educators can access their learning. introduce floorbooks for group planning.	M	Each child will be allocated a folder through which photos, learning, goals and highlights will be communicated to children, their families and all educators. Floorbooks for all groups.	Children's interests, abilities etc are captured at family orientation, enrolment forms, conversations with families & listening to children Children's strengths and personal learning journeys will be captured throughout the year. This is something that staff felt was an area for improvement in the 2024 Staff Survey. Will gauge success in 2025 / 2026 Staff and Parent surveys.	evaluate start of term 3 2026 yearly	Millie and Fred teddy to be used for 4 yo groups. Set up individual portfolios for all children. Begin floor books.
1.1.3	To continually embrace program learning opportunities	Reflecting on individual children's needs and changing the way we do things.	H	Dividing the groups into 2 for group times. Waste monitors, water monitor and bell ringer. Washing hands, a chance to talk about health and hygiene. Mealtimes a chance to talk about healthy foods. Tidy up time -a chance to talk about being part of a group and taking care of our equipment (respect).	small group times allows for smoother transitions. small meal times again allow for a smoother running of transition times. Practicing emergency scenarios each term gives children the cues they need to follow a familiar routine. This is especially important when we need the group to come	Ongoing	Ongoing critical reflection. We have added bell ringer to all groups for monitors. We have also introduced a "Chief Safety Officer" role for each session. The Officer supports safety in the program and is called on to lead discussions around "safety".

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				Emergency procedures – a chance to talk about being safe. Packing bags – taking responsibility for their belongings, organisation	together quickly. Conversations around safety within the program have supported transition times in relation to emergency drills. Practice emergencies around allergies and anaphylaxis.		
1.2.3	To continue to promote a child's agency & decision making	Children continue to make their own choices and decisions that influence their world. Floor books to reflect this.	H	Children can choose if they want to rest or not. Indoor / outdoor program. Can choose whether they eat or not. Create booklets about what they can take out to provide more opportunities for them to choose what they would like to play with. Asking if we can take photos. Talking about body safety – education around asking if it is okay to touch someone or saying no if they don't want to be touched. Give children agency in setting tables (whoever is a waste monitor) or	Rest/quiet time is now called "recharge time" and children can choose if they want to come into this activity. Meal times are offered at least 3 times over the course of the day. A mixture of long progressive and small formal meal times. Educators continue to ask for children's consent in relation to photo taking. Body safety program part of the overall program but also had a body safety program that involved programs for Educators, Parents and workshops for children.	Ongoing	Ongoing Critical reflection Examples of spontaneous activities planned in direct consultation with the students in 2025: May 2025: Dress up day - whatever you like. The Minor Improvement works due to be completed later in 2024 in the children's toilets will allow children agency over whether they opt for privacy with doors being installed. This was completed in 2025.

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				in choosing who they would like to be with in group.	Leadership roles for sustainability and roles within the program. A roster is developed so all children are involved.		
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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

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

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

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

- Staff follow appropriate procedures for administering medication (for example, written authorisation from parents, medication named and stored appropriately, medication documented when administered)
- Staff appropriately document children with medical conditions, allergies and asthma. Risk minimisation plans/communication plans are completed with families and shared with staff members. Any casual staff member or agency is updated before the session starts.
- Staff and Committee are committed to ensuring a child safe environment setting agenda items for meetings.
- National Model Code followed.
- all staffExec Com have completed GECKO training.
- Visitors sign in to the service and acknowledge through a service statement that we are a child safe service. Phone are asked to be put away in staff room.
- SRF this year centres around Child Safe Standards. Body Safety program for children, families and staff.
- Child protection is taught where feelings, safe and unsafe feelings and “no secret is so bad that you cannot tell someone” is taught with children identifying 5 safe adult people they could talk to if feeling unsafe.
- Child protective behaviours are taught across 3 and 4 year old programs.
- Children’s voices are captured within the program.
- Child safety monitor chosen each session to monitor safety within the program.
- All policies are reviewed by staff, committee of management and families.
- Children are encouraged to have a voice and staff are trained to really listen, hear and act.
- Staff discuss any issues and concerns with parents, both formally (for example, at parent interviews) and informally (via discussions with parents after sessions, via Kindyhub and email).
- Staff encourage and role model good hygiene routines (e.g., encouraging children to sneeze or cough into sleeve/, washing hands before eating, using tissues etc).
- Staff notify all parents of communicable illnesses, and email families through Kindyhub.
- All staff have the appropriate first aid qualifications and medications(asthma, allergy etc) are checked monthly and up to date.
- All staff have appropriate asthma and anaphylaxis qualifications.
- All staff have completed online child protection training yearly and this is discussed in staff meetings on a regular basis. All staff working with children National Child Protection training as of August 2026(GECKO).
- Every child’s immunisation record is up to date. Checked regularly. Emails sent to families when they need updating.
- Staff encourage healthy eating, (including discussions about ‘sometimes’ food and ‘always’ food). Information on a regular basis put in the newsletters.
- Support for families in relation to what to put in lunch boxes at the start of the year and ongoing throughout the year.
- Service is working through the Healthy Achievement Program.

- Service is working with the Smilies for Miles program.
- Service has a strong focus on children's sense of agency and sustainable practices, bell, water and child safety monitors have been embedded on a daily basis into the programs.
- Staff encourage physical activity (for example, via outdoor activities) and discuss exercise and health.
- Children are adequately supervised (via appropriate child educator ratios). Parents must advise who can drop off and collect children, as outlined in the *Delivery and collection of children policy*; enrolment forms include an authorisation section.
- Children cannot enter the kitchen area.
- There is a soft fall around all climbing equipment.
- Nominated Supervisor and staff work directly with Health Promotion Officer from Alfred Hospital to support a range of health needs for children.
- Staff conduct daily/weekly/monthly safety checks at kinder and bush kinder. We are a Sunsmart service and use the sunsmart app to monitor UV. This is advertised on our website and near the sign-in area and on our website..
- Risk assessments are conducted before bush kinder/programs each day and within the programs, including visiting the school and Greenmeadows park for emergency drills.(filed in cabinet)
- Staff practice emergency evacuations each term. Staff are involved in school emergency evacuations. Staff continually evaluate these procedures.
- Staff members have focused on PD around changes to Child Protection and share this with peers.
- Bedding for rest time is available ensuring comfort. Rest and quiet time is offered for all children.
- Stories, Yoga. small individual activities and mindfulness activities are conducted at recharge time.
- Indigenous stories are played during recharge times, to embed Indigenous perspectives into the program.
- To support and promote children's wellbeing, staff have conversations with families to point them in the direction of specialists as required.
- Staff offer comfort with hugs - but first asking for consent.
- Intentional teaching around recognising the cues when our bodies are tired.
- The Kinder effectively supports good ventilation in rooms. Doors open or air purify when doors are shut. An air purifier has been purchased at the kindergarten and used daily.
- Staff send families/carers updated policies related to health and wellbeing.
- Staff send emails to families regarding illness.
- Continual discussions between staff and families/carers regarding illness and well-being.
- Ongoing conversations with children (using books as a resource) about germs and illness.
- Children are continually reminded that a teacher needs to be present when they go outside.
- Staff teach children about personal boundaries.
- Staff position themselves to adequately supervise children. Mirrors support tricky spots.
- Scenarios are implemented at each emergency drill. These are practiced each term for all groups.
- Staff complete annual child protection training/GECKO training and have a standing "agenda item" for child safety on the monthly committee/staff meeting.

- Staff are aware of agencies to assist families and respond and support where needed.
 - Racism is confronted and not tolerated in the service. Reflective in our policies.
 - New lock installed on the gate for extra security.
 - New blinds to help with security, especially if we have lockdowns. All inside windows now have blinds giving complete privacy if necessary.
 - Staff embed indigenous culture within the program. Routines, change of group names for 2023 using indigenous animal names with consent, acknowledgement of country each day with children and before meetings. Working with a local indigenous man Jaeden Williams and Boon Wurrung member.
 - Our philosophy highlights the value of Aboriginal and Torres Strait Islander culture.
 - Parents are required to have a WWCC if being a parent volunteer (and checked/recorded) or staying to settle a child into the program for more than 10 minutes.
 - Parents are required to sign a code of conduct each year.
 - New insulated Asthma and Allergy/Anaphylaxis packs to keep children's medications in
 - Staff encourage Maternal Health checks for all families at formal orientation sessions.
 - Families are encouraged to seek input in relation to their child's health through formal/informal interviews, surveys and newsletter content reflects on improving children's health outcomes.
 - safety talks each session before bush kinder. using sticks, safety around mushrooms, using sticks, getting lost, stranger danger and safety around birds and animals.
- Staff trained did body safety training with Body Safety organisation. Parent and children sessions as well.

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	Medical Action Plans are implemented if needed and displayed on our “Medical Plan” notice boards to ensure everyone is aware of children who may require additional medical support. Risk/communication plans completed for each child. All staff are First Aid trained. Teachers supporting children with their toileting needs. Two teachers support each other through supervision and conversations so that no child is getting support without another teacher knowing. New mirror in room to support this practice. All relief and agency staff are requested to have First Aid training (best practice). Families are notified of contagious diseases through the Kindyhub app and signs near the sign-in area. Medical information/medicine is in line with DE policies. All staff trained in an approved Asthma/Anaphylaxis training. Quiet areas offered and re charge time offered to all children. Rest toys or comforters are encouraged, mattress or cushions, couch and relaxation music, meditations, oral stories, quiet activities and alternatives are offered to all children. Explicit teaching around hand washing, posters displayed, songs and poems, individual paper towels provided.

	Appropriate glove wearing for staff. Following relevant policies and procedures. A pull up change procedure has been developed this year as we have a number of children still in pull ups. This provides guidance to staff on how to change children in a hygienic manner. First aid is easy to access for indoor/outdoor play. First aid bag made up for bush kinder and for visiting bush kinder and school grounds. Children's medication is taken when off site. Children make their own cleaning products out of lemons/oranges and vinegar and are involved in wiping their own bedding. Educators supervise handwashing time to ensure proper handwashing guidelines are followed. Educators encourage children to look at the posters and to count to 20 or sing a song before rinsing. Healthy eating is promoted in the service with posters displaying recommended foods and staff discussions with children at meal times. The importance of physical activity is promoted. We have access to the school oval and we regularly use it to engage in gross motor activities, such as running and ball play that we don't have the physical space at the kindergarten to engage in. Strong emphasis on physical play at bush kinder.
2. Practice is informed by critical reflection	A new electric change table(purchased through a grant) demonstrates how educators reflected on the needs of the children in pull ups and nappies. Educators have reflected on the various physical needs of each group and modified the program to suit each group's needs. The groups can access the school oval after lunch and before recharge time as they have children(working in with the school timetable). During covid we moved many of our activities outside (as required by the Department of Education) and have reflected on how much many of the children prefer to be outside in the fresh air. Activities that we would have typically set up inside before (such as drawing or playdough) are set up just as much outside now as inside.

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

Handbooks and website have information about healthy eating, immunisation guidelines and exclusion periods for illness.

Work on a project with BHN to draw on research based evidence around mealtimes and food. The project includes sessions for staff and parents.

Risk assessments completed and shared with teachers/educators. Updated annually.

We regularly have incursions that talk to the children about health and safety. Eg. dental visits from Star Health, Water safety, Road safety, Dog safety, healthy eating incursion delivered by Caulfield Community Health. Resources from these incursions are shared with families - either pamphlets or links to information on relevant websites,

Parents indicated that they were unsure what to pack in their children's lunch boxes (we do have information in our handbook). We resourced brochures with ideas to share with them and have a healthy lunchbox ideas poster near the sign-in desk.

During Covid the kindergarten organised online sessions for parents to attend that were run by a psychologist and discussed mental health and wellbeing during the pandemic. Families commented on how helpful the sessions were. We have kept this up with our SRF and using BHN services. Sessions are online

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

New fence around playground and childproof locks on gates. Additional air lock gate installed in 2024 to prevent children going into outdoor blind spot. External lock is an option once children have arrived. Locks on doors that are easily accessible by children (eg. outside storage, adult toilet)

Staff check outdoor playgrounds and equipment daily. Follow-ups are actioned with the appropriate person or maintenance officer.

OHS checks daily as well as weekly and monthly. Reports sent to Committee Members responsible for Maintenance.

Volunteers and visitors sign in and out. WWC checks for volunteers are sighted, checked and recorded if involved in the program. Allied health and professionals WWC checked and recorded. All visitors/volunteers are asked to read a "child safety statement" before signing in. All visitors/volunteers have a locker to place their phones in.

All first aid incident, accidents and illnesses are documented in line with the National Quality Standards.

All staff are aware of requirements for active supervision within the program.

Soft fall checked and regularly topped up when necessary

All equipment checked on a regular basis's. Replaced or fixed where necessary.

Risk assessments are carried out at all off site venues.

Each term emergency drills are practiced by each group (including bush kinder) and comments recorded. We are also involved with the whole school emergency evacuation.

All staff trained in Child Protection/Gecko and are confident in relation to Mandatory Reporting. All staff or people working directly with children have National Child Protection Training this including people with PMC. We have procedures to follow and templates to record conversations for cases of suspected child abuse and for sharing information with entities under the CISS and FVISS. Agenda items each staff and Committee meeting.

	Children are encouraged to speak up when things happen that they don't like and to seek help from educators if they aren't successful in getting their message across. Children know that they will be respectfully listened to and that the kindergarten provides an environment of trust.
2. Practice is informed by critical reflection	Children's wellbeing is regularly discussed and shared with educators. Regular discussions and reflection in meetings around supervision. Standing child safety on agenda. Emergency drill feedback is discussed at staff meetings and reflected on to make changes and improvements to the process. Regular discussions around the child safe standards occur and we have reflected on how we can provide a child safe environment for all children and made changes to reflect this (eg. requiring WWCCs for family members staying as a family helper, visitors needing to acknowledge a code of conduct summary when they sign in, National Model Code etc) Educators identified the need for training on body safety for themselves and the children in their care after reflecting on an incident that occurred in 2022. It was decided to use SRF money to engage in a program that was carried out in 2023. Will use SRF for this program. Teachers will incorporate the program in our teaching practices. Use SRF every 2 years and staff imbed it in their practice and programs. Was used in 2025.
3. Practice is shaped by meaningful engagement with families, and/or community	Behaviour management plans for identified children are written in consultation with appropriate educators, agencies and parent/carers and consistently implemented and monitored by educators. Appropriate allied health, preschool field officers are called on as support for families. Parents were invited to attend an online session about body safety as part of our Body Safety Superstars sessions organised through our SRF allocation so they could better understand the intentions of the program and give them the skills to continue the conversations we were having at kinder at home.

Key improvements sought for Quality Area 2

Improvement Plan

Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	Standard/element	How will we get this outcome? (Steps)	Success measure	By when	Progress notes
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New Child Safe Standards come into effect on 1st July 2022, the Code of Conduct for families needs to be added to 2023 enrolment packs & policies need to be continually reviewed. New National child protection training.	To ensure ongoing compliance to the National Quality Standard, Regulations and the New Child Safe Standards. To ensure all staff and people working directly with children have training. All PMC members will need to do this course.	H H	2.1.1	Continual periodic review of policies by Staff, CoM and families where applicable. supported time release to complete course.	Up to date policies	Ongoing 27th August 2026	Current families completed Code of Conduct Acknowledgment electronically WWC check in 2024/25/26 for all volunteers. Policies under continual review. Reviewed by staff, CoM and sent to families for comment. All staff working towards this.

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Explore options to extend active play in the outdoor environment.	Outside area needs more space to active play. Explore options and plans to update this space.	H	2.2.1	Look to apply for grants to update outside space.	Working party to establish a new outdoor space.	2026.	Staff have identified that they want to remove some of the walkways outside to create a better space for outdoor play. Take this to Com May 2026.
Are all staff aware of their roles during our emergency drills?	Staff are confident if they need to take on role of Chief Warden during an emergency	H	2.2.2	A drill response template has been created to use after each emergency drill has taken place	Staff feel confident about how to manage an emergency	2026	
Are staff aware of how to handle the various scenarios that are presented in our Emergency Management Plan?	Staff are aware of how to handle various emergencies (eg. bomb threat, earthquake)	H	2.2.2	Scenarios to be talked through at each staff meeting	Staff feel confident about how to manage an unusual emergency and / or know where to go to find help (EMP)	2026	

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

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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

There are separate spaces for individual and group play.

- Children use school grounds for larger running and ball games. Risk assessments completed annually.
- Children, families and staff involved in the overview and design of the new outdoor area.
- The outdoor area includes natural features such as trees and plants for shade.
- There is a compost bin and a vegetable patch.
- Staff conduct daily safety checks.
- The indoor/outdoor areas are flexible; staff change the furniture in both play spaces regularly to provide interest and extend activities.
- The kindergarten is very well resourced.
- The program includes intentional teaching about environmental issues and sustainability:
 - children are involved in recycling — recycling paper and using recycled items for craft. Children/families are encouraged to bring in recyclable materials to the program. Recyclable stations for various materials that families can bring in and staff members send off.
 - Glen Eira Sustainability Officer attends the Kindergarten regularly and speaks with the children and staff. Supplied indigenous plants to the service.
 - Staff belong to the Glen Eira Sustainability Educators Network
 - children experience the positive effects of composting by using compost bins after snack and meal times. Children are involved in the cycle of plants in our gardens.
 - children care for native birds by filling the bird bath and feeder
 - children plant and care for seedlings and plants
 - The Kindergarten has a Bush Kinder program. Strong focus on engaging in outdoor play and caring for our environments.
 - Kinder is moving away from purchasing resources that aren't from recycled elements or use reverse garbage in Ringwood. We have a membership.
 - Kinder uses recycled water from the water tanks (when full).
 - Natural outdoor play spaces for children.
 - scarecrow project with the children and put in the orchard at Rippon Lea Estate. Children name her "Tulip".
 - Cleaning products are environmentally friendly. Make our own orange and lemon vinegar spray.
 - Print both sides of paper in the office. Limit printing when necessary.
 - Energy efficient practices in the centre amongst staff members. Lights, air con/heating.
 - Families are encouraged to regularly donate paper, wood offcuts, plants, box recycling and resources that can be reused and repurposed.
 - we have a sustainable and cultural officer at the service.
 - sustainable practices such as working bees support sustainability and family involvement.
- Broken items are discarded (recycled where appropriate).
- Maintenance is completed on a regular basis.

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- New blinds in 2024 covered by the minor infrastructure grant. New air conditioner in the children's room. Bendigo Bank donation paid for this in Dec 24.
 - Kinder uses the Victorian Container Deposit Scheme as a fundraising opportunity and also to raise awareness of recycling practices amongst the kind community.
 - Roster for OH&S / Test and Tagging. Schedule exists to ensure regular maintenance is completed.
 - More inclusive outdoor area as a result of renovations to the Kindergarten in 2020. Update was a grant and we now have an all inclusive entrance at the kinder on the school site.
 - outdoor upgrade which includes new digging patch, sustainable vegetable garden, Australian plants to attract shade and bird life and water feature built into the digging patch. Planting of indigenous plants donated from the Sustainable section of Glen Eira Council.
 - Purchase locally, ethically & sustainable where possible. Use recycled & donated items.
 - Minimise paper use and printer costs through implementing Kindyhub app.
 - New, sustainable outdoor furniture purchased from local businesses.
 - Focus on natural materials used within the program.
 - Books for children to use in relation to choosing what materials and resources they would like. Puzzle and construction books.
 - Digital technologies such as ipads enable global connectedness and resources and digital resources that encourage new ways of thinking.
 - new inclusive bathroom which includes a change table suitable for larger children and children with decreased mobility.
 - Regular discussions with children about being water wise and how things are made (ie- 365 recycled plastic bottles went into the outdoor tables)

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	The outside area of the kindergarten was renovated to provide a more inclusive space for children to access. An undercover area was created which allows for children to learn and play outside in all weather.
	Children have access to a range of resources they can use in their play and can make independent choices about what they want to play with.
	Safety checks are regularly carried out on all equipment and items removed that are not fit for purpose.
	Equipment is regularly maintained at working bees eg. decking and wooden furniture and equipment are regularly sanded and oiled.
	Equipment can be moved and reconfigured to support access by different children (eg. wooden boards placed lower or higher on the climbing frames)
	Children are able to add a range of loose parts materials to their play.
	All toys are given a thorough cleaning at least annually or more frequently as required (eg. an imaginative play experience is always washed before being put back into the storeroom).
	A range of resources such as large inflatable peanut therapy balls, balance boards, bilibo seats provide inclusive gross motor opportunities. We have a “outdoor planning” officer to put a spot light on motor skills and activities that will support their motor development.

2. Practice is informed by critical reflection	During the outside renovations we reflected on the fact that we wanted children to be able to access equipment by themselves and not always with teachers assistance to take things out, thereby providing the children with agency regarding their choice of what to use in their play. Educators reflect daily on how children can participate in the physical environment, taking into consideration the weather and any special activities planned for the day that might require higher supervision (such as cooking). When the landscaping renovations took place, educators requested access to water tanks and a water pump so children could learn further about water conservation in their play. Educators also requested space for growing vegetables and native plants to be included.
3. Practice is shaped by meaningful engagement with families, and/or community	A staff member has the OHS role and organised Work Safe to come out and do an audit to help her better understand the role. The findings of the audit have been actioned. The landscaping renovations were carried out under the supervision of the facilities committee member, who oversaw the project on behalf of the kindergarten. Children were asked what they would like to see in the design (not always practical) and educators were consulted on what they wanted.

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

Notes:

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

Key improvements sought for Quality Area 3

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.3	Given that involvement in the school indigenous garden was not possible, the kinder would like to create more greenery and plants in the kinder play area.	Rich opportunities for children to care for Country and engage with local indigenous knowledge via an indigenous garden	H	Seek expert advice on possibilities and planting Create a design Complete landscaping and planting Educate the children about the plants	More greenery, increased biodiversity in the kinder playground.	Dec 2025	Mishel has emailed the Principal in regards to this project. While she didn't allow this project to go ahead we are working with Glen Eira council and have indigenous plants in pots. Looking to move them into a area of the garden once established. Completed in kinder garden beds. July 2024: Land Care grant applied for to support this.

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							Nov 2024: LandCare grant was unsuccessful, will reapply in 2025 with suggested improvements. See Appendix 1
3.2.3	Establish a RAP committee team with our Staffing, Committee and families.	Establish a RAP committee	H	Action this in August Committee, staff meetings. Advertise this in our newsletter.		ongoing	Mishel to add to staff agenda, committee agenda and newsletter. 2024 - the Kinder has joined the RPS RAP. Mishel and Eleanor to follow up with the school to attend meetings, possibly other parents may like to be involved. Attending meetings in 2024. August 2024: Kinder families were invited to join the RPS RAP Working Group
3.1.1	Increase office space	Space to allow for confidential staff conversations and distraction-free environment.	H	Speak to architect. Get quotes. Apply for Grants.	The office has either increased space OR reconfigured space to achieve goals.	End 2026	Nov 2024: Architect has been consulted. He has visited the site in late 2024. We now have plans. We have the plans and we can now

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				See Appendix 1.			apply in 2026 when VSBA open up their grants.
			H				
3.1.2	Roof repairs have been identified as necessary.	Leak-free roof in good condition.	H	Current maintenance officer on Committee to create an assessment for damage and repair required. Apply for grant. Complete work See Appendix 1.	.	2026	2024 - Daniel Shaw has completed a detailed assessment of roof. Grants to be applied for in 2026.
3.1.1	Make changes to outdoor area to ensure it is wheelchair accessible	The kinder should be accessible to students of all abilities and needs.	M	Seek site assessment / initial plan. See quotes, Apply for grants See Appendix 1.	Playground can be accessed and engaged with by children of all abilities and by those who use a wheelchair.	Dec 2026	Consider this goal for 2025/26 grants.

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

- The educators are a very cohesive group and examples of teamwork and support are not only integral but demonstrated on a daily basis.
- Exceptionally experienced and qualified staff. Long standing staff members. Above staff ratio each day to support high quality care and education for all children. All staff are Bachelor/Diploma Trained. Best practice to employ staff with higher qualifications.
- Programs and educators are designed to enhance the learning and development of all children.
- All educators are first aid trained, including anaphylaxis management and emergency asthma management training and have Child Protection Training(State and National).
- Staff time is rostered in accordance with VECTEA 2020 and hence all educators have the appropriate split of contact hours and non-contact hours for programming, some have above hours for planning/administrative purposes and meeting with parents.
- Educators meet every 3 weeks to share information and to critically reflect on current practice.Groups meet weekly.
- Educators keep abreast of current issues in early childhood learning by reading, by sharing information with other services and by engaging in professional development.
- Pool of regular relief staff for continuity for children and families.
- We are an equal opportunity employer and encourage Aboriginal/Torres Strait Islanders, LGBTI and people with culturally diverse backgrounds to apply for positions at the Kinder. This is reflected in job ads when positions become available.
- Staff appraisals every 6 months.
- Staff members attend and support Committee members and meetings.
- Staff have a mixture of outside talents that are utilized and valued in the program. Eg. Gardening and art.
- Staff attend a mixture of PD's over the year. Educational Leader guides and supports this in relevance to each member's needs.
- Staff members work together to promote centre/community projects. Eg weaving project, oral waste recycling, pj awareness day for foster children, Children's Ground, Yarn Bombing, Daniel Morcombe Foundation, natural threading project, bottle top recycling project, milk container igloo and knitting project.
- Staff have a range of strengths and values
- All Staff abide by Code of Conduct policy and Privacy and Confidentiality policy
- Family & Staff culture is appreciated and shared with children and acceptance of differences is modelled.

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- The Italian program is extended throughout the Kinder program by two educators who are able to speak Italian (Laurian, Angela and Melissa). Angie speaks Indonesian. Supports several children in the program over 25/26.
 - All staff members embed the language into the programs.
 - Regular feedback through surveys reflect on the community partnership in relation to the continuity of staff.
 - Admin roles are increasing as required for staff to have time to properly carry out their duties.
 - Cohesive team and strong communication between staff. Children in all groups get to know all staff and relief staff are sourced from current staff.
 - Valued staff, supported to continually develop/upskill.
 - Educators enjoy a professional, friendly and supportive working atmosphere with each other and have built strong professional relationships.
 - diaries for staff to document information about the Children and the Program to ensure communication between staff.
 - Program framework is guided by the “Code of Ethics”.
 - Families and children have opportunities to explore the Convention on the Rights of the Child. Families are handed out a copy at the start of the year.
 - Staff have the Convention on the Rights of the Child embedded into the program and frameworks.
 - Educators are familiar with the process of how to find relief staff if required - first from among current educators, next from our relief staff, and finally through the agency.
 - Yearly staff survey is conducted and reflected upon and actioned.

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	Nominated supervisor always has sufficient staff working within the service maintaining ratio at all times. As we moved to mixed age groups in 2023 it was decided to also move to above ratio staffing to meet the increased requirements of 3yo children in terms of toileting and self help skills (understanding that these are not exclusively 3yo needs).This means that we can continue to run an indoor / outdoor program for children to exercise their agency in terms of where they prefer to play and have an additional staff member helping in the bathroom to change children or to engage in other ways with the children. This continued into 24/25/26. Rosters are developed yearly taking into consideration groups, part time staff and consistency of teachers for children across the day. Educators utilize each other's skills, knowledge and experience every day to guide their educational practices. The majority of educators are longstanding employees. This means that relationships have developed with many of the families who use our service. We have looked after their siblings and have seen some of the current children as babies (or even in utero!), creating a strong sense of belonging to the kinder and meaning educators already have an awareness of family values and practices when children start. In 2023 we have trialled mixed age groups in order to provide 15 hours of funded kindergarten to 3yo children. Educators have had the opportunity to build relationships with these children that will be carried over to next year when they undertake 4yo kinder, thereby enhancing the children’s sense of security and belonging in the kinder environment.

	2026 the service will provide 2 full days for all 3/4year old children. Bush kinder will continue as our families value this service, but children will walk to the Estate during the day. Families to pick up from the Estate. Rosters have been created to allow co-educators time off the floor during their daily sessions to engage in activities as part of their non-contact hours (eg. writing observations, tidying the storeroom, professional development) rather than needing to come in on an extra day to complete these activities. This time is covered by one educator on those days, meaning children have time to build a relationship with this staff member (who was the 3yo teacher last year and will be one of their teachers next year). Information about each group is shared during staff meetings , in the staff diary/notebook, or verbally so there is consistency of care. Familiarity with the philosophy of the kindergarten, with policies and procedures, and with educational practice allows educators to provide a consistent approach to the care of the children, creating a secure and stable environment for them to develop and thrive in. All educators promote the rights and best interests of children in their practice. We have developed partnerships with allied health, schools, DE services, other early childhood service providers and families in order to help with this.
2. Practice is informed by critical reflection	Staff meetings, team leader meetings and the communication book are used to gather information and perspectives on a range of issues and topics within the programs. Reflect on PD and share with other educators. Educators have particularly reflected on how we can embed the Code of Practice and UN Convention on the Rights of the Child into our practice and relationships with children and families. Reflected in the fortnight program.Educators reflect on these when planning and creating the curriculum, as well as in their relationships within the service. Paramount in our relationships with children is the idea that they have rights that need to be respected and advanced. Educators are continuously reflecting on how they can best promote the rights of the children within their service to exercise their agency in matters that affect them. Children are asked to help guide their own learning by nominating areas they are interested in learning about. We reflected recently that families have the opportunity to have their ideas listened to anonymously in surveys and have canvassed the idea of an anonymous survey for staff.

3. Practice is shaped by meaningful engagement with families, and/or community	Nominated supervisor/Director/ECT keeps families informed on staffing news and any other information in regards to the day to day changes with staff and new staff members. Recognising the current difficulty to find relief staff, the kindergarten has recently joined with the other two community run sessional kindergartens in the City of Glen Eira (Ormond and West Bentleigh) to create a pool of relief staff that we can all draw on as required to provide continuity of care for each service. The thought is that it might be more attractive to people if they knew they could work across three similar services rather than hoping for work with just one. Using retired teachers and relief pool of staff familiar with the service, children and families.

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

Notes:

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

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



Exceeding themes	
1. Practice is embedded in service operations	Interactions between staff and educators are respectful and promote a positive atmosphere within the service. Educators show a willingness to share information or ask for assistance from colleagues and acknowledge the strengths and skills of others. Clear communication with each other ensures educators know what is happening at all times. Professional collaboration and standards align with the kindergarten's philosophy, policies, and procedures. Educators have a strong knowledge of the way each other work and know how they can support each other when carrying out the curriculum and daily routine.
2. Practice is informed by critical reflection	Educators use professional standards such as Code of Ethics and the Victorian Institute of Teaching Professional Standards. Educators promote discussions and work collaboratively together to critically reflect on practice with a view of shared learning that builds on current strengths and skills. Decisions are underpinned by Professional Standards, recent acknowledged research and practices.
3. Practice is shaped by meaningful engagement with families, and/or community	The kinders approach to professional collaboration and standards is reflected in our unique cultural and community context. We welcome and draw on the voices of current children, families, educators and community. The service is committed to working together to promote a culture of inclusiveness and a sense of belonging for all children, families, community and our First Nation Communities. Teachers who have newly graduated have been given time off work and encouraged to attend Professional Development organised by the Department of Education and have been invited to share what they have learned with other educators. One teacher has completed the DE mentor program for teachers to move from provisional to full VIT registration.

Key improvements sought for Quality Area 4

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Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.2	To be more ethical	Supporting Charities	M	Ask families about what charities they want to support each year.	Children's Ground fundraiser Wear yellow. Wear Your PJ day. Supporting Foster children fundraiser. Daniel Morcombe Foundation fundraiser. Asylum Seeker Resource Centre. "Fundraising Event". Christmas food drive. Getting local MP's to contribute to our fundraisers	Ongoing	The kindergarten supports the Asylum Seeker resource centre during the year. We also support the Daniel Morcombe Foundation plus the St Kilda Mums organisation. Support the Children's Ground First Nation organisation and out Foster Care organisations through the annual PJ Day. Responded to National Food Bank low stocks by conducting a very successful donation drive.
4.2.2	To be more ethical	Inform families about their children's rights.	M	Hand out the UN Convention on the Rights of the Child to families each year.		Ongoing	Handed out and ongoing. Weaved into fortnightly programming.

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4.2.2	To be more ethical	Inform families about their Rights.	M	Books/puzzles on the rights of the child to be collected and added to resources.	Resources for educators to use	Ongoing	educators have been building on these resources, using SRF money to buy resources from YSS.
4.1	Greater involvement of children in finding staff	Children's voice captured in our job advertisements	M	Discussions with children about what they are looking for in an educator	Children's voice is evident in any job ad	ongoing	Dec '23- Staff to discuss with the children in T1 2024 to include questions in what children feel are important Revisit /review this in 2026
4.2.1	Opportunity to survey Staff	To ensure professional collaboration	H	Survey Staff. Determine benchmark. Incorporate strengths & skills. Develop areas where opportunities are identified.	Staff retention Positive work culture Collaborative workplace	Ongoing	Aug '23 - Staff Surveyed Sept '23 - Findings reviewed Nov '23 - Staff are very happy with their jobs. June '24 Staff surveyed July '24/25 Findings reviewed - staff are very happy with their jobs and have pride in the work they do at Ripponlea Kinder.

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

- Educators create and encourage an atmosphere and community that is relaxed, happy, positive and supportive.
- Educators and children engage in high quality interactions and experiences.
- Educators develop a strong sense of belonging with the children within the kinder community.
- Educators respond positively and appropriately to children's needs, interests, requests, questions and responses to guide play, interactions and learning/development.
- There are both planned and spontaneous experiences, and routines/transitions in each session are guided by both children and educators
- Educators support, listen, engage and respect the children as they develop and maintain strong relationships with each child.
- Educators use progressive meals/lunch as an opportunity to sit and talk with children while eating and role modelling appropriate practices.
- Educators observe and collaborate with children to decide what learning experiences to provide, ensuring children have a voice.
- Educators promote a sense of community within the service.
- Educators support children's social and emotional development, such as initiating interactions, joining in play scenarios, recognising their own a other's emotions; learning how to manage their emotions and how to play with other children.
- Educators help children to recognise feelings in themselves and others, to listen to other's points of view and ideas, and problem sol collaboratively.
- Educators acknowledge how children feel and reassure them that positive and negative emotions are normal.
- Educators work with children to resolve conflicts and help them to develop the skills needed to resolve conflicts with others.
- Educators use positive language, facial expressions and tones when redirecting or discussing behaviour with children.
- Educators work with families to guide children's behaviour and support their learning and development eg. Summative assessments mid year a transition reports. Parent teacher catch ups scheduled.
- Educators use outside services to support children and their families.
- Educators use a consistent approach to help manage and regulate children's behaviour to support conflict/resolution.
- Educators support collaborative learning amongst peers.
- Non gendered language is used.
- Focus on children's strengths.
- Staff listen to the children - not only words but actions, body language & interactions.
- Incidental conversations with children using books, puzzles and other resources to challenge & support their ideas.
- Staff support families to work through behavioural and developmental issues.

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

Exceeding themes	
1. Practice is embedded in service operations	Each educator is committed to building and maintaining respectful and equitable relationships with all children. All children are included and made to feel secure, confident and seen. Children’s dignity is maintained and upheld, for example children are asked if they can have their photograph taken(each time) Photos of children are no longer shared online, or in newsletters. Critical reflection in 2025 with staff and Committee saw a move away from online and newsletter photos. In 2026 the service moved back to analogue portfolios. Children enjoy looking and sharing their portfolios with others. Each year we begin Term 1 with the goal of establishing trusting relationships with the children by building relationships and by helping them to build relationships with us and their peers to ensure they have a sense of belonging to the kindergarten. Educators are aware of the individual needs of each child (eg. who needs rest, who needs help on the toilet etc) and are ready to help them with the appropriate support. Charts and risks assessments for sleep time are used. Educators are also aware of the individual abilities of each child (eg. who is starting to write their name, who can climb etc) and provide them with opportunities to further develop their skills

Educators are participants in the children's play, taking cues from the children as to their level of involvement and knowing when to intervene to scaffold learning or to let children come up with their own resolutions to problems

Children with additional needs are encouraged to participate in the program to the level they are able and educators are aware of how to facilitate this participation to ensure positive outcomes for the child and for the group.

Educators are aware of the Code of Ethics that guides their behaviour in the workplace and their interactions with children. They believe strongly that children are capable and confident learners, as well as active citizens who have a right to have their voice heard in the kindergarten and wider community. When planning for individual children and the group, educators can choose Code of Ethics descriptors to explain their intentions behind the planning choices.

Educators are also guided in their interactions with children by the UN Convention on the Rights of the Child, in particular Article 12 (Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously) and 29 (Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment). Again the Convention helps guide us in our relationships with children and in planning for positive outcomes for them.

Educators challenge stereotypes to ensure all children can explore their identity in a safe way, understanding that each child is different and their family and society expectations might also be different. Educators provide an anti-bias program where children can feel safe to be who they are and to challenge children (in an age-appropriate and friendly way) to think about why they believe certain things (eg. pink is for girls). Educators are adequately resourced with books and have undertaken professional development to feel confident in supporting children's rights to be who they want to be.

Kimochi toys have been successfully embedded in the program as a tool to discuss emotions and build relationships with individual children.

2. Practice is informed by critical reflection	Educators have undertaken, together or individually, professional development around subjects such as Respectful Relationships, Body safety, Mandatory reporting, Embedding Indigenous perspectives, Supporting challenging behaviour, using Kimochi toys to talk about emotions. Undertaking these sessions has allowed staff to critically reflect on their relationships with children, why they are doing what they are doing and how they can do it better (giving them tools to use). Discussions at staff meetings about individual children allows staff to share their knowledge and contribute ideas to dealing with challenging behaviours. Educators have critically reflected on their attitudes to children and how this impacts their relationships with them. Educators have an image of the child that is strong and capable and we have high expectations about what they can achieve (see philosophy). Educators feel confident to address language used by other educators that is inappropriate (eg. good boy, don't get your pretty dress dirty) as it has been discussed and reflected on already at staff meetings. Educators know that it is a friendly reminder, not an admonishment. Critical reflection led us to identify that we didn't have a lot of books that reflected diversity. We were able to use SRF money to purchase a range of books reflecting a range of inclusive themes to further support our relationships with children.
3. Practice is shaped by meaningful engagement with families, and/or community	Department of Education and Ripponlea surveys identified that families strongly agree that the staff have a good relationship with their child/ren, promoting a sense of well being & belonging. Educators build and maintain respectful and equitable relationships with each child in order to enhance their lifelong learning. Educators reflect on the unique culture of each child and build a sense of belonging for all. Families have been invited into the centre to share their culture with the children (increasing the sense of belonging to the kinder of both family member and child and allowing educators to learn more about each child's culture) Communication with families allows educators to maintain the dignity of children (eg. knowing who likes privacy on the toilet, family structure) When children move on to Ripponlea Primary School from the kindergarten there are opportunities to maintain contact (especially when we use the oval or when the grade 3 and 4s read to the children). Building relationships with those children when they were

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	at the kindergarten means they can continue past the kindergarten gate, and the current children can witness positive interactions with school students, hopefully helping to facilitate a smoother transition to school. Building strong relationships with the school by visiting the school library weekly and using school facilities such as the oval for large running and motor games. Joining in with the school when they have Community Events. Reaching out to Caulfield Grammar and inviting their students to be part of our program in a Mentor way. Building strong relationships with the children ensures that they feel safe when they leave the service to attend bush kinder at Rippon Lea Estate. Having positive interactions with a range of educators helps them to have positive relationships with Rippon Lea Estate gardeners and volunteers.
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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

Children are always given opportunities to share their abilities with other children eg. if they can do something (eg. put on a sock) and another child can't. They are given the opportunity to be proud of their skills and to show the other child how to do it.

Educators effectively role model positive ways of dealing with a variety of situations (eg. how to respond to someone doing something you don't like, how to come into play with other children) so children gain the skills to use them in their interactions with each other.

Educators provide intentional and spontaneous moments in a supportive environment for children to practice these skills and to work together respectfully. At group time there are often intentional discussions about kindness and respect, or how to resolve a problem, or there are activities that require teamwork, to help the children learn the skills needed for respectful reciprocal relationships.

Children are given opportunities to exercise their agency within the program, allowing them to practice decision making skills and to think about how what they do will affect other children. They are given opportunities to decide where their learning will take them. They have input into what they would like to learn about and play with.

Children are encouraged to reflect on how they are part of different communities - the kinder, their family, their neighbourhood, their sports club etc. and this provides opportunities to talk about their relationships in these communities eg. how do they like to be treated within them and how do they treat others, what is considered fair and unfair behaviour

The kinder has tools for the children to use to manage and negotiate sharing and turn taking, such as sand timers, clipboards and textas to write names in order, and wait cards, which the children know to use or educators can provide them with.

The room is arranged in such a way as to provide spaces for one child, two children or more to provide them with opportunities to choose where and how they would like to engage in activities.

2. Practice is informed by critical reflection	There has been a lot of critical reflection about how to support the self regulation ability of children in the service, especially since covid. As mentioned above, educators use Kimochi toys to help children understand their emotions and give names to them. We have also focused on a rich environment that is flooded with books and visuals to support emotional regulation. Where educators have identified they require support after reflecting on how they can support particular children, allied health has helped with ideas and resources to use. At staff meetings we critically reflected on and debated using the term “friends” as in “we’re all friends here”. Some staff argued that it wasn’t necessarily true as children were capable of choosing their own friends and probably wouldn’t choose to be friends with everyone at the kinder - what, instead, was important was that we treat everybody with respect and kindness. Staff continue to monitor the language they use and to think about its repercussions.
3. Practice is shaped by meaningful engagement with families, and/or community	As part of embedding Indigenous perspectives into the program, we engaged with a local Boon Wurrung man Jaiden Williams to have incursions with the groups. Exposing children to a diversity of cultures, and particularly that of the First People of the area we live in, promotes respect for others not the same as us and contributes to the children learning to live harmoniously with others. Families are encouraged to share their behaviour management strategies at home with educators to build an holistic approach to caring for their child. Families are encouraged to make use of allied health where needed, to support behaviours or emotional regulation, with educators able to provide referrals to community services or the NDIS as required. Families are offered the services of a Preschool Field Officer(Connection) if there are teacher/family concerns around development or school readiness. With family agreement, educators can talk to other early childhood service providers to discuss concerns they may have (or family may have) about aspects of a child’s behaviour, to ensure consistency across service practices and to create a fuller picture of why a child might be behaving in a certain way. Child link and MARAM systems are used within the service and are a tool for support when needed.

Key improvements sought for Quality Area 5

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.2	The rights of the child are discussed on a regular basis and this is embedded into the services	Conversation during staff meetings around the dignity and rights of the child at the service.	H	Monthly staff meetings.	Critical reflective conversations/adding changes into the program.	Ongoing	Meeting minutes. Discussed during staff PD day Dec '23 - Added as a standard agenda item for staff meetings
5.1.1	17/6/2022 Increase the use of strength based language in relation to policies around Aboriginal and Torres Strait Islander children.	Policies using strength based language	H	Update Policies and for Staff to use strength based language.	Up to date & accessible policies using strength based language.	Ongoing	Policies available on the website. Policies under continual review. Reviewed by staff, CoM and sent to families for comment.
5.2.2.	Assist new staff members to support challenging behaviour.		H	Ongoing discussions and professional development. Behaviour plans are available.	Children are supported and plans are changed accordingly.	ongoing.	Working with the ECT and Educational Leader on how to continue to manage challenging circumstances and having current plans in place.

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							Encourage PD for staff around challenging behaviour when identified in Staff Appraisals. Informal and formal staff discussions.
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Quality Area 6: Collaborative partnerships with families and communities

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

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

Quality Area 6: Standards and elements

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

National Law and National Regulations underpinning Quality Area 6

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

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

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

- Well organised committee and staff — Educators of the kindergarten greet everyone every day; information evenings and orientation sessions for children and parents before kinder starts; Family orientation day the year before children start, Interview/orientation days at start of year, annual survey for feedback and analysis; educators or committee members always available for questions; subcommittees formed for any and all concerns or complaints; twice quarterly committee meetings to stay on top of issues; permanent and paid support staff.
- Family run kindergarten and all families invited to be involved and contribute in all decision-making processes — Parents encouraged to join the Committee, participate in the classroom (stay and play/bush kinder helper), participate in working bees; share different cultures or foods and special friends/Harmony days.
- Strong vehicles of communication — Welcome packs, quarterly newsletters, detailed website, parent app (KindyHub), family updated emails, notice boards and accessible educators and Committee members; medication and accident reporting books at sign in/out book; detailed policy and procedure book for all parents.
- Small library of books available for parents to borrow and also one for children(made by our Sustainable Officer) and located between the kinder and the school
- Strong ties to the local community — The staff are establishing relationships with other local schools (such as Caulfield Grammar and Ripponlea Primary), the fundraising committee is also establishing relationships to hold events such as fun runs, Botanica cake stall/Rippon Lea Estate, trivia night, Bunning bbqs, movie day/nites, replay festival, welcoming picnic/end of year celebrations. Strong relationship with the volunteers at Ripponlea Estate (bush kinder)
- Strong links are maintained with preschool field officers, early intervention services, other local kindergartens and local primary schools with a special relationship with BWK, SKBK and Ormond kindergarten.
- Welcome environment — Environment welcomes and includes all children and their families; class representatives encourage relationship building; working bees improve the physical environment and encourage parents to socialise; strong fundraising efforts to finance extra projects and build a sense of community.
- QIP available on the website, including past versions.
- Families have access to the program/Kindyhub/displayed at kinder, newsletters, class representatives for links between program and community events. We have Parent workshops, special event days, stay and play, bush kinder stay and play, Harmony Day, Special person day, Book Week etc. Families participation is embedded into the program and service.
- Organisations are invited into the service to enhance children and families' understanding of a Child Safe Service.
- Safety of children is paramount — signed release forms for onsite/offsite.
- Families are encouraged to donate sustainable items to the program.
- Inclusive environment for children with special needs, religious beliefs and languages — multiple languages/cultures in each group.

- Special persons day is conducted in the evening to encourage greater attendance.
- The kindergarten welcomes work experience students. Lots of local schools have these programs. We had 2 students from Bayside College in 2026.
- Links established with local Maternal and Child Health Nurses and PSFO.
- Staff meet families prior to commencement of Term 1 to discuss each child's needs, interests and family goals.
- Staff adapt to changing environment and support families (Online sessions with Psychologist for example)
- School readiness sessions at night for families. Natalie Rose - RPS Principal
- Body safety program for families. SRF used for parent sessions.
- Staff keep families up to date on relevant community activities.

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	Service is committed to ensuring relationships are formed between our service and the community. Our service seeks support from our neighbouring community. Supportive relationships are formed at enrolment and orientations with a particular focus on additional needs, medical conditions, dietary and family based needs.

Families receive termly newsletter updates and term important dates calendars.

Kindyhub is the main platform for communication.

Portfolios and floorbooks are used for programming. All analogue.

Learning is displayed around the kinder room.

Updated information is on our website.

Staff are able to provide families with individual support, or point them in the direction of support, for a range of issues. This has included toileting, emotional regulation, healthy eating and body image among many other areas of need.

As children progress from 3yo to 4yo kinder they are met by familiar staff. Children and families have the opportunity to build relationships over a two year period.

Building a strong sense of belonging with our children, families and carers.

Provide support with new families. Class representative, committee events that welcome and support belonging.

Annual events such as special person day, Harmony Day, Reconciliation Week, Book Week(School Parade) and Welcoming picnics and End of Year picnics.

Staff meetings/committee meetings are minuted.

Sharing of Transition Statements with feeder schools and families.

Visits to the school library with the grade 3 and 4 children who read to the kindergarten children.

The implementation of support plans from various professionals.

Strong communication with the City of Glen Eira in relation to parent information sessions and events on in the community

2. Practice is informed by critical reflection	When staff have identified areas of need in their relationships with families, they have been mentored or supported to undertake professional development. For example, a newly graduated teacher has been supported to engage in mid-year conversations with families and has undertaken professional development around engaging in difficult conversations with families to ensure respectful and collaborative relationships between the kinder and families. Staff have looked at ways of ensuring vulnerable/additional needs children are able to participate fully in the program (as per our philosophy). For example the service has provided items such as pull ups and kept food available to provide for children's lunch / snacks, and printed out information when families have had no internet access to soften the barriers to participation. Vulnerable children can attend up to 25hrs of kinder(4 yo only).
3. Practice is shaped by meaningful engagement with families, and/or community	Department of Education and Ripponlea Kinder Surveys support that staff at the service are friendly to children, families and visitors. These collaborative relationships contribute positively to the children's learning and wellbeing. Survey responses also strongly demonstrate that families are satisfied with communication and opportunities to discuss their child's learning & development. There is a connection between home and kinder through donated items. Promoting community events such as working bees, Bunning bbq, stay and play, parents/carers present sessions on their profession or lives to the children (eg. police officer father has come in) and donations of books for community library and seeds and plants. Partnership with Better Health Network and Caulfield Community Health - they have presented professional development sessions to staff and will do so for families as well. They provide information we can share with families to support parenting. Partnership with Glen Eira Sustainability Department. During covid when families weren't allowed on site at schools, we were able to assist their children to participate in school orientation sessions at Ripponlea Primary, by bringing the children to the sessions for them, thereby ensuring children didn't miss out on this important stage in their journey towards starting school. Ripponlea Primary School is starting to develop their R.A.P. and we will be part of the process with them, meaning we can share knowledge and resources more effectively and build even stronger ties between the kinder and the school and local Boon Wurrung 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	Communication with networks within our community. O/T , speech therapists, psychologists, child care services, PSFO, NDIS, Glen Eira Council, Orange Door, Better Health Network and Caulfield Community Health (Alfred Hospital). Sharing of information to feeder schools. School Teachers visit the children's kindergartens. Partnership with Rippon Lea Estate in relation to working on projects. Teddy bears picnic, Botanica Festival, Family Picnics and Project work in relation to our “CareCrow” at the Estate. Educators are aware of children who are seeing allied health professionals and any information shared with the service is shared among educators to provide for a consistency of approach in their relationships with the child. Families are encouraged to share this information with staff so we can all work for the child’s benefit. Educators engage with families and allied health to support children to engage fully in the program. This provides them with a strong understanding of equity, knowing that some children require different supports to engage in the program (eg. fidget toys at group time, needing to go outside to run) and to know when to provide these supports to children to ensure they can participate to their best ability. 3 and 4yo families are offered mid-year summative assessment meetings to discuss the progress of their child and/or provide support where needed. They are offered either face to face or online to ensure the greatest participation of all families.

2. Practice is informed by critical reflection	Our service is committed to supporting diverse families to have a strong sense of belonging to the service. Our policies and practice show a commitment to supporting Aboriginal and Torres Strait Islander, members of the LGBTQI community and multicultural families. Staff and the Committee of Management are reflective in our approach to offering an inclusive and non biased curriculum. The service reflects on community events evaluating and discussing the success of events and where improvements can be made. When staff have undertaken professional development around inclusion, respectful relationships etc. they are able to share what they have learned (eg. at staff meetings, informal discussions) and upon discussion and reflection new practices have been embedded in the service (eg. asking children if they want a hug, not assuming they want one)
3. Practice is shaped by meaningful engagement with families, and/or community	The kinder demonstrates a commitment to building and sustaining reciprocal relationships with community groups and to give back to our community. Our service actively engages in forming strong relationships within the community. This is evident when we hold parent information sessions, Harmony Day events, Special Person's Day, Trivia nights, Bingo Nights, Parent Information sessions, Welcome to Country events where families have opportunities to engage with other members of our community. Where children are having difficulties separating at drop off time, families are encouraged to communicate with educators. Various strategies are put in place depending on consultation with the family. Families are kept informed and reassured that their child has settled through phone calls / photos.

Key improvements sought for Quality Area 6

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1 & 6.2	Opportunity for improvement identified to showcase the facilities & program post covid restrictions, renovations & roll out of new timetable	Increased family engagement and community awareness	M	*Review current social media presence * Determine appropriate content with CoM * Communicate new timetable * Promote enrolments *Ask families to review the service on Google to help with search engine visibility *Provide incentive for Google reviews.	* Implementation of updated timetable * New website *Updated social media content * No vacancies * Steady increase in Google reviews.	Ongoing	Nov '21 - New website live and links working April '22 - Social Media and website reviewed by Marketing Officer. Content updates presented to CoM. Update key dates for 2023 and new Committee Nov -23 ongoing Aug 2024 - 13 Google reviews Nov 2024 - Still 13 google reviews. Create incentive for more reviews in 2025/26
6.1.1	More parent involvement in the service.	Strengthen parent participation and engagement in decision making.	H	Provide opportunities for families to be involved Invite families to be part of the Kindergarten's R.A.P. Increased opportunities for play	Increased parent knowledge of what we are doing at the service Active Stay and Play program Increased parent attendance at working bees.	Ongoing?	Families invited to review policies(current) Oct '24- Parent involvement has increased at the Kinder (post Covid) from previous year. Some CoM roles vacant

				and interaction beyond fundraising events. Emphasise the 10 hour commitment from each family	Wider cross section of parents attending events and working bees, not just committee parents.		Nov '24- Discussed with families at the AGM. Increased emphasis on 10hrs voluntary work in 2024 comms with parents. July 2024 Parent survey suggests that more social events to increase engagement and connection to the kinder community would be welcomed. Nov 2024 Working bees were generally well attended Nov 2024 Changes to Parent Rep role for 2025 to include fundraising / social committee to provide more support for events and increase participation.
6.1.1	Parents would prefer more streamlined communication. Some expressed confusion over use	To develop more streamlined and effective communication channels with parents	M	Audit current methods of communication with a view to simplify and streamline what parents receive and how.	Parent survey improvement in this area.	ongoing	Use kindyhub as our main communication tool for families. Make it clear that the Whatsapp is only for

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	of e-mail, WhatsApp and KindyHub to communicate.						social and events and updates and administered by a class rep.
6.2.3	Opportunity to broaden our definition of Community	To further develop our community engagement & partnerships	H	Regular consultation with children & families to understand needs.	Increased local partnerships. Engaged community - measured through Annual Surveys	Ongoing	Parent Surveys to be circulated T3

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

- Philosophy is a collaborative approach and reviewed annually for all staff with regular feedback from Staff and Community. Updated when these reviews are completed.
- Kinder is a member of ELAA.
- Kinder is a member of FKA.
- The President has a network of other Presidents.
- The service draws on support from leaders in the Community. David Southwick(member for Caulfield), Josh Burns(Federal MP for Macnamera), Glen Eira Mayor and Nick Staikos(MP for Bentleigh). All have supported in relation to kinder grant upgrade, fundraisers and advocacy support.
- Kinder accesses support from KIA. Lots of support with the changing of our programs over the last few years.
- Sub committee set up in 2021 to oversee changes to the funded 15 hrs for all 3 year old children. The program for 2023 was decided to support evidence based research that 15hrs in the optimal for 3 year old children. Due to limitations and only being a single unit service it was agreed that we would move to mixed age groups offering 15 hrs to all children in 2023.
- Service QA officer is in her 2nd year as Quality Assurance Officer. Family no longer has children at the service but wants to give back to our community.
- President (2024) acknowledged for her Community work at the Glen Eira Voluntary Awards. Maintenance Officer(2025) acknowledged for his Voluntary role as Maintenance Officer for 3 years(Glen Eira Voluntary Award).
- Treasurer acknowledged through CBA not for profit Treasurer's Award(2021, 2022).
- Director/educators have support through a teachers network. DE/Bayside advisor group/teachers forums/other local kinders share PD and resource staffing.
- Teacher team meetings.
- Annual celebrations of Harmony Day morning teas at the service with the children inviting a visitor and sharing food from a variety of cultures.
- Annual family picnic at Rippon Lea Estate for existing and new families.
- Committee of Management and families have updated our Constitution in 2021
- Compliments and Complaints policies are available online and when concerns are raised they are responded to quickly and swiftly.
- QIP displayed online and reviewed several times a year. all stakeholders contribute to the QIP.
- Staff have an annual PD day together in June for Professional Development.
- Kinder employs a bookkeeper and cleaner.
- Director/Nominated Supervisor and Approved Provider have weekly meetings.
- Director/Nominated Supervisor and Vice President work together regularly to discuss staffing and staffing needs and goals.
- We have a Nominated Supervisor/Education Leader who manages staffing and leads the curriculum. The team has regular planning and evaluation time to reflect together and individually.

- There is a review schedule to ensure all policies are reviewed regularly with input from educators, families and the Committee of Management.
- There is a strong Committee, comprising parents whose children attend the kindergarten. Committee members attend ELAA training sessions and are supported by ELAA's services.
- The Kindergarten employs an administrative officer, who helps the committee and the Director managing the kindergarten. This helps provide continuity for staff when committee members turnover.
- There is a formal induction process for all staff, including relief staff. The induction folder includes information on the kindergarten's philosophy, National Quality Standards, code of ethics, position descriptions, and professional standards. Staff roles are documented and updated.
- There is continuity of staff, as staff turnover is low.
- Hybrid model of work is offered for staff to have work/life balance.
- The Education Leader develops a curriculum based on the Victorian Early Years Learning and Development Framework and in conjunction with other staff. The Curriculum/learning intentions are updated when the cycle is complete.
- All educators have a performance review with the Director/VP Staffing to discuss areas for development. Staff use this to choose courses or Educational Leader guides professional development.
- Records (enrolment, medication administration, incidents) are appropriately filed and stored.
- All required information is displayed on the walls of the service.
- Executive committee are the approved providers of the service
- There are appropriate procedures for requests for resources, leave and professional development, and for recruiting new staff.
- The committee and staff use Google Docs instead of usb's to store information.
- The Committee of Management has clearly defined roles set out in the Committee Handbook. Handover sessions are offered for incoming committee members and they are supported by the service's administration officer.
- There are detailed policies on our website and policies are updated regularly. All stakeholders contribute.

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	The Committee of Management is the Approved Provider. Roles and responsibilities are outlined and members take these roles seriously. Committee of Management and Staff members have monthly meetings. Weekly meetings between Approved Provider and Director. Sub Committee of Management set up for various projects. The Committee of Management reviews the Philosophy annually or where appropriate. The philosophy underpins and guides the practice of all staff in their relations with children, families, committee and the wider community. The philosophy is included in our parent, staff, and committee handbooks. It is on our website and notice boards within the kinder for parents to view. When new staff are inducted, it is included as part of the documentation they are required to read. All parts of the philosophy statement are clearly visible within the service - eg. Our commitment to sustainable practice can be seen in areas such as the use of recycled materials for art, waste monitors, children's books about sustainable practices, linking to the Care for Country commitment in our R.A.P.- using only what we need, not exploiting the land.

	There are clear policies and procedures to guide the running of the service. Staff, committee, and families have input into their creation. Committee member names and contact details are on display at the entrance to the service and they are introduced to all families through the newsletter at the start of the year and at the AGM so families are aware of the governance structure of the kindergarten. All staff and committee members are aware of the need for confidentiality in relation to the children in their care and their families. All staff and committee members sign off on codes of conducts and privacy and confidentiality acknowledgements. As part of this, staff know to keep cupboards with confidential material locked and to store records securely and for the required amount of time. Visitors are required to sign in and on doing so read a code of conduct summary that they acknowledge they will abide by. Anyone engaging with the children is required to have a current Working with Children Check, which is checked online prior to them spending time with the children.
2. Practice is informed by critical reflection	Critical reflection occurs at meetings in relation to Policies reviews, Philosophy, Financial commitments. The Policy review process has undergone many changes in the past years, with a lot of reflection carried out by past committees, to settle on a method that provides the most effective way of reviewing policies and informing families of change (see comments below). For a period during the covid years, the committee critically reflected on what they could ask already overburdened families to contribute and decided to suspend policy review due to the feeling that it would be placing too much stress on families.
3. Practice is shaped by meaningful engagement with families, and/or community	The voluntary Committee of Management is involved in all aspects of the service. These members are made up of our current families and are elected at our annual AGM. Parents and families are invited to be involved in policy reviews, annual surveys, and in Committee Roles. All families have been invited to be part of the policy review process. Policies are updated and sent for review to the C.O.M., all staff, and any families who have indicated they would like to be part of the process, with a period of time to review and make any comments or changes. They are then brought before the C.O.M. to approve. Once this occurs they are sent to families.

	Parent rep's support families and teachers within each children's group. Positive feedback from families and our wider Community is fed back to staff and Committee. Committee of Management and families have updated our Constitution in 2021 after feedback from a parent with expertise in that area noticed that it needed updating. Committee of management have created position descriptions to give a personal overview of their roles for people considering joining the committee so potential members can better understand the requirements of each role. They are on the website and in the handbook and given to parents with their enrolment packages. Staff and committee have strong relationships with the 2 other community kindergartens in the City of Glen Eira, where we are able to seek and share advice.
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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 7.2 – Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.

Exceeding themes	
1. Practice is embedded in service operations	Director, Staff and Committee of Management have made it a priority to build face to face relationships after a long period of off site meetings due to covid. Post covid a strong focus on team building within the organisation. Staff are encouraged to undertake professional development - they are able to take paid time off work and to have courses paid for that meet their current requirements. Staff who have undertaken or are undertaking further study have been/are being mentored in the program and also encouraged to share what they are learning with other staff. Staff meetings and whole staff professional development sessions provide input into the QIP as they identify strengths and areas for continuous improvement (eg. Body Safety Superstars professional development session helped staff identify areas that needed strengthening -eg. templates were created to report suspected child abuse, staff more aware of signs to look out for, clear language established for all staff to use for naming body parts). Staff, families, and committee are aware of the various means of communication provided within the service (eg. verbal, emails, Kindyhub, various opportunities to provide feedback, and are encouraged to have open lines of communication to ensure everyone's voice is heard (this includes children having their voice heard about organisational matters as well (eg. upcoming survey on rollout of 15 hours of 3yo and 30 hours of 4yo kinder). All staff are responsible people at the service and have had opportunities to contribute to the daily running of the service (eg. all co-educators can effectively manage the day to day organisational running of the program if teachers are away). QA officer has been in the role for 2 years and has a background in this area. She has ensured the QIP is regularly updated and changes tracked. She has access to the staff meeting files and regular discussions with the nominated supervisor about the QIP.

2. Practice is informed by critical reflection	Educators have opportunities for input into the organisation's Management. This is reflected in staff minutes. Staff and Committee of Management regularly attend professional learning and training. A mixture of online and in person sessions. Staff appraisals provide opportunities for staff to critically reflect on where they would like to further their skills or knowledge and to demonstrate their strengths and show how these contribute to the education and care of the children and the daily smooth running of the service. Appraisals are carried out bi-annually and staff are encouraged to reflect on their progress throughout the year. All staff have input into the QIP and discuss and decide on areas that need improvement and where we are doing well. These discussions are carried out at staff meetings and also more informally when areas come up in day to day practice
3. Practice is shaped by meaningful engagement with families, and/or community	Building trusting and professional relationships with Ripponlea Primary School has supported strong links to school transition and professional support. Staff photos are displayed and all staff wear name badges to identify who they are so families can be confident in who to approach if they want to discuss something. Annual surveys provide opportunities for families to have input into areas of the running of the service. After each survey is completed a summary of strengths and areas to improve on is created by the QA officer and discussed by staff and committee and fed back into the QIP. The service has participated in professional development with other services - providing opportunities for networking with other educators and sharing of ideas. Our Director / Nominated Supervisor attends regular Leadership meetings, organised by the Department of Education to ensure best practice for the whole of the service.

Key improvements sought for Quality Area 7

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1	It has been a while since we have sought the children's feedback into our philosophy statement as it has remained fairly stable in the last few years	Greater capture of the children's voice and ideas into what they would like to see reflected in the philosophy	H	Discussions with children to gather their ideas. Writing down their thoughts.	Children have a greater understanding of what the community values in the service and can see their values reflected as well	ongoing with every new cohort of children	Add this to our intentional teaching for term 4
7.1	Opportunities to discuss program for 2025 and onwards	President setting up a sub committee to oversee this by April of 2024.	H	Capture feedback from parents and Committee	Met the needs of families in relation to what they value in relation to timetables.	2024	Sept '23 President in the process of setting up a sub committee and looking into a parent survey of questions around programs for 2025 onwards 2024 - decided that 2024 and 2025 program would look the same,

							with further planning to take place in the lead up to 30hrs per week for 4y olds by 2036. 2026 will see all 3 and 4 year old children attend 2 full days. Service will also increase capacity by adding 2 children to each group moving from 22 children to 24 children each day.

References & Resources

Ripponlea Kindergarten Parent Handbook
Ripponlea Kindergarten Policies (available via the website)
Table of Policy changes
AGM Minutes
Annual President's Presentation to Families
Annual Treasurer's report to Families
CoM Minutes
Staff meeting minutes
Staff P.D .minutes
Sub committee minutes for changes to Kinder Program 2023
Sub committee minutes for Kinder Program 2025 & Beyond
Annual Parent Survey Results
2022 DET Survey
2023 Kinder Assessment & Rating
2023 Staff Survey Reports
[ACECQA](#)
[two-years-of-quality-kindergarten-evidence-fact-sheet.pdf \(education.vic.gov.au\)](#)

Appendices

Appendix 1

RIPPONLEA KINDERGARTEN: FIVE YEAR VISION (GRANTS)

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Project		Info	Status or possible future grants or priority
Split system, aircon upgrade	Health and safety	Around 15 years old and aircon not working very well on hot days	As of 6 November 2024, we are still waiting on grant with Bendigo Bank for two new aircon units
Roof repairs	Maintenance	See Daniel Shaw's detailed assessment (this will accompany grant next year)	This one specifies roof repairs: https://www.schoolbuildings.vic.gov.au/early-childhood-refurbishment-and-minor-works-program
Inclusive yard access	Inclusivity, accessibility (wheelchair access)	Removing barriers into play area, possible ramp	Building Blocks Grants – Inclusion https://www.schoolbuildings.vic.gov.au/building-blocks-grants-inclusion This grants stream provides funding to kindergartens to upgrade early childhood buildings and facilities (including playgrounds), and purchase equipment to provide safe and more inclusive environments for children of all abilities. ● Buildings and playgrounds: These grants fund infrastructure upgrades of up to \$200,000 to make kindergarten activities safer, more inclusive and accessible to children of all abilities. ● Equipment: These are grants of up to \$10,000 for moveable inclusive education equipment, such as mobility stools and sensory equipment for kindergarten programs.
Indigenous welcome to country	Cultural, local council	Annual February welcome picnic this year, combined with Ripponlea Primary	ANNUAL. City of Glen Eira grant scheme. This comes up quite early in the year for a grant that applies to February the following year
More space in the office		More private areas, doors/dividers, add a meeting room. Have quiet space as well as social space within existing	BUILDING BLOCKS GRANT FOR 2025 https://www.schoolbuildings.vic.gov.au/building-blocks-grants-improvement Architect Andrew Mellios has started design for this space.

		area (enhance social and allow privacy)	Heads up that the grant requires: - Support from landholder (Dept of Education – Natalie Rose is representative) - Support from CEO of Glen Eira Council - Two building contractor quotes General info from website: The Building Blocks Improvement stream offers grants to help kindergartens refurbish or renovate early childhood buildings and facilities, and purchase information technology to assist the delivery of educational programs and service administration. Funding is designed to: > renovate or refurbish facilities to improve the quality of learning environments for kindergarten children. > deliver small renovations and refurbishments to early learning facilities. > purchase IT equipment or televisions for administration or learning programs. Projects must be for a kindergarten in Victoria that is, or will be, licensed to provide a funded Three and Four-Year-Old Kindergarten program for 4 years from project completion. The kindergarten must offer, or intend to offer, both programs. This can be sessional or integrated with long day care. Categories of grants ● Early Learning Facility Upgrade: This category provides funding up to \$750,000 for renovating or refurbishing facilities to improve the quality of learning environments for kindergarten children. ● Minor Infrastructure: These are 'minor grants' up to \$150,000 for small renovations and refurbishments to early learning facilities. ● Information Technology: These are grants of up to \$2,000 for purchasing IT equipment or televisions for administration or learning programs. We usually apply for the IT grant every year.
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More greenery in playground area – possible landscape	Biodiversity	Planting indigenous plants and attracting biodiverse bird and insect life	Victorian Junior Landcare and Biodiversity Grant – around May or June. https://juniorlandcare.org.au/grant/2024-victorian-junior-landcare-and-biodiversity-grants We were not successful in our grant application in 2024 but recommend reapplying in 2025 based on the original application. General feedback on all applications was that more attention needed to be given to the learning outcomes of the project. There is a 2025 parent who works with Gio who may be able to run this project.
Possibility of extending space to the school to increase kindergarten capacity		This is a huge project and might need to sound out the school first. An idea is to possibly move into Grade 1 extra large classroom space.	https://www.schoolbuildings.vic.gov.au/building-blocks-grants-capacity-building
Bush Kinder Grant		We were unsuccessful in 2023 as only new bush kinder projects received grants. This new round is open for four years (from 2024 to 2027) and can only be received once in this window.	https://www.vic.gov.au/bush-kinder-grants-program In 2024, we considered it would be best to apply for this in the year that the bush kinder program is moved to Yulukit Willam.

General questions: how do we continue 3 yo program when we have 30 hours for 4 year olds?

Bendigo Bank has an annual round of grants. They are up to \$200,000. They are to be applied through the Elwood Branch (used to be Brighton – which is where we do our banking – but Elwood now does the grants). They mentioned the air con grant is a good one to start with and possibly could apply for a larger grant next year once a relationship is established.

The person I spoke with in 2024 is:

Mary Munafo

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