



Calvary Christian Early Learning Centre

Quality Improvement Plan

This report was generated on 15 November, 2021, using Penelope QIP.

Service Statement of Philosophy

STATEMENT OF PHILOSOPHY

At Calvary, the endorsement of Christian faith, belief and values are an integral part of who we are and what we do. We have five key values which guide us. These values are excellence, persistence, goodness, faithfulness and a heart to serve. We believe that we need to reflect this in our everyday practise. Therefore, we endeavour to continually upgrade our skills to set and attain standards of excellence. We also strategically remind, realign and reignite ourselves and our understanding of current information through regular professional development opportunities and by networking with other community stakeholders.

We believe that each child is a unique individual who is loved by Christ, and who is a valued participant in an ongoing learning journey. Children thrive in a safe, warm and enriching environment, where there is a sense of connectedness. The indoor and outdoor environment should be inviting, aesthetically appealing and well organised; where children are nurtured and encouraged to be creative. We want children to feel safe and have a positive sense of wellbeing in the care environment. It is important to us that we maintain a healthy, clean and safe environment for all. We strive to be an inclusive environment which promotes competence and supports exploration and play based learning. Further, it is our aim to create an environment that is reflective and accepting of a diversity of cultures and abilities. Australia is a nation of great diversity and we endeavour to understand, respect and value the Aboriginal and Torres Strait Islander people of this land.

Our team aim to collaborate respectfully with children, families, the wider community and each other, in order to facilitate children's learning. We believe that children first belong to their family and from there form other wider relationships. Families know their children best and recognise the importance of creating a mutually supported partnership with each child's family. Parents are key providers of information about their children and we encourage them to share knowledge, skills and culture with staff and other children within the Centre.

We understand that consistency in a child's day is important and every effort is made for children to experience continuity of educators to enhance connectedness. We recognise that a sense of belonging and identity is a child's fundamental need and we endeavour to meet that need.

In the experiences we provide, both planned and spontaneous, we strive to foster and build upon each child's progress across all five 'Learning Outcomes'. These are prescribed in the Early Years Learning Framework for Australia and view children as 'belonging', 'being' and 'becoming' individuals. We believe that children are capable learners and thus encourage the agency of children towards active learning opportunities. It is our conviction that children have a voice and they are encouraged to be involved in their own learning journeys and reflections.

We believe that childhood should be a time for enjoyment, wonder and learning. It is a special time for children to be themselves, as well as to make meaning out of their world. Children learn how to make connections with others and how to contribute to their world through their experiences, play, routines and interactions; as well as by being guided in a positive manner.

Developed by staff in June 2008 incorporating supplementary information forms filled in by parents upon enrolment. Ratified by CCC Board November 2008. Revised in July 2012 in compliance with National Quality Improvement Framework. Revised in August 2019 in conjunction with the Revised National Standards and Guiding Principles.

Service details

Calvary Christian Early Learning Centre

SE-00002021



Physical location

Address	Suburb
569 Bayswater Rd 569 Bayswater Road	Mount Louisa
State/Territory	Postcode
QLD	4814

Contact Details

Telephone	Suburb
	Mount Louisa
Mobile	Website
	https://www.elc.calvary.qld.edu.au
Fax	Email

Postal Address

Line1	Line2
P.O. Box 1544	
Suburb	State
Mt Louisa	Qld
Postcode	Country
4814	Australia

Key personel

Approved provider

Name	Phone
Steven Downes	47229201
Email	Mobile
principal@calvary.qld.edu.au	

Nominated supervisor

Name	Phone
Wendy Chamberlin	07 4722 9218
Email	Mobile
wendy.chamberlin@calvary.qld.edu.au	0412 548 925

Educational leader

Name	Phone
Janelle Hoepner	47 229218
Email	Mobile
janelle.hoepner@calvary.qld.edu.au	

Service hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening Time	07:00	07:00	07:00	07:00	07:00		
Closing Time	17:30	17:30	17:30	17:30	17:30		

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit

Additional information about the service- parking, school holiday dates, pupil-free days, etc.

Closed for 2.5 weeks between Christmas and New Year

Number of children: 70

How children are grouped at the service

We have 3 rooms. Junior Kindy is for children 2 year old children. Pre-Kindy is for children 3 year old children. Kindergarten is for children eligible for Kindergarten (4 years before July).

Person responsible for submitting this Quality Improvement Plan

Wendy Chamberlin -Director

Summary of strengths for Quality Area 1

1 Summary of strengths

The educators at Calvary are all warm and friendly and they take the time to talk to the parents/guardians building trusting relationships. We have found that out of these trusting relationships, the parents are willing to share knowledge they have that will ensure their child gets the love and care that they need. Our educators use this information as the foundation for the educational program. The knowledge gained about the children is also used to extend and scaffold the children's learning. Our educators use the information provided by the family with information gathered through the enrolment orientation, parent input form, formal and informal observations and the relationships they have built with the children to tailor a program to suit the individual learning and developmental needs of the children in their care. Our Xplor software provides a platform for collaboration and feedback from families, which we can then use to enhance the children's learning.

We promote self-awareness and independence at mealtimes, toileting times and activities through play, open-ended questioning, conversations and explicit teaching points. We model positive interactions and verbal interactions throughout each day in all we plan and do with the children. Our planning incorporates documented role-play opportunities, small and whole group opportunities, spontaneous and child-initiated learning. We care for children in a positive manner while taking every opportunity to help children feel comfortable, welcomed and cared for.

As our Philosophy statement says, 'We believe that each child is a unique individual who is loved by Christ; and who is a valued participant in an ongoing learning journey'. We also value and respect each child's family as the Primary carers of the child and consider our role a privilege as we journey with families helping them to navigate their child's learning. Parent involvement is welcomed and encouraged in our planning through verbal interactions and letters sent home using the parent input form handed out upon a child's arrival at the Centre. Documentation about each child's progress is available at all times for parents and carers. Educators use assessment and monitoring of children's learning to inform provision and to support children in achieving learning outcomes. Parents are able to see this documentation including photo images of what children have been doing via our Xplor Home App (which parents can access on their phone). Parents receive notifications when a photo or observation has been published on their child's online portfolio. Parents have given us feedback about how much they like this App as it keeps them informed of their child's day and gives them the opportunity to provide comments and share their children's learning journeys and daily routines with us.

We encourage each child and family to participate in the program and provide support and encouragement through enabling children to make choices and decisions based on their interests and developmental abilities. We continually look for ways to scaffold children's learning through a variety of means. Critical reflection on children's learning and development, both as individuals and in groups is regularly used to implement our planning. We seek to include each child's cultural backgrounds into our planning through researching and including cultural celebrations when appropriate. We invite our families to participate in the program by sharing information or experiences with the children about their own culture, occupations and hobbies. Families are able to share photos and stories of experiences outside of Care, directly with educators via the Xplor Home App.

Our staff are committed to adopting holistic approaches to both intentional teaching as well as being responsive to the interests of the children. We have worked strategically on how to promote agency for our children and are developing ways the children can speak into their own learning journey. The Calvary team of educators consistently work together during their weekly team meetings on critical reflections, children's needs and learning journeys. They are also able to contribute to whole group discussions during the staff meetings about how to better build on the children knowledge, strengths, ideas, culture, abilities and interests. They are forthcoming with their ideas and confidently make curriculum decisions to ensure each child's learning and development is maximized.

Educators get excited about what they plan and include the children in this enthusiasm for learning and play. The children are invited regularly to make choices and share their ideas. These ideas are then generated into the children's learning. At each meeting the team of educators reports about what is 'Crackin and Lackin' in their room. This report

has generated healthy critical reflection and improvements. The Educational Leader has effectively administrated clear expectations by providing proforma and guides. She regularly checks the programming and provides regular email feedback to the educators and the Director. Each room have a program planning folder which is a working folder of documents and records as well as what is done on the online portfolio system.

The Educators are committed to planning and implementing learning through play and creating a physical and social learning environment that has a positive impact on children's learning. They are committed to planning for continuity in experiences and enabling children to have successful transitions throughout our routines, by giving children a number of visual and verbal cues alerting them to when a change is about to happen eg. children participate in staff change-over signage to promote discussion about the identity of educators and who is in the room at any given time.

We hold to the same values as our wider Calvary College community which are 'Well done good and faithful servant'. We have discussed our values during staff meetings and related these values especially to our Philosophy and our Educational Program and Practise, in that we strive to do this well and the team take pride, spend time and work hard at doing this to the best of their ability.

As we are part of a wider community including a large church and a Prep to Year Twelve College, our program includes activities that provide wider experiences and lead to a smooth transition to school such as Primary specialist lessons, including Physical Education, STEM, Library and Music, Christian focus activities such as Chapel (where the children are introduced to a vibrant celebration of living including music and life lessons based on the Bible), Kindergarten-Year 2 Fun Run and Cross-Country, Under 8's week activities, and Book week celebrations.

We also have worked collaboratively with the College Prep teachers to build a successful transition to school program we have called 'Ignite'. This program involves the children having numerous opportunities to experience school activities. Each of the College Prep teachers attend a scheduled visit to our Kindergarten where they read a book and spend some time getting to know the children and are able to observe the Kindergarten environment. We also provide times when our Kindergarten children visit the Prep classrooms and observe the Prep children and explore the Prep environment. There is a parent night at the end of the year that all parents of future enrolled children meet with the College staff and are given information regarding Prep and the College community. Families are invited to be part of these transition visits and are able to celebrate with their child when they each receive an 'Ignite' participation certificate and a graduation gift to keep.

Transition from Junior Kindy to Pre-Kindy happens throughout the year as children turn three. The process involves the communication and collaboration with parents and a two-week time period for small visits to the Pre-Kindy room, meeting staff and being involved in activities, to help children to be comfortable with the transition. Parents are involved in this and are able to speak into this transition and how their children are coping at any time.

Exceeding Themes

Standard 1.1 - The educational program enhances each child's learning and development.

Exceeding Themes	Evidence
Practice is embedded in service operations	<ul style="list-style-type: none"> Educators, the educational leader, and co-ordinators demonstrate a deep understanding of the requirements of the standard, the concepts and the component elements, and a commitment to high quality practice at all times. All educators: <ul style="list-style-type: none"> work collaboratively with the educational leader to consistently make curriculum decisions, including the organisation of daily routines, that maximise learning and development outcomes for every child in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. All Educators have opportunity to provide input into curriculum decision making in team meetings, staff meetings and whilst working in each room. work collaboratively with the educational leader to consistently develop and implement a purposeful and responsive educational program that reflects and builds on the knowledge, strengths, ideas, culture, abilities and interests of each child. The educators confidently make curriculum decisions to ensure each child's learning and development is maximised eg. An educator extended the learning of a group of children exploring keyboards at a table by encouraging each child to identify the letters in their name and the names of other children. The educator reminded the children of the shapes of letters and sounded out individual names to support the children's understanding. All educators have opportunities to create 'moments' of learning through the Xplor Playground program. confidently make curriculum decisions throughout the day, week or month to ensure each child's learning and development is maximised. Each educator's voice is welcome in this decision making. All educators, the educational leader and co-ordinators are able to explain how their approach to curriculum decision-making connects to: <ul style="list-style-type: none"> the approved learning framework/s and enhances learning and development for each child the service philosophy and supports the service's broader vision for quality. The statement of Philosophy has been 'unpacked' extensively and referred to regularly in staff meetings. The observed and discussed approach to curriculum decision-making: <ul style="list-style-type: none"> consistently aligns with the service philosophy. For example, educators consistently deliver planned experiences that build on the learning outcomes and vision of the EYLF and guide children in a positive manner. Aspects of the statement of philosophy such as making the endorsement of Christian faith an integral part of all the service does, is evident in the considerations made to organise and present experiences and routines in the environment, and in the consistent manner in which educators engage children in faith based learning experiences. consistently demonstrates a strong commitment to the principles and practices of the approved learning framework/s. These are regularly referred to by the Educational Leader in discussions in staff meetings and in critical reflection discussions in each team.

Practice is informed by critical reflection

- The service's approach to curriculum decision-making:
 - reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents. Groups of educators (working in same room) have opportunities for discussion and reflection in weekly team meetings. The Educators regularly reflect on the evolving knowledge, strengths, abilities and interests of each child and how to use these to inform the program. Collaborative critical reflection is undertaken at weekly team meetings and each age group team, records brief details of each topic discussed.
 - is informed by current recognised guidance, eg. Developmental goals in relation to social skills and toileting development are identified with referral to recognised guidance, and regular progress notes in relation to further planned experiences and the attainment of new skills for the child are completed.
 - Daily 'journal' entries provided on an online programming platform, Xplor, and identify the ongoing interests of individual children, along with educator reflections of the daily routines and experiences.
- Any change to the service's approach to curriculum decision-making is understood by all and implemented appropriately. Changes are presented to staff and collaboratively discussed in monthly staff meeting.
- All educators, the educational leader and co-ordinators regularly reflect, individually and with each other on:
 - opportunities to strengthen the educational program. (Critical reflection activities))
 - implementation of changes to the program to enhance children's learning and development outcomes, including through the organisation of daily routines (including SIP)
 - the evolving knowledge, strengths, ideas, cultures, abilities and interests of children at the service, and how these inform the educational program (family input, conversations with children, play with children)
 - social justice and equity implications of curriculum decisions to ensure that the program considers the circumstances and rights of every child at the service. (statement of Philosophy)
 - opportunities to cultivate deep respect for, and knowledge of, the cultural diversity of the broader community in the educational program, including Aboriginal and Torres Strait Islander histories and cultures (Cultural Pillars Project and learning matrix)
 - the theoretical and philosophical influences on their curriculum decisions, including the theoretical perspectives identified in the approved learning framework/s (team discussions and reflections)
 - how they draw on theoretical and philosophical influences and how they have influenced practice over time. (team discussions and reflections)
- Educators are consistently heard reflecting on the knowledge, strengths, ideas, abilities and interests of children, and how individual strengths or ideas could be either introduced to the group, and/or extended upon. Photographs of children engaged in the program demonstrate how individual children at the service contribute to different topics of interest. Educators are confident to discuss their reflections and the subsequent actions taken such as changes to the service routines or educator practices.

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

- The service's approach to curriculum decision-making:
 - reflects the unique geographical, cultural and community context of the service; Much of our focus and expectations of parents is based on Calvary Christian culture and the transition and opportunities involved in the connection we have with Calvary Christian College.
 - welcomes, respects and draws on the voices, priorities and strengths of the children and families at the service; Regular reflections on the children's voice are made via positive interactions with children and families and documented in Xplor and in parent conversation logs.
 - reflects a strong commitment to meaningful, regular engagement with families and the community to promote strong connections between each child's various learning environments. We have received a lot of feedback from families about the close relationships and trust that has been built between educators, families and children. This is most evident at the end of the year when we have to say goodbye and the number of thank yous and acknowledgements we receive from families.
- All educators:
 - consistently and meaningfully engage with children's families and/or the community to:
 - draw on family and/or community understanding of each child's knowledge, strengths, ideas, culture, abilities, interests and learning and development in order to develop a child-centred educational program, for example Aboriginal and Torres Strait Islander children's ways of knowing and being; Eg. Congoo family contribution to Naidoc week and other families from a variety of countries visiting the Centre and sharing their culture with us.
 - regularly communicate about the educational program and children's evolving knowledge, strengths, ideas, abilities, interests and learning and development outcomes to support continuity of learning and development across children's various learning environments. Families have instant access to their child's routines, learning moments, program journals, observations, Health care etc via the Xplor Home App.
 - actively seek out the voices, perspectives, and views of children throughout the day, and draw on this input to develop a child-centred educational program and enhance children's learning and development; (evident in Xplor playground)
 - draw inspiration from the unique geographical, cultural and community context of the service to enhance children's learning and development. Educators engage in conversations with parents and invite them to share their experiences, giftings, cultural knowledge with the children to enhance the children's learning which also creates a sense of belonging and identity for the child and family.
- Educators consistently engage with each child's family to seek and draw on the family's understanding of each child's knowledge, strengths, ideas, cultures, abilities, interests and learning and development. For example, a 'Parent Input' form is completed at least annually to ensure information about each child is systematically gathered. The information collected includes listing each child's talents, abilities and interests as well as recording the family's responses to targeted questions such as 'What makes your child feel happy?' Initial enrolment meetings and individual face to face discussions are offered to families as an opportunity to discuss the progress of their child and to continue to build a holistic view of the child. Families share information about their child's cultural background via the 'Parent Input form' and this is added to the planned experiences to enhance each child's learning and development.
- Families have begun to take advantage of the new Xplor Home App to provide input from home about their children's interests, family events and learning. They are able to send photos about 'the weekend' and write about what happened. Educators are able to take this input and use it to apply learning to a child's interests and experiences.
- Educators consistently engage in meaningful dialogue with each family during arrival and collection times. Parents and children are warmly greeted and families actively participated in service rituals such as applying sunscreen. Parents discuss their child and share changes to home life and the child's interests such as when a new sibling is born, overseas visitors staying with the child, or after attending a community event on the weekend. Educators have opportunity to share this informal information with the child and also in the team dynamic to support the child's daily participation in experiences and interactions at the service.

Exceeding Themes

Standard 1.2 - Educators facilitate and extend each child's learning and development.

Exceeding Themes	Evidence
Practice is embedded in service operations	<ul style="list-style-type: none"> Educators, the educational leader and co-ordinators demonstrate a deep understanding of the requirements of the standard, the concepts and the component elements, and a commitment to high quality practice at all times. Educators (evidenced in Xplor Playground documentation): <ul style="list-style-type: none"> are consistently deliberate, purposeful and thoughtful in all of their decisions and actions that impact on children's learning and development consistently and respectfully respond to each child's ideas and play to facilitate and extend each child's participation, learning and development consistently take every opportunity to extend each child's learning through open-ended questions, interactions, feedback and the provision of resources consistently consider and promote the agency of each child, and support each child to make a range of choices and decisions to influence events and their world confidently make curriculum decisions throughout the day, week or month to ensure each child's participation, learning and development is facilitated and extended. All educators and the educational leader are able to explain how their educational practice connects to: <ul style="list-style-type: none"> the approved learning framework/s and facilitates and extends each child's learning and development - Connections made in reflections and programming. the service philosophy and supports the service's broader vision for quality - We have a vision to provide more than play, but an environment of learning, smooth transition to school, good character, positive relationships and a desire to influence for good. The observed and discussed approach to facilitating and extending children's learning and development: <ul style="list-style-type: none"> consistently aligns with the service philosophy eg. Respect for families and children, values, Inclusion of all cultures, as well as Aboriginal and Torres strait Islanders. consistently demonstrates a strong commitment to the principles and practices of the approved learning framework/s. (in programming on Xplor Playground)

Practice is informed by critical reflection

- The service's educational practice approach to facilitating and extending children's learning and development:
 - reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents. The healthy relationships between educators and management allow for honesty and collaboration. Most of these discussion involved all staff at our monthly staff meetings. Room team meetings also occur weekly which allow the team to reflect and engage in open conversations with the goal of working effectively as a team.
 - is informed by current recognised guidance. Current recognised guidance is relayed to staff from management via email or as a topic in monthly staff meetings. Guidelines are discussed and plans are made as a team about how these will look at Calvary.
- Any change to the service's approach to facilitating and extending children's learning and development is understood by all and implemented appropriately. Changes are discussed at monthly staff meetings allowing opportunities for feedback, collaboration and problem solving.
- All educators and the educational leader regularly reflect, individually and with each other (during team meetings using resources such as 'Centre Support' reflection activities) on:
 - their educational practice approach to facilitating and extending children's learning and development
 - alternate practice approaches to facilitating and extending children's learning and development
 - implementation of changes to strengthen their practice over time
 - social justice and equity implications of their educational practice to ensure that practice considers the circumstances and rights of every child at the service
 - opportunities to cultivate deep respect for, and knowledge of, the cultural diversity of the broader community in educational practice, including Aboriginal and Torres Strait Islander histories and cultures
 - theoretical and philosophical influences on their practice, including the theoretical perspectives identified in the approved learning framework/s
 - how they draw on theoretical and philosophical influences and how they have influenced practice over time

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

- The service’s educational practice approach to facilitating and extending children’s learning and development:
 - reflects the unique geographical, cultural and community context of the service eg. Transition to school program. Larger Calvary Community awareness and involvement.
 - welcomes, respects and draws on the voices, priorities and strengths of the children and families at the service. eg. Using Xplor playground, we can include children in their learning by showing them the evidence on the ipad eg. video of them sharing news with others, and involved in specific activities. Families often comment on published learning journals and learning 'Moments'.
- All educators:
 - consistently and meaningfully engage with children’s families and/or the community to draw on family and/or community understanding of each child’s knowledge, strengths, ideas, culture, abilities, interests and learning and development in order to facilitate and extend children’s learning and development. Parent conversations recorded in log book and followed up when applicable. We have had various input from Indigenous community members from within the Calvary community and outside.
 - actively seek out the voices, perspectives, and views of children throughout the day, and draw on this input to facilitate and extend children’s learning and development. (on Xplor Playground)
 - draw inspiration from the unique geographical, cultural and community context of the service to facilitate and extend on children’s learning and development. eg. Junior Kindy going on a 'bush walk' in bushland on our property.
- We work together as a team in collating information via:
 - Annual 'Parent Input Forms' and enrolment forms
 - Discussions with families - we purposefully work on building positive relationships with families and view them as partners in a child's learning journey. We frequently encourage feedback and collaboration.
 - We invite families to be part of activities (visit and share) that promote their family culture, country of origin and community role to enhance all children's perspectives and learning.
 - We are very happy with the Xplor Home App that provides families with a simple way of connecting home with Care as they share experiences with Educators using photos and stories.

Exceeding Themes

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

Exceeding Themes	Evidence
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Practice is embedded in service operations

- Educators, the educational leader and co-ordinators:
 - demonstrate a deep understanding of the requirements of the standard, the concepts and the component elements, and a commitment to high quality practice at all times
 - consistently engage in planned and spontaneous critical reflection on children's learning and development, as individuals and in groups. This is evident in daily journals, individual goals and team critical reflections compiled throughout the year.
 - consistently draw on their insights to make changes to the design and implementation of the program. Electronic templates provided designated reflection and framework evaluation sections to guide educators to consistently undertake reflective practice in relation to the educational program and practices.
 - work collaboratively to assess or evaluate each child's learning and development as part of an ongoing assessment and planning cycle that drives development of an education program that enhances and extends each child's learning and development. Scheduled weekly team meetings involving all educators of each age group, were provided in non-contact times to promote and value the practice of critical reflection. Following each weekly team meeting, educators of each age group share the team meeting minutes with the Educational Leader who then provided comments and questions to provoke ongoing critical reflection by the team. Scheduled weekly team meetings involving all educators of each age group, are provided in non-contact times to promote and value the practice of critical reflection.
 - are able to explain how their approach to assessment and planning connects to:
 - the approved learning framework/s and enhances and extends each child's learning and development
 - the service philosophy and supports the service's broader vision for quality.
 - consistently engage meaningfully with children's families to inform them about the educational program and their child's participation, learning and development.
- Our approach to assessment and planning:
 - consistently aligns with the service philosophy
 - consistently demonstrates a strong commitment to the principles and practices of the approved learning frameworks/s
 - is consistently reflected in the service's program documentation and required assessment or evaluation documentation. Group entries into Xplor Playground include educator future plans, goals and progress notes in relation to the assessment of individual children's learning and development in skill development such as scissor use. Individual entries in Xplor include an assessment of learning against the learning outcomes of the approved learning frameworks and planned future experiences.
 - consistently reflects meaningful engagement and communication with families via email and the Xplor Home App.

Practice is informed by critical reflection

- Our approach to assessment and planning:
 - reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents. The educators have started to find their voice in monthly staff meetings and weekly team meetings due to developing trusting relationships. These discussions (documented in staff meeting minutes and team reflections on Xplor) indicate robust debate, and discussion from educators. Management have appreciated these discussions as they have often lead to collaborative problem solving and improvements for everyone.
 - is informed by current recognised guidance. The educators are provided with a library of resources which is added to as current guidance is published. Current recognised guidance is also communicated out to educators at Monthly staff meetings and via email from Educational Leader and the Director.
- Any change to the service's approach to assessment and planning is understood by all and implemented appropriately. Changes are always discussed in staff meeting allowing for discussion and opportunities for input from all educators.
- All educators, the educational leader and co-ordinators regularly reflect, individually and with each other on:
 - their approach to assessment and planning to consider whether it supports the best outcomes for children and families
 - engagement with families and whether communication of the education program and children's participation, learning and development is accessible and understandable
 - alternate assessment and planning processes, and make changes where opportunities for improvement are identified
 - social justice and equity implications of their assessment and planning to ensure that practice considers the circumstances and rights of every child at the service
 - theoretical and philosophical influences on their assessment and planning, including the theoretical perspectives identified in the approved learning framework/s
 - how they draw on theoretical and philosophical influences and how they have influenced practice over time
- These reflections are evident in records of weekly team meetings that educators engage in. Opportunities for critical reflection that inform the program are encouraged by children's interests and needs as well as 'Centre Support' Reflection templates. For example, educators reflect on the behaviours of particular children and discussed strategies to implement such as posting visuals around the playroom to support children to self-manage their behaviour.
- Critical reflection on the effectiveness of current practices related to communication with families about their child's participation in the program and learning and development led to the service exploring a variety of online platforms before changing from QKEYLM to Xplor. Educators have reflected on the effectiveness of Xplor since its implementation. Families have provided positive feedback in relation to the sharing of information via the Xplor Home App. Families like the immediacy of stories shared and the ability to share these stories with their extended families.

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

- Our approach to assessment and planning:
 - reflects the unique geographical, cultural and community context of the service. Our uniqueness includes being part of a Christian Independent College and Church community, Townsville City, and various cultural communities such as Aboriginal, Torres Strait Islander, Fijia, New Guinea, Africa and many more. We have put a lot of work into catering for all cultures and diversity with the formation of the Cultural Pillars Project.
 - welcomes, respects and draws on the voices, priorities and strengths of the children and families at the service. Voices are gathered through healthy relationships with families, a sense of community, parent meetings, email, social Media and our Xplor Home App.
- All educators:
 - consistently seek out the voices, perspectives, and views of children throughout the day, and draw on this input in ongoing assessment and planning
 - **consistently support children to participate in assessing and planning their own learning and development.**
- All educators, the educational leader and co-ordinators:
 - consistently engage with families and the community to ensure that children's learning and development outside of the service is incorporated into the assessment and planning cycle
 - consistently engage with families about their child's progress in ways that are tailored to individual families' circumstances and ways of connecting, for example engaging with families using respectful and culturally safe practices

Improvement plan

Standard/ Element	Issue identified	Outcome or goal sought	Priority	How will we get this outcome?	By when?
QA1: 1.1, 1.3 QIP 135	Learning Analysis Tab	Our aim is to gather the data from the learning analysis tab to use as a way of tracking each child's progress across all five learning outcomes. Once the learning analysis tab is providing us with the information needed, our teams can replace the paper curriculum tracker in their folders.	MEDIUM	<ul style="list-style-type: none"> Educational Leader will have a Conversation with team leaders about the new learning analysis tab Educational Leader will email teams informing them about the learning analysis tab Educational Leader will discuss with teams in May staff meeting Educational Leader will do more research into what the tab provides and pass on information to teams Educational Leader will contact Xplor regarding the data and how it is gathered - Some children's outcomes not showing on data collection 	30 Jul 2021

	Progress notes
	<p>JH Janelle Hoepner 19 Apr 2021</p> <p>Educational Leader had a discussion about the learning analysis tab with team leaders. Each team leader was excited by the data that it seems to collect and is looking forward to being able to explore it more.</p> <hr/> <p>JH Janelle Hoepner 23 Apr 2021</p> <p>Educational Leader sent through an email to team leaders explaining some more about the learning analysis tab. In that email it explained what the tab is providing us with currently and what it isn't quiet providing us with as yet.</p> <hr/> <p>JH Janelle Hoepner 10 May 2021</p> <p>Educational Leader spoke into the learning analysis tab during the May staff meeting. Educators are excited to see what it will offer and are excited about the possibility of having the program curriculum tracker digitally to replace the paper base.</p> <hr/> <p>JH Janelle Hoepner 21 Jun 2021</p> <ul style="list-style-type: none"> • Educational Leader contacted Xplor support as the learning analysis data for some children across our rooms was not matching the observations or outcomes for children that had been observed. The data is incorrect in some children's tracker. • Xplor has needed to further explore this issue and they have had to get their IT department involved who are working on fixing the issue.

QA1: 1.1.1 QIP 134	Learning outcomes display	We will like to have examples of the program outcomes displayed around our rooms so that families and officials can readily see the wonderful learning that we are achieving.	MEDIUM	<ul style="list-style-type: none"> • Educational Leader has identified an issue through Exceeding the standards guide • Educational Leader will communicate to teams during May staff meeting • Educational Leader to find suitable posters for each room • Director to purchase posters • Admin to laminate posters for wall display 	04 Jun 2021
<div>Progress notes</div> <div> JH Completed on 01 Jun 2021 by Janelle Hoepner Our room programming walls are now displaying posters that capture families attention, that demonstrate the EYLF and QKLG outcomes for children. The posters are a fundamental element to our planning and stand out along side our planned programs. </div> <hr/> <div> JH Janelle Hoepner 11 Apr 2021 Educational Leader was looking at the exceeding Quality area 1 checklist and read about the idea of displaying the EYLF and QKLG outcomes along with our program plans. The idea was to make these more clearer and easier to view for families. Spoke with our Director about the idea and found a recourse that would help us achieve this. </div> <div> <hr/> </div> <div> JH Janelle Hoepner 12 May 2021 Educational Leader sourced some resources through the empowered educators website https://www.theempowerededucatoronline.com/ and Director purchased the posters. </div> <div> <hr/> </div> <div> JH Janelle Hoepner 27 May 2021 Outcome posters laminated and displayed in each room around there program plans. </div>					

Summary of strengths for Quality Area 2

2 Summary of Strengths

Our educators are very conscious of the children's health and safety. They take the time to encourage the children to eat healthy foods and ensure that the children practice safe hygiene before and after eating through washing hands and swish and swallowing with water after eating to remove sugars and food particles from around their teeth. The children wash their hands after toileting and flushing buttons on toilets in the bathroom. Children are encouraged to use soap and dry hands on paper towel and place in the bins. We also have posters displayed in these area to remind children on good hygiene practices.

The Educators keep the rooms clean and tidy. Educators have worked with management to implement a checklist system that helps all staff to attend to proper cleaning and tidying routines. The staff work together to ensure that all areas have been cleaned. Regular cleaning of resources and equipment is undertaken on a daily basis, and a annual clean of all toys is done (dated and record kept). In the event of an outbreak of illness, the Public Health Department advise us as to proper procedures which is then communicated to all staff and acted upon, keeping in mind the safety of the children at all times when using chemicals eg. after hours use of some chemicals may be required.

The activities and games the Educators provide are critiqued with taking children's health and safety into account. When the outdoor equipment is being set up the Educators base the use on the appropriate heights for the children's age and development level with climbing equipment being placed on safety standard mats and at an appropriate distance from any hard objects. Regular morning checklists are completed ensuring that the environment is safe before children enter the playground. Risk assessments are completed by educators whenever there is a new activity introduced. These risk assessments are posted in rooms where the activity is taking place in and also on the network accessible to all staff.

The Educators are aware of the differing needs of the children in their room and are watchful of their health and safety. They consult the child's family if they notice anything unusual or concerning. The educators practice effective hygiene practices. At mealtimes and other opportunities the educators discuss healthy eating with the children. Healthy eating and hygiene are embedded into the educators programs. Toileting incidents are dealt with discretely and hygienically. Educators collaborate and communicate with Parents regarding children's hygiene needs so that there is a seamless transition from home to Care eg. toilet training

Educators provide opportunity for each child to sleep, rest and relax by providing a bed or other quiet activity that will meet the needs of the child. The needs of each child are taken into account with family input and requests. During our allocated rest time children that do not want a bed are provided with a range of quiet, relaxing activities. In our two and three year old rooms, children have music playing and quiet activities so as not to disturb sleeping children. Safety checks are done on sleeping children regularly and a record of rest times is recorded on our routine checklist available to parents on collection. As the older Kindergarten room children are often growing out of a day time sleep, they are not all offered a bed. Educators collaborate with families and with children as to the need for a rest. Children who are not resting are encouraged to play quietly out of respect for their peers, they are provided with quiet activities at tables. At any time throughout the day children are able to have a bed or cushion if they are feeling tired or just want time out to read a book. If children choose not to rest, they are given a quiet alternative.

Medications are stored in high cupboards in kitchen areas away from children. Permission to give Medication Sheets are completed by parents. Medications are checked for use by dates, in original packaging and labels affixed by doctors or chemists with child's name and dosage requirements clearly written. Medications are crossed checked by two staff members.

All staff are trained annually in first aide including Anaphylaxis (use of an epipen), asthma, CPR. A defibrillator is housed in the College administration office accessible to Calvary Early Learning Centre. First aid supplies are checked by administration every three weeks and reported to Director. Any supplies needed are then purchased by the Director to keep supplies full.

Hazardous Chemicals are kept in locked cupboards in the Laundry area away from children with a sign affixed to Laundry door warning of chemicals. Some other hazardous chemicals are kept in kitchen areas in cupboards out of reach of children. MSDS are located in all areas where chemicals (both hazardous and non-hazardous) are kept. These are colour coded, laminated and collated alphabetically for quick access and reference. Children's personal

soiled washing is double bagged and kept in the laundry in a nappy bucket. Signs are placed on child/ren's boxes alerting parents to collect items from laundry.

We use the Xplor system for sign in and out procedures. This system is linked to our Xplor Office and Playground databases and operates on Ipads. Parents have been very keen to use this software and have commented how much it makes sign in and out more accurate and easier for parents. Staff have learnt how to do regular head counts using Xplor Playground. The program records each time a head count is done, so that the supervisor can also check that head counts are being undertaken regularly. Educators keep regular checks on ratios of children as well as ensuring parents/guardians are signing children in and out each day. Our Administration team have devised a thorough process for checking who is collecting children. Our enrolment form allows parents to nominate people who may regularly collect their children and they can add them to their child's portfolio via the Xplor App. Parents contact us in writing via email to notify us of any irregularities to collections. The Calvary ELC receptionist will ask for photo identification of adults whom we do not know. Administration and Educators encourage parents/carers to ring or email to alert us if someone else is picking up their child/ren. Administration staff and educators are made aware of any persons who are not permitted to collect.

Illnesses, incidents and behaviour reports are sighted by parents and kept on children's file or portfolio. Illness, Incident reports are kept digitally in Xplor. Behaviour Reports are logged weekly on a database so that we can track these and collate further information. Children that become unwell in our care are provided with a quiet place to rest while we await parents/carers to collect child/ren. Parents inform us if their child is absent due to illness and this is documented. When we have an outbreak of contagious diseases/illnesses in the centre we report to our local council.

The Centre is regarded as a very clean Centre according to feedback given from parents and visitors. The Educators work hard during the day to complete all cleaning tasks and then we also employ a professional cleaners who clean the whole centre every week night.

We practice emergency drills every three months for both lock down and fire emergencies. As we are part of a College community, we occasionally participate in whole school emergency drills. The ELC and the College, emergency policies and procedures are similar so as to not cause confusion. Staff are aware of the Emergency policies for both College and the ELC.

We have updated our Child Protection Policy to coincide with the implantation of Mason's law. The staff have participate annually in online training and staff meeting discussions to ensure understanding and importance of Child Protection. We have written our Child Protection Policies to cater for the Child Care environment and regulatory authorities whilst keeping them connected to the College Child Protection Policy.

Exceeding Themes

Standard 2.1 - Each child's health and physical activity is supported and promoted.

Exceeding Themes	Evidence
Practice is embedded in service operations	<ul style="list-style-type: none"> Educators, the educational leader, and co-ordinators demonstrate a deep understanding of the requirements of the standard and its component elements, and a commitment to high quality practice at all times All educators: <ul style="list-style-type: none"> are consistently attuned to and respond to children's changing health and physical activity requirements throughout the day provide a range of opportunities to effectively address and respond to children's needs for sleep, rest and relaxation throughout the day, individually and in groups manage and support children's health and medical needs in line with established best practice at all times actively promote healthy eating, physical activity, and effective hygiene practices in the delivery of the daily program provide regular opportunities for explicit learning about health and wellbeing respond confidently to the daily events that impact on children's health and activity needs The observed and discussed approach to supporting and promoting children's health and physical activity consistently aligns with the design and delivery of the educational program and service philosophy and demonstrates a strong commitment to the priorities, principles and practices of the approved learning framework The service's approach to supporting and promoting children's health and physical activity reflects a commitment to the prevention of illness and injuries and this is evident in the service's approach to reporting and responding to health and illness-related incidents Educators consistently work directly with families to discuss children's health requirements, and identify the preferred care details of each family to inform the programs and practices offered. The enrolment form gathers information including important information regarding each child's sleep/rest and toileting needs, medical conditions and eating habits. Parent communication best supports the child and is encouraged according to individual requirements, particularly in relation to the food provisions and children's need for relaxation and rest are respected and used to inform planned experiences and routines. Educators adapt routines to continue to support children's needs. Partnerships with families and the broader community to further enhance children's health outcomes are established and maintained. The service regularly engages with community health professionals such as the Public Health clinic and community therapists to promote children's health and well-being. Resources to support children's changing health needs are sourced and provided to families as required or requested. Educators work directly with families and professionals, including staff from the Inclusion Support Agency to develop strategies for children who require additional or specialised support including medical or physical support. 'Collaborative Individual Learning Plans' are created for individual children and include the identified concerns of educators and parents. These plans are updated throughout the year in consultation with families and stakeholders. Strategies outlined include the targeted practices agreed upon in response to the child's health requirements.

Practice is informed by critical reflection

- Educators, the educational leader and co-ordinators:
 - systematically and regularly reflect on opportunities to enhance each child's health outcomes and promote physical activity with children and families
 - seek out and consider alternate ways of supporting each child's health and activity needs, and make changes where opportunities to further enhance children's outcomes are identified
 - are able to explain how reflection on children's changing health and activity needs influence the design and delivery of the educational program
 - reflect together on health and illness-related incidents, and support the service to make changes to practices, policies and procedures where opportunities are identified to strengthen the approach
 - are aware of and able to discuss the influences on their approach to supporting and promoting children's health and activity requirements and outcomes, the recognised guidelines that underpin their practice approach, and how these build on the approved learning framework/s and the service's health policies and procedures
 - consider and discuss social justice and equity implications of their practice decisions to ensure that practice takes into account the needs and rights of every child at the service
- The service's approach to supporting and promoting children's health and activity needs and outcomes reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection on past incidents
- The service's approach to supporting and promoting children's health and physical activity, including safe sleep and nutrition, is informed by current recognised guidelines and up-to-date information
- Any change to the service's approach to supporting and promoting children's health and activity needs are understood by all and implemented appropriately. The Nominated supervisor has reflected on the health practices of the service as a whole. This led to the implementation of strategies such as checklists and audits to improve practice in relation to children's health and safety. Discussions in staff meetings have often been dominated by robust discussions of Healthy practises during a Pandemic like Covid. These discussions have led to updates of policies and procedures.

Educators' regular reflections are sighted in weekly critical reflections recorded on Xplor Playground and in written observations of individual children and communication with families. For example, an educator had recorded the success of action songs and rhymes to promote the hand washing procedure with the children. In another age group, an educator reflects on providing increased supervision to the hygiene facilities and verbal reminders as children are identified as leaving the areas without washing their hands thoroughly. In the reflection recorded on a group observation, an educator recorded that, based on the interests and skill levels of children, there was a need to extend on elements of the provided physical play experiences. The educator planned to increase group games as a strategy to provide a range of planned experiences to the mixed age group.

The Nominated supervisor has reflected on the health practices of the service as a whole. This led to the implementation of strategies such as checklists and audits to improve practice in relation to children's health and safety.

The service's approach to supporting and promoting children's health and physical activity is informed by current recognised guidelines and up-to-date information. The service's approach is informed by the relevant policies and procedures of the organisation which align with recommendations of recognised authorities such as the National Health and Medical Research Council. Educators refer to *Staying Healthy. Preventing infectious diseases in early childhood education and care services (5th Edition)* when reflecting on their practices and exclusion periods for illness to ensure they are current and inform families of up-to-date information

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

- Educators, the educational leader and co-ordinators:
 - engage meaningfully and regularly with families to discuss children’s changing health and physical activity requirements, including their interests, preferences and strengths, and incorporate these into the program
 - work directly with children, families, and professionals as appropriate to develop targeted practices that are responsive to children’s evolving health and activities needs. Educators consistently work directly with families to discuss children's health requirements, and identify the preferred care details of each family to inform the programs and practices offered. Educators discuss and identify if/when children’s preferences or skills change. Daily conversations occur informally and private parent meetings are organised if required. Parent communication, to best support the child, is encouraged and individual requirements, particularly in relation to the food provisions and children's need for relaxation and rest are respected and used to inform planned experiences and routines. Service routines and planned experiences are adapted to continue to support children's need for rest and relaxation while respecting the needs of individual children.
 - incorporate children’s changing health and activity needs, interests, preferences and strengths into the design and delivery of the educational program, including information gathered from families and the community and directly from children
 - proactively promote children’s health and physical activity with families and the community. Under 8's week 2021 was a great way to promote children's health and physical activity. Kindergarten children are involved in College based Physical Education sessions, Fun Runs and K-3 Carnival.
 - build partnerships with families and the broader community to further enhance children’s health and activity outcomes, for example through collaborative initiatives with health professionals and other support services. Partnerships with families and the broader community to further enhance children's health outcomes are established and maintained. The service regularly engages with community health professionals such as the Public Health clinic and community therapists to promote children's health and well-being. Resources to support children's changing health needs are sourced and provided to families as required or requested. Educators work directly with families and professionals, including staff from the Inclusion Support Agency to develop strategies for children who required additional or specialised support including medical or physical support. 'Collaborative Individual Learning Plans' are created for individual children and included the identified concerns of educators and parents. Plans are able to be updated throughout the year in consultation with families and stakeholders. Strategies outlined include the targeted practices agreed upon in response to the child’s health requirements.
 - The service’s approach to supporting and promoting children’s health and physical activity suits and draws inspiration from the unique environmental, cultural and community context of the service eg. The Kindergarten children have the opportunity to be involved in Calvary College Specialist lesson of Physical Education with the College PE teacher. These lessons are weekly and build a great foundation for transition to school. We are also involved in sports events at the College. We have invited families to share their cultures with us at the Centre, which includes healthy foods of other cultures.

Exceeding Themes

Standard 2.2 - Each child is protected.

Practice is embedded in service operations

- Educators, the educational leader, and co-ordinators demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times
- All educators:
 - ensure that children are supervised effectively at all times;
 - are consistently attuned to the needs of all children to ensure each child's safety at all times
 - are aware of and act on their responsibilities for ensuring children's safety at all times, including in relation to child protection, and are able to articulate these responsibilities
 - proactively identify and manage risks and take precautions to protect children from harm and hazard
 - identify and respond confidently to changes in the service environment throughout the day, adjusting practice where necessary to ensure that children are safe and effectively supervised at all times
- Ongoing risk assessment and management is built into day-to-day operations across the service to ensure a consistently safe environment
- Effective plans to manage incidents and emergencies are developed and reviewed in consultation with relevant authorities and practised regularly
- Established relationships with each family support the educators to consistently listen and respond respectfully to families' comments about their day-to-day observations of their child and family lives. Educators remain vigilant and are able to provide specific examples of practice decisions that support the individual needs of children and families
- The observed and discussed approach to supporting and promoting children's safety consistently aligns with the design and delivery of the educational program and service philosophy and demonstrates a strong commitment to the priorities, principles and practices of the approved learning framework. Educators actively raise awareness of issues impacting on child safety with families, including in the context of child protection. Information displayed in the service reception provides families with contact numbers for Child Safety and the Parent Connect Program. Posters such as reminders to follow the health and safety practices at the service and information on child safety services provided by the Queensland Family and Child Commission further promoted child safety. Child Protection Week is promoted to families. Prescribed information is displayed in the walkway. Families are encouraged to approach a staff member immediately if they have a safety concern in relation to the service. Newsletters include health and safety information such as information regarding contagious illness during Covid pandemic.

<p>Practice is informed by critical reflection</p>	<p>Educators, the educational leader and co-ordinators:</p> <ul style="list-style-type: none"> • systematically and regularly reflect, individually and as a team, on practices to support child safety, including risk assessment and emergency management procedures and practices, and make changes when opportunities to further enhance children's outcomes are identified • are responsive and adjust supervision strategies as required • are able to explain how an ongoing commitment to children's safety influences the design and delivery of the educational program • reflect together on safety-related incidents, and support the service to make changes to practices, policies and procedures where opportunities are identified to strengthen the approach • are aware of and able to discuss the influences on their practice to support and promote children's safety, including recognised guidelines, information sources, and other legislation that underpin their practice approach, and how these align with the approved learning framework/s and the service's policies and procedures • consider and discuss social justice and equity implications of their practice decisions to support and promote each child's safety to ensure that practice takes into account the needs and rights of every child at the service. <p>The service's approach to risk assessment, emergency management and child protection reflects current recognised guidelines and up-to-date information from trusted sources. The service's approach to supporting and promoting children's safety reflects robust debate, discussion, and genuine opportunities for input by all educators and is informed by critical reflection on past incidents. These discussions are often held in our monthly staff meetings or in weekly team meetings.</p> <p>Any changes to the service's approach to supporting and promoting children's safety, are communicated to relevant parties via email, or in monthly staff meetings/minutes and are understood by all.</p>
<p>Practice is informed by critical reflection</p>	<p>Regular and ongoing reflection occurred in relation to safety-related incidents, practices and health and hygiene procedures. A regular review of risk assessments was in place. Educators reflected together on risk assessments that were already in place at the service to ensure that the control measures were still effective. For example, during a review of the safety measures in relation to safe bike riding at the service, educators collaboratively reflected on the requirements in place such as wearing a helmet and wearing enclosed shoes. Following discussion and reflection including work health and safety representatives at the service, the control measures were amended to reflect that children could access the bikes without enclosed shoes but that supervision requirements and the use of helmets were to remain.</p> <p>Following any identified areas or activities that potentially presented any risk to children, each age group completed a risk assessment to identify any necessary management strategies and control measures. 'Risk identification and management' plans were displayed for the information of educators and families. Educators advised that critical reflection was undertaken verbally 'as each event or concern occurred' and weekly critical reflections recorded the majority of team reflections. All team meeting minutes were provided electronically to the Educational Leader and Nominated Supervisor. The Nominated Supervisor advised that if required, topics discussed in team meetings were brought to the whole of team staff meetings for further reflection and actioning as needed to support improved practices.</p>

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

Information displayed in the service reception provided families with contact numbers for Child Safety and the Parent Connect Program. Posters such as reminders to follow the health and safety practices at the service and information on child safety services provided by the Queensland Family and Child Commission further promoted child safety. Educators advised that the service promoted Child Protection Week. Prescribed information displayed in the walkway, requested families approach a staff member immediately if they have a safety concern in relation to the service. Newsletters included health and safety information such as the presentation of minor illnesses in the local community and identified safety concerns including access to batteries to facilitate the awareness of families in relation to protecting children from harm and hazard issues, at home and in the service.

- Educators:
 - actively engage with families about their concerns and priorities for their children's safety
 - actively raise awareness of issues impacting on child safety with families and the community, including in the context of child protection
 - are familiar with and respond respectfully to the differing cultural contexts of families and the community that impact on perspectives about child safety and protection, while ensuring that practice decisions always reflect a best practice approach
- The service's approach to managing risks and supporting child safety:
 - reflects the voices, priorities and strengths of the children and families at the service. Established relationships with each family supported the educators to consistently listen and respond respectfully to families' comments about their day-to-day observations of their child and family lives. Educators remained vigilant and could provide specific examples of practice decisions that supported the individual needs of children and families.
 - is informed by meaningful and ongoing partnerships with the broader community, for example local community and emergency services
 - considers the geographical context of the service and is responsive to changes in the environment throughout the year

Improvement plan

Standard/ Element	Issue identified	Outcome or goal sought	Priority	How will we get this outcome?	By when?
QA2: 2.1.2 QA7: 7.1.2 QIP 143	Change checks of First Aid kits to monthly checks instead of 3 months.	First aid kits kept up to date.	MEDIUM	1. Review what updated policy suggests for first aid checks 2. Administration meeting to discuss management and practicality of this change.	25 Nov 2021

Progress notes

**Wendy Chamberlin**

22 Sep 2021

During a spot check from the department we discovered that we need to check for expiry dates on dressings and bandages.

In researching this further we discovered that local pharmacies were not stocking bandages with expiry dates and we also checked if we needed the extensive quantity of bandages in our first aid kits.

We consulted 'Accidently First aid' services who came and met with the Director. This business offered advice on how many and where our first aid kits should be, what signage is needed and the regular re-stocking and checking of supplies (which will all have expiry dates).

As a result, we will now be using this service to keep our first aid supplies current and better organised. The kits will be fully serviced every 3 months and also checked monthly by Calvary ELC administration staff to keep in line with exceeding expectations.

**Wendy Chamberlin**

09 Nov 2021

First aid box was installed in PK/K kitchen. First aid Bum bag kits are being worn by educators in playground.

Checks are being carried out of all first aid stock each month. This is recorded on first aid checklist. Kits will be also checked each school term by Accidental first aid.

<p>QA2: 2.2.1, 2.2.2</p> <p>QIP 146</p>	<p>Improvements to storage and handling of hazardous chemicals with policy review</p>	<p>Procedures that cover requirements for storing and handling hazardous chemicals safely.</p>	<p>MEDIUM</p>	<ol style="list-style-type: none"> 1. Review Policy with stakeholders, including Calvary Cleaning team 2. Meet with Operations Manager and Calvary Cleaning supervisor to discuss policy and identify needs for improvment 3. Review Policy and procedures with all educators via staff meeting. 4. Review Policy with families and board members 5. Post any relevant documentation and signage around Centre or on website regarding procedures 	<p>17 Dec 2021</p>
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Progress notes

**Wendy Chamberlin**

05 Nov 2021

Director met with Calvary Operations Manager (HSR), Calvary Cleaning Supervisor, and Early Learning Centre WSHO to discuss and review the 'Safe storage of Hazardous Chemicals' policy and procedures. In looking at the updated policy on childcare centre desktop we concluded that:

1. A register and SDS is only required for commercially produced Hazardous chemicals. Non-hazardous and household chemicals do not require a register or SDS.
2. The Hazardous chemicals requiring SDS and register are our Disinfectant, window cleaner, bleach and vinegar.
3. These chemicals also require updated risk assessments and procedures.

These will be created with the assistance of the Cleaning Supervisor and then presented to staff. Training will also take place in the New Year.

**Wendy Chamberlin**

08 Nov 2021

All ELC staff were emailed the updated 'Safe Storage of Hazardous Chemicals' Policy and procedure. Opportunity was given for feedback. No feed back was received. At our November Staff meeting the staff were notified that over the course of the next few months we will be providing procedures and training for the use of hazardous chemicals at the Centre.

Summary of strengths for Quality Area 3

3 Summary of Strengths

Visitors to our Centre often provide very positive feedback about our Centre environment. Our Centre has been specifically designed and built for the purpose of providing Child Care and Education for young children and we have a very well equipped Centre. The Reception area has been a valuable improvement to Calvary ELC providing a space where families and visitors can come and feel welcomed and valued. The Administration team host this area, attending to enrolment enquiries, directing visitors, taking phone calls, administering forms and helping families with accounts. We also use this area to display information to all families and to the community. We have purposely installed a fish tank and soft seating which helps create a homely and relaxing waiting environment for families and visitors. Our outdoor and indoor areas, furniture, equipment, facilities and resources are suitable for their purposes. We have clean and well maintained furniture and equipment. Our outdoor areas cater for all children's needs and interests and when the educators set up the outdoor environment they allow for the children's interests, safety and needs. There are quiet areas, active play areas, spaces and equipment for climbing, digging, exploring. We have an adequate amount of resources and equipment to cater for the programs the educators provide. We have a mixture of natural and man made resources and environments. We have natural lawn, rocks, mud and trees that the children can learn to play safely around and near. These trees attract some beautiful fauna. The children are encouraged to explore and care for the environment around them. They are actively engaged in child-directed learning experiences that demonstrate environmental awareness and/or responsibility. We are situated near scrub land and consequently have some uninvited bush animals visit our Centre. We take this opportunity to discuss with the children how to observe dangerous animals safely. Our educators have often taken the opportunity to research the animal and build on the children's observations to educate them about the animal's needs and habitat. We supply posters and involve the children in discussions about safety around dangerous animals. Our playground and indoor areas are made responsive to the interests and abilities of the children as they have had opportunities for example setting up volley ball games with sheets and string in the playground and constructed 'airports', and 'buses' out of indoor equipment and materials. Our Educators demonstrate a deep understanding of the requirements of the standard, concept and the component elements, and a commitment to high quality practice. They are all involved in the organising and adapting of spaces and resources and plan in their team meetings inclusive and flexible play-based learning for all children. They collaborate with children to come up with some amazing learning environments that are fun and educational. Rooms are easily accessible from all entries and exits. The toilet and hand-washing facilities are accessible from indoor and outdoor areas. The rooms have ample space and are arranged and used for different groups and ages of children. Children's artwork is displayed continuously along with visual diaries displayed and availability given for parental feedback and involvement. We have improved the playground after feedback from parents such as replacing small rocks in the garden between the bike tracks with turf, replacing swing sets, building a vegetable garden and we have many more ideas to happen in the future. We have also employed a contract gardener to help with the upkeep of the gardens. We have recently involved the children in National Tree Planting Day with a family generating the sponsorship of plants and gardening equipment through their business.

Exceeding Themes

Standard 3.1 - The design of the facilities is appropriate for the operation of a service.

Exceeding Themes	Evidence
Practice is embedded in service operations	<p>Educators, the educational leader, and co-ordinators demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times</p> <p>All outdoor and indoor spaces, buildings, fixtures and fittings:</p> <ul style="list-style-type: none">• support the access and full participation of every child• promote and positively support children's interaction with space, materials and each other• contribute to a flexible and stimulating environment that enhances each child's development and learning• are safe, clean and well-maintained at all times. <p>All educators are able to explain how the design of the physical environment, including selection of furniture, equipment and resources, supports safe and inclusive access by all children and promotes each child's full engagement with the program.</p> <p>The observed and discussed approach to the design and maintenance of the physical environment:</p> <ul style="list-style-type: none">• consistently aligns with the design and delivery of the educational program and service philosophy• demonstrates a strong commitment to the principles and practices of the approved learning framework/s <p>The design of the physical environment reflects the geographical and community context of the service. The Centre is purposely located on the grounds of the Calvary College embodying the faith and philosophy of the school. The location of the service also supports regular and ongoing interactions between the service and the College community. Children can observe school children and experiences from the outdoor play spaces to provide a connection to future schooling and a sense of belonging that aides in transitions practices.</p>

Practice is informed by critical reflection

- The service's approach to design and maintenance of the physical environment:
 - reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents.
 - is informed by current recognised guidance on creating an inclusive, safe physical environment that strengthens children's learning and development outcomes and enhances participation in the program. Following critical reflection, primarily by the service management, a 'reception area' was designed and constructed to strengthen the inclusion and welcome to families, and increase the safety in the arrival and collection procedures of children to the service. These changes align with the approved learning frameworks and the service's statement of philosophy, to promote a sense of belonging to children and families in a safe environment. The changes made to the entrance area of the service also strengthened the ability to provide private spaces for individual conversations to support create mutually supported partnerships with each child's family as reflected in the philosophy.
- Any change to the service's approach to design and maintenance of the physical environment is understood by all and implemented appropriately. Changes are made in collaboration with families as a result of Xplor parent feedback, surveys or general conversations had with families.
- Educators, the educational leader and co-ordinators:
 - are attuned to changes to the physical environment throughout the day and confidently adjust practice and the environment as needed to ensure the continued safety, participation and inclusion of all children. Regular checklists and processes provide avenues for all staff to communicate clearly throughout the day.
 - reflect, individually and together, on the design of the physical environment, and consider opportunities to make changes to strengthen inclusion and participation, and to enhance children's safety, learning and development outcomes. Weekly team meetings provide a platform for reflection and collaboration.
 - are aware of and able to discuss the theoretical influences on the service's design choices and how these align with the approved learning framework/s and the service's philosophy, policies and procedures
 - consider and discuss social justice and equity implications of design choices to ensure that the physical environment supports the needs and rights of every child at the service
- Educators reflect individually and together on the design of the physical environment to consider opportunities to make changes to enhance children's learning and development outcomes. Brainstorming sessions and discussions in staff meetings and team meetings allow ideas and thoughts about possible future expansions and improvements. These are discussed, collected in writing, and communicated to relevant persons.

<p>Practice is shaped by meaningful engagement with families and/or community</p>	<p>The design of the physical environment:</p> <ul style="list-style-type: none"> • reflects the unique geographical, cultural and community context of the service. The service was purposely located on the grounds of a Christian College and embodies the faith and philosophy of the school. The location of the service also supports regular and ongoing interactions between the service and the College community. Children observe school children and experiences from the outdoor play spaces to provide a connection to future schooling and a sense of belonging that aided in transitions practices. • welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service • shows that the service works creatively within the limitations of the physical setting <p>Opportunities for collaboration with family and community partners are built into the service's approach to designing and making changes to the physical environment. The service works creatively within the limitations of the physical setting. The design of the building previously provided no designated space as a foyer where information and communication could be shared with the families. Therefore, educators utilised a front walkway for this purpose with information and displays. The information noticeboards continued to be displayed even after the constructed reception area. The back veranda provided a welcoming space with an outdoor table providing a sunscreen station and an iPad to support families signing in and out for their child's attendance. The multi-purpose use of the verandas reflected the community context of the service with spaces set up with tables and chairs for eating. A reception area for children and families at the service entrance also provided a space for conversations. Furniture and resources including a large fish tank was provided in this area to invite families and children to linger and relax.</p> <p>Families were encouraged to contribute to changes being considered to the design of the facilities such as the outdoor play spaces. The Nominated Supervisor advised that service management welcomes the voices of children and the families and all suggestions would be considered in the possible outdoor changes. All families were consistently encouraged to support the service's fund raising events.</p>
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Exceeding Themes

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


Exceeding Themes	Evidence
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<p>Practice is embedded in service operations</p>	<ul style="list-style-type: none"> • Educators, the educational leader, and the co-ordinator demonstrate a deep understanding of the requirements of the standard, concept and the component elements, and a commitment to high quality practice at all times. • Children are actively engaged in child-directed learning experiences that demonstrate environmental awareness and/or responsibility. • Observed practice and discussions demonstrate a whole-of-service approach to the use of space and resources that is inclusive, purposeful, creative, and flexible, and enhances learning and development outcomes for all children. • All educators: <ul style="list-style-type: none"> ○ are able to explain how the use of the physical environment is organised to be flexible, support safe and inclusive access by all children and promote each child's engagement in play-based learning ○ confidently organise and adapt spaces and resources as needed throughout the day, week, and month to ensure a consistently inclusive and flexible play-based learning environment for all children ○ demonstrate an ongoing commitment to caring for the natural environment and fostering environmental awareness and responsibility in children, and are aware of how their practice aligns with practice across the service • The service's approach to creating inclusive learning environments, engaging in sustainable practice and supporting environmental responsibility reflects the service's philosophy.
<p>Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> • The service's use and organisation of space and resources: <ul style="list-style-type: none"> ○ reflects the unique geographical, cultural and community context of the service welcomes, respects and draws on the voices, priorities and strengths of the children and families at the service. • The service's approach to environmentally sustainable practice and support of environmental responsibility: <ul style="list-style-type: none"> ○ reflects the unique geographical, cultural and community context of the service ○ welcomes, respects and draws on the voices, priorities and strengths of the children and families at the service • The service collaborates with family and/or community partners to: <ul style="list-style-type: none"> ○ foster an inclusive, welcoming and flexible play-based learning environment ○ design indoor and outdoor spaces that draw on and reflect the diverse cultures of the broader community, for example engaging with the local Aboriginal and Torres Strait Islander community to design an environment that reflects their culture. We are currently liaising with a local Indigenous Artist to design pictures that align with our Cultural Pillars. This art designs will be used to visual represent the local tribes in conjunction with our Cultural Pillars. ○ engage in sustainable practices within the service and support environmental awareness and responsibility across the service community. Scraps are collected daily and transported to our compost bins. • Children engaged in excursions that utilise community environments and support child-directed exploration and discovery. We have a bushland close by, which we periodically take the children for walks through to explore and collect. • Educators supporting families to develop understanding and engage in environmentally responsible and sustainable practices. Families are included in recycling projects eg. bottle tops (Caps for Kids).

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

- The service's use and organisation of space and resources:
 - reflects the unique geographical, cultural and community context of the service welcomes, respects and draws on the voices, priorities and strengths of the children and families at the service.
- The service's approach to environmentally sustainable practice and support of environmental responsibility:
 - reflects the unique geographical, cultural and community context of the service eg. Statement of Philosophy and Christian viewpoint of our responsibility of being a good steward of God's creation.
 - welcomes, respects and draws on the voices, priorities and strengths of the children and families at the service
- The service collaborates with family and/or community partners to:
 - foster an inclusive, welcoming and flexible play-based learning environment
 - design indoor and outdoor spaces that draw on and reflect the diverse cultures of the broader community, for example engaging with the local Aboriginal and Torres Strait Islander community to design an environment that reflects their culture. We are currently liaising with a local Indigenous Artist to design pictures that align with our Cultural Pillars. This art designs will be used to visually represent the local tribes in conjunction with our Cultural Pillars.
 - engage in sustainable practices within the service and support environmental awareness and responsibility across the service community. eg. Involvement of a parent who approached us about tree planting as part of marketing of the business she worked for (Mike Caney Toyota). The parent organised the supply of trees to be planted in the Centre as well as individual plant gifts and bucket hats for the children.
- Children engaged in excursions that utilise community environments and support child-directed exploration and discovery. We have a bushland close by, which we periodically take the children for walks through to explore and collect..
- Educators supporting families to develop understanding and engage in environmentally responsible and sustainable practices. Families are included in recycling projects eg. bottle tops (Caps for Kids), placing food scraps in compost bins.

Improvement plan

Standard/ Element	Issue identified	Outcome or goal sought	Priority	How will we get this outcome?	By when?
QA3: 3.2.3 QIP 139	Evidence that sustainability practices are not embedded across the Centre	<ul style="list-style-type: none"> Educational Leader emailed teams supporting gardening concepts and asked for resource ideas to purchase (email 29th April 2021) Educational Leader discussion points for June staff meeting Teams encouraged to start gardening concepts with their children and to re implement recycling concepts 	MEDIUM	<ol style="list-style-type: none"> It has been observed that we have been following these practice, turning off the lights, opening windows and doors instead of air conditioners and ensuring natural light It has been brought to managements attention that we have stopped taking the food scraps out to the compost bins and we are not using the compost bins in our everyday practices. A way to facilitate this will be to connect the children with an environmentally responsible outdoor garden. This also promotes learning through play. 	02 Jul 2021
Progress notes					
<div>  Wendy Chamberlin 19 Jul 2021 </div> <p>It has been suggested in the review of our Environmentally responsible Policy that we review the development of a sustainable QIP using environmental principles. With research the following resources have been located online. Staff will be encouraged to read these and develop a plan for sustainability across the Centre.</p> <p>https://wehearyou.acecqa.gov.au/category/sustainability/</p> <p>https://www.coolaustralia.org/curriculum-materials/?types_k=&types_v=&year_level_k=year_level-early-learning&year_level_v=8071&ca_topic_k=&ca_topic_v=&subject_k=&subject_v=&</p> <p>Educators sent link to Sustainability course, to do if they wish.</p>					

Wendy.Chamberlin@calvary.qld.edu.au

09 Nov 2021

A review will be made of the garden projects and reasons why this has not gathered any interest.

Wendy Chamberlin :: Director



[cid:image003.jpg@

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From: Penelope QIP

Summary of strengths for Quality Area 4

4 Summary of Strengths

The Educators at our service are either qualified or working towards their qualification. Educators are willing and encouraged to extend their skills and work towards higher qualifications. We have had Educators extend their qualifications from Certificates to Diplomas in Child care. An Educator that has been working in our Centre for a number of years is now our Early Childhood Teacher, having working her way through qualifications in the years that she has worked with us. We have another educator who has worked in the Centre for over ten years and is very helpful with ongoing culture and training of our younger educators. We have a number of staff working towards a Cert three and another two working towards Diplomas. Two of our lead educators have also completed an ECA Leadership course which has benefited them greatly in their Leadership of their teams. The Assistant Director and Director have both completed Leadership courses.

The Educator-Child ratios meet the required standard and are maintained at all times. At times we have kept child numbers low so as to increase educator-child ratios to better cater for behavioural or developmental needs of children or if extra supervision is deemed desirable. Likewise we have employed extra staff to complete organisational, cleaning and store room tidy up so as to not affect the proper supervision of the children.

All the Educators are professional and courteous to each other and the families. We have been strategic in involving staff in Professional development sessions where they are encouraged to understand others and work together with a spirit of unity, trust and respect.

All the Staff are working collaboratively together to provide a quality program to the children and to challenge, support and learn from each other. They are keen to further their skills and improve practice and relationships. Staff feel comfortable to voice their opinions and have various avenues to be able to be heard. Even though we do not require all staff to complete educational program documentation, we do encourage all staff to contribute to the team and offer suggestions to the educational programs and the developmental journey of each individual child.

Professional development is offered to staff on a regular basis as it becomes available. We were able to take five educators to the 2017 ACA conference at the Gold Coast. This was a invaluable time spent developing our skills and building relationships as a team. We have recorded each staff's Professional development records, and conduct regular appraisals with all staff. The Appraisal process has been improved and continually worked upon through some trial and error and has now gained momentum and increased effectiveness in directing professional development catered to each educators need. We have developed a process that we have been able to maintain and educators and management have evidence of continual improvement of skills. The educators have reported back to us that this process is non-threatening and yet challenging and helpful for planning improvement. During each educator's appraisal they participate in a one-on-one meeting with either the Director or the Educational Leader or both. They particularly enjoy the opportunity to meet with us over a coffee at our campus coffee shop. They have the opportunity to speak into their professional goals and agree to future plans of development. We have also recently developed a mentoring process, where we have team leaders mentoring specific staff who may need some extra support.

As a Centre based on a school site we have the added opportunities to liaise with specialist teaching staff to provide extra-curricular activities for our children and to build a positive relationship between the teachers children will have when they move over to the Prep classrooms in the future. Calvary ELC staff also join the College in staff functions, and professional development sessions.

We have permanent staff in each of our three rooms ensuring children feel safe, supported and to enable secure and positive attachments. Parents are visibly relaxed when leaving their children in our care as they see their children are met by caring, positive staff who are interested in their child/ren's wellbeing and educational needs.

Educators are provided with non-contact time for programming, meeting with parents, meeting with inclusion support professionals and networking with relevant organisations, such as other education and care services and local schools and attending professional development. We use regular casual staff to cover the times when room staff are out of the room to maintain continuity of care.

We have an Educational Leader who works 32 hours a week. This is mostly non-contact time (time given to complete, administration and manage programming) as well as occasionally filling in for educators allowing them to have meetings or programming time. This gives her opportunity to see first hand how each team, the learning and the children are being catered for. The Director and the Educational Leader are both involved in leading reflective practise discussions

about learning and implementation of the adoptive learning framework, mentoring other educators by leading and demonstrating quality practice, discussing routines and how to make them more effective learning experiences, observing children and educator interactions and making suggestions on how to improve interactions and intentional teaching, keeping parents informed about the educational program, working with other early childhood professionals, considering how the program can be linked to the wider community, establishing systems across the service to ensure continuity of learning when children change rooms and transition to school and assisting with documenting children's learning and assessments to inform curriculum decision making.

Our Certified Supervisors meet the requirements under National Law to be in this position with necessary responsible work and problem solving skills, experience qualifications, first aide training and letters accepting the role (all on file at our Centre). We have a display in Reception and in each foyer, of who the supervisor in charge is at all times. With a sign in and out record of Supervisor hand over times held in reception. There is a large photographic display of staff with their position status in Reception. There are also photographic displays of educators and their qualifications including who is currently working in the room at the entrance of each room. Our Kindergarten Program (Queensland Kindergarten Learning Framework) teacher holds the required teaching degree in Early Childhood Education.

Each staff member maintains their First Aid and updates CPR on an annual basis with full First Aid being updated each three years. We also include how to administer an EpiPen in this training. As much as possible, we do our training together with in the first quarter of each year. We also have designated first aid officers and processes in place for emergency first aid.

We do not have a high turn over of staff. Most of our staff have worked in the Centre for more than five years, some for up to ten years. Some have left for other experiences or family transfers and then returned back to the Centre. As a Christian based organisation we regularly commit each day to prayer and pray for one another, each staff member, child and family and those that are yet to enrol in our Centre.

Exceeding Themes

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

Exceeding Themes	Evidence
Practice is embedded in service operations	<p>Educators, the educational leader, and co-ordinators demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times.</p> <p>At all times, purposeful consideration is given to organisation of educators to ensure familiarity and continuity for children and a high quality learning and care environment.</p> <ul style="list-style-type: none">• All educators and co-ordinators:• are able to explain how the organisation and continuity of educators enhances children's wellbeing, learning and development; demonstrate awareness of how decisions are made about the organisation of educators across the service• understand and implement effective processes to support organisation and continuity of educators to enable the establishment and maintenance of secure relationships with children. <p>The observed and discussed approach to organisation and continuity of educators, including relief educators, consistently aligns with the service's philosophy, policies and procedures.</p> <p>Weekly team meeting minutes record the professional discussions and reflections of the educators working in each age group. Notes from meetings included reflection in relation to each quality area of the National Quality Standards. Educators advised that the meetings are provided with the goal of improvement in service delivery. Strengths and areas of development are identified informally as 'what's cracking and what's lacking.' Identified areas were further discussed at monthly staff meetings, attended by all educators at the service. Proposed improvements or needed actions are also recorded in some meeting notes. All educators are encouraged to contribute to the process and the provision of the smaller team meetings and are designed to increase the opportunities for individual educators to contribute.</p> <p>Informal conversations consistently occur between educators to discuss the daily experiences, the children's learning and development and service practices to improve and further develop the program. Changes that need to occur are discussed and actions required shared. For example, in the planning of staff arrangements for an afternoon session, educators discuss the experiences and environments available to the children to plan supervision points. Educators share information about individual children and areas such as the 'mud kitchen' and collaborate if further follow up is needed.</p>

Practice is informed by critical reflection

The service's approach to organisation and continuity of educators:

- reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents. Robust discussions in team meetings are regularly had as staff are familiar with each other and have grown to understand and respect each other. Some staff have known each other for more than ten years. New educators often mention how welcome they are made to feel.
- is informed by the qualifications, strengths, priorities and professional development goals of educators. The Appraisal process and Professional Development plans have enabled Management and educators to gain more knowledge about each other's vision, goals and aspirations. The director, lead educators and Educational leader regularly support educators who are currently studying. The Director liaises directly with the training organisations and knows the progress of individual staff members well. Intervention meetings/discussions are often made to offer support.
- is informed by current recognised guidance. The use of the resource 'Professional Communications for Early Childhood Educators', Calvary Conversation Guidelines, current trends, Statement of Philosophy all inform critical reflection for team and individuals.

Any change to the service's approach to organisation and continuity of educators is understood by all and implemented appropriately.

The service team:

- reflects together on opportunities to further enhance children's wellbeing, learning and development through possible changes to the organisation of educators or improvement in staff continuity. Regular team meetings include critical thinking tasks directed by the Educational Leader. Feedback from staff at staff meetings, team meetings and even casual conversations regarding the children's wellbeing are noted and plans put in place to improve. Staff have given feedback that they appreciate that they are heard.
- works together to implement agreed changes across the service where necessary. Changes are regularly discussed and open for feedback at monthly staff meetings. If concerns are raised they are tabled and discussed further whenever appropriate for all concerned.

<p>Practice is shaped by meaningful engagement with families and/or community</p>	<p>The organisation and continuity of educators:</p> <ul style="list-style-type: none"> • reflects the unique geographical, cultural and community context of the service. The Calvary Community is a large supportive community that has a strong culture and clear vision. • welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service and, in particular, family input on ways to support familiarity and continuity of their child’s learning and development at the service eg. Through the Online Parent port of Xplor Home, Parents often comment on learning journals and observations. They also add information to children's learning journeys <p>Opportunities for collaboration with family and community partners are built into the service’s approach to organisation and continuity of educators. We always invite our families to be involved in the children's learning by sharing about their family, particular knowledge of subjects or culture. These things are discovered through our Parent input form or the regular parent conversations and good relationships with families.that are had daily.</p> <p>The service’s approach to organisation and continuity of educators supports all children to participate fully in the service program at all times. Most of our Educators have been working at Calvary ELC for between five and ten years. Three have been working at the Centre for over 10 years. The relationships that are built with children continue from year to year even if children move to a different room as Educators often visit and say hello to all their little friends.</p>
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Exceeding Themes

Standard 4.2 - Management, educators and staff are collaborative, respectful and ethical.

Exceeding Themes	Evidence
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Practice is embedded in service operations

Educators, the educational leader, and the co-ordinator demonstrate a deep understanding of the requirements of the standard, concept and the component elements, and a commitment to high quality practice at all times.

A high level of collaboration is evident in all educator interactions. Educators can be observed consistently showing a willingness to share information such as informing each other in relation to conversations with children and input from families and discussing ideas to address or extend on the information. Routine tasks are shared to ensure the program ran smoothly. For example, one educator facilitates a group time with the children while the other educator prepares the children's beds for rest time. Collaborative discussions occur informally to plan experiences such as organising for a child to continue to rest through the morning session in one age group and completing set tasks with individual children during each session.

A positive working environment is consistently evident within the service. All interactions between educators are courteous and respectful. Educators are observed to routinely offer support to each other in service routines and experiences and have developed secure working relationships that demonstrate a high regard for each other professionally.

The service provides ongoing opportunities for educators to develop their professional knowledge and collaborate with other educators in the early years' sector. For example, educators are supported to attend external training opportunities each year. Specific professional development opportunities such as workshops in conflict resolution, behaviour guidance, Special Needs, Embedding Culture are sourced in response to the identified needs of educators and the educational programs. Following each training opportunity, educators share their experiences and learnings to build the professionalism of the teaching team as a whole. Professional development opportunities are also scheduled to occur during the whole-of-service monthly meetings. The Centre closed on July 16, 2021 to give all ELC staff the opportunity to attend two Professional Development workshops at the Calvary Christian College about 'Growth Mindset' and 'Wellbeing'.

Educators consistently demonstrate a high level of collaboration. They affirm, challenge, support and learn from each other to continually improve skills to enhance practice and relationships. Each educator has a professional development plan and participates in professional development on a regular basis. Professional learning was enhanced through the provision of planned visits to other local services to expand the awareness and experience of educators. For example, an educator attended a local Head Start service to develop more cultural awareness and support the service practices in relation to encouraging authentic cultural experiences. Information and learning from professional development trainings was shared with all educators during staff meetings.

Educators are continually supported by Nominated Supervisor and Educational Leader. An established mentoring relationship between the Educational Leader and the College's Director of Teaching and Learning involves a regular fortnightly meeting which has helped to build a 'curriculum bridge between the College and the Early Learning Centre to further enhance the children's learning and development, create a continuity of learning and smooth transitions to school. The Nominated Supervisor holds weekly meetings with the Educational Leader and three Room leaders (Junior Kindy, Pre-Kindy and Kindergarten) between the two services to further enhance the children's learning and development.

Our approach to professional collaboration and standards consistently align with the service's philosophy, policies and procedures. For example, the Educational Leader and Nominated Supervisor provide educators with readings or video footage to support the continual up-skilling of educators as acknowledged in the service philosophy. Standing agenda items in relation to professional development are included for discussion in each monthly staff meeting. Policies and procedures were reviewed and considered in relation to current professional standards such as the legislative requirements and published advice from known experts in the related field.

Practice is informed by critical reflection

Weekly team meeting minutes record the professional discussions and reflections of the educators working in each age group. Notes from meetings include reflection in relation to each quality area of the National Quality Standards. Educators advise that the meetings are provided with the goal of improvement in service delivery. Strengths and areas of development are identified informally as 'what's cracking and what's lacking.' Identified areas are further discussed at monthly staff meetings, attended by all educators at the service. Proposed improvements or needed actions are also recorded in some meeting notes. All educators are encouraged to contribute to the process and the provision of the smaller team meetings are designed to increase the opportunities for individual educators to contribute.

Informal conversations consistently occur between educators to discuss the daily experiences, the children's learning and development and service practices to improve and further develop the program. Changes that need to occur are discussed and actions required shared. For example, in the planning of staff arrangements for an afternoon session, educators discussed the experiences and environments available to the children to plan supervision points. Educators were observed to share information about individual children and areas such as the 'mud kitchen' and collaborated if further follow up was needed.

We have developed a culture of collaboration, respect and listening in our monthly staff meetings. Robust debate, discussion and opportunities for input by all educators is informed by critical reflection and past incidents. eg. discussion about how to identify whether a child who has a 'runny nose' is unwell or 'cold' or has an allergy'. This debate also included feedback of parent comments when they considered their child well but had been sent home with 'runny nose'.

New Educators have expressed how they appreciate that their opinion is heard and that they feel safe to have a voice in the monthly staff meetings, but also with their colleagues, and in team meetings. This has made them feel valued, especially when their voice has been a component of change. This has developed a health team culture where respect, value and voice are given.

We regularly discuss what we call Calvary Conversations (Whole School guidelines for healthy conversations). We refer to these often as an example of conversations and have posters of these up around the Centre. These guidelines, Code of Conduct, the Code of Ethics and our statement of Philosophy help us navigate Ethical issues arise and consistently identify and implement opportunities to strengthen ethical practice.

Educators reflect collaboratively on pedagogical knowledge and curriculum delivery.

Educator's discussions and notes demonstrate:

- self-awareness of the ethical and professional standards underpinning their own practice
- ongoing reflection on opportunities for improvement.

Decision-making processes are informed by professional standards, including the service's chosen code of conduct and code of ethics.

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

The approach to professional collaboration and standards:

- reflects the unique geographical, cultural and community context of the service; Families are given opportunities to provide feedback or input via Xplor, email or in casual daily conversations.
- welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service. The educators purposefully work on building respectful relationships with our families, acknowledging the rights of the child and the parent. Parents regularly speak into sleeping routines, eating plans, social interactions etc. These conversations are always recorded in our Parent conversation log.



All members of the service team recognise diversity as a strength and work together to promote a culture of inclusiveness and sense of belonging for all children, families and the community, including cultivating a deep respect for Aboriginal and Torres Strait Islander histories and cultures. We have worked extensively over the last few years on developing what we call the Calvary Cultural Pillars. These pillars provide a framework of intentional teaching and learning opportunities for staff to plan in conjunction with the individual children in their room and the variety of cultures that they represent. We have provided regular internal professional development about all cultures. The Staff have shown a deep desire to learn more about Aboriginal and Torres Strait islander histories and cultures, completing workshops and webinars and strategically programming opportunities for all to learn, understand and acknowledge these peoples.

All members of the service team consistently identify and implement culturally sensitive ways to communicate, support and engage with families. When educators learn about the cultures of families via the parent input form, conversations and Xplor, they work to learn more from the families through conversations and regularly invite families to share their culture with us. eg. We have had families share their Aboriginal, Fijian, European (Italian), and African cultures by coming to the Centre and giving presentations to the children and Educators about their language and customs.

Decision-making and problem-solving in regard to ethical issues that emerge within the service environment are informed by the voices of families and the community. Our Statement of Philosophy and Christian worldview directly influence our decision-making and problem-solving. In a recent survey regarding the Statement of Philosophy, families identified that they felt our Statement of Philosophy aligns with our Values and this was the reason and expectation when enrolling their child.

Educators build relationships with families and members of the community that include the exchange of ideas and best practice. It is part of our culture to work closely with families as we view them as a very important influence in their children's lives. With the building of positive and respectful relationships we have developed trust which enables us to speak into best practice and be heard by families. We also strategically talk about the trust we need to instil in our children's families and that our responses should always be respectful of their choice and our practices should be influenced by our families with the child's best interest at heart.

Improvement plan

Standard/ Element	Issue identified	Outcome or goal sought	Priority	How will we get this outcome?	By when?
QA4: 4.1, 4.1.1, 4.1.2 QA7: 7.1.2 QIP 126	Feedback from staff regarding rosters	<p>To identify issues and provide staff with explanations if required and more understanding about the complexity of rosters.</p> <p>To collaborate with staff by discussing and problem solving issues together in next staff meeting.</p> <p>For the ELC rostering team to identify any issues (from staff feedback) and work to solve them and improve the roster system.</p>	MEDIUM	<p>1. Ask for feedback from individual staff members.</p> <p>2. Identify what changes are needed</p> <p>3. Address issues raised in next staff meeting and provide some explanation for staff as to how rosters are created.</p>	08 Apr 2021
Progress notes					
<div>  Completed on 25 May 2021 by Wendy Chamberlin </div> <p>Staff feedback has been very positive. Through collaborative discussions at staff meeting and responding positively to staff feedback, this process has had a very positive effect on team well being and developed an understanding and appreciation of the complexity of the rostering process.</p>					
<div>  Wendy Chamberlin 15 Feb 2021 </div> <p>Individual staff members were offered the opportunity to provide specific feedback regarding rosters.</p> <p>Feedback included</p> <ol style="list-style-type: none"> more consistency of same staff in each room required 					

2. lunch breaks too early in shift
 3. changes not communicated effectively
-



Wendy Chamberlin

08 Mar 2021

In our March Staff meeting the Assistant Director, Janelle Hoepner, took some time to explain some things about the roster for eg. lunch breaks and consistency.

There was a lot of discussion from staff about this which was documented in the staff meeting minutes (attached)

As a result of these discussions the following will be considered:

- Meal breaks should not be any later than five hours in a shift but can be earlier.
- Employing an extra staff member to cover breaks is complicated when relieving staff for an 1 hour lunch breaks as is offered at Calvary ELC, due to the amount of time required.
- All staff are invited to speak into each draft roster and notify the roster team if there is inconsistencies, missing lunch breaks etc before the final roster is sent out. This feedback is to be done via email before the Friday that the final is scheduled to be released.
- Communications to all team when roster changes have been made on the day will be verbal (Jackie to tell staff present that she is posting an updated roster). The updated roster will also go out to all staff to check before their rostered shift. Changes to individual schedules are communicated and confirmed via text message to those staff involved

Attachments

[March 2021 Staff Meeting Minutes.pdf](#)



Wendy Chamberlin

18 May 2021

Since the last staff meeting, the ELC Roster team have worked at improving the roster process and notification to staff:

- Consistency in rooms has been improved
- communication out to staff has improved with the introduction of the ELC 'roster pig'. This came about during a conversation with educators about how we could best signal a roster change that is appropriate and distinctive. The pig toy (dog pet toy) was suggested and so one was bought.
- The 'roster pig' delights children and gets the attention of educators when it is sounded signalling a change of roster.
- An educator expressed to the Director, how much she appreciated that management had listened to the voice of the educators and worked to find a solution.

Attachments

[roster pig.jpg](#)

Summary of strengths for Quality Area 5

5 Summary of Strengths

The Educators have loving and nurturing relationships with the children who attend our centre. The interactions with the children are warm and responsive. Each Educator has a unique and individual relationship with each child in their care. The Educators encourage and welcome conversation and interaction with the children and they value what each child has to say. The children are encouraged to build positive relationships with the Educators and their Peers. If the children are having difficulties with their interactions with others the educators will assist them with skills, language and strategies to resolve conflict.

Children in our centre are valued by each carer and are provided with a caring environment that establishes positive behaviour patterns. Each child is respected as an individual with their own knowledge, culture and beliefs. Our Educators use this as a springboard for developing and fostering positive relationships. Each child has a box with their name and photo on it for their bags and belongings. Our Educators take photos of children engaged in play and routines throughout the day that, are uploaded to our online portfolio and programming software, Xplor. Families can access their child's learning journey through the mobile friendly app 'Xplor Home'. Families can create a post to share with educators of events that children have done at home. Children are involved in sharing these with their peers. Children have opportunities to look at Xplor moments before they are sent to parents and can provide comments of the moment.

We give families the opportunity to bring their children into the Centre for a 'play' before they formally start to help with orientation and transition. If needed we support children with separation anxiety and communicate the child's well being to the parents during the same day. New children complete a welcome to Calvary activity with photos of their day, their educators, their hand print and a little information about what they did on their first day. These are ready for children to present to their parents the same afternoon. This has been very helpful in communicating to parents about their child's first day and instilling a sense of trust and relationship between families and staff. It also gives the child something to celebrate and share with their parents.

Educators engage in conversations with parents/carers when children arrive in the morning and leave at the end of the day. We highlight points of interest from each child's day and discuss points of interest in our daily curriculum. When children are enrolled into our Centre families are given the opportunity to fill in a Parent input form containing questions related to their child/s likes, dislikes, interests and whether the child has additional requirements. We cater for children with additional needs by collaborating with families and other professionals to identify specific needs. Through these discussions we decide on strategies that will be implemented and make provisions for extra training of staff if necessary. We are also involved with the Inclusion Support agency and online Inclusion support portal to develop programs, resources and strategies to best meet the needs of all the children in each room.

As Educators, we love learning, engaging and playing with the children in our care. We set up scenarios and spaces for children to involve themselves in learning through play. It is very important to us to engage in actually playing with the children as this role models how to engage in play through verbally and visually showing children how to connect with others; asking children if we can play, asking if we can use a toy, showing children that it is okay for others to say they don't want us to play and how to move on to another area while waiting for a turn.

We engage in conversations and interactions with children to make learning times enjoyable and meaningful through using open-ended questions and discussing with children what they are involved in and what they are actually doing. We respect the voice of the child in these conversations. We role-model appropriate use of voice level and how to positively engage with others through building meaningful relationships.

Children are encouraged to express their ideas and feelings with Educators and peers throughout the day. Educators work at positively creating an atmosphere that is generally relaxed and happy.

During mealtimes, Educators sit and talk with children during mealtimes in an unhurried and relaxed environment discussing what each child is eating, what it tastes and smells like.

Educators respond positively to the varying abilities and confidence of all children. They help children to settle into an activity at the beginning of the day and offer support and advice to parents on how to cope with a child who doesn't separate easily or isn't feeling as if they want to be in care on a certain day for whatever reason.

We allow children to provide input into our daily curriculum and we record their conversations in our documentation.

Educators encourage children to have a sense of agency by engaging them in conversations about projects, research opportunities, exploring the environment and collaborating, with mutual respect, about room rules and what is a safe and welcoming environment.

Exceeding Themes

Standard 5.1 - Respectful and equitable relationships are maintained with each child.

Exceeding Themes	Evidence
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Practice is embedded in service operations

Educators, the educational leader, and the co-ordinator demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times. The Educational Leader shared the concept of 'Keeping the main thing, the main thing' in a staff meeting. As a staff we discussed what we considered was the a 'main thing'. It was unanimously agreed that our Calvary ELC children are the 'main thing'. We have since heard this repeated as a mantra throughout the Centre by staff, especially amongst the management team. It has been a simple way of keeping our focus on children.

The Calvary ELC educators regularly reflect a deep commitment to building and maintaining respectful and equitable relationships with each child. They express their appreciation for the role they get to play in children's lives.

At all times, interactions between educators and children across the service:

- support each child to feel secure, confident, and included
- maintain each child's dignity and rights.

Educator practices consistently reflect the service's Christian approach and commitment to build and maintain meaningful and trusting relationships with each child. For example, educators interact and engage in unhurried conversations at the children's level, established eye contact, speak in calm voices and respectfully gained each child's attention by using the child's names. Educators consistently engage with each child one-on one and take the time to listen to each child, being consistently responsive to children's interests or play ideas.

All educators are able to explain how their relationships with children are guided by an understanding of and commitment to:

- building trusting relationships which engage and support each child to feel secure, confident and included
- respecting the dignity and worth of each child
- protecting and ensuring children's rights.

The observed and discussed approach to relationships between educators and children consistently align with the principles and practices of the *EYLF*. Educators focus on nurturing relationships and consistently provide emotional support reflecting the principle of secure, respectful and reciprocal relationships.

Educators engage children in conversations throughout the day including during meal times and during play and acknowledged children's efforts and achievements. Educators regularly offer assistance and support if needed when the children are uncertain or challenged during an experience or routine.

The observed and discussed approach to relationships between educators and children consistently align with the principles and practices of the *EYLF*. Educators focus on nurturing relationships and consistently provide emotional support reflecting the principle of secure, respectful and reciprocal relationships.

Practice is informed by critical reflection

Educators, the educational leader, and the co-ordinator demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times.

At all times, interactions between educators and children across the service:

- support each child to feel secure, confident, and included
- maintain each child's dignity and rights.

Each educator's practice reflects a deep commitment to building and maintaining respectful and equitable relationships with each child. Educator reflections in relation to their interactions and relationships with children were evidenced in the regular observations of each child and during weekly team meetings. For example, educators in one room recorded the team's reflection on the management of a calming area providing a range of sensory items to children. Individual and group observations recorded educator' reflections when it was identified that one child was becoming more outgoing and providing other children 'feedback' during small group play experiences or when children were excited to engage with an educator in a range of cultural resources. All records contain brief notes in relation to broad suggestions to continue trusting relationships through responsive relationships with children.

All educators are able to explain how their relationships with children are guided by an understanding of and commitment to:

- building trusting relationships which engage and support each child to feel secure, confident and included
- respecting the dignity and worth of each child
- protecting and ensuring children's rights.

The observed and discussed approach to relationships between educators and children:

- consistently aligns with the principles and practices of the approved learning framework/s
- consistently aligns with the service's philosophy, policies and procedures. The Statement of Philosophy is based on our view of the child and our team inherently believe in this and it is reflected in their relationships with children. During informal conversations, educators can consistently be heard reflecting on the interactions and relationships between educators and children to build the children's confidence, inclusion and dignity. Educators are confident to discuss their reflections and the subsequent actions taken such as changes to educator practices.

<p>Practice is shaped by meaningful engagement with families and/or community</p>	<p>The service's approach to building and maintaining respectful and equitable relationships with each child:</p> <ul style="list-style-type: none"> • reflects the unique geographical, cultural and community context of the service • welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service • contributes to a culture of inclusiveness and sense of belonging for children and families at the service • is strengthened by meaningful relationships with families and the community • seeks, values and considers family input to inform 'Interactions with Children' policy and practice. <p>The service's approach to building relationships with each child contribute to a sense of belonging for children and families and a culture of 'College Community' at the service. Educators welcome, reflect and draw on the voices of children and families at the service. Educators gathered information from families in relation to their child's interests, culture, temperament and learning styles to inform their interactions with children. Educators are observed to use the information gathered from families at arrival and departure time, and input forms to initiate conversations with children in relation to their play interests, achievements and events occurring at home. During whole of group discussions, each child's contribution was verbally acknowledged to value the child's input. Educators advised that based on the input provided by families and children informally, interactions and educator practices were adjusted to suit and best support the individual.</p>
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Exceeding Themes

Standard 5.2 - Each child is supported to build and maintain sensitive and responsive relationships.

Exceeding Themes	Evidence
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Practice is embedded in service operations

Educators, the educational leader, and the co-ordinator demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times. We are mindful of being good role models to our children and endeavour to always show interest and give attention to all children. Our Behaviour Guidance Policy is built upon the concept of positive relationships. This 'Relationships with Children' Policy was developed and reviewed extensively through discussions between staff and families. We spent time in a staff meeting to unpack the policy and identify what this should look like in our rooms. The staff provided feedback that they felt more confident with Behaviour Management and the clear process around keeping positive relationships with children.

All educators:

- confidently and effectively facilitate cooperative and collaborative learning opportunities, in appropriate group sizes, to ensure that every child is consistently supported to collaborate, learn from and help others;
- demonstrate a consistent approach to behaviour guidance to ensure that each child is supported at all times to regulate their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflict.

All educators are able to explain how their support of children to build and maintain sensitive and responsive relationships is guided by an understanding of and commitment to:

- creating supportive environments that enable children to collaborate, learn from and help each other; We have developed several successful Strategic Inclusion Plans and have established good relationships and support for children and educators through the Inclusion Support Agency.
- supporting each child to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. Our Behaviour Guidance Procedure (on the wall of every classroom, in parent handbook and in Reception) provides clear processes of intervention to support children. Our 'Calvary Conversations', and Statement of Philosophy assists educators to be mindful of their own behaviour and the effect it has on others, and in particular children.

The observed and discussed approach to supporting children to build and maintain sensitive and responsive relationships:

- consistently aligns with the principles and practices of the approved learning framework/s;
- consistently aligns with the service's philosophy, policies, and procedures, including the behaviour management/guidance strategy. Changing our 'Behaviour Guidance' Policy to 'Relationships with Children' Policy, helped keep 'the main thing the main thing', Our focus is primarily on 'the child' and how we can support the child in the care environment.

Practice is informed by critical reflection

The service's approach to supporting children to build and maintain sensitive and responsive relationships:

- reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents; This was the catalyst for rewriting our 'Behaviour Guidance' Policy to be more focused on 'Relationships with Children'.
- enables the identification and implementation of opportunities to strengthen practice; eg. robust discussions and feedback from educators and parents helped identify and implement opportunities to improve our Behaviour guidance procedures.
- is informed by current recognised guidance. In review of the 'Behaviour Guidance' Policy, research was gathered to help guide current practise to be included.

Any change to the service's approach to supporting children to build and maintain sensitive and responsive relationships is understood by all and implemented appropriately.

- Educators demonstrate self-awareness of the theoretical perspectives that influence their pedagogy, and the practice across the service, and show that they are committed to continuous improvement. Any changes of approaches to supporting children are communicated to staff in our monthly staff meetings and noted in our minutes. Staff provide feedback on these changes and if options are considered.
- Educators formally (when creating a 'Strategic Inclusion Plan' and informally discuss strategies to meet the needs of individual children and building positive relationships between children. Educators consistently reflect informally on the opportunities to enhance each child's ability to maintain responsive relationships, making changes and proposed actions based on their reflections.

The service team reflect together to:

- consider the social justice and equity implications of educators' approaches to facilitating active and collaborative learning opportunities and behaviour guidance;
- engage in robust debate and discussion in which personal, professional and organisational values that support children to build and maintain sensitive and responsive relationships are identified and discussed
- Professional development opportunities in relation to the development of inclusive, culturally appropriate practices were sourced in response to the daily reflective discussions between educators. For example, webinars such as 'Encouraging positive behaviour' were previously provided at staff meetings. A group of 6 educators attended a 'Behavioural Management Master class' following the service identifying an area of further focus during informal conversations and planned performance reviews.
- Reflections in relation to educator interactions and providing strategies to assist all children in self-regulating their behaviour are recorded in the weekly team meeting minutes.

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

The service's approach to supporting children to build and maintain sensitive and responsive relationships:

- reflects the unique geographical, cultural and community context of the service; Families have access to the wider community of Calvary including counselling, children's church facilities. Families are also informed about Parent Connect and local services that can support them.
- welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service; Families have opportunity to contribute to their children's learning by connecting home to care via the sharing of experiences on Xplor. Meetings are arranged to collaborate with parents on how we can work together to support their child and maintain relationships.
- contributes to a culture of inclusiveness and sense of belonging at the service; Educators are mindful of each child's culture and work at understanding how to ensure inclusion.
- encourages all children to challenge stereotypes and biases, and develop a deep understanding and appreciation of the cultural diversity of the service and the broader community, including Aboriginal and Torres Strait Islander histories and cultures.
- All educators:
 - draw on their knowledge of each family's strengths and priorities, including behaviour guidance approaches in the home environment, to support children to build and maintain sensitive and responsive relationships; this is done through positive relationships with parents and casual conversations recorded in our parent conversation logs and also in more formal conversations such as collaborative meetings arranged by the Director or Assistant Director
 - tailor their approaches to supporting children to build and maintain sensitive and responsive relationships in response to input from families and the community. Educators consistently work directly with families to discuss the needs of individual children. 'Parent Input forms' and enrolment documents were gathered and discussed with family members. During the assessment and rating visit, educators continued to discuss and identify if/when children's preferences and interactions changed.

Daily conversations occur informally and private parent meetings can be negotiated if required. In relation to children with complex needs, 'Daily Behavioural Records' may be completed as an initial step to recording the behavioural aspects of individual children during identified periods of the day's routines. The information in each record informs future planning considerations for the child. Collaborative Individual Learning Plans and/or Strategic Inclusion Plans are completed for any child who requires additional or specialised support. Each plan provides a history of the child's behaviour prior to the plan, the concerns of both the parent and the educators and then outlines the suggested strategies to be employed 'moving forward' as agreed to by each relevant stakeholder. The service's approach to working in consultation with other community stakeholders including the child's parent/guardian, educators and support specialists/agencies is evident in the plans of enrolled children. Information recorded in daily behaviour records is often discussed in detail with the aim of best supporting the child's learning and development, particularly in relation to collaborative learning and self-regulation.

Improvement plan

Standard/ Element	Issue identified	Outcome or goal sought	Priority	How will we get this outcome?	By when?
QA5: 5.1.1 QA6: 6.1, 6.1.2, 6.1.3 QIP 145	Partnering with families in managing the behaviour of their children	Collaboration between families and Centre to create a unified platform to better guide children's behaviour.	MEDIUM	1. Identify behaviour issue eg. biting 2. Follow behaviour guidance process 3. Casual conversations between educator and parents/guardians 4. If requested by parents or management meet with family to collaborate about what is happening at the Centre and at home and plan a way forward. 5. Communicate plan to team	

Progress notes

**Wendy Chamberlin**

27 Sep 2021

We implemented our Relationships with Children Policy and Behaviour guidance procedure in 2020. The staff and families provided feedback into both of these documents. Relationships with children has been discussed and 'unpacked' in several staff meetings as we have discussed children's choices, voice and agency in our routines, activities and the environment.

Staff have expressed that the procedure that we have followed is clear. The educators in the three year old room have expressed that this procedure and the support from management have helped them speak into positive interactions, strategies and routines with families.

**Wendy Chamberlin**

27 Oct 2021

Feedback from parents during collaborative planning has been very positive:

20th October - Family 1 'We really appreciate your time and letting us know how you manage X at Kindy. We know that you care for him'.

22nd October - Family 2 'Thank you so much for your time and sharing with us the strategies that you use. We value your expertise and suggestions and feel very supported'

Summary of strengths for Quality Area 6

6 Summary of strengths

We have an effective enrolment process for parents in our Centre. Families can access our Calvary ELC website that has instruction to 'enquire now' and fill in our waiting list form.

In the 'Welcome to Calvary' email they are supplied with a digital copy of the Handbook, directions on how to enrol, State Information about fees. Parents are invited for a comprehensive orientation of the Centre. We seek to encourage all parents to attend an orientation visit with the child/ren that are to be enrolled. During this visit we discuss relevant policies with the parents, explain our needs or concerns the parent/carer may have with their child/ren, explain our curriculum in the rooms and who the child/ren will be with. We show them how to sign in and out on the Xplor Home page, medication sheet, where to find the fridge for a particular room and which room children are in before 8.00 am and after 5.00pm. This time provides the new child/ren with the opportunity to see what happens in the room and/or playground and to begin to form a relationship with his/her carers. An interview is set up with the parent/carer if additional needs, family arrangements or concerns are identified.

Families are informed of how they can provide feedback to educators. Families are welcome to phone during the day to discuss any coping and are rung by educators if the child becomes unwell or is not settling. We endeavor to have a 'First Day' card to collect their child on their first day, which gives a report of their day photo of their educators, the child involved in activities, a keepsake and poem on the back page. Parents have shown appreciation and delight upon receiving this when they collect their child. Times when we have sent an email during the day to parents, showing the child happy and engaged, especially if we have noticed there has been some anxiety involved.

We believe that positive partnerships with families are the key to a successful relationship with families and children. We maintain this relationship through providing a caring and nurturing environment and curriculum for their child/ren that is consistent with input from parents/carers. We provide regular newsletters to families which include policy updates, QIP information/updates, reminders of processes, invitations to provide feedback, Sustainability practices, readiness for school information, health and book reviews.

We keep copies of updated policies, parent information pamphlets, hard copy of the Newsletter, contacts for community services in the Reception area. We also have displayed a whiteboard with a monthly topic which parents/family members can add to.

We have a suggestion box in the Reception area where families can also respond to the QIP. Most parents provide feedback through communication with the Director, Educational Leader or the Room leaders.

The educators display the children's learning in the rooms including details of links to the curriculum. Educators share with parents feedback on experiences their child/ren have been involved in throughout the day, points of interest or funny comments (what the child/ren have done or made). These conversations with parents provide opportunities for educators to hear feedback parents can take note of and this information often leads to an extension of the child's learning. Management provides non-urgent meetings to meet with parents to collaborate and share information regarding each child's learning needs when this is requested by parents or educators. Parents are able to access their child's individual learning portfolio through the 'My Family Lounge' (online portfolio) which provides parents with a snapshot of what their child has been engaged in. We invite parents to come into our Centre as part of their culture, occupations, hobbies and customs with the children and educators. They are also involved in the Calvary C K-2 Athletics carnival, K-2 Fun Run, Book Week, and the annual Calvary Spring Fair.

Aside from parents/carers being given the most important policies at orientation they are shown where our folder containing procedures is located. We invite parents to give feedback and provide input into our policies and procedures by providing the ELC newsletter and hard copies in the Reception area which the parents can read, add comments or ask questions about. We use this information to up-date our policies and procedures ensuring it meets regulations and quality standards.

There are photos in the entrance areas of current staffing and qualifications including the Nominated and Certified Supervisors to identify who their children come into contact with on any given day.

We have access to a Cultural Support Worker and Inclusion Support Agency, who we consult to better help families or children overcome literacy barriers. We have links with community organisations and resources to help families with children requiring additional support. We have close links with the Education Centre and use this relationship to help us work with and provide an inclusive curriculum for all children. Where there is a need for an extra worker we work with ISS to apply for funding for an additional worker to become part of the team to support.

We have involved local Aboriginal artists, elders and businesses (through our families and church) in discussions about history and understand our Aboriginal and Torres Strait Islander families. As part of these discussions we are in the process of creating what is called (in draft form) the Calvary Cultural Pillars. These pillars can be applied to every culture to foster understanding, respect and are developing this project with a heart to not be tokenistic but authentic in our relationships. We are endeavouring to ensure cultural perspectives in our every day learning and visual displays to make the environment more welcoming to all families.

We have developed a detailed transition to school program with Calvary Christian College. When children are progressing in Prep at our school (Calvary) we take the children over to meet with the Prep teachers and have a play in the Prep room. They have the opportunity to be involved in College Specialist lessons of Physical Education, Music, STEM and Library. They get to know the environment and even where the toilets are. We provide Transition Statements that are detailed and include information about the Prep. The Kindergarten teacher purposefully connects with any other schools that children will be attending to find out how to make specific transitions. We find that our children are still prepared for other schools as they have had positive 'big school' experiences.

Before attending excursions we undertake risk assessments and provide written evidence of detailed information to families. The information includes, mode of transport, educator-to child ratio and number of adults attending. Even our youngest group, the twos, have gone to some College events, gone on bush walks and had a picnic at the Church playground.

Exceeding Themes

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

Exceeding Themes	Evidence
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Practice is embedded in service operations

Educators, the educational leader, and the co-ordinator demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times

Educators, co-ordinators and the educational leader:

- engage collaboratively and respectfully with families from enrolment and orientation to learn about their expertise, culture, values and beliefs and priorities for their child's learning and wellbeing
- consistently support families to participate in the service, make meaningful contributions to service decisions, and share in decision making about their child's learning and wellbeing
- regularly provide families with comprehensive, current and accessible information about the service, relevant community services, and resourcing to support parenting and family wellbeing
- recognise the leading role of families in their children's wellbeing and development

Across the service, the observed and discussed approach to building respectful and supportive relationships with families demonstrates a strong commitment to the principles and practices of the approved learning framework/s, and aligns with the educational program, the service's statement of philosophy, and the enrolment and orientation process.

The service had a comprehensive enrolment and orientation process based on active communication, and consultation with families. Comprehensive information about the service is discussed during the initial orientation of the service including details of the educational programs, play room routines, and parent participation. Families and their children are encouraged to visit as many times as needed and spend time getting to know educators and the service prior to commencing care.

Educators consistently provide families with comprehensive, current and accessible information about the service, relevant community services, and resources to support parenting and family wellbeing. Newsletters include a wide range of information about what has happened at the service and each of the groups is provided to families on a monthly basis. Information, including community events and 'Calvary News', APP reviews, and focus articles such as 'Having a routine helps your family be happier', is thorough and purposefully provided to support parenting and family well-being. Noticeboard display current information about events associated with community services and the College and local Community. The 'ELC Handbook' is also accessible on the College website with dedicated tabs linking families to College and church events as well as organisations such as Centacare, Relationships Australia and Headspace to allow families private access to parenting support.

Families are offered opportunities to be actively involved in the service through an open door policy and invitations to contribute to programs. Families are encouraged to participate in the program by staying to play, reading stories to children; cooking; participating in cultural experiences, birthdays and donating items. These contributions are recorded in photographs, in the daily journals and displayed in the relevant rooms to encourage further involvement.

Educators consistently support families to share in the decision-making about their child's learning and development through daily informal discussions, parent-teacher meetings, the provision of resources and providing regular information in relation to the participation and progress of their child via Xplor.

Practice is informed by critical reflection

The service's approach to supporting relationships with families:

- reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents. Most of our educators are parents themselves and are able to support and provide insightful feedback in staff meetings and team meetings.
- is informed by current recognised guidance on supporting relationships with families. Our goal is always to support not criticise or judge a family. We endeavour to gain information from the family and from current recognised guidance to support our understanding of family situations so that we can better support them. This happens through regular informal discussions and purposefully getting to know family members.

Any change to the service's approach to supportive relationships with families is understood by all and implemented appropriately. Changes are discussed in monthly staff meetings and recorded in minutes which are signed when read by each staff member.

Educators, co-ordinators and the educational leader:

- Intentionally consider alternate ways of engaging with families and supporting their participation at the service, and make changes where opportunities to further enhance children's and families' outcomes are identified. Families are able to send a learning journey/observation they have done at home back to the Centre so that it can be discussed between the educator and child. The educators take opportunities to extend on this 'home' learning at 'Care'.
- are able to explain how ongoing engagement with families influences the design and delivery of the educational program. The Xplor Home App gives parents opportunity to engage with their child's daily routine and learning journeys through their mobile phone in real time. Educators enjoy the 'moments' tool in Xplor playground which creates real time observations for parents and an avenue for immediate feedback and conversations.
- are aware of and able to discuss how the approach to engaging with families and supporting their participation at the service aligns with practice theory, the approved learning framework/s and the service's philosophy, policies and procedures
- are aware of how families' perceptions of their role influences how they participate in the service
- consider and discuss social justice and equity implications of their approach to engaging with and supporting each family's participation in the service, including self awareness of their own biases and how these may impact on building respectful relationships with families. eg. We have discussed being mindful of our own biased in staff meeting discussion eg. biases about parents sending their children to care when a staff member thinks they shouldn't be there.

As a team, educators, co-ordinators and the educational leader engage in robust debate and discussion about the service's approach to engaging with families and supporting their participation at the service. As part of this debate and discussion, personal, professional and organisational values that influence practice are identified, discussed and challenged.

Practice is informed by critical reflection

The service's approach to supporting relationships with families:

- reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents. Most of our educators are parents themselves and are able to support and provide insightful feedback in staff meetings and team meetings.
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- Intentionally consider alternate ways of engaging with families and supporting their participation at the service, and make changes where opportunities to further enhance children's and families' outcomes are identified. Families are able to send a learning journey/observation they have done at home back to the Centre so that it can be discussed between the educator and child. The educators take opportunities to extend on this 'home' learning at 'Care'.
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- reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents. Most of our educators are parents themselves and are able to support and provide insightful feedback in staff meetings and team meetings.
- is informed by current recognised guidance on supporting relationships with families. Our goal is always to support not criticise or judge a family. We endeavour to gain information from the family and from current recognised guidance to support our understanding of family situations so that we can better support them. This happens through regular informal discussions and purposefully getting to know family members.

Any change to the service's approach to supportive relationships with families is understood by all and implemented appropriately

Educators, co-ordinators and the educational leader:

- Intentionally consider alternate ways of engaging with families and supporting their participation at the service, and make changes where opportunities to further enhance children's and families' outcomes are identified
- are able to explain how ongoing engagement with families influences the design and delivery of the educational program
- are aware of and able to discuss how the approach to engaging with families and supporting their participation at the service aligns with practice theory, the approved learning framework/s and the service's philosophy, policies and procedures
- are aware of how families' perceptions of their role influences how they participate in the service
- consider and discuss social justice and equity implications of their approach to engaging with and supporting each family's participation in the service, including self awareness of their own biases and how these may impact on building respectful relationships with families

As a team, educators, co-ordinators and the educational leader engage in robust debate and discussion about the service's approach to engaging with families and supporting their participation at the service. As part of this debate and discussion, personal, professional and organisational values that influence practice are identified, discussed and challenged.

<p>Practice is shaped by meaningful engagement with families and/or community</p>	<p>At Calvary Christian Early Learning Centre we purposefully work on positive relationships with families by:</p> <ul style="list-style-type: none"> • reflecting the unique geographical, cultural and community context of the service. Some relationships are already present through the wider community of the school and church. • welcoming, reflecting and drawing on the voices, priorities and strengths of the children and families at the service. All of our educators, endeavour to show active listening to the children and can be heard telling each other what children have said. When programming children's interests, reflections and evidence of learning are documented from many of these conversations. <p>Educators, co-ordinators and the educational leader:</p> <ul style="list-style-type: none"> • actively support families to build relationships with other families and with relevant community services to strengthen child, parenting and family outcomes. ELC families are included in Calvary School and Church social events. Some have developed strong friendships with other families as they drop off and pick up their children, see each other at church or social events like the Calvary College Fair. • consistently tailor their approaches to communicating with and engaging with each family in recognition of individual families' circumstances and ways of connection, and seek out families' views on their preferred means of communication and participation from enrolment. We have gained parent feedback about Parent nights and how to best suit our parents, followed up on how a new family's child has settled, record conversations from families including feedback suggesting change eg. rocks in garden to be removed. • draw on their knowledge of each family to provide thoughtful and tailored opportunities for each family to participate in the service , for example building a sense of belonging for Aboriginal and Torres Strait Islander families such as the Indigenous family who shared their culture with the children by showing them clap sticks and allowing the children to paint and keep a set. • explore opportunities to build trust and support families to contribute to the educational program in ways that celebrate and share their strengths, beliefs and culture with children, families and the service team. Educators find out information about families through regular conversations, family input form and Xplor Home. • build and maintain community partnerships that support and promote parenting and family wellbeing and proactively and respectfully engage with families to support their parenting and family wellbeing circumstances and priorities. We advertise other playgroups and support groups on our Reception notice boards.
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Exceeding Themes

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

Exceeding Themes	Evidence
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Practice is embedded in service operations

Educators, the educational leader, and the co-ordinator demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times

Educators, co-ordinators and the educational leader:

- establish and maintain ongoing collaborative partnerships with the community and link with community and support agencies to enhance children's learning, wellbeing and participation
- consistently facilitate inclusion and support assistance to ensure that the educational program enables each child to fully participate
- systematically promote continuity of learning and transitions for each child by sharing relevant information, clarifying responsibilities, and building collaborative strategies with relevant stakeholders

Across the service, the observed and discussed approach to building collaborative partnerships with the community displays a strong commitment to the principles and practices of the approved learning framework/s, and aligns with the educational program and with resources that support community engagement and inclusion.

The service systematically promotes continuity of learning and transitions for each child by sharing relevant information, clarifying responsibilities, and building on collaborative strategies with relevant stakeholders. As the service is a part of the Christian College community, we have developed a whole year approach to transitions as result of the organisation viewing transitions of children to formal school as part of an ongoing journey in the community. An established transition program, 'Calvary Ignite', provides regular ongoing visits to participate in aspects of the College curriculum including activities such as STEM, Physical Education, Music and Library visits.

Children participate in the College sporting events, Under 8s week and Book week celebrations. The service works collaboratively with the College Prep Teachers to allow each prep teacher to attend a scheduled visit to the service with the aim of spending time getting to know children. Educators have commented that they see this as an opportunity to observe the service environment and discuss the needs of individual children. In term 4 children visit the Prep classrooms and the program finishes with a Teddy Bears Picnic to celebrate the upcoming transition with children and their families. A parent information night is also offered to provide administrative and enrolment support to families.

Educators consistently facilitate inclusion and support assistance to ensure that the educational program enable each child to fully participate in the program. The service seeks information and ideas from the Inclusion Support Agency and other relevant organisations to support individual children, for example, occupational and speech therapists visited the service to engage with children supporting their learning and development. We have also provided additional support educators to assist the service in the event that it was determined that this was required.

The service's approach to collaborative partnerships:

- reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents. Noted in staff meeting minutes.
- is informed by current recognised guidance on collaborative partnerships.

Any change to the service's approach to collaborative partnerships is understood by all and implemented appropriately.

Practice is informed by critical reflection

Educators, co-ordinators and the educational leader:

- purposefully consider and create opportunities to strengthen the service's approach to enhancing children's inclusion, learning and wellbeing, and seek out new links and partnerships where opportunities to further enhance children's and families' outcomes are identified. Barriers and strategies are thought through to enhance individual children's learning.
- are able to explain how ongoing community engagement influences the design and delivery of the educational program and supports children's learning, wellbeing and enables full participation in the program for every child
- are aware of and able to discuss how the service's approach to inclusion support and supporting transitions between learning environments aligns with practice theory, the approved learning framework/s and the service's policies and procedures
- consider and discuss social justice and equity implications of their approach to inclusion support and supporting transitions for all children, including self awareness of their own biases and how these may impact on child and family outcomes
- challenging stereotypes, raising awareness of, and cultivating deep respect for Aboriginal and Torres Strait Islander histories and cultures

As a team, educators, co-ordinators and the educational leader engage in robust debate and discussion about the service's approach to building community partnerships and supporting inclusion and transitions. As part of this debate and discussion, personal, professional and organisational values that influence practice are identified, discussed and challenged. In each team's weekly meeting, there is opportunity to discuss how we can build community partnerships. In reviewing the low number of parents that attended our Beginning of the year parent night, we gained feedback from educators in the kindergarten team and then also sent a questionnaire home to families to gather feedback. We took that feedback and further discussed ideas of moving forward. This provided the avenue to be creative and think of how we could best support our families and the idea of 'Kindergarten Parent Connect' (a casual approach giving opportunity for parents to ask questions regarding topics suggested by parents)

Collaborative discussions occur between educators and management to support children to be included and strategies implemented to meet the individual needs of each child. For example, following reflection at the weekly team meeting, the Nominated Supervisor and Educational Leader discussed possible strategies to address the challenges of the child's behaviour. The Nominated Supervisor advised that ongoing reflection and staff discussion would continue to assess the success of the strategies being implemented and continue to try and support the child's inclusion.



Staffing arrangements support transitions from home and build collaborative partnerships are consistently considered. For example, educators are available to children and families through regular rostered hours each week and families can be observed seeking out rostered educators to share information and discuss their child's learning and wellbeing. The roster is organised with the aim that consistency gives opportunity for relationships to be built by having regular staff and team members for each room. This way each family gets to know their child's educators through regular opportunities for interaction.

Professional development opportunities in relation to 'Embedding Indigenous cultures', 'Calvary Cultural Pillars' (catering for the interests of every child's culture), 'Calvary Conversations and 'Calvary Teaching and Learning', 'Wellbeing', 'Growth mindset', 'Understanding Developmental stages of children', 'Professional Communications for Early Childhood Educators' have been made available to staff.

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

- The service's collaborative partnerships:
 - reflect the unique geographical, cultural and community context of the service. Relationships are important to the Calvary community and so as Calvary Early Learning Centre we work at developing and establish healthy positive relationships with all who come in contact with us. This starts at our Reception area with our very friendly Receptionist who intentionally warmly greets all visitors and in particular our families and children. The children look forward to saying hello and goodbye to Miss Jackie every day and it has become a delightful part of their daily routine.
 - Strong partnerships with the College and other early childhood services are established to support families in their care requirements and the inclusion of each child. Children enrolled at the service visit the College as part of a planned transition to Prep process. Children attended annual Under 8's events. Transition statements are completed for each child attending school the following year with signed consent from families, these statements can be accessed by schools on the Department website. The Early Childhood Teacher allows confidential discussions between the service and the College to occur to best support each child's transition.
 - welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service. Key conversations are recorded in communication books available to educators in each age group. These are also noted by the Nominated Supervisor and addressed if required. The Educational Leader can also access these records to ensure the needs of families are formally logged (if required) and respected in the service practices.
 - Formal collaborative conversations are provided and documented on individual learning plans. From the input and requests of families, additional inclusion strategies are implemented primarily during several service routines to support the requests and values of families while remaining inclusive to the child. Ongoing educator reflection and staff support/feedback to the family continues.
- Educators, co-ordinators and the educational leader:
 - support families to build relationships with relevant community services and agencies that enhance children's wellbeing, learning and participation in the educational program
 - seek out and build new community partnerships in response to the perspectives, priorities and strengths of the children and families at the service, including the changing support and transition needs of children and including at the direct request of families if appropriate
- Community partnerships contribute to a culture of inclusiveness and sense of belonging at the service. The service actively engages with several Allied Health professionals, sporting clubs, and Playgroups. Our Social Media pages, displays in Shopping Centres such as Stockland and our Calvary ELC website provide many opportunities for the community to engage with us. We have recently added a virtual tour to our website to allow those in the community see our facilities.
- The service demonstrates a commitment to building and sustaining reciprocal relationships with community groups, including mutually beneficial partnerships that make connections with local Elders and give back to the community. We have had regular meetings with a local indigenous elder who has supported us with our Cultural Pillars Project.

Improvement plan

Standard/ Element	Issue identified	Outcome or goal sought	Priority	How will we get this outcome?	By when?
QA6: 6.1, 6.1.3 QIP 144	Building strong relationships with families	Families feeling supported and valued	MEDIUM	When we hear of a family who has had an incident or death in the family, we will send them some flowers from the Centre and offer support.	18 Oct 2021
	Progress notes				
	<div>  Completed on 18 Oct 2021 by Wendy Chamberlin This has been a lovely addition to our processes. Families have expressed surprise, and the sense of feeling valued and supported by our community. It has even broken down some barriers to relationships. </div> <hr/> <div>  Wendy Chamberlin 18 Oct 2021 We have had many encouraging emails as the one attached from families, when they receive the flower gifts. This has been a small thing that solidifies positive relationships and helps engage the families more with a willingness to trust and support. </div> <div> Attachments Email from family re flowers.docx </div>				

Listed above	
Issue identified	Standards/Elements
QIP 145 Partnering with families in managing the behaviour of their children	QA5: 5.1.1 QA6: 6.1, 6.1.2, 6.1.3

Summary of strengths for Quality Area 7

7 Summary of Strengths.

Our purpose built Reception area at the front of our facility has enhanced the professional and Educational perception of the Calvary Early Learning Centre. The Reception area has clear signage and visual communications about our Philosophy, vision and values. This area is run by the Calvary Early Learning Centre Administration team which consists of the Director, Educational Leader and the Personal Assistant to the Director and an Administration assistant. This team has put in place clear processes which lead to well managed administration of records including enrolments, and reports such as incidents etc. Regular reviews of systems, policies and procedures are discussed in the Administration team meetings. These reviews are shared with staff and families via staff meetings and monthly newsletters. Feedback is respectfully considered. Changes are managed carefully so as to provide clear communication, adaptations and time for all parties concerned eg. the change over to the Qikids to Xplor.

The team work well together in making it a priority that every person who enters our Reception area is welcomed in a warm, happy and friendly manner. This Reception area, our process and personnel are effective in only allowing persons with permission to enter the Early Learning Centre. The children have developed routines of saying hello and goodbye to the Reception staff with a hug or a high five. We also added a fish tank to the reception area to create a calm and welcoming environment. The children interact daily with these fish and love to say goodbye or hello to them as well.

The Director is included on the executive team of the Calvary Christian College and as the Director of the Early Learning Centre has a voice in the larger College community and the strategic plans for the future. She has a weekly meetings with the Deputy Principal of the Calvary College. The Principal (Authorised supervisor) and Deputy Principal are very supportive of the Calvary ELC team of staff, educators and families. Their support is communicated by their engagement in the working of the Centre and the regular open conversations with all staff. The Calvary College constantly supports and encourages the Early Learning Centre with the shared use of facilities and resources, Professional development, leadership opportunities, Technological support, Library resources, Agricultural Centre facilities and animals, Physical Education and Music teacher, and inclusion in any developmentally appropriate College activities. All our staff were able to attend a Professional Development day at the College about 'Growth Mindset' and 'Wellbeing'. This type of inclusion helps build a strong connection between the Centre and College.

We contribute to the development of a positive organisational culture, through regular discussion about the culture of the Centre and how to maintain a positive and friendly atmosphere. We have provided avenues for each 'room team' within the Centre to encourage clear and open lines of communication and understanding of roles. These teams have regular meetings together where they discuss the children's learning, room culture, encourage each other in the value they give to the team and also discuss any possibilities for improvement. We have put in place Team leaders for each room and the Director meets regularly with the team leaders to support, encourage and empower them to manage their small group of educators. We provide feedback to the team leaders from parents and staff to make improvements and communicate standards clearly. We also encourage these team leaders to complete Leadership training.

Our staffing arrangements are structured for continuity of care for children and parents and also so that children can develop positive attachments. Most of our staff have worked at the Centre for at least five years. We have developed a recruitment process that includes checking working with children status, a positive induction, role descriptions and interviews. We have developed an ELC roster team who work together on rosters drafted fortnightly in advance. A lot of discussion has gone into the improvement of rosters as a result of feedback from staff. New processes were put in place that have improved the communication out of rosters.

Applicants for permanent positions, are involved in a series of conversations in three stages. Firstly, an informal coffee meeting, secondly, a meeting including the Educational Leader (and or any other relevant staff members that the potential applicant maybe working with).

The last formal interview is with the Director and the Principal/Deputy Principal of the Calvary College. The Educational Leader and the team leaders provide regular follow up with new staff and the team members support each other. We have regular monthly staff meetings for which minutes are provided, read and signed by staff. We start with eating a meal together which promotes a friendly 'family like' team culture. Agendas are clear and all parties are involved in decision making.

We communicate regularly to children and parents about the culture of the Centre and provide an open door policy with parent/child contributions being considered of utmost importance. According to a recent survey, our families say that they enrol their children into our service because of our Philosophy as well as the intention of a smooth transition to the Calvary College. As we are the first step for many of these families it is important that we give families a positive start to their Calvary journey. In order to welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service, we actively support our families in this transition and ensure our Christian Philosophy is embedded in all that we do.

Our Educational leader is provided with quality time to enable her to work with staff on a regular basis to discuss programs, the programming cycle, to provide feedback on areas that need attention as well as positive and constructive feedback. She has developed a clear process with the implantation of a Programming folder supplied to each room team so that a regular audits of programming can be completed. The purchase of the Xplor software program has improved our ability to interact with families in their child's learning.

We have upgraded our facility and our resources, as we have grown and will continue to do so to provide a vibrant and challenging curriculum for the children.

Our records are update for staff, volunteers and Educators working directly with children.

Exceeding Themes

Standard 7.1 - Governance supports the operation of a quality service.

Exceeding Themes	Evidence
Practice is embedded in service operations	Educators, the educational leader, and co-ordinators demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times
	Well established Calvary Christian College, Church and Early Learning Centre governance arrangements and administrative systems consistently support the operation of a high quality service and drive continuous quality improvement. The Director has regular engagement with the the Management of the College and Church. The Educational Leader/Assistant Director has regular meetings with the Director and the College Head of Teaching and Learning. The team Leaders have weekly meetings with the Director. The Educator teams have weekly meetings.
	Well established governance arrangements and administrative systems consistently support the operation of a high quality service and drive continuous improvement. The service has access to support from a range of dedicated teams at the Christian College, including but not limited to, Human Resources and Recruitment, Workplace Health and Safety, Finance and Payroll and online Service Support. The College support structure includes the Nominated Supervisor, who is always the first point of contact at the service, the Head of Teaching and Learning/Deputy Principal and the College Principal, all of whom were very active in their assistance to the service.
	Educators, co-ordinators and those with management responsibilities are able to discuss and demonstrate how the service's management systems support proactive risk management and drive continuous improvement, for example in relation to: <ul style="list-style-type: none"> Recruitment and staff selection Responding to and learning from incidents, complaints and feedback from families Maintaining up-to-date records that support effective service provision
	Educators, co-ordinators and those with management responsibilities are able to discuss and demonstrate how their daily practice is underpinned by the service's statement of philosophy and how they are involved in reviewing the statement regularly.
	Persons with management responsibilities are able to discuss and demonstrate how the statement of philosophy underpins service operations, and explain how it was developed and how and when it is reviewed.
	The guiding principles of the National Law (see section 3 of the Law) are reflected in and consistently enacted through the service's statement of philosophy
	The service's policies and practices on recruitment and retention of staff reflect the diversity of the local community. Governance and administrative systems consistently support the operation of the service through the development of clear procedures in relation to a range of operational tasks and responsibilities, including ongoing budgetary provisions including maintenance to upkeep and improve the service

	<p>premises and professional development for educators.</p> <p>All members of the service team, including relief staff, understand and are able to articulate their roles and responsibilities, including in relation to each other, children, and families, and the service's decision-making processes</p> <p>Across the service, observed and discussed governance and administrative arrangements align with systems, documented policies, procedures and records. Effective processes were in place to consistently achieve continuity of educators resulting in the establishment and maintenance of secure relationships with children. Staffing arrangements provided the same educators and group/team leaders in each age group each week. The Educational Leader/Assistant Director is employed primarily to work in a non-contact role</p>
<p>Practice is informed by critical reflection</p>	<p>Any change to the service's approach to governance is understood by all and implemented appropriately via emails, face-to-face, team meetings, individual meetings or staff meetings.</p> <ul style="list-style-type: none"> • Educators, co-ordinators and those with management responsibilities: <ul style="list-style-type: none"> ○ critically reflect on the statement of philosophy, individually and together, to ensure it aligns with the service's current purpose, priorities, and approach to practice, and make changes where required to strengthen alignment and drive continuous improvement ○ engage in regular reviews of systems, policies and procedures to ensure they are effective, align with quality practice, are responsive to feedback identified through the service's risk management and quality improvement systems, and support consistent, high quality practice across the service. Each Staff meeting a list of Policies are reviewed. Staff are given a week to read the policies and provide feedback or ask questions at the Staff meeting. ○ are aware of and able to discuss the service's governance and decision making processes and how these align with professional standards and contribute to continuous quality improvement <p>The service supports and enables all members of the service team to provide feedback on opportunities to strengthen governance and administrative systems, including decision-making processes, and this feedback is respectfully considered. eg. rostering issues</p> <p>Change processes are managed sensibly and collaboratively with key stakeholders and the rationale for change is clearly communicated eg. Changing software programs/database from Qikkids to Xplor.</p>

<p>Practice is shaped by meaningful engagement with families and/or community</p>	<p>Governance of the service:</p> <ul style="list-style-type: none"> reflects the unique geographical, cultural and community context of the service. Being a part of the Calvary College provides us with many resources and opportunities such as Human resources, professional conversations and development, and potential enrolments. We are building meaningful engagement with families from a variety of cultures in the community such as Irish, French, African, Aboriginal, Torres Straight. welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service. Positive relationships that have become long term as we have had families have all their children in our Centre over a period of time enable respectful, honest and open conversations. <p>Educators, co-ordinators and those with management responsibilities:</p> <ul style="list-style-type: none"> actively support families and the community to meaningfully engage with the service philosophy, policies and procedures, and to provide feedback and contribute to regular reviews. Our families were very helpful in the review of our Statement of Philosophy. The survey results provided us with great feedback. actively support families and the community to understand the roles and responsibilities of members of the service team and how to engage with the service's feedback processes. Educators are aware of the processes involved to support families and the community on how to engage with feedback. A lot of feedback is given in face-to-face daily conversations. Feedback directed to management via email or phone call is always attended to promptly with the goal of resolving and the humility to improve. <p>The service supports and enables families and the community to provide feedback on governance arrangements and administrative systems, including decision-making and feedback processes. Families whom we have long standing relationship with are open and honest with their feedback and it is usually creditable, and does influence decision-making. Feedback from the community is always considered when received.</p> <p>Governance and administrative arrangements contribute to a culture of inclusiveness and a sense of belonging at the service and suit the unique context of the service</p>
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Exceeding Themes

Standard 7.2 - Effective leadership builds and promotes a positive organisational culture and professional learning community.

Exceeding Themes	Evidence
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Practice is embedded in service operations

- Educators, the educational leader, and co-ordinators demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times
- Effective leadership:
 - builds and consistently promotes a positive organisational culture and professional learning community that supports all members of the service team to develop as professionals and contribute meaningfully to quality improvement processes. The Q.I.P. can be accessed by both families and staff on our Calvary Website. Staff have access to Penelope QIP and can add progress notes. Professional Development plans are created as part of the Appraisal process.
 - builds educator capacity by supporting educators through ongoing professional development opportunities, for example room teams are created and educators can support each other in these groupings, support is also provided by the Team leaders, the Educational Leader and Director in both formal and casual meetings.
- All members of the service team:
 - are able to explain how the service's performance evaluation process consistently supports their learning and development goals and growth as professionals, including how a tailored professional development plan provides a focus for continuous performance improvement; All staff undergo an Appraisal from which comes the Professional Development Plan.
 - are able to discuss and demonstrate how they actively participate in the service's ongoing self-assessment and quality improvement process, and how this process drives continuous improvement in service quality and enhances outcomes for children and families. Improvements and changes are identified and discussed in team meetings and staff meetings as part of the critical reflection process and as a result of feedback recieved.
- The educational leader is able to discuss and demonstrate how they are supported by the service's leadership team and work collaboratively with educators to effectively lead the development of the curriculum and set high expectations for teaching and learning. The Educational leader is supported by the Director (weekly meetings) and the College Deputy Principal and Head of Teaching and Learning (fortnightly meetings). The Educational Leader works mostly non-contact time except if needed to relieve an educator.
- Educators are able to discuss and demonstrate how they are supported by the educational leader to learn and grow in their professional practice, and how they work with the educational leader to consistently deliver an educational program that sets high expectations for each child's learning. The Educators have commented about how supportive the Educational leader is in her role. She makes time to have one-on-one meetings to train educators in using Xplor Playground. Provides follow-up and continual support in programming, as well as those enrolled in qualification courses.
- Across the service, observed and discussed quality improvement processes align with the service's Quality Improvement Plan and with other supporting documentation, including individual professional development plans for staff members.




Practice is informed by critical reflection

- The service's approach to leadership:
 - reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents; These discussions most often occur in staff meetings, team meetings, casual and formal conversations.
 - is informed by current recognised guidance on leadership that supports the operation of a quality service. The Educational Leader, Director and Kindergarten teacher, Pre-Kindy and Junior Kindy team leaders have been involved in leadership workshops and webinars that support the operation of the service.
- Any changes to the service's approach to leadership is understood by all and implemented appropriately. Relevant changes are discussed in staff meetings and minutes distributed for reading.
- The leadership team regularly reflects on the service's quality improvement processes and makes changes where opportunities are identified to enhance outcomes for the service team, children and families
- All members of the service team:
 - regularly reflect on their own learning and professional development goals and opportunities to strengthen their performance and practice, and share their insights through informal and formal performance discussions to support alignment of expectations and goals; eg. Educator shared in staff meeting about going to a workshop about leadership and brought back the thought 'Keep the main thing, the main thing' which has been a saying that has been repeated often.
 - systematically reflect, individually and as a team, on service performance in relation to the National Quality Standard, focus areas identified in the Quality Improvement Plan, and goals for teaching and learning to ensure the service is meeting its own and the regulatory system's expectations for high quality and continuous improvement. Each week the team leaders are given a critical reflection task to complete which educators rate our performance in relation to the National Quality Standard. These are collected by the Educational Leader and reviewed.
- The service supports and enables all members of the service team to provide feedback on quality improvement processes and this feedback is respectfully considered. Educators have access to the Quality Improvement Plan through Penelope QIP. They are also involved in specific discussions in team meetings and staff meetings regarding our process.
- Change processes are managed sensitively and collaboratively with key stakeholders and the rationale for change is clearly communicated. Policy changes are always presented in draft form to staff and families and then the College board. Feedback if received, generates an update and when the Policy is finalised it is uploaded on our Calvary Website Policy page (locked)

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

- Leadership at the service:
 - reflects the unique geographical, cultural and community context of the service; The strong Calvary Culture, Vision, Mission, Values, and Statement of Philosophy are regularly communicated both in word and deed especially at events like our End of Year Celebrations, Calvary College Fair, Calvary College Ignite (transition to school) program, handbooks, website etc.
 - welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service. Healthy relationships and common values enable us to work together effectively with our families.
- Educators, co-ordinators and those with management responsibilities:
 - support families and the community to participate meaningfully in the service's quality improvement processes, including the development and review of the Quality Improvement Plan; Families are able to access updates of our QIP on the Calvary Website and notified of updates to improvements. Surveys have been used to gather specific information eg. The Statement of Philosophy review and Parent Nights.
 - support families and the community to understand the role of the educational leader in relation to their own child's participation in the service, and regularly invite them to discuss their own goals and expectations for their child's learning to inform the educational program. The Educational leader often hosts families for their initial orientation and has the opportunity to speak into the educational program of Calvary ELC.
- The service supports and enables families and the community to provide feedback on quality improvement processes, and this feedback is actively considered as part of the regular cycle of self-assessment that supports continuous quality improvement
- The service builds and maintains community partnerships that strengthen the professional learning community and support continuous quality improvement, enhancing outcomes for children, families, and the service team. Allied Health professionals regularly give advise on how we can better support the children in our care. Speech therapist and Occupational Therapists have given workshops about language development and signs to look for in children which may warrant professional help.
- Quality improvement processes contribute to a culture of inclusiveness and a sense of belonging at the service, and suit the unique context of the service. Relevant parties are approached to discuss inclusiveness eg. Indigenous elders in the community, Allied Health professionals and Inclusion Support.

Improvement plan

Standard/ Element	Issue identified	Outcome or goal sought	Priority	How will we get this outcome?	By when?
QA7: 7.1, 7.2 QIP 142	Staff involvement in whole school community is hampered by the perception that they are not included.	Sense of belonging and value developed in ELC staff as part of College community.	MEDIUM	1. ELC management to speak to College management about feedback 2. ELC Management to create opportunities for continued relationship building between College and ELC 3. ELC staff to feel valued by wider College community.	30 Jul 2021
Progress notes					
 Completed on 02 Sep 2021 by Wendy Chamberlin We have realised that it is value to close for Professional Development days at times for the benefit of our staff. Families understand the need for staff to attend Professional Development and to respect their schedules they appreciated clear and timely communication. We will look forward to scheduling more in house training and professional development with the Calvary College where/when applicable.					
 Wendy Chamberlin 10 May 2021 During the May staff meeting discussion some staff encouraged others that the College is inclusive of us: <ul style="list-style-type: none"> All are welcome to come to staff meetings at College Those who do attend these meetings (ARo, JHo and WCh) were able to tell staff that the ELC is often thought of, valued and included in Calvary Community WCh encouraged ELC staff to be the ones to reach out to the College and purposefully be involved in College events rather than not attending because of pre-concieved ideas. Attachments Staff Meeting Minutes May 2021.pdf					
 Wendy Chamberlin 21 May 2021					

Allison Robinson suggested idea of inviting staff to attend Calvary College Staff Devotions (morning meeting) to Wendy (Director), who then sent out an email to staff inviting them to attend these meetings:

Hi team,

In light of our conversations at our latest staff meeting, I want to let you know about the regular staff devotions that the College holds.

As College staff members you are all very welcome to attend these anytime. If you want to attend one of these with a friend, please let Janelle or I know as we would love to attend with you (better together ??)

These are held in the Lecture Theatre from 8am until about 8:20/30am.

The usual pattern is:

Monday (Steve speaks),

Tuesday (church leader speaks),

Thursday (staff member speaks)

and Friday (praise and worship in PACCA building)

Also, if you are on roster on Monday mornings at this time and would really like to attend one of these, please let Janelle and I know. Ally (who has suggested the idea) has offered to fill in for you for that 20mins so you can attend ?? ?? ??

Thanks

Wendy Chamberlin :: Director



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Wendy Chamberlin

10 Jun 2021

No one has responded to invitation to attend meetings.



Wendy Chamberlin

16 Jul 2021

Approved Provider (Principal of College - Steve Downes) suggested that we include the ELC staff in Professional Development at College during the College Student free week at the end of the school holidays.

Director called department and notified them that we would be closing the Centre for Friday the 16th of July so that our staff could be part of the College Professional workshops:

1. Growth Mindset
2. Wellbeing

Parents were notified of closure 5 weeks in advance. No concerns raised. Staff attended the PD and seemed to enjoy being part of the bigger Calvary Community.



Wendy Chamberlin

02 Sep 2021

We closed the Centre on Friday the 16th of July. Families were notified three weeks in advance and no complaints were made. The ELC staff were able to spend the day not only with each other but the entire Calvary College community. The following feedback was noted from our August staff meeting:

College PD day feedback:

- Great to be there and opportunity to learn and grow – TBR
- Felt included – JHE
- Some people felt growth mindset not as applicable as the mental health one but for WCh Growth Mindset was challenging and she enjoyed it.

- Good to hang out together and great day all round – thanks RHa
- Opened the door for further opportunity for future workshops.

Listed above	
Issue identified	Standards/Elements
QIP 126 Feedback from staff regarding rosters	QA4: 4.1, 4.1.1, 4.1.2 QA7: 7.1.2

Listed above	
Issue identified	Standards/Elements
QIP 143 Change checks of First Aid kits to monthly checks instead of 3 months.	QA2: 2.1.2 QA7: 7.1.2

QA7: 7.2.3 QIP 132	Update Appraisals	Update form to become more applicable and relevant to NQS, non-threatening, informative and provide a platform for professional development plans.	MEDIUM	1. Review old forms, get feedback 2. Update forms to include Professional Development plan 3. Show staff at staff meeting, invite feedback. 4. Reflect on process	25 Jun 2021
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Progress notes

**Completed on**

29 Jun 2021 by Wendy Chamberlin

This process was very valuable to management as it resulted in providing more specific ways of supporting and promoting skill development in the team. We look forward to individual staff development progress.

**Wendy Chamberlin**

18 May 2021

The appraisal form has been updated. Process has been completed with four staff. Feedback has been that the new format feels less like an assessment and more like a self-reflection. It has been easier to identify opportunities for professional development. Management will get feedback from staff in next staff meeting and present idea of having Appraisal every 2 years and Professional Development plan updates annually to help keep up to date with this.

Attachments

[Final Appraisal template 2021.docx](#)

**Wendy Chamberlin**

08 Jun 2021

In an attempt to document a Professional Development Plan for each staff member we have added a last page to the Appraisal which identifies suggested Professional Development topics, skills, training that the staff member will plan to work on in the next 12 months. Staff are given a copy of the Appraisal including the plan.

Attachments

[Final Appraisal template 2021.docx](#)

**Wendy Chamberlin**

29 Jun 2021

We have completed a number of Appraisal's and the feedback from the staff and management is that they lend themselves more to Professional development now. Management have appreciated the feedback from staff via the appraisal process which has identified areas of most need. This has generated the purchase of specific webinars and resources pertaining to the needs identified eg. Book Professional Communications for Early Childhood Educators and the 'Embedding Indigenous practises' webinars. Staff have been given a copy of their Appraisal plus their own Professional Development Plan to work on. This will be reviewed in 12 months time.



Wendy Chamberlin

29 Jun 2021

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