



Calvary Christian Early Learning Centre

## Quality Improvement Plan

This report was generated on 12 May, 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
	<a href="https://www.elc.calvary.qld.edu.au">https://www.elc.calvary.qld.edu.au</a>
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 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 enrollment 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 Center. 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 them.

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, 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 Athletics Carnival 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.

### **1.1.1 Observed strengths**

- Curriculum decision making aligns with the principles, practices and outcomes of the *Early Years Learning Framework (EYLF)*. Educators in the kindergarten program also used the *Queensland Kindergarten Learning Guideline (QKLG)* to guide the

development of the curriculum and to support decision-making.

- Educators' holistic approach to teaching and learning incorporates the spiritual wellbeing of children and reflected the nature of holistic approaches described in the *EYLF*. Children's spirituality in light of the Christian faith of the service is nurtured through experiences integrated in the daily program. The statement of Philosophy also reflect this.
- Group and individual documentation identifies principles, practices and learning outcomes in relation to the planned teacher initiated and spontaneous experiences documented by educators. The educational program included links to the *EYLF/QKLG* and the planned experiences demonstrated that educators promoted children's progress towards the five learning outcomes of the *EYLF*.

### **1.1.2 Assessment and rating comment**

- The enrolment package, including a 'Parent Input' form, is provided to each family to gather initial information in relation to each child's cultural background, celebrations and favourite items including food, animals and activities. The information gathered about each child's current knowledge, strengths, ideas, culture, abilities and interests is used to guide the planned experiences, resources and educator interactions. This approach allows educators to capitalise on spontaneous teachable moments for each child as/when they arise. During the assessment and rating visit, the written reflections and experiences provided/facilitated by educators demonstrated that educators were attuned to the interests and abilities of each child.
- Program documentation shows that educators respond to children's interests.

### **1.2.2 Assessor comments**

- Educators scaffold children's learning by facilitating individual and small group play situations. Educators engage in conversations with the children asking questions to provoke thinking and problem solving.
- Educators take opportunities to speak into children's actions and responses to each other through interactions in their play.
- Program documentation shows that educators respond to children's play and extended their learning.

### **1.2.3 Assessor's comment**

- Children can be observed initiating play in the various indoor and outdoor play spaces. Educators support experiences with access to requested resources and through interactions to extend the experience.
- Educators respond to children's requests.
- Children participate in experiences of their choice in the indoor and outdoor environments.
- Program documentation and displays of projects in the playroom show that educators incorporated children's ideas and suggestions in planning.

## Exceeding Themes

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

Exceeding Themes	Evidence
<b>Practice is embedded in service operations</b>	<ul style="list-style-type: none"><li>• The observed and discussed approach to curriculum decision-making consistently aligned with the service philosophy. For example, educators consistently delivered planned experiences that built on the learning outcomes and vision of the <i>EYLF</i> and guided 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 did, was evident in the considerations made to organise and present experiences and routines in the environment, and in the consistent manner in which educators engaged children in faith based learning experiences.</li><li>• Observations during the visit and program documentation showed that educators confidently made curriculum decisions to ensure each child's learning and development was maximised. 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. Outside, when children were interested in pouring sand down the slide, educators planned to provide a variety of resources including planks to extend on the children's exploration. In an observed experience, another educator questioned children 'what would happen if...' and 'why do you think that will happen?' to encourage the group to predict and hypothesise.</li></ul>
<b>Practice is informed by critical reflection</b>	<ul style="list-style-type: none"><li>• Educators regularly reflected on the evolving knowledge, strengths, abilities and interests of each child and how to use these to inform the program. This was evident throughout individual and group observations. For example, developmental goals in relation to social skills and toileting development were identified and regular progress notes in relation to further planned experiences and the attainment of new skills for the child were completed. Daily 'journal' entries provided on an online programming platform, QKEYLM, identified the ongoing interests of individual children, along with educator reflections of the daily routines and experiences. Collaborative critical reflection was undertaken at weekly team meetings and each age group recorded brief details of each topic discussed. For example, it was recorded that an educator was required to support play with a particular age group of children due to the children being at a very early stage with manipulative play and construction.</li><li>• During informal conversations, educators were 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 demonstrated how individual children at the service contributed to different topics of interest. Educators were confident to discuss their reflections and the subsequent actions taken such as changes to the service routines or educator practices.</li></ul>

<p><b>Practice is shaped by meaningful engagement with families and/or community</b></p>	<ul style="list-style-type: none"> <li>Educators consistently engaged 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 was completed at least annually to ensure information about each child was systematically gathered. The information collected included 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?' Educators confirmed that considerations such as one child enjoying individual attention (to talk about her artwork and listen to her stories) informed the interactions and planning of educators. Parents also contributed informally with daily input and feedback in relation to the child's participation in planned learning experiences and routines. For example, following discussions with one family to share that a child was interested in farm animals at home, the provision of related resources were documented in planning considerations. Initial enrolment meetings and individual face to face discussions were 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 shared information about their child's cultural background and this was added to the planned experiences to enhance each child's learning and development.</li> <li>Educators consistently engaged in meaningful dialogue with each family during arrival and collection times. Parents and children were warmly greeted and families actively participated in service rituals such as applying sunscreen. Parents discussed their child and shared changes to home life and the child's interests such as when a new sibling was born, overseas visitors were staying with the child, or after attending a community event on the weekend. Educators advised that this informal information was shared in the team dynamic to support the child's daily participation in experiences and interactions at the service.</li> </ul>
--	--

## Exceeding Themes

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

Exceeding Themes	Evidence
<b>Practice is embedded in service operations</b>	
<b>Practice is informed by critical reflection</b>	
<b>Practice is shaped by meaningful engagement with families and/or community</b>	

## 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
------------------	----------

<p><b>Practice is embedded in service operations</b></p>	<p>Assessment of children's learning was embedded in service practice. Educators consistently engaged in planned and spontaneous critical reflection on children's learning and development, as individuals and in groups. This was evident in daily journals, individual goals and team critical reflections compiled throughout the year. 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. The Educational Leader advised that regular email correspondence between each educator and team at the service also supported maintaining consistency in practices in relation to documentation and reflective practices. For example, following each weekly team meeting, educators of each age group shared 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, were provided in non-contact times to promote and value the practice of critical reflection.</p> <p>Group entries in QKEYLM included educators' future plans, goals, and progress notes in relation to the assessment of individual children's learning and development in skill development such as colour identification and scissor use. Individual entries in electronic portfolios included an assessment of learning against the learning outcomes of the approved learning frameworks and planned future experiences.</p>
<p><b>Practice is informed by critical reflection</b></p>	<ul style="list-style-type: none"> <li>• It was evident in records of weekly team meetings that educators engaged in critical reflection that informed the program. For example, educators reflected 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.</li> <li>• 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 remaining with QKEYLM. It was evident through discussions that educators had reflected on the effectiveness of QKEYLM since its implementation. Educators advised that families had provided positive feedback in relation to the sharing of information via QKEYLM. Families liked the immediacy of stories shared and the ability to share these stories with their extended families. Educators identified that there were further opportunities for improvement with their use of QKEYLM and acknowledged the service needed to learn more about its possibilities, particularly in relation to gathering input from families to guide each child's learning and development.</li> </ul>
<p><b>Practice is shaped by meaningful engagement with families and/or community</b></p>	

# Improvement plan

Standard/ Element	Issue identified	Outcome or goal sought	Priority	How will we get this outcome?	By when?
QA1: 1.2.2, 1.2.3, 1.3.2 <a href="#">QIP 127</a>	Documentation of children's views and opinions and the use of this information to inform the program needs to be better documented	Observations include children's views and Opinions and the cycle of programming shows evidence of these informing the program and each child's progress.	MEDIUM	Discuss how we can do this better during a whole staff meeting.  Ensure Observations document children's views and opinions  Use Xplor program to give families the opportunity to send photos and information of learning/happenings outside of the Childcare Centre.	24 Dec 2021
	Progress notes				
QA1: 1.3, 1.3.2, 1.3.3 <a href="#">QIP 128</a>	Need to reflect more on practises to increase opportunities for more meaningful engagement of families and the community to be gathered to shape future planning.	Documented evidence of meaningful engagement of families and communities and how this has shaped future practices in relation to the assessment and planning process of each child.	MEDIUM	Documentation of team meetings will reflect discussions about opportunities for meaningful engagement of families and the communities.  Whole staff discussions and brain storming in Staff meetings to think of ways to create more meaningful engagement with families and community.  Documentation to be made of how this engagement shapes future practices in relation to the assessment and planning process of each child.	24 Dec 2021
	Progress notes				







11 Nov 2020

We have changed our enrolment process to include direction to our website to fill in the waiting list form, which generates contact from us to family inviting them for an orientation. We are getting more enquiries than we were before and the administration required is less.

---



**Wendy Chamberlin**

22 Jan 2021

We have taken feedback from families, and staff to review and update our enrollment process. See attached document.

---



**Wendy Chamberlin**

22 Jan 2021

We have taken feedback from families, and staff to review and update our enrollment process. See attached document.

**Attachments**

[Enrolment Procedures update 2020.pdf](#)

## Summary of strengths for Quality Area 2

### 2

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 refuse a bed or 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 aid 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 Kiosk system for sign in and out procedures. This system is linked to our Qikkids database 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 kiosk. 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 has 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 then we add them to kiosk. Parents have been trained to fill in a collection form or 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 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. These reports are logged weekly on a database so that we can track these and collate further information eg. cases of Gastro or regular time frames of behaviour etc. 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 cleaner who cleans 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 participated 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"> <li>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, 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 were respected and used to inform planned experiences and routines. Educators adapt routines to continue to support children's needs.</li> <li>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 neighbouring 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.</li> <li>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. 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.</li> </ul>
Practice is informed by critical reflection	<p>Educators' regular reflections are sighted in weekly critical reflections recorded on QKEYLM, 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 reflected on providing increased supervision to the hygiene facilities and verbal reminders as children were 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.</p> <p>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.</p> <p>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 referred to <i>Staying Healthy. Preventing infectious diseases in early childhood education and care services (5th Edition)</i> when reflecting on their practices and exclusion periods for illness to ensure they were current and to inform families of up-to-date information</p>

<p><b>Practice is shaped by meaningful engagement with families and/or community</b></p>	<p>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.</p> <p>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 neighbouring 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.</p> <p>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.</p>
--	---

## Exceeding Themes

Standard 2.2 - Each child is protected.

Exceeding Themes	Evidence
<p><b>Practice is embedded in service operations</b></p>	<p>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 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.</p> <p>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</p>

<p>Practice is informed by critical reflection</p>	<p>Educators actively raised awareness of issues impacting on child safety with families, including in the context of child protection. 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.</p> <p>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.</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

Educators actively raised awareness of issues impacting on child safety with families, including in the context of child protection. 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.

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.

## Improvement plan

Standard/ Element	Issue identified	Outcome or goal sought	Priority	How will we get this outcome?	By when?
<b>QA2: 2.1.2, 2.2.2</b> <a href="#">QIP 124</a>	Emergency Plans and procedures reviewed to include College Response Team	<p>Nominated Supervisor to discuss Policies with members of College Management such as Fire Warden and Property Manager.</p> <p>Include the process of including the role of the <b>Calvary Christian College Critical Management Response Team</b> has in managing Cyclone and Flood events effecting the Calvary Community and Early Learning Centre</p> <p>Notify stakeholders of update and review of policies and give opportunity for feedback.</p>	<b>HIGH</b>	In reviewing and discussing our Cyclone and Flood Policies, we felt that we need to include the involvement of the Calvary College Management Response Team.	26 Mar 2021



## Progress notes

**Completed on**

01 Mar 2021 by Wendy Chamberlin

Met with members of College Management to discuss how to include the role of the Critical Management response team. All stakeholders have been provided with the update of the policies and given opportunity for feedback.

**Wendy Chamberlin**

15 Jan 2021

Nominated Supervisor met with both the Property Manager and the Chief Warden of the Calvary College and discussed the role of the **Calvary Christian College Critical Management Response Team** at the ELC. As the Nominated Supervisor is a member of this team, it is recognised that she would convey decisions and directions made in regards to whole site management in these situations, back to the Calvary ELC team. This was written into the updated policy.

**Wendy Chamberlin**




12 Feb 2021

The updated policy was discussed further in the February Staff meeting. A copy of the updated policy was sent to staff.

**Wendy Chamberlin**

01 Mar 2021

Updated policy put on Website for access to families.

<p>QA2: 2.1.2, 2.2.1</p> <p>QA3: 3.1.1</p> <p><a href="#">QIP 123</a></p>	<p>As a result of staff and family feedback it has become evident that the laundry needs to be re-organised to cater for more items and safety.</p>	<p>We would like to make an area where the parents can collect soiled clothes without going into the laundry.</p> <p>We would like a system for safe chemical handling.</p>	<p><b>MEDIUM</b></p>	<ol style="list-style-type: none"> <li>1. Gather information about what other Centres do with soiled clothes and laundry layouts.</li> <li>2. meet with Operations manager and head cleaner to plan a more effective system.</li> <li>3. Discuss idea in staff meeting and encourage feedback.</li> <li>4. Communicate to family plans for changes and invite feedback..</li> <li>4. When finalised, provide staff training regarding any changes including safety with working with body fluids and hazardous chemicals.</li> </ol>	<p>12 Dec 2020</p>
<p>Progress notes</p> <div data-bbox="304 667 365 735">  </div> <div data-bbox="365 671 748 735"> <p><b>Completed on</b> 12 Feb 2021 by Wendy Chamberlin</p> </div> <div data-bbox="304 743 1480 772"> <p>Staff and families have commented that they like this process better. It has been a cleaner and safer alternative.</p> </div> <div data-bbox="304 810 365 901">  </div> <div data-bbox="365 826 593 885"> <p><b>Wendy Chamberlin</b> 05 Jan 2021</p> </div> <div data-bbox="304 941 1702 970"> <p>Families were notified of change of process with soiled clothing in 'Welcome email' sent 5/01/2021. The email stated the following:</p> </div> <div data-bbox="353 1007 2163 1189"> <ul style="list-style-type: none"> <li>• Change to collection of <b>soiled/wet clothes</b>:             <ol style="list-style-type: none"> <li>1. The Laundry now has a hazardous chemical dispensing system, and therefore will be not accessible to families to collect soiled/wet clothes from buckets at the end of the day.</li> <li>2. These items will now be located on the white shelf in each bathroom, in disposable containers labelled with child's initials. Please take the container with the items upon end of day collection.</li> </ol> </li> </ul> </div> <div data-bbox="304 1297 365 1388">  </div> <div data-bbox="365 1311 593 1372"> <p><b>Wendy Chamberlin</b> 05 Jan 2021</p> </div>					

The Calvary College Cleaning team have installed Chemical dispensers in both the K/PK Laundry and the JK Laundry. These dispensers allow staff to dispense of the chemicals used for every day cleaning in a safe and accurately managed proportion of water/chemical.

Staff were trained how to use these dispensers during the beginning of the year Professional Development days.






**Wendy Chamberlin**

15 Jan 2021

As part of the installation of the Laundry chemical dispensers, it was identified that we would need a change of process for collection of soiled clothes, in order to keep children out of the Laundry. The staff came up with a plan to replace the nappy bucket in the laundry with a shelf in the bathrooms where soiled clothes could be placed in individual disposable containers ready for parent collection. We thought we would trial this and Staff and parents preferred this to the 'smelly' nappy bucket and also preferred not going into the laundry to collect these items. Parents have been happy that they can take the whole container to transfer these items home. Families are not expected to return container as we thought that we would not want to re-use these.

Listed above	
Issue identified	Standards/Elements
<a href="#">QIP 122</a> Revise enrolment process	<b>QA1: 1.3.3</b> <b>QA2: 2.1.1</b> <b>QA6: 6.1, 6.2.1</b>

<p>QA2: 2.2.2</p> <p>QA3: 3.2.1</p> <p>QA5: 5.1, 5.1.2, 5.2.2</p> <p>QA6: 6.1.2, 6.1.3</p> <p>QIP 116</p>	Update Behaviour Guidance Policy and procedures	To review our Behaviour Guidance Policy, Termination and Withdrawal policies. Align procedures to these policies and other connecting policies and procedures such as, Child safe environment., Enrollment Policy and procedures. Plan actions to improve communication out to families.	HIGH	<ol style="list-style-type: none"> <li>1. Look at feedback from parent</li> <li>2. Admin to meet and review Policy and internal procedures               <ol style="list-style-type: none"> <li>a) Communication to families - orientations, handbooks etc</li> <li>b) Check that Procedure is in line with Policy</li> <li>c) Arrange staff and family collaboration.</li> <li>e) Final draft presented to College board</li> </ol> </li> </ol>	13 Nov 2020
	<p>Progress notes</p> <div data-bbox="304 603 365 671"></div> <p><b>Completed on</b> 26 Feb 2021 by Wendy Chamberlin</p> <p>We were able to collaborate with educators and families about this Policy and our Behaviour Guidance procedure. It has been positively recieved by educators and families. Educators have expressed that it is clearer than what we had. We have ensured that families have been made more aware of this policy. It is accessible to parents on our Calvary website and the procedures are on a poster in every room as well as in our Parent handbook.</p> <hr/> <div data-bbox="304 810 365 900"></div> <p><b>Wendy Chamberlin</b> 03 Jul 2020</p> <p>Management are reviewing the current 'Behaviour Guidance' Policy. A draft of the Policy will be presented to staff (Aug staff meeting) and to families (via email)for feedback. We are also reviewing the current 'Interactions with Children policy' and 'Termination of Enrolment' Policy in conjunction with this process.</p> <hr/> <div data-bbox="304 1106 365 1195"></div> <p><b>Wendy Chamberlin</b> 10 Aug 2020</p> <p>Director met with Marketing coordinator to plan a way we can make all of our policies available to families. We now have a policy page on our website which families can request a link to. We have purposely done this so that the policies are not public. We discussed the website page in staff meeting on Wednesday 8th of July and all staff were in favour of this and commented that families may be able to view our policies more easily at their own time and convenience.</p> <p><a href="https://www.elc.calvary.qld.edu.au/policies">https://www.elc.calvary.qld.edu.au/policies</a></p>				



**Wendy Chamberlin**

21 Sep 2020

We are now waiting for the College board to provide feedback of the 'Relationships with Children' policy (new policy replacing the 'Behaviour Management Policy'. The policy has been seen by staff and families. The staff spent some time in our August staff meeting unpacking the policy and discussing what this will look like in regards to their relationships and strategies with children. The educators gave feedback that the policy was clear and guidelines were easily understood.

We have also designed a one page Behaviour Guidance pictogram to go with the procedures.

**Attachments**

[Behaviour Guidance.pdf](#)



**Wendy Chamberlin**

08 Jan 2021

At our Calvary ELC parent meeting on January 29th, Wendy gave explained our Relationships with children policy and the behaviour managment Procedure.

This was well recieved by parents. Staff have commented that the procedure is clear and easier to follow than the previous one. We have a copy of the procedure also posted on the wall of each room and it has been included in our updated Parent handbook. see attached.

**Attachments**

[ELC Handbook 2021 - Electronic.pdf](#)



**Wendy Chamberlin**

19 Sep 2021

The policy and procedures has been viewed by our families and the College board. No changes were made. The policy is now on our ELC website for our families to access via a security code given at the beginning of the year.

## Summary of strengths for Quality Area 3

### 3

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 enrollment 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 started a 'dream' board in our staff workroom, where the educators posted ideas or thoughts about possible future expansions and improvements of playground such as mud kitchen, or perhaps replacing some of the bark areas with rubber to minimise the damage to the artificial turf. We then extended this opportunity to our families and children by placing the 'dream' board in our Reception area. This has generated some discussion and a sense of ownership and belonging to community. We will collate these ideas and continue communications to the Calvary ELC community as dreams are fulfilled.



## 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>The design of the physical environment reflects the geographical and community context of the service. It 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> <p>The service works creatively within the limitations of the physical setting. For example, 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 utilise a front walkway for this purpose with information and displays. The information noticeboards continue to be displayed even after the constructed reception area. The back veranda provides 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 reflects 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 provides a space for conversations. Furniture and resources including a large fish tank are provided in this area to invite families and children to linger and relax.</p> <p>Families are encouraged to contribute to changes being considered to the design of the facilities such as the outdoor play spaces. Service management welcomes the voices of children and the families and all suggestions are considered in the possible outdoor changes. All families are consistently encouraged to support the service's fund raising events.</p>
Practice is informed by critical reflection	<ul style="list-style-type: none"> <li>Educators reflected individually and together on the design of the physical environment to consider opportunities to make changes to enhance children's learning and development outcomes. For example, educators reflected on the available space at the back of the service through the provision of a 'dream board'. Ideas and thoughts about possible future expansions and improvements were collected in writing and pictorially on the board. In another example, following critical reflection primarily by the service management roles, 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. The Nominated Supervisor was able to discuss how the changes made aligned 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.</li> </ul> <p>An educator advised that from reflecting on the birds sitting on the perimeter fence of the service during outside play periods, a bird bath was provided to enable the children to observe the birds more closely and to learn to identify the various breeds.</p>



<p><b>Practice is shaped by meaningful engagement with families and/or community</b></p>	<p>The design of the physical environment reflected the geographical and community context of the service. For example, the service was purposely located on the grounds of a Christian College and embodied the faith and philosophy of the school. The location of the service also supported regular and ongoing interactions between the service and the College community. Children could 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.</p> <p>The service worked creatively within the limitations of the physical setting. For example, 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>
--	---



## Exceeding Themes

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

Exceeding Themes	Evidence
<b>Practice is embedded in service operations</b>	
<b>Practice is informed by critical reflection</b>	
<b>Practice is shaped by meaningful engagement with families and/or community</b>	

## Improvement plan

Listed above					
Issue identified			Standards/Elements		
<a href="#">QIP 123</a> As a result of staff and family feedback it has become evident that the laundry needs to be re-organised to cater for more items and safety.			<b>QA2: 2.1.2, 2.2.1</b> <b>QA3: 3.1.1</b>		
<b>QA3: 3.1.1, 3.1.2</b> <a href="#">QIP 131</a>	Small pebbles in bike track area have become a hazard.	To remove the pebbles and replace with a material or the like that is safer and tidier.	<b>MEDIUM</b>	Contact Mathiou Services to discuss solutions.  Remove stones with alternative	02 Apr 2021

Progress notes					
	<div>  <b>Wendy Chamberlin</b>  08 Feb 2021 </div> <p>Discussed at staff meeting and all were in favour of removing pebbles from bike track area.</p> <hr/> <div>  <b>Wendy Chamberlin</b>  19 Mar 2021 </div> <p>Contract has been approved by management and work is to begin on Monday 29th. Notification has gone to the department including a risk assessment. Families and staff members have been notified and informed about risk assessment also.</p> <p><b>Attachments</b>  <a href="#">STAGING PLAN Calvary astro.pdf</a>  <a href="#">Application of Astro turf in middle of bike tracks.docx.pdf</a></p>				
	<b>QA3: 3.2.1</b> <b>QA5: 5.1.2, 5.2.2</b> <a href="#">QIP 121</a>	Focus needs to be on relationships with children and inclusion more than managing behaviours	Educators to be more focused on positive behaviours than negative	<b>MEDIUM</b>  1. Revise Behaviour Guidance Plan and procedures. Update if required. 2. Revise strategies, room routines, opportunities for agency for children.	25 Sep 2020

## Progress notes

**Completed on**

01 Mar 2021 by Wendy Chamberlin

We reviewed our Behaviour Guidance policy and have renamed it 'Relationships with Children' policy. Educators have given feedback that the Behaviour Guidance chart is clear and helpful. Educators have given feedback that the Procedure gives more thought to the agency of the child and requires observations from educators, this encourages better relationships and opportunities for creating strategies.

**Wendy Chamberlin**

12 Aug 2020

In our August staff meeting we looked at a new Behaviour Guidance policy,. The new policy has a different title, which is strategically titled 'Relationships with Children' Policy. Wendy spoke into the reason for the Policy name change and new policy, which is to help shift focus from negative behaviours to what we as educators can do to foster positive behaviours.

We spent an hour of the staff meeting reading through the policy and discussing in small groups what this would look in our rooms and in our practises. Educators filled in a response sheet with questions giving opportunity for feedback and discussion.

The staff will be given two weeks to review and ask questions and then the policy will be given to families for review and feedback.

The staff generally commented that this policy was clearer than the previous one. Management became aware that some educators had still not read the policy (even though they were sent it to read days before meeting). It was observed that doing this activity promoted more awareness, ownership and responsibility towards the policy and procedures.

**Attachments**

[Relationships with Children Policy Review staff feedback.docx.pdf](#)

**Wendy Chamberlin**

22 Jan 2021

Staff have provided feedback commenting that the Behaviour Guidance chart (which is a visual display of our procedures in guiding behaviour) is clear and easy to understand. We have these posters on our website for parent access and also posted on the walls of each room.

Listed above	
Issue identified	Standards/Elements
<a href="#">QIP 116</a> Update Behaviour Guidance Policy and procedures	<p>QA2: 2.2.2</p> <p>QA3: 3.2.1</p> <p>QA5: 5.1, 5.1.2, 5.2.2</p> <p>QA6: 6.1.2, 6.1.3</p>

## Summary of strengths for Quality Area 4

### 4

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 has just graduated as an Early Childhood Teacher. We have another educator who started as a trainee from the Calvary College when she was in year eleven and has continued with us after completing school and continuing her training. We have one 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 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 encourage 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 took 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 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 is 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
<b>Practice is embedded in service operations</b>	<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 discussed the experiences and environments available to the children to plan supervision points. Educators are observed to share information about individual children and areas such as the 'mud kitchen' and collaborated if further follow up was needed.</p>
<b>Practice is informed by critical reflection</b>	
<b>Practice is shaped by meaningful engagement with families and/or community</b>	

## Exceeding Themes

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

Exceeding Themes	Evidence
------------------	----------



Practice is embedded in service operations

- A high level of collaboration was evident in all educator interactions. Educators were observed to consistently show 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 were shared to ensure the program ran smoothly. For example, one educator facilitated a group time with the children while the other educator prepared the children's beds for rest time. Collaborative discussions occurred 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 was consistently evident within the service. All interactions between educators were courteous and respectful. Educators were observed to routinely offer support to each other in service routines and experiences and had developed secure working relationships that demonstrated a high regard for each other professionally.

- The service provided ongoing opportunity for educators to develop their professional knowledge and collaborate with other educators in the early years' sector. For example, educators were supported to attend external training opportunities each year and previously, five educators had travelled together to attend the annual Australian Childcare Alliance Queensland conference. Specific professional development opportunities such as workshops in conflict resolution and behaviour guidance were sourced in response to the identified needs of educators and the educational programs. Following each training opportunity, educators shared their experiences and learnings to build the professionalism of the teaching team as a whole. Professional development opportunities were also scheduled to occur during the whole-of-service monthly meetings.
- Educators consistently demonstrated a high level of collaboration. They affirmed, challenged, supported and learned from each other to continually improve skills to enhance practice and relationships. Each educator had a professional development plan and participated 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 were continually supported by Nominated Supervisor and Educational Leader. An established mentoring relationship between the Early Childhood Teacher and the College's Director of Teaching and Learning was identified. The Nominated Supervisor advised that the fortnightly meetings that occurred informally and formally between the two colleagues supported the professional development of the Early Childhood Teacher and was developing a 'curriculum bridge' between the two services to further enhance the children's learning and development.

The observed and discussed approach to professional collaboration and standards consistently aligned with the service's philosophy, policies and procedures. For example, the Educational Leader and Nominated Supervisor provided 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 were 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.

<p>Practice is informed by critical reflection</p>	<ul style="list-style-type: none"> <li>Weekly team meeting minutes recorded 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 were provided with the goal of improvement in service delivery. Strengths and areas of development were 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 were also recorded in some meeting notes. The Nominated Supervisor advised that all educators were encouraged to contribute to the process and the provision of the smaller team meetings were designed to increase the opportunities for individual educators to contribute.</li> </ul> <p>Informal conversations consistently occurred 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 needed to occur were 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.</p>
<p>Practice is shaped by meaningful engagement with families and/or community</p>	

## Improvement plan

Standard/ Element	Issue identified	Outcome or goal sought	Priority	How will we get this outcome?	By when?
<b>QA4: 4.1, 4.1.1, 4.1.2</b> <b>QA7: 7.1.2</b> <a href="#">QIP 126</a>	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>	<b>MEDIUM</b>	<ol style="list-style-type: none"> <li>1. Ask for feedback from individual staff members.</li> <li>2. Identify what changes are needed</li> <li>3. Address issues raised in next staff meeting and provide some explanation for staff as to how rosters are created.</li> </ol>	08 Apr 2021

## Progress notes

**Wendy Chamberlin**

15 Feb 2021

Individual staff members were offered the opportunity to provide specific feedback regarding rosters.

Feedback included

1. 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 there rostered shift. Changes to individual schedules are communicated and confirmed via text message to those staff involved

**Attachments**

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

## Summary of strengths for Quality Area 5

### 5

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 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, Qkeylm. Families can access their child's learning journey through the mobile friendly app 'My Family lounge'.

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 playing with the children in our care. We set up scenarios and spaces for children to involve themselves in 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 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
Practice is embedded in service operations	<ul style="list-style-type: none"> <li>Educator practices consistently reflected the service's Christian approach and commitment to build and maintain meaningful and trusting relationships with each child. For example, educators interacted and engaged in unhurried conversations at the children's level, established eye contact, spoke in calm voices and respectfully gained each child's attention by using the child's names. Educators consistently engaged with each child one-on-one and took the time to listen to each child, being consistently responsive to children's interests or play ideas. For example, an educator shared one child's feeling of excitement about her new backpack while another educator spent time discussing the ('not yet growing') bean sprouts with a small group of children. A child arrived greeting an educator excitedly. The educator responded, hugging the child and admiring the child's winter clothing while asking the child about the child's morning prior to arriving at the service.</li> <li>Educators engaged children in conversations throughout the day including during meal times and during play and acknowledged children's efforts and achievements. Educators were observed regularly offering assistance and support if needed when the children were uncertain or challenged during an experience or routine.</li> </ul> <p>The observed and discussed approach to relationships between educators and children consistently aligned with the principles and practices of the <i>EYLF</i>. Educators focussed on nurturing relationships and consistently provided emotional support reflecting the principle of secure, respectful and reciprocal relationships.</p>
Practice is informed by critical reflection	<ul style="list-style-type: none"> <li>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 play 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 contained brief notes in relation to broad suggestions to continue trusting relationships through responsive relationships with children.</li> </ul> <p>During informal conversations, educators were consistently heard reflecting on the interactions and relationships between educators and children to build the children's confidence, inclusion and dignity. Educators were 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>The service's approach to building relationships with each child contributed to a sense of belonging for children and families and a culture of 'college community' at the service. Educators welcomed, reflected and drew on the voices of children and families at the service. Educators gathered information from families in relation to their child's temperament and learning styles to inform their interactions with children. Educators were 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>
--	---

## Exceeding Themes

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

Exceeding Themes	Evidence
Practice is embedded in service operations	
Practice is informed by critical reflection	<ul style="list-style-type: none"> <li>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.</li> <li>Reflections in relation to educator interactions and providing strategies to assist children in self-regulating their behaviour were recorded in the weekly team meeting minutes. For example, an educator recorded the agreed plans of the team to provide two children with individual opportunity to explore a range of sensory items. Educator plans included discussion in relation to the provision of time limits managed by the educators. Other reflections considered the focus of educators to encourage children to participate in larger group experiences such as a rangoli art activity to build the children's confidence to learn from each other.</li> </ul> <p>Educators were heard informally discussing strategies to meet the needs of individual children and building positive relationships between children. Educators consistently reflected informally on the opportunities to enhance each child's ability to maintain responsive relationships, making changes and proposed actions based on their reflections. For example, educators identified a child's need to hold a specific item from home for confidence in group interactions. Educators reflected that the child would discard the item when feeling secure and made decisions to be supportive at any time the child felt the need to access the item.</p>



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

- Educators were observed consistently working 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 occurred informally and educators advised that private parent meetings could be negotiated if required. The Nominated Supervisor advised that in relation to children with complex needs, 'Daily Behavioural Records' were 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 informed future planning considerations for the child. Collaborative Individual Learning Plans were completed for any child who required additional or specialised support. Each plan provided 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 was evident in the plans of enrolled children. The Nominated Supervisor advised that during meetings to complete the plan, information recorded in daily behaviour records would be 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

Listed above	
Issue identified	Standards/Elements
<a href="#">QIP 121</a> Focus needs to be on relationships with children and inclusion more than managing behaviours	<b>QA3: 3.2.1</b> <b>QA5: 5.1.2, 5.2.2</b>

Listed above	
Issue identified	Standards/Elements
<a href="#">QIP 116</a> Update Behaviour Guidance Policy and procedures	<b>QA2: 2.2.2</b> <b>QA3: 3.2.1</b> <b>QA5: 5.1, 5.1.2, 5.2.2</b> <b>QA6: 6.1.2, 6.1.3</b>

## Summary of strengths for Quality Area 6

### 6

We have an effective enrolment process for parents in our Centre. Parents are provided with an Enrolment and Supplementary Information Pack when enquiring about our Centre and the service we provide. We send parents to come in for an orientation visit with the child/ren that are to be enrolled. During this visit we discuss with the parents, enquire as to any additional needs or concerns the parent/carer may have with their child's curriculum in the rooms and who the child/ren's Educators will be. We show them how to sign in and out sheet, where to find the fridge for a particular room, where their child's box is located, which room children are in and after 5.00pm. This time provides the new child/ren with the opportunity to observe what happens in the playground and to begin to form a relationship with his/her carers.

Families are informed of how they can provide feedback to educators. Families are welcome to phone during the day how their child is coping and are rung by educators if the child becomes unwell or is not settling. We enclose a 'My Day' card to give parents, when they collect their child on their first day, which gives a report of their day with the educators, the child involved in activities and a hand print keepsake and poem on the back page. Parents show appreciation and delight upon receiving this when they collect. There have been times when we have sent a message a day to parents, showing the child happy and engaged, especially if we have observed or noticed that there is anxiety involved.

We believe that positive partnerships with families are the key to a successful relationship with families and we establish and maintain this relationship through providing a caring and nurturing environment and curriculum that is child focused and contains input from parents/carers. We provide regular newsletters to families with updates, QIP information/updates, parenting advice, reminders of processes, invitations to provide feedback on practices, readiness for school information, healthy eating, movement ideas, and book reviews.

We keep copies of updated policies, parent information pamphlets, hard copy of the Newsletter, contacts for local businesses, on a stand in the Reception area. We also have displayed a whiteboard with a monthly topic and members can add their ideas and thoughts to. We have a suggestion box in the Reception area where families respond to the QIP. Most parents provide feedback via email communication with the Director, Educational leaders.

The educators display the children's learning in the rooms including details of links to the curriculum. Educators inform families providing feedback on experiences their child/ren have been involved in throughout the day, provide positive comments or highlights that their child/ren have done or made. These conversations with parents provide educators to hear feedback parents give which the educators take note of and this information often leads to child's learning. Management provides non-contact time for educators to meet with parents to collaborate regarding each child's learning needs when this is requested by either parents or educators. Parents are able to view their child's individual learning portfolio through the 'My Family Lounge' (online portfolio system). This provides 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 events such as the 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 policies and procedures are located. We invite parents to give feedback and provide input into our policies by providing a copy of policies in the ELC newsletter and hard copies in the Reception area which the parents can provide comments or ask questions about. We then use this information to up-date our policies and procedures and regulations and quality standards.

There are photos in the entrance areas of current staffing and qualifications including the Nominated and Deputising staff for parents to easily 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 who have language or literacy barriers. We have links with community organisations and resources to help families requiring additional support or for families who are struggling and can benefit from being linked to community support. We have close links with ISS and Vincent Education Centre and use this relationship to help us develop an inclusive curriculum for all children. When there is an identified need for an extra worker we work with

funding for an additional worker to become part of the team to support all team members. We have adopted a lady as 'Aunty' to the Calvary children on a volunteer basis. Her role involves developing positive relationships and encourages a natural sharing of cultural knowledge of the Indigenous people to the children. The school has been involved in providing a visual environment/space to support 'Aunty' when she visits the Centre by embedding indigenous visual displays to make the environment more welcoming to our indigenous families. When children are progressing from Pre-prep to Prep at our school (Calvary) we take the children over to meet the teachers and have a play in the Prep room. We provide Transition Statements that are detailed and include information to help settle children into Prep. We do Library visits to the school Library to provide an opportunity for children to access books. Before attending excursions we undertake risk assessments and provide written evidence of detailed information to where the excursion is, mode of transport, educator-to child ratio and number of adults attending. Even the two year children have gone to some College events and had a picnic at the 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
<b>Practice is embedded in service operations</b>	<p>The service had a comprehensive enrolment and orientation process based on active communication, and consultation with families. Comprehensive information about the service was discussed during the initial tour of the service including details of the educational programs, play room routines, and parent participation. Families and their children were encouraged to visit as many times as needed and spend time getting to know educators and the service prior to commencing care.</p> <ul style="list-style-type: none"> <li>Educators consistently provided families with comprehensive, current and accessible information about the service, relevant community services, and resources to support parenting and family wellbeing. Newsletters which included a wide range of information about what was happening at the service and in each of the groups were 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', was thorough and purposefully provided to support parenting and family well-being. Noticeboard displayed current information about events associated with community services and the College. The 'ELC Handbook' was 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.</li> </ul> <p>Families were offered opportunities to be actively involved in the service through an open door policy and invitations to contribute to programs. Families were 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 were recorded in photographs, in the daily journals and displayed in the relevant play rooms to encourage further involvement.</p> <p>Educators consistently supported 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 QKEYLM.</p>
<b>Practice is informed by critical reflection</b>	
<b>Practice is shaped by meaningful engagement with families and/or community</b>	

## Exceeding Themes

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

Exceeding Themes	Evidence
<p><b>Practice is embedded in service operations</b></p>	<p>The service systematically promoted 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 was a part of a Christian College community, the Nominated Supervisor advised that the service took a whole year approach to transitions because the organisation viewed the transitions of children to formal school as part of an ongoing journey in the community. An established transition program, 'Calvary Ignite', provided regular ongoing visits to participate in aspects of the College curriculum including activities such as primary specialist lessons in music, library and physical education. Children participated in the College sporting events and Under 8s week and Book week celebrations. The service worked 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 advised that it was also 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 night was also offered to provide administrative and enrolment support to families.</p> <p>? Educators consistently facilitated inclusion and support assistance to ensure that the educational program enabled each child to fully participate in the program. It was evident that the service sought 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. The Nominated Supervisor explained that the organisation would also provide additional support educators to assist the service in the event that it was determined that this was required.</p>
<p><b>Practice is informed by critical reflection</b></p>	<ul style="list-style-type: none"> <li>• Collaborative discussions occurred 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.</li> <li>• Staffing arrangements to support transitions from home and build collaborative partnerships were consistently considered. For example, educators were available to children and families through regular rostered hours each week and families were observed seeking out rostered educators to share information and discuss their child's learning and wellbeing. The Nominated Supervisor advised that the roster was organised with the aim that each family knew each educator.</li> </ul> <p>From educator reflections and professional conversations during performance reviews, professional development opportunities in relation to children's behaviours, the development of additional inclusion strategies was sourced. For example, educators reflected individually following a meeting facilitated by speech and occupational therapists and provided verbal feedback to the service. Reflections included educators discussing how the workshops had benefited their knowledge in assessing each child's readiness for school and were being built into planned activities in each age group. Educators advised that they believed that they now had the skills to be able to pass information in relation to referrals and fact sheets about developmental milestones to families.</p>

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


- The service's collaborative partnerships welcomed the voices of the families in the service, respecting their individual values and requests to support the inclusion of individual children in the program. For example, collaborative discussions occurred between educators and individual families to support children to be included and strategies implemented to meet the individual needs of each child. Key conversations were recorded in communication books available to educators in each age group. The Educational Leader advised that she then accessed these records to ensure the needs of families were formally logged (if required) and respected in the service practices. Formal collaborative conversations were provided and documented on individual learning plans. From the input and requests of families, additional inclusion strategies were implemented primarily during several service routines to support the requests and values of families while remaining inclusive to the child. The Nominated Supervisor advised that ongoing educator reflection and staff support/feedback to the family would continue.

Strong partnerships with the College and other early childhood services were established to support families in their care requirements and the inclusion of each child. Children enrolled at the service visited the College as part of a planned transition to Prep process. Children attended annual Under 8's events. The Nominated Supervisor discussed that transition statements were completed for each child attending school the following year and with signed consent from families, these statements were delivered to the school by the Early Childhood Teacher to allow confidential discussions between the service and the College to occur to best support each child's transition. The service actively engaged with several neighbouring early childhood services to improve practices, particularly in relation to cultural awareness and building collaborative partnerships with families. For example, educators visited a Head Start service to observe practice. The Nominated Supervisor advised that due to the service not providing care to infants, a collaborative relationship was established with another service to support children and families with care requirements. During discussions, the importance of being familiar with this service to support the transition of children once they reached the age of enrolment was highlighted



## Improvement plan

Standard/ Element	Issue identified	Outcome or goal sought	Priority	How will we get this outcome?	By when?
<b>QA6: 6.2.3</b> <a href="#">QIP 125</a>	To improve our way of communicating to families about which house colour their child is placed in.	To encourage a sense of belonging for each child and family who attends Calvary ELC and College by placing them in a College House team. Children will identify with which team they are in.	<b>MEDIUM</b>	<ol style="list-style-type: none"> <li>1. Implementing a new process to improve our way of providing families with details of which house colour their child has been placed into upon enrollment.</li> <li>2. Announcing at our parent info night that families will receive a house colour card in their parent pocket, detailing their child's house colour, logo and Bible Christian verse</li> <li>3. Discussion with College enrollments officer about card logo's. Initially we had cards with the College logo's which were slightly too old for our Centre's children. Discussion was to change the cards to our Logo's (same as our house shirts)</li> <li>4. Director to discuss with our College marketing manager</li> <li>5. Families are placed into one of our three house colours upon enrollment</li> <li>6. Admin and enrollment officer connect with Calvary Christian College if older siblings attend the College. This is so younger child can be placed into the same house colour as siblings. Keeping the connection between College, families and our Centre.</li> <li>7. A log is created of each room and each child's house colour</li> <li>8. Staff are also placed in a house colour</li> <li>9. House shirts can be purchased and children can wear these on their booked days</li> <li>10. Staff can also purchase house shirts and wear them as part of their uniform requirements</li> </ol>	19 Feb 2021



Progress notes	
	 <b>Wendy Chamberlin</b> 16 Mar 2021
	<ol style="list-style-type: none"> <li>1. Improvements to the house colour cards relating to the Centre's logos. Helping to show that our organisation fosters a nurturing environment both internally and externally.</li> <li>2. Director discussed with our marketing manager who then sent through the examples</li> <li>3. Cards were given the go ahead and sent through for printing</li> <li>4. Parents now receiving these cards in their parent pockets to inform them of their child's house colour and new families are notified upon enrollment</li> <li>5. Building connections between families, our wider College community and us as a Centre</li> <li>6. Staff have purchased house shirts to get into the team spirit and to role model team collaboration to families and children</li> </ol>

Listed above	
Issue identified	Standards/Elements
<a href="#">QIP 122</a> Revise enrolment process	<b>QA1: 1.3.3</b> <b>QA2: 2.1.1</b> <b>QA6: 6.1, 6.2.1</b>

Listed above					
Issue identified			Standards/Elements		
<a href="#">QIP 116</a> Update Behaviour Guidance Policy and procedures			<b>QA2: 2.2.2</b> <b>QA3: 3.2.1</b> <b>QA5: 5.1, 5.1.2, 5.2.2</b> <b>QA6: 6.1.2, 6.1.3</b>		
<b>QA6: 6.1.3, 6.2.2, 6.2.3</b> <a href="#">QIP 115</a>	Finding resource for families for our Social media page.	To provide an avenue for families to engage in the Calvary Social media pages and be supported and informed by relevant information in regards to parenting and general well being.	<b>MEDIUM</b>	1. Find resources that we can provide in hard copy or that we can post on our social media page.	25 Jun 2020
Progress notes					
 <b>Completed on</b> 01 Mar 2021 by Wendy Chamberlin Parent TV has proved to been liked by families on our Social media page. It has also been a helpful resource to educators for both their benefit and a resource that they can direct parents too online.					
 <b>Wendy Chamberlin</b> 05 May 2019 Director met with one of our educators, who looks after our Social media page and identified some things that we could regularly post on our page to encourage parents and create collaboration and engagement. We thought of: <ul style="list-style-type: none"> <li>encouraging quotes</li> <li>scripture verses</li> </ul>					

- what their child is learning
- 



**Wendy Chamberlin**

27 May 2020

A subscription has been made to purchase the resource Parent TV. Two members from the ELC went to a training session about the resource.

We have started posting Parent TV resource videos etc on our Face Book page.

Parents have been notified via email and invited to request topics.

#### **Attachments**

[Parent TV.docx](#)

---



**Wendy Chamberlin**

30 May 2020

A group of educators attended ACA conference 2019 and participated in a Parent TV workshop. The director later got some more information from a representative at the Parent TV stand. The Director presented this information to the College Executive team suggesting that this would be a great resource not only for the ELC but the College as well.

---



**Wendy Chamberlin**

24 Jul 2020

A small group of educators from the College and two from the ELC participated in a discussion regarding Parent TV and another resources and which would be more suitable to Calvary.

It was decided by this group that Parent TV would be the best option. It was suggested that we go ahead and arrange for subscription of Parent TV

---



**Wendy Chamberlin**

11 Oct 2020

We have posted information from 'Parent Tv' on our Calvary ELC website. Parents have responded positively.

## Summary of strengths for Quality Area 7

### 7

In 2016 we purposely built a Reception area at the front of our facility which 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. 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 weekly 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 Kiosk sign-in/out process.

The team also 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 team are also 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 meeting with the Principal of the Calvary College (Authorised supervisor). The Principal is very supportive of the Calvary ELC team of staff, educators and families. He communicates his support by 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.

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 structured room teams 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 and Educational Leader meet 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 completing a detailed job application form, checking working with children status, a positive induction, role descriptions and interviews. 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 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 which are minuted. 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. Many families have communicated to us that they enroll their children into our service with 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 programing can be completed.

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	<ul style="list-style-type: none"> <li>Well established governance arrangements and administrative systems consistently supported the operation of a high quality service and drove continuous improvement. The service had 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 included the Nominated Supervisor, who was always the first point of contact at the service, the Head of Teaching and Learning and the College Principal, all of whom were very active in their assistance to the service.</li> <li>Governance and administrative systems consistently supported 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 premises and professional development for educators.</li> </ul> <p>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 was employed to work in a non-</p>
Practice is informed by critical reflection	
Practice is shaped by meaningful engagement with families and/or community	

## Exceeding Themes

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

Exceeding Themes	Evidence
Practice is embedded in service operations	
Practice is informed by critical reflection	

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



## Improvement plan

Standard/ Element	Issue identified	Outcome or goal sought	Priority	How will we get this outcome?	By when?
<a href="#">QA7: 7.2.3</a> <a href="#">QIP 132</a>	Update Appraisals	Update form to become more applicable and relevant to NQS, non-threatening, informative and provide a platform for professional development plans.	<b>MEDIUM</b>	1. Review old forms, get feedback 2. Update forms. 3. Show staff at staff meeting, invite feedback. 4. Reflect on process	25 Jun 2021
	Progress notes				

Listed above	
Issue identified	Standards/Elements
<a href="#">QIP 126</a> Feedback from staff regarding rosters	<a href="#">QA4: 4.1, 4.1.1, 4.1.2</a> <a href="#">QA7: 7.1.2</a>