



Australian Children's
Education & Care
Quality Authority

Quality Improvement Plan

Edenhope Early Childhood Service

National Quality Standard

Updated March 2026

The National Quality Standard and Quality Improvement

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

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

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

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

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

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

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

About the ACECQA Quality Improvement Plan template

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

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

Exceeding NQS themes guidance

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

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

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

Service details

Service name		Service approval number	
Edenhope Early Childhood Service		SE-00004103	
Primary contacts at service			
Name: Tracey Bone			
Physical location of service		Physical location contact details	
Street	52 Langford Street	Telephone	0355851571
Suburb	Edenhope	Mobile	0448769816
State/territory	Victoria	Fax	
Postcode	3318	Email	edenhopekindergarten@westwimmera.vic.gov.au
Approved Provider		Nominated Supervisor	
Primary contact	Tracey Bone	Name	Savinder kaur Gill
Telephone		Telephone	0355851571
Mobile	0408471324	Mobile	0448769816
Fax		Fax	
Email	traceybone@westwimmera.vic.gov.au	Email	edenhopekindergarten@westwimmera.vic.gov.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	
Educational leader			
Name	Nikki Hollis		
Telephone	0417687787		
Email	nicolehollis@westwimmera.vic.gov.au		

Operating hours

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

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

Round times to the nearest quarter of an hour.

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:00 am	8:00 am	8:00 am	8:00 am			
Closing time	17:00 pm	17:00 pm	17:00 pm	17:00 pm			

Additional information about your service

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

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

Some children catch a bus to and from kindergarten and home, this is coordinated by the local F-12 public school (Edenhope College).

We operate a 3 and 4 year old sessional kindergarten throughout school terms.

We are in negotiations with indigenous communities to create signage to acknowledge our commitment/respect for Australia's First People.

There is all day parking available at the service alongside the service on Langford Street.

How are the children grouped at your service?

Monday and Wednesday from 8:30 to 16:00 3 year old kindergarten group

Tuesday and Thursday from 8:30 to 16:00 4 year old kindergarten group

Children under 3 attend Monday to Thursday from 8:00 to 17:00

Childcare children 3-5 years old attend Monday to Thursday from 8:00 to 8:30 (Before Kinder session), and 16:00 to 17:00 After Kinder session, or access long day care 8:00 to 17:00

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

Name	Position
Tracy Bone	Manager Community Support and Wellbeing
Nicole Hollis	Early Years Coordinator/ Educational Leader
Savinder Kaur Gill	Early Childhood Teacher (4yo), Nominated Supervisor
Katrina Shirrefs	Early Childhood Teacher (3yo)
Felicity O'Bryan	Diploma
Megan King	Diploma (Early Childhood Service Team Leader)

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

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

At Edenhope Early Childhood Service, we are committed to providing safe, adaptable, and high-quality learning environments for children aged 6 months to 5 years in the Edenhope community.

We believe that every child is unique, capable, and ready to learn from birth. Each child has the right to a safe and nurturing environment where they can grow, explore, and develop at their own pace. We respect each child as an individual and recognise their right to feel safe, secure, supported, and included.

We acknowledge that families are their children's first and most influential teachers. Our educators work in close partnership with families, fostering open communication and collaboration to support each child's learning and well-being. Children and their families are active participants in our community, and their voices are valued and heard.

Our educators are dedicated to building strong, caring, respectful, and reciprocal relationships with each child, family, and the broader community. We provide engaging learning environments that promote a strong sense of belonging and support every child's individual journey.

We celebrate diversity and strive to create inclusive programs that reflect each child's cultural background, interests, and abilities. We believe in equity, respect, and the right of every child to participate fully in their learning.

Our educational program is guided by the Victorian Early Years Learning and Development Framework (VEYLDF), the National Quality Standard (NQS), and the Child Safe Standards. We offer a play-based, flexible, and developmentally appropriate curriculum that supports curiosity, creativity, resilience, and lifelong learning. Through intentional teaching and meaningful interactions, we support children's social, emotional, and cognitive development, including age-appropriate skills such as collaboration, empathy, gratitude, and metacognition.

We are committed to promoting environmental sustainability and increasing children's awareness of their responsibility to care for the natural world. We provide opportunities for children to engage with nature and explore sustainable practices, fostering a sense of respect and connection to the environment.

As part of this commitment, we proudly offer a Bush Kinder excursion program, which gives children the opportunity to immerse themselves in natural outdoor settings beyond the traditional classroom. Bush Kinder encourages risk-taking, problem-solving, and a deep connection with the land. It fosters resilience, independence, environmental responsibility, and a lifelong appreciation for the natural world.

At Edenhope Early Childhood Service, we are proud to create a community where children feel valued, families are supported, and learning is celebrated.

Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children’s learning and development. In school age care services, the program nurtures the development of life skills and complements children’s experiences, opportunities and relationships at school, at home and in the community.

Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](#) and the [ACECQA website](#).

Quality Area 1: Standards and elements

Standard 1.1		The educational program enhances each child’s learning and development.
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.
Standard 1.2		Educators facilitate and extend each child’s learning and development.
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3		Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
Assessment and planning cycle	Element 1.3.1	Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.

Information for families	Element 1.3.3	Families are informed about the program and their child's progress.
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National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

[Summarise strengths identified in the self-assessment process]

At Edenhope Early Childhood Service, we are guided by the Victorian Early Years Learning and Development Framework (VEYLDF). This approved learning framework is embedded across all aspects of our planning, observation, assessment, evaluation, and reporting processes. It informs and supports our teaching and learning programs by providing clear principles, practices, and learning outcomes. These elements guide us in designing, implementing, and evaluating inclusive, age-appropriate learning experiences for every child in our care.

Our educational program and practices consistently reflect our Statement of Philosophy, and we are committed to a child-directed, play-based, and developmentally appropriate approach to learning. Our Term program and emergent curriculum incorporate intentional teaching, educator scaffolding, and open-ended activities, fostering curiosity, engagement, and individual growth.


Kindergarten Room

In the kindergarten room, each child receives at least one individual learning cycle plan per term, which is included in their portfolio. Additionally, we document child assessments every two terms and regularly include small group learning experiences. Children's learning is made visible through floor books and the Xap Learning Journey, and these along with portfolios and the educational program are readily accessible to families in the foyer of the kinder room.

Childcare Room (Under 3 Years)

In the under-3 childcare room, individual learning goals are developed based on a combination of educator observations and family input. Educators implement pedagogy aligned with these goals to support meaningful outcomes. Learning is documented and assessed through ongoing reflection on individual learning cycles, ensuring that each child's developmental journey is supported and valued.

Inclusive Practices and Family Collaboration



We embed sustainable practices and cultural learning into our daily routines, creating an inclusive and natural learning environment where all children can actively participate and engage with educators and the curriculum throughout the day.

Strong partnerships with families are central to our philosophy. We work collaboratively to support each child's learning and development. Through varied communication methods, we ensure that families' voices are heard, respected, and incorporated into our program planning and implementation.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>Identified Strengths and How They Are Embedded in Service Operations for Standard 1.1:</p> <p>Our educational practices are deeply informed by the Victorian Early Years Learning and Development Framework (VEYLDF), which is consistently reflected across all elements of our program. This includes our planning cycles, assessments, individual learning plans (ILPs), floor books, and transition reports. These processes ensure that learning is intentional, responsive, and inclusive of each child’s strengths and needs.</p> <p>Educators use a variety of pedagogical and documentation strategies—such as detailed observations, annotated photographs, and learning stories—which are curated in each child’s portfolio. These portfolios are accessible in the kindergarten room and encourage engagement from both children and families, supporting a shared approach to learning.</p> <p>Our daily practices intentionally promote a sense of belonging, being and becoming, with environments that are welcoming, inclusive, and culturally responsive. We recognise and respect the diverse cultural, social, and economic backgrounds of children and families, ensuring our program is both equitable and reflective of individual identities.</p> <p>The program is designed to build children’s agency through a balance of structured and unstructured play experiences. Both indoor and outdoor learning environments are thoughtfully arranged to support different learning styles and dispositions, including quiet reflection and active dramatic play.</p> <p>Educators work collaboratively with the educational leader to review and refine the curriculum regularly, ensuring it is meaningful and extends on each child’s knowledge, interests, and cultural context. Decision-making about the curriculum is</p>



	<p>ongoing and occurs throughout the day, week, and month, enabling flexible, yet purposeful, learning opportunities that maximise developmental outcomes.</p>
<p>2. Practice is informed by critical reflection</p>	<p>Critical reflection is embedded in our daily practices and programming cycle. Educators regularly engage in reflective discussions to evaluate and refine our approaches, with a strong focus on improving outcomes for children. This includes daily debriefs where staff identify what is working well and what can be improved, and collaboratively decide on strategies to enhance practice.</p> <p>Our team demonstrates openness and honesty when reflecting on attitudes, interactions, and pedagogical decisions. Regular staff meetings provide opportunities to revisit and review our practices, ensuring ongoing professional growth both individually and collectively.</p> <p>Through past and ongoing critical reflection, we have intentionally structured routines that are responsive to children’s developmental needs. We foster independence, promote agency, and ensure a balance of child-led play and intentional teaching through structured group times. This balance maximises engagement and supports meaningful learning.</p> <p>For example, the 4-year-old morning group time is intentionally planned based on reflective insights. Educators consider the duration, group dynamics, discussion prompts, and resources required. Feedback from children and staff informs continuous refinement of these sessions to ensure they are purposeful and engaging.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</p> <p>Our practice is deeply informed by meaningful, ongoing engagement with families and the wider community. Each day, educators and children come together for an Acknowledgement of Country, reflecting our commitment to embedding</p>

Aboriginal and Torres Strait Islander perspectives in authentic, respectful ways. This daily ritual also reinforces our connection to the land and community in which our service is located.

We work collaboratively with families to understand and respond to the diverse needs, priorities, and strengths of each child. Educators foster culturally safe relationships through open communication, genuine partnerships, and respectful interactions that acknowledge each family's unique context.

The educational program is enriched through active participation by families and the community — including shared cooking experiences, cultural events, excursions, and incursions — which help build strong, reciprocal connections and promote a shared sense of belonging.

A recent example includes our upcoming excursion on **June 19th** to celebrate **Philippine Independence Day**, where children will engage in traditional Filipino music, songs, and dance. This opportunity, supported by our Filipino families and broader community, allows children to experience cultural expression firsthand and strengthens their understanding and appreciation of cultural diversity.

Our service environment and practices reflect our distinct geographic and cultural setting. This strong connection to place guides our pedagogy and helps us support each child's learning and development in a way that is meaningful, relevant, and inclusive.

Through regular reflection and dialogue, educators adapt their practices to align with the values, feedback, and lived experiences of the families and community we serve, ensuring that our approach remains collaborative, dynamic, and responsive.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p data-bbox="504 352 1881 379"><i>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</i></p> <p data-bbox="504 422 2128 534">Our educational program is embedded in our daily practice and informed by our Quality Improvement Plan (QIP). We employ a variety of documentation techniques to plan for and respond to children’s developing interests, dispositions, strengths, and needs. These techniques include learning stories, observations, work samples, and photographs.</p> <p data-bbox="504 577 2072 651">Our learning environment blends child-initiated play with intentional teaching, aligned with the principles, practices, and outcomes of the Victorian Early Years Learning and Development Framework (VEYLDF).</p> <p data-bbox="504 694 2123 767">We implement an emergent curriculum that is both child-led and educator-framed. Educators closely observe children’s play and interactions to gain insight into their interests, understandings, and aspirations, which inform our planning.</p> <p data-bbox="504 810 2105 922">Each child’s voice, interests, and choices are valued and incorporated into the program. Through open-ended materials and experiences, children engage in meaningful play that promotes social interaction, creativity, and active participation in learning.</p> <p data-bbox="504 965 2116 1077">A designated educator is responsible for planning each child’s individual learning plan, ensuring a tailored approach that supports their ongoing development. We recognise and build upon children’s prior knowledge, giving them time, space, and opportunities to explore, imagine, create, problem-solve, discover, and practise emerging skills in a supportive environment.</p>

2. Practice is informed by critical reflection

[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]

Our practice is strongly informed by ongoing critical reflection. Through regular analysis of observations, we identify children's individual learning needs and dispositions. This reflection guides the planning and facilitation of small group intentional experiences focused on areas such as fine motor skills, literacy, and numeracy. These experiences not only target specific learning outcomes but also allow us to respond to children's ideas, curiosity, and emerging skills in a meaningful way.

Smooth and Meaningful Transitions

Transitions are intentionally designed to be smooth and engaging. We use clear, consistent instructions and signals—such as a tambourine—to support children through daily routines. For example, in the warmer months, children are reminded to have a drink of water every hour. Group times and mealtimes are structured to foster social interaction and collaboration, supporting a social constructivist approach to learning.

Commitment to Professional Development

Educators receive ongoing professional development through regular onsite training and mentoring. These sessions support critical reflection on current practices and inform goal-setting and future planning, ensuring that our pedagogy remains responsive and aligned with best practices.

Intentional Support in the Kinder Room

In the Kinder room, we use visual aids such as sand timers and reminder words to extend learning during transitions. To support children's agency, they are given opportunities to make choices throughout the day. Educators share observations through multiple platforms, including the floor book and Xap, to make learning visible to families and colleagues. These documented observations inform our fortnightly program planning and each child's Individual Learning Plan (ILP), with a minimum of one ILP developed per term. Children's portfolios include one to two small group learning experiences each term.

Supporting Documentation through Technology



	<p>To enhance our documentation practices, we have subscribed to the 'Love Heart' software, which supports educators in capturing, organizing, and sharing meaningful learning stories and reflections across the service.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>The educational practices used by the service to support and further children's learning and development are deeply reflective of the service's unique geographic, cultural, and social context. Educators are inspired by this context and use it intentionally to enhance and extend children's learning experiences.</p> <p>Positive relationships are built and maintained with children and their families through daily interactions. Educators greet each child and their parent, guardian, or caregiver by name each morning and ensure they are approachable and available for warm, respectful conversations.</p> <p>Meaningful engagement with families is supported through open communication at the beginning, during, and end of each session. Each child is assigned a 'focus educator' who takes a lead role in monitoring and supporting the child's learning journey. Families are encouraged to schedule time with educators if they wish to discuss their child's progress in greater depth.</p>

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

Notes:

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

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



Exceeding themes

1. Practice is embedded in service operations

[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]

Children’s voices, interests, and strengths are central to our emergent curriculum. Our assessment and planning processes are aligned with the service philosophy and demonstrate a strong commitment to the principles and practices of the *Victorian Early Years Learning and Development Framework (VEYLDF)*. This commitment is evident in our program plans, assessments, and ongoing evaluations.

The **cycle of planning** is embedded in our daily practice. All educators actively contribute to the documentation process by collecting meaningful observations, identifying children's interests and developmental progress, and incorporating insights from family conversations. This information is critically reflected upon and used to inform future planning and the intentional implementation of learning experiences.

Ongoing collection, analysis, and critical reflection of data underpin our continuous efforts to improve outcomes for all children. Individual learning goals and outcomes are derived from this reflective practice. Each child’s learning journey is documented through term-based summaries, which are compiled into their personal portfolios.

Family engagement and communication are key priorities. Families are offered multiple opportunities to connect with educators and stay informed about their child’s learning. A monthly newsletter showcases children’s experiences through photos and narratives, and provides updates on relevant service matters. Communication is facilitated through various channels including wall displays, emails, text messages, and the XAP App.

Where there are **concerns regarding a child’s learning and development**, we prioritise clear and respectful communication with families. Collaborative consultations enable the service to support each child effectively. We maintain strong partnerships with external professionals, including our Pre-School Field Officer (Peta Foster) and specialists from Grampians Health (Speech and Occupational Therapy), to ensure timely and appropriate developmental support. Relevant information is shared with families to help them support their child’s learning and wellbeing at home and in the community.

2. Practice is informed by critical reflection

[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]

Educators actively reflect on the implications of social justice and equity to ensure the rights of every child are upheld. Theoretical perspectives, as identified in the Victorian Early Years Learning and Development Framework (VEYLDF), guide our planning and assessment practices.

As part of our ongoing planning cycle, daily observations of selected focus children are recorded in individual observation books. These observations serve as key inputs into our educational program, which is displayed on the program bulletin board for transparency and collaboration.

To support ongoing reflection, a **Critical Reflection section on the daily planner** is available, enabling educators to reflect at any time. Critical reflection on observations, practice, future planning, and programming occurs in a variety of ways—individually, in informal small group discussions, and during team programming sessions or staff meetings.

Following a review of our communication strategies, we have implemented multiple methods to keep families informed about the program and other relevant matters. Family feedback is encouraged and collected through various channels including:

- The displayed educational program
- Newsletters, emails, and text messages
- Family perspective sheets
- The XAP app

In the **Kinder Room**, a welcome letter and parent perspective form are sent out at the beginning of Term 1. A parent-teacher conference is held in Term 2, and a parent feedback form is distributed in Term 4. We also arrange short meetings for families who have specific concerns about their child's development or wellbeing.

Each term, children's Individual Learning Plans are emailed to families, and their feedback and perspectives are actively sought. Portfolios are sent home during school holidays to encourage further family engagement.



	<p>Summative assessments are completed in Terms 2 and 4. The educational program is also displayed in the foyer, accessible to families during drop-off and pick-up times.</p> <p>To support school readiness, we provide a morning group time that encourages universal participation. Additional large group sessions in the afternoon and smaller group activities are also scheduled, ensuring flexibility and responsiveness to the needs and circumstances of the children.</p> <p>Staff meetings are held once per term, providing an opportunity to reflect on our practices collectively. Early Childhood Teachers (ECTs) have increased their time spent engaging closely with children (in line with slow pedagogy), and continue to strengthen our guided play and intentional teaching practices. These practices are informed by the Integrated Teaching and Learning Approaches outlined in the VEYLDF, and the planning and programming are regularly adapted in response to children’s emerging needs and interests.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p><i>If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</i></p> <p>Educators actively seek and document children’s voices and perspectives throughout the day, using this information to inform ongoing assessment and curriculum planning. Meaningful engagement with families and the broader community enhances children’s learning and development beyond the service and is reflected in our documentation.</p> <p>We value and foster strong partnerships with families and the community, recognising them as vital contributors to children’s learning. Our Parent Advisory Group (PAG) plays an active role in encouraging family involvement within the service. Cultural events and special occasions are celebrated as part of our educational program, with families invited to share their traditions and experiences with the children, enriching the learning environment and fostering a sense of belonging for all.</p>

Key improvements sought for Quality Area 1

Improvement Plan

Standard/ element	What outcome / goal do we seek?	Action steps to achieve goals:	Priority (L/M/H)	Success measure/s	By when?	Portfolio of changes: where can the evidence of progress be found?
1.1.1 1.2.1 1.3.1	Build educator confidence and consistency in observing, documenting, and analysing children's learning	Targeted PD on documentation. - Peer mentoring and reflective sessions. - Use of shared documentation templates. - Time allocated for planning and reflection.	M	Educators consistently document learning using reflective language. - Observations show clear learning progress and next steps. - Families can clearly see learning documentation	Term 3 2025- ongoing	Support early childhood educators who are new to the profession to build confidence and capability in pedagogical documentation within our service. Will survey educators to gain perspective on where they are at. Use basic templates to guide and support educators on learning pedagogical documentation techniques.
1.1.3	Embed the <i>Bush Kinder</i> program as a regular part of the educational program to support children's holistic development through nature-based learning.	Review and document current Bush Kinder practices, including frequency, structure, and educator reflections. Provide professional development for educators on nature pedagogy, linking outdoor learning to learning outcomes and documentation expectations. Collaborate with families and the local Aboriginal community to strengthen connections to Country and embed cultural perspectives. Develop a planning and documentation template tailored to Bush Kinder experiences.	H	Bush Kinder to commence in Term 2 as an excursion (1 hour) to extend on a regular, planned basis for Term 3 Educators confidently document and reflect on learning in the natural environment. Children demonstrate increased confidence, curiosity, and connection to nature. Family feedback shows high levels of engagement and support for the program.	Term 2/3 2025	Weekly program plans and documentation (including Bush Kinder reflections and observations) Floor books and learning stories showcasing Bush Kinder experiences VEYLDF-linked analysis of learning and child assessments Staff meeting minutes and professional development records Family newsletters and communication platforms (e.g.Xap) Photos and documentation displays in the learning environment



		Regularly reflect as a team on the impact of the Bush Kinder program on children’s learning and wellbeing.				Feedback forms or surveys from families
1.1.3	Create positive and calm learning environments to foster the children’s self-worth	Educators model positive behaviour and language - Use consistent daily practices and routines - Implement clear strategies to support children’s behaviour - All staff show and explain how to value resources and care for the environment and others - Avoid assumptions and uphold the belief that each child is capable	M	All staff feel less stressed and more supported - Children show joy in learning and play - Children express pride in their capabilities	On going	Children’s portfolios – one learning circle per term.
1.2.1 1.2.2 1.2.3	Deepen educators’ understanding and use of intentional teaching strategies	PD on intentional teaching. - Reflective meetings and case studies. - Model questioning and scaffolding strategies.	M	Educators articulate strategies. - Planning documents reflect intentionality. Targeted skill development observed.	Term 3 2025- Ongoing	Achieved through deliberate interactions with children. Kash has planned intentional teaching activities for Term 3, these have come from observations from children’s interests.



Standard/element	Improvement Practice
1.1.1 – Approved learning framework	Educators consistently use the approved learning frameworks (VEYLDF, EYLF v2.0) to guide planning and assessment. Programming reflects key principles such as play-based learning, inclusion, and respect for diversity. Educators collaboratively plan using a weekly program cycle that highlights links to learning outcomes.
1.1.2 – Child-centred	Children’s interests, strengths and voices are central to planning and decision-making. Educators use intentional teaching and spontaneous opportunities to extend learning. Observations, photos and learning stories are documented regularly and used to inform planning. Children are encouraged to co-construct the learning environment.
1.1.3 – Program learning opportunities	The program offers a balance of child-initiated and educator-led experiences across all developmental domains. Opportunities for physical, creative, sensory and nature play are embedded daily. The curriculum is culturally responsive and includes community connections, excursions, and events.
1.2.1 – Intentional teaching	Educators are purposeful in their interactions, using open-ended questions and modelling to extend thinking. Daily routines are used as learning opportunities. Critical reflection guides how intentional teaching is implemented for different developmental needs and learning styles
1.2.2 – Responsive teaching and scaffolding	Educators closely observe children to respond to cues and support their emotional regulation and social learning. Flexible routines and small-group interactions allow for deeper engagement and tailored support. Educators scaffold learning through play-based and real-life experiences.
1.2.3 – Child directed learning	Planning documents show how children’s interests drive learning directions. Children are given choice and agency throughout the day. Educators reflect regularly on how to increase opportunities for independence, exploration and leadership.
1.3.1 – Assessment and planning cycle	Documentation practices are consistent across rooms and educators. Educators collect and analyse learning evidence (observations, samples, feedback) to plan for each child’s ongoing learning. The ILPs (Individual Learning Plans) and portfolios are reviewed with families to include their goals and priorities.



1.3.2 – Critical reflection	Educators engage in weekly critical reflections which are documented and discussed in team meetings. These reflections inform programming adjustments and professional growth goals. Support from consultants (e.g., Gowrie coaching) enhances the depth and quality of critical reflection.
1.3.3 – Information for families	Families receive regular updates through portfolios, newsletters, and informal chats. Children’s ILPs are shared and reviewed with families. Feedback is encouraged via communication books, surveys and meetings, and is used to inform program planning.

Quality Area 2: Children’s health and safety

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children’s health and safety.

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 2: Standards and elements

Standard 2.1		Each child’s health and physical activity is supported and promoted.
Wellbeing and comfort	Element 2.1.1	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2		Each child is protected.
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	2.2.1
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1

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



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

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

[Summarise strengths identified in the self-assessment process.]

Edenhope Early Childhood Service is committed to providing high-quality education and care environments that prioritise and embed children's health, safety, and wellbeing into everyday practice.

All educators actively promote each child's wellbeing and physical health, guided by the principles and practices of the Victorian Early Years Learning and Development Framework (VEYLDF) and the learning outcomes of Outcome 3 – Children have a strong sense of wellbeing.

Our service has robust and up-to-date health and safety policies and procedures that align with the National Quality Standards (NQS) and relevant regulations. These policies guide educator practice and ensure that the curriculum meaningfully incorporates health and safety considerations. This includes hygiene practices, nutrition, rest and relaxation, supervision, and responding to illness or injury.

The service's commitment to child safety is also embedded in daily routines and intentional teaching strategies, ensuring that children develop lifelong healthy habits in a safe and supportive environment.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>At Edenhope Early Childhood Service, health and wellbeing practices are deeply embedded in daily operations and routines. All educators consistently uphold procedures that prioritise children’s health, safety, and physical development.</p> <p>Health and Safety Documentation:</p> <ul style="list-style-type: none">• All children’s personal information, including enrolment forms, bus authorisations, bus risk management forms, medical records, incident reports, and medication records, are securely stored in the XAP App and as hard copies in the staff room cupboard.• Incident, injury, trauma, and illness are responded to using established first aid procedures and policies. Reports are sent promptly to guardians through the XAP system.• The Medication Record protocol is well-understood by all staff and followed rigorously. Records include details such as the child’s name, medication type and dosage, time of administration, and relevant signatures. Forms are stored in the first aid cupboard. <p>First Aid and Medical Management:</p> <ul style="list-style-type: none">• First aid kits are fully stocked, located in the kitchen cupboard, and checked every term via a checklist system. Expired items are replaced or disposed of.

- Children’s medical management plans (e.g., asthma, anaphylaxis, allergies) are displayed and accessible to all educators. Relief staff are briefed and can locate and follow plans easily.
- Risk minimisation and communication management plans are implemented and reviewed by teacher/ parents each term. This ensures any changes are discussed.

Hygiene and Cleaning Procedures:

- A professional cleaning company services the centre every night during operational periods.
- Daily disinfecting routines are in place for toilets, bathrooms, floors, and eating areas.
- Colour-coded cleaning equipment reduces cross-contamination:
 - **Blue** – General areas
 - **Red** – Bathroom areas
 - **Green** – Food/kitchen areas
- Tables are cleaned with soapy water before and after meals.
- Toys mouthed by children are placed in a container and washed at the end of each session. All play equipment and areas are cleaned as per a schedule.
- Nappy change and toileting procedures are displayed in the bathroom and followed consistently.
- Outdoor environments are maintained by the West Wimmera Shire Council (WWSC).

Healthy Eating and Physical Activity:

- Health promotion aligns with VEYLDF Outcome 3: *Children have a strong sense of wellbeing.*
- Families receive information on food safety, hygiene, nutrition, oral health, and active play at enrolment and throughout the year.
- The service encourages healthy food through family education and by sharing materials from the *Australian Guide to Healthy Eating*.
- All children eat together during morning tea, lunch, and afternoon tea, using their own lunchboxes. Meals take place outside under the veranda, with educator supervision. Picnics also occur out in the yard (weather permitting) or inside if weather is undesirable.

- Children wash hands before eating, dispose of food scraps sustainably, and pack away belongings. These are taught as part of daily routines.

Active Play and Learning Environments:

- Outdoor learning fosters motivation and engagement, offering fixed and movable play equipment (e.g., bikes, obstacle courses, natural items).
- Children engage in activities that support their gross motor development and social skills, becoming team workers, explorers, and creative thinkers.
- Educators confidently and respectfully respond to events affecting children’s health and wellbeing, ensuring a consistent and supportive environment.

2. Practice is informed by critical reflection

[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]

At Edenhope Early Childhood Service, health and wellbeing practices are regularly informed by thoughtful, ongoing, and purposeful critical reflection. Educators collaborate to review practices and procedures to ensure they remain responsive to the evolving needs of children, families, and the broader community.

Rest and Wellbeing Support:

- Educators recognise the importance of rest and provide calm, quiet spaces in the learning environment for children to relax and recharge.
- When a child appears unwell, educators follow clear procedures to monitor them, communicate with families, and determine appropriate next steps in consultation with caregivers. This ensures the child’s wellbeing is always prioritised.

Food, Nutrition and Healthy Habits:

- Children’s yoghurts or temperature-sensitive food items are stored safely in a dedicated fridge in the kitchen.

- Families provide children’s lunches and water bottles; educators remind children to drink water at regular intervals throughout the day.
- Healthy eating is encouraged through daily conversations with children and through communication with families via newsletters and informal reminders.
- Reflection has led to the integration of healthy eating and physical activity into the educational program. Examples include growing fruits and vegetables in the garden, raising chickens, and incorporating the produce into cooking experiences. These practices support real-life learning and are grounded in the service’s philosophy of sustainability and wellbeing.

Inclusive Physical and Fine Motor Activities:

- A variety of fine motor activities (e.g., playdough, cutting, drawing, painting, writing) are always accessible.
- These experiences are designed inclusively and can be adapted to support children with additional needs, demonstrating reflective planning that meets individual capabilities and interests.

Policy Review and Practice Improvements:

- Educators engage in reflective discussions to review and refine site policies and procedures. This process is guided by recognised frameworks, legislative standards, and current best practice.
- The service has updated its Toileting and Nappy Change Procedures to reflect more respectful and positive language. Visual signs have been added to the bathroom area to support children’s independence and understanding.
- Daily practices, such as recording every nappy change, have been strengthened to ensure they uphold children’s dignity and privacy.
- Illness, infectious disease, and incident/injury/trauma policies have been reviewed to improve clarity and relevance.
- Regular reflection has also confirmed the effectiveness of cleaning procedures (including the colour-coded cleaning system) and has reinforced educators’ understanding of hygiene and infection control measures.

These examples demonstrate how reflective practices are embedded in the culture of the service and are used to improve the health outcomes for all children in ongoing and meaningful ways.

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

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

At Edenhope Early Childhood Service, health-related practices are developed and strengthened through active, respectful, and ongoing engagement with families and relevant health professionals. This ensures that the unique health needs of each child are understood, respected, and supported.

Collaborative Enrolment Process:

- Upon enrolment, comprehensive information about each child’s health, medical conditions, cultural background, and individual needs is collected through the digital management platform Xap.
- Families are supported to access and update this information via the Xap app, enabling ongoing, two-way communication and a collaborative approach to each child’s care.

Health Records and Medical Management Plans:

- Guardians/Parents/Caregivers are required to provide current immunisation records at enrolment.
- For children with diagnosed medical conditions, such as asthma or anaphylaxis, medical management plans are created in partnership with families and relevant health professionals.
- These plans are essential and form part of the service’s embedded practice. Educators are familiar with each child’s plan and the protocols required to ensure their health and safety.

Medication Protocols:

- When a child requires ongoing prescribed medication, a Medication Authority Consent must be provided, signed by a Medical Practitioner.
- Staff administer medication strictly according to the practitioner’s instructions, ensuring children’s safety and family confidence in care practices.

Respectful and Confidential Communication:

- Educators engage meaningfully and respectfully with families to discuss children’s health requirements.
- These discussions are handled confidentially and professionally, allowing educators to respond effectively and individually to children’s physical and emotional wellbeing needs.
- This respectful engagement fosters strong partnerships between families and educators and reinforces trust and shared responsibility in promoting children’s health.

Through this meaningful engagement with families and external professionals, Edenhope Early Childhood Service ensures that health practices are responsive, inclusive, and aligned with each child’s individual context and needs.

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

Notes:

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

Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
1. Practice is embedded in service operations	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>At Edenhope Early Childhood Service, child safety is prioritised through well-established, consistently implemented, and closely monitored policies and practices:</p> <ul style="list-style-type: none"> • Medication safety is a high priority. Medications are stored in a locked kitchen cupboard, clearly labelled with the child’s name and photo in individual containers alongside their Medication Management Plans. Expiry dates are reviewed each term using a checklist. Spare asthma and EpiPen kits are available on-site for emergencies. • When administering medication, two educators are always present. They check the medication’s label, dosage, and expiry date against the child’s authorised plan. After administration, both educators sign the medication record, and guardians are informed and asked to sign.

- Bus arrival and departure procedures follow a clear policy. Educators check communication for changes, update the Bus List, and supervise drop-off/pick-up areas. Children’s attendance is marked both manually and digitally in XAP.
- Children are explicitly taught safety practices such as sun protection, hand washing, and safe behaviour during play. The daily routine includes consistent hand washing protocols, modelled and supported by educators.
- UV levels are checked daily via the Bureau of Meteorology and displayed prominently at the sunscreen station. Sunscreen is reapplied every two hours throughout Term 1 and Term 4 and if UV is rated higher than 3.
- Supervision and educator-child ratios are strictly maintained through scheduled rosters and sign-in procedures. All educators are up to date with Mandatory Reporting, First Aid, CPR, and Information Sharing training, with certificates stored securely onsite (staff files).

2. Practice is informed by critical reflection

[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]

Safety practices are continuously improved through critical reflection, educator collaboration, and policy review:

- Educators reflect on supervision strategies and update procedures in response to new insights or incidents.
- After lunch, time is allocated for rest and relaxation, supporting children’s emotional regulation.
- Excursion risk assessments are developed for every outing, with the ECT providing clear safety instructions to educators and volunteers.
- Educators conduct daily hazard checks before children arrive, completing an “Indoor/Outdoor Hazard Checklist” to address risks immediately.
- Emergency and lockdown drills are practised termly (within 12 weeks), and procedures are reviewed annually. Records are maintained in the Emergency Management Folder.
- Educators reflect on how to promote dignity and privacy during toileting and sunscreen application, using visual aids and individual containers to minimise contamination.
- Child Safe Standards are regularly reviewed in team meetings. Language around safety and wellbeing is reviewed to remain respectful and positive.
- Educators reflect on professional boundaries and respectfully guide families during pickup times to ensure all children are supervised and not disrupted by extended contact.

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

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

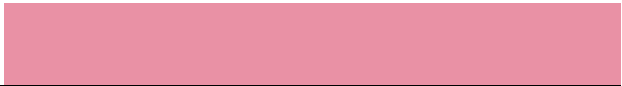
Child protection is strengthened by proactive, respectful, and transparent communication with families and community agencies:

- Families are immediately informed about any infectious diseases via text, email, the XAP app, and a notice at the entrance.
- Families are responsible for signing children in and out; educators verify this daily before group time. If a child is absent without notice, educators contact the family.
- Bus attendance procedures are followed rigorously. If a child enrolled for the bus doesn't arrive, educators contact the family to ensure the child's whereabouts are known.
- Injury, incident, and illness records are maintained through the XAP app. Families are notified promptly, and in the case of serious incidents, are contacted immediately.
- The service connects families to community resources like the School Readiness Funding (SRF) program and Pre-School Field Officer (PSFO) support.
- Relationships with local emergency services (e.g. Police, SES, Ambulance) help inform the service's risk management approach and reinforce child safety practices.

Key improvements sought for Quality Area 2

Improvement Plan

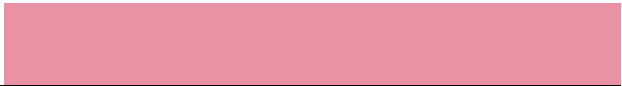
Standard/element	What outcome / goal do we seek?	Action steps to achieve goals:	Priority (L/M/H)	Success measure/s	By when?	Portfolio of changes: where can the evidence of progress be found?
2.2.1	Educators adjust supervision practice to incorporate environmental risks, children's ages, capabilities and group size	<p>Conduct an audit of the outdoor yard to identify areas that may be left unsupervised.</p> <ul style="list-style-type: none"> - Identify high-risk zones requiring increased supervision. - Engage educators in critical reflection discussions to collaboratively create a detailed supervision plan for each zone. - Implement and embed the supervision plan in daily practice. - Regularly review and revise the plan based on incidents, environment changes, or child needs. 	H	<ul style="list-style-type: none"> - Educators demonstrate consistent awareness of environmental risks and adjust supervision responsively. - All educators can confidently explain how supervision strategies reflect children's age, needs, and capabilities. - Reduction in unreported incidents and improved response time to incidents. - Supervision plans are visible and actioned daily. 	<p>Review at end Term 3 and Term 4</p> <p>19/09/2025</p> <p>19/12/2025</p>	<p>Supervision rosters allocating 2 educators outdoors and 2 indoors during core times.</p> <ul style="list-style-type: none"> - Observations of educator positioning in open play areas. - Staff meeting minutes and critical reflection notes. - Incident and accident records. - Feedback from families. - Supervision plans displayed in rooms and reviewed regularly. - Documentation of 'Eyes On' strategy for children with challenging behaviour. <p>Reflection Notes.</p> <ul style="list-style-type: none"> • Educators have trialled a strategy of always ensuring one educator remains indoors and one outdoors at all times, with two additional educators rotating. • Communication among staff is key to maintaining continuous supervision, particularly in transition times and open outdoor spaces. • In Term 1, The inclusion of high-needs children made



						<p>supervision more complex. The ‘Eyes On’ strategy helped mitigate risk but was difficult to maintain consistently due to staff ratios.</p> <ul style="list-style-type: none"> • In Term 2, while the ‘Eyes On’ strategy continued, inconsistent supervision during routine tasks led to unreported incidents—highlighting the need for stronger systems. • Term 3 Educators identified specific blind spots and have begun planning for adjustments, including enhanced zoning and positioning. Supervision Plan
2.2.3	<p>Minimise accidents and injuries by ensuring all incidents are effectively managed and reported, and preventative supervision strategies are in place.</p>	<p>Reinforce to all staff the correct procedures for identifying, responding to, and reporting incidents and injuries.</p> <ul style="list-style-type: none"> - Emphasise importance of observing children for existing injury marks and documenting accordingly. - Provide timely first aid, then inspect the location of the incident to identify and mitigate hazards. - Ensure incident reports are completed accurately and submitted promptly. Reports involving injuries above the shoulders must be followed by a phone call to the family. - If a child is sent home due to illness or injury, ensure an incident report is completed. - Continue close monitoring of children 	H	<ul style="list-style-type: none"> - All educators are aware of and follow incident reporting procedures. - Timely, accurate incident reports are consistently completed and reviewed. - Educators are confident in identifying and managing incidents. - Noticeable reduction in accidents due to proactive supervision of children with high behavioural needs. - Bus procedures are followed without error and all absences are accounted for. 	<p>Ongoing</p> <p>04/11/2025</p>	<ul style="list-style-type: none"> - Staff meeting minutes reflecting critical reflections and incident policy discussions. - Updated bus list and policy reviews. - Incident and accident records. - Communication logs (parent calls, XAP messages). - Supervision rosters and shift allocations showing diploma-qualified staff coverage. - Supervisor-approved incident reports written by trainees. - Risk assessments and hazard reduction checklists. - Observations of improved staff



		<p>with challenging behaviours or known to bite, with a focus on preventative strategies.</p> <ul style="list-style-type: none">- Review and implement consistent application of the Bus Policy and effective staff communication protocols.- Maintain supervision ratios with at least one diploma-qualified educator inside and outside at all times.- Ensure incident reports written by trainees or educators working towards Certificate III are reviewed by a supervisor.				<p>response and injury prevention strategies.</p>
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Standard/element	Improvement Practice
2.1.2	The Illness Policy, Dealing with Infectious Diseases Policy, and Incident, Injury and Trauma Policy were reviewed and updated. These updated policies were shared with families for feedback to support transparency and shared responsibility.
2.1.3	The Food Safety Policy was clarified in the family newsletter. Families were reminded that: – No food will be reheated at the Service. – Chewing gum is not permitted at the Service. This reinforces food safety practices and aligns with our health and hygiene procedures.
2.2.2	If an excursion is cancelled or changed due to unforeseen circumstances, families are informed immediately. All changes and associated risks are documented in an updated Risk Management Plan, ensuring child safety remains the priority.
2.2.2	The sign-in and sign-out procedure was clarified in the family newsletter. Families were reminded: – All children must be signed in upon arrival and signed out upon departure, regardless of duration. – If children leave and return during the day (e.g., a medical appointment), they must be signed out and then signed back in. – For off-site excursions where parents drop children at the venue, educators will call the Service to confirm attendance and sign children in via mobile device.
2.2.2	A comprehensive Risk Management Plan was developed and implemented for all in-service water play activities, identifying and addressing potential hazards to ensure safe participation.

Quality Area 3: Physical environment

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

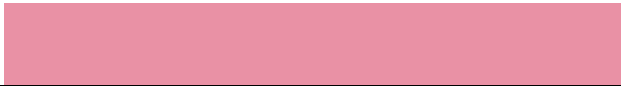
Additional information and resources about Quality Area 3 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 3: Standards and elements

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

National Law and National Regulations underpinning Quality Area 3

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



National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
Regulation 109	Toilet and hygiene facilities	3.1.1
Regulation 110	Ventilation and natural light	3.1.1
Regulation 111	Administrative space	3.1.1
Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1
National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1

Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths	<p>[Summarise strengths identified in the self-assessment process. Delete if not required.]</p> <p>Edenhope Early Childhood Service provides a quality physical environment that supports each child’s learning, safety, wellbeing, and development. Our environments are thoughtfully planned and consistently reflect our Service Philosophy, play-based pedagogy, and a commitment to sustainability.</p> <p>We offer both indoor and outdoor environments that are inclusive, stimulating, and responsive to children’s interests and needs. The outdoor yard is spacious, natural, and designed to encourage exploration, curiosity, and connection to the natural world. It includes quiet, shaded spaces, sensory gardens, climbing equipment, bike paths, and dramatic play areas. These elements support all children in engaging in a variety of play experiences at their own pace, while promoting physical activity and wellbeing.</p> <p>Our indoor learning environment is purposefully arranged to foster engagement and independence, with clearly defined spaces for:</p> <ul style="list-style-type: none"> • Mat area for group time and collaborative discussions • Art and collage for creativity and expression • Block construction to support problem-solving and spatial awareness • Dramatic play for imagination and social interaction • Literacy and numeracy to promote early foundational skills
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- **Book/reading area** for quiet moments and a love of literature
- **Sensory play** to support regulation and calm

We have also started a Bush Kinder program, which strengthens children's connection to Country and deepens their understanding of the natural environment. Through regular sessions in the local bushland, children are encouraged to explore, take risks, and engage in unstructured play while developing resilience, problem-solving skills, and environmental awareness. The Bush Kinder complements our service's philosophy and supports children's holistic development, particularly their physical, emotional, and social wellbeing.

Sustainability is embedded in our daily practices. Children participate in caring for our vegetable gardens and chooks, composting food scraps, and using recycled materials during play and art experiences. These practices empower children to take responsibility for the environment and understand their role in protecting it.

Our environments are regularly reviewed through critical reflection and consultation with children, families, and staff. We continually adapt our physical spaces to ensure they remain responsive, inclusive, and developmentally appropriate, particularly for children with additional needs.

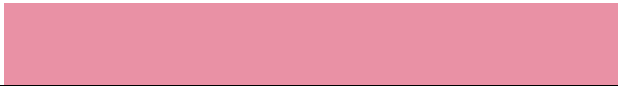
Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p data-bbox="504 571 1877 598">[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p data-bbox="504 643 2107 791">The design and layout of Edenhope Early Childhood Service's facilities support quality learning, safety, wellbeing, and inclusion. The indoor space is carefully planned and includes clearly defined areas: a large mat space for group learning, and separate areas for art and collage, block construction, dramatic play, literacy, numeracy, sensory play, and reading. This structure fosters independent exploration, collaboration, and engagement in learning.</p> <p data-bbox="504 836 2107 943">Staff have access to a well-equipped staff room with two computers and a printer, designated for planning, programming, storage of confidential records, and administrative tasks. The kinder room includes a kitchen area and two resource storage rooms.</p> <p data-bbox="504 987 2092 1179">The outdoor environment is natural, expansive, and shaded by mature trees, with a large veranda fitted with blinds to support meals and tabletop activities in all weather. Outdoor areas are arranged to prioritise safety and engagement, with equipment positioned in shaded areas, away from fences, and with soft fall surfaces where needed. All environments are cleaned and maintained daily by educators and by professional cleaners at the end of each day. Toilets are accessible from both indoor and outdoor areas and are cleaned regularly throughout the day.</p> <p data-bbox="504 1224 2114 1331">Children's access and participation are considered in all areas of the service. The layout supports easy navigation, inclusivity, and promotes spontaneous interactions and play. Secure fencing with self-locking gates ensures safety while allowing seamless transitions between indoor and outdoor environments.</p>



	<p>The Bush Kinder program aims to be an integral part of our facility design and daily operation. Children will regularly attend local bushland sessions (Term 2 and Term 3), encouraging exploration, risk-taking, connection to nature, and a deeper understanding of environmental stewardship. The program aligns with our service philosophy and is embedded in planning, programming, and risk management. Bush Kinder is supported by supervision strategies, and portable resources that allow learning to continue in a less structured, natural environment.</p>
<p>2. Practice is informed by critical reflection</p>	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]</p> <p>All indoor and outdoor furniture, resources, and equipment are age-appropriate and regularly reviewed for safety. Daily inspections occur before children arrive, and unsafe items are removed and reported. End-of-week and end-of-year cleaning schedules ensure hygiene is maintained. Annual audits of the playground are conducted, and soft fall areas are replenished as needed.</p> <p>The outdoor area includes varied and engaging features: bark soft fall zones for swings and climbing equipment, a mud kitchen, garden beds, bike tracks, sandpits with natural shade, water play, a chicken coop, and quiet retreat spaces under trees. These spaces encourage imaginative and sensory play, gross motor development, and connection to nature.</p> <p>Educators reflect on the effectiveness of the physical environment through daily discussions, staff meetings, and evaluation of children's learning and wellbeing. Ideas and inspirations are drawn from professional learning, such as Nature Play workshops. The landscape and yard upgrade and building renovation (completed in 2024) further enhance learning opportunities and physical space, informed by educator research and community feedback.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</p> <p>The physical environment is welcoming and reflects children’s identities and family input. Each child has a personalised space for their belongings, and families contribute through a communication book and daily conversations with educators. The environment supports respectful partnerships with families by promoting a strong sense of belonging.</p>

The Bush Kinder program has been developed in collaboration with families and the local community, who have provided feedback about location, safety, and curriculum connections. We are wanting to invite community members, including local environmental groups to engage with children during Bush Kinder sessions, enriching learning experiences and fostering a strong sense of place and cultural connection.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p><i>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</i></p> <p>The indoor environment is structured to support a rich play-based learning program. The mat area features an interactive TV, occasionally used for group learning, relaxation, incursions, and multimedia experiences. The kinder room offers multiple tabletop activity spaces, set up according to children’s interests and planned learning goals. The bathroom includes three children’s toilets and handwashing basins, and the room has efficient heating and cooling systems.</p> <p>The outdoor environment has been intentionally developed as a natural play space, providing areas under tree shade, wooden benches, loose parts (e.g., logs, rocks, drainpipes), and a rock circle space that promotes imaginative, collaborative, and sensory-rich play.</p>



Indoor and outdoor learning environments are connected via a side door, which is kept open during sessions to allow children to move freely between spaces. This supports child agency, promotes independence, and enables children to make choices about their own learning.

The Bush Kinder program is a core part of our environment and practice. It offers children regular access to a natural bushland setting where they engage in open-ended play, build resilience, assess risk, and develop a strong sense of connection to Country and place. Bush Kinder experiences are integrated into planning and critical reflection and are supported by tailored risk management strategies.

Our sustainability practices are embedded in daily operations. Recycled consumables (e.g., boxes, paper, packaging) are restocked weekly and used creatively in children’s learning. Families are invited to contribute materials from home. Children also care for garden beds, grow seasonal produce, and use the compost bin and worm farm to manage food waste. A rainwater tank supplies water for play and gardening. Food scraps are fed to our chickens, who in return provide eggs for cooking experiences, enriching children’s understanding of life cycles, ecosystems, and sustainability.

Educators adapt the learning environment throughout the day, responding to children’s interests and needs. Open-ended resources are intentionally placed to challenge children, support inclusion, and enhance the aesthetic and functionality of play spaces.

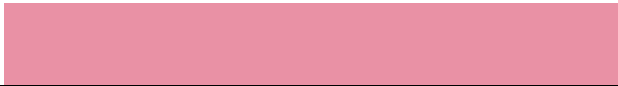
Upgrade the Under 3 Yard and Kindergarten Yard to create safe, engaging and nature-based outdoor learning environments that reflect children’s voices and community input.

2. Practice is informed by critical reflection

[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]

Educators consistently reflect on the use and organisation of learning environments during team meetings and daily conversations. Outdoor spaces are evaluated to ensure they promote child-led learning, with flexible and movable equipment like logs and leaves. Bikes and wheelbarrows are offered to support diverse interests and abilities.

Children’s voices are central to environment planning. Their ideas and interests are captured through observations, learning portfolios, and day-to-day dialogue. Educators invite children to contribute ideas for setting up spaces and selecting



	<p>resources, asking questions like, <i>“What do you think we can have here in this space?”</i> and <i>“You can help me choose something for this table?”</i></p> <p>A wide variety of open-ended, loose parts and inclusive materials are available both indoors and outdoors. Resources are available for lengths of time to allow deep exploration and skill-building. Sensory tools and calming strategies are available for children who need emotional regulation or quiet time.</p> <p>Educators ensure a balanced offering of sensory, physical, creative, social, and imaginative learning experiences, presented in flexible formats (e.g., cushions, easels, mats, shaded outdoor areas). This responsive approach allows all children to engage meaningfully in ways that align with their learning styles and dispositions.</p> <p>Routine maintenance tasks, such as topping up bark soft fall and replenishing sand in the sandpit, are informed by safety assessments and feedback from educators. All environmental adjustments and resources are critically reviewed to enhance inclusiveness and challenge, and supported by appropriate budgeting processes.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p><i>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</i></p> <p>The design and use of the environment are enhanced through ongoing collaboration with families and community members. Educators engage in daily conversations with families to gain insight into children’s preferences, learning needs, and wellbeing. The Parent Advisory Group (PAG) contribute to purchasing resources also.</p> <p>Excursions and incursions are thoughtfully planned to build children’s connection with the local community. These opportunities promote exploration, curiosity, and an appreciation of the wider world. Excursion to the local library, A cultural infusion Day at the Community Centre and Bush kinder excursions are examples of meaningful engagement, developed in consultation with families and incorporating input from local community organisations. Feedback from families has shaped logistical planning and content, ensuring the experience is safe, inclusive, and enriching.</p> <p>Parents are regularly invited to contribute recycled materials, share expertise, or participate in learning experiences. Children’s work is displayed and shared with families, creating a shared sense of pride and partnership.</p>



	Children have expressed strong interest in caring for animals and engaging with natural spaces. Recent feedback from families and the Parent Advisory Committee has highlighted the need for improved outdoor play spaces. Grant funding opportunities are being pursued to support this development.
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Key improvements sought for Quality Area 3

Improvement Plan

Standard/element	What outcome / goal do we seek?	Action steps to achieve goals:	Priority (L/M/H)	Success measure/s	By when?	Portfolio of change: where can the evidence of progress be found?
3.2.3	Children understand and participate in sustainable daily practices (e.g., feeding worms, caring for chickens, conserving water, reducing waste, and respecting resources).	<ul style="list-style-type: none"> Review and update the Service’s philosophy with an environmental focus. Continue to implement and embed the recycling and composting program. Review and reduce the use of toxic cleaning chemicals (use soapy water and vinegar where appropriate). Regularly discuss the worm farm, compost bin, garden and chook care during team meetings. Plan intentional learning around caring 	• H	<ul style="list-style-type: none"> Update philosophy includes sustainability goals. Evidence of recycling and composting in daily routines. Children articulate and demonstrate sustainable habits. Cleaning routines use environmentally friendly products. Increased child and family participation in sustainable projects. 	30/10/2025	<ul style="list-style-type: none"> Updated philosophy document Observations and documentation in planning cycle Photos of children feeding worms/chooks, recycling Sustainability audit/checklist Reflection meeting notes Bush Kinder documentation and displays



		for our environment. • Include sustainability in the planning cycle, Bush Kinder, and spontaneous learning moments.				
3.2.3	Children have a growing awareness of environmental responsibility and are actively engaged in sustainability practices.	- Promote 'Reduce, Reuse, Recycle' as part of daily practice. • Educate children about sorting waste, composting and responsible resource use. • Discuss plastic pollution and sustainability on key calendar days (e.g., National Ocean Day, Earth Day). • Encourage families to reduce the use of plastic bags and participate in sustainability initiatives. • Continue to phase out single-use paper towels where possible following renovations.	- M	- Children sort waste confidently and use correct bins. • Reduced plastic bag use in lunchboxes. • Increased use of recycled and natural materials in arts and crafts. • Children and families can discuss environmental care at home and in the community.	Ongoing – reviewed each term Next review: 24/10/2025	Programming reflections • Children’s artwork using natural/recycled materials • Parent communication/newsletters • Waste audit photos • Documentation from Bush Kinder experiences and calendar events
3.2.1 – Outdoor environment supports play-based learning and reflects children's interests	Create upgraded Under 3 Yard and Kindergarten Yard that are nature-based, safe, engaging and reflect children's voices.	- Apply for grant funding to support upgrades.	- High	- Grant application submitted and funding approved (if successful).	November 2025	Copy of grant submission and correspondence with funding body.



3.2.1 & 1.2.3 – Children are decision-makers in their environment	Children’s voices and ideas are embedded into yard design (e.g. chook pen, creek bed enhancements).	- Collect children’s ideas through conversations, drawings, floorbooks, group discussions.	- H	- Yard plans include elements suggested by children (e.g. chook pen).	October–November 2025	Floorbooks, children’s drawings, documentation of conversations.
3.2.2 – Outdoor spaces are safe, functional and sustainable	Finalise design and prepare for implementation of upgrades.	- Collaborate with contractors/designers to finalise layout based on feedback from children and families.	- M	- Final design developed; quotes and plans ready.	December 2025	Draft plans, design documents, contractor quotes.
3.2.3 – Environment is well maintained and organised	Begin physical upgrades to outdoor spaces (if grant approved).	- Implement upgrades including sandpit, bike path, chook pen, soft-fall rubber, edging etc.	- M	- Visible progress; compliance with safety requirements; children and staff using improved spaces.	Early 2026	Photos of progress, risk assessments, receipts/invoices, completed works.
		-	-	-		



Standard/element	Improvement Practice
3.1.1 Fit for Purpose	The recent upgrade (2024) of the bathroom and laundry facilities has enhanced the functionality, hygiene, and sustainability of the service. These improvements support effective daily routines, promote environmentally responsible practices (e.g., water efficiency, reduced chemical use), and ensure that the physical environment is safe, accessible, and fit for purpose for both children and educators. The indoor and outdoor environments are regularly reviewed to ensure they are safe, clean, and support a wide range of learning opportunities. Spaces are arranged to promote both active play and quiet reflection, and are adapted based on children's developmental needs and interests. Maintenance issues are logged promptly through the council's system and followed up to ensure the environment remains functional and welcoming.
3.1.2 Upkeep	Daily safety checks are conducted by educators and documented, with any hazards reported immediately. Educators and children work together to take responsibility for maintaining clean and tidy spaces. The service promotes sustainable practices such as recycling and waste reduction. Regular audits and deep cleans ensure the upkeep of equipment, furniture and outdoor areas.
3.2.1 Inclusive Environment	The learning environments are designed to be inclusive and reflect the diversity of families, cultures and abilities within the community. Natural materials, cultural artefacts, and children's work are used to promote a sense of belonging and identity. Educators adapt environments to support children's changing interests and learning goals. Flexible spaces promote independent access to resources and foster choice and agency.
3.2.2 Sustainability	Children are actively involved in sustainable practices such as recycling, gardening, water conservation and caring for animals. Educators embed sustainability into everyday routines and intentionally plan experiences that build children's awareness of their impact on the environment. Families and community members are engaged in sustainability projects such as composting and shared gardens. The service has a sustainability policy and ongoing projects that promote ecological responsibility.

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children's learning and development	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1



National Law and National Regulations		Associated element
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

[Summarise strengths identified in the self-assessment process. Delete if not required.]

Edenhope Early Childhood Service is proud to have a team of qualified, experienced, and passionate educators, including early childhood teachers, team leaders, Certificate III-trained educators, and educators currently working toward their qualifications (Diploma and Bachelor). We value the contribution of all team members, regardless of their level of training, and support them in their professional growth and development.

Our team works collaboratively to create a safe, inclusive, and welcoming environment for all children and their families. Educators build and maintain positive, respectful relationships with children, families, colleagues, and the broader community, supporting a strong sense of belonging and trust across the service.

We are committed to developing a shared vision of high-quality, authentic documentation that meaningfully reflects children's learning, voice, and development. Educators work together to ensure documentation is purposeful, respectful, and linked to planning and reflective practice. This shared approach supports consistent pedagogy and ongoing improvement.

Strengths, interests, and goals are identified through regular performance appraisals, peer feedback, and ongoing dialogue. Team meetings and planning sessions foster collaboration, encourage open communication, and provide space for professional learning, critical reflection, and shared decision-making.

A positive, respectful team culture is embedded within the service, where all staff are valued, supported, and encouraged both professionally and personally. Ongoing access to professional development, mentoring, and training opportunities is actively supported to ensure all staff continue to build their knowledge, skills, and confidence.

Staffing arrangements are flexible and responsive to the needs of children and families, ensuring continuity of care and supporting secure relationships. The service is committed to maintaining educator-to-child ratios and continuity of familiar educators wherever possible, to ensure stability and a high-quality learning environment.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p data-bbox="504 571 1877 598">[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p data-bbox="504 643 2101 710">At Edenhope Early Childhood Service, we aim to ensure staffing arrangements are consistently maintained and embedded in our daily operations to support a high-quality learning environment and enhance every child’s learning and development.</p> <p data-bbox="504 754 2128 858">All educators undergo a comprehensive induction process before commencing work. This includes an overview of our philosophy, expectations for professional conduct, policies and procedures (which are readily accessible in the staff room), and health and safety protocols. Ongoing support and mentoring ensure new team members feel confident, capable, and connected.</p> <p data-bbox="504 903 2128 1077">Annual performance appraisals support continuous professional growth and provide a space to reflect on practice, identify strengths, set goals, and discuss career development. Educators are encouraged to provide and receive feedback in a supportive and respectful environment, contributing to a strong, collaborative team culture. Diverse views and perspectives are valued, and educators work together toward shared goals, maintaining consistent practices that create a calm, predictable environment for children.</p> <p data-bbox="504 1121 2056 1228">Children are supported by a stable and familiar team of educators. Staff are greeted and acknowledged during daily group times, fostering warm, respectful connections between educators and children across all rooms. This routine also helps children build relationships with the broader educator team and contributes to their sense of security and belonging.</p> <p data-bbox="504 1273 1769 1305">We maintain educator-to-child ratios in accordance with the National Quality Standard at all times:</p> <ul data-bbox="548 1350 1294 1375" style="list-style-type: none">• Over 3s and kindergarten: 1 educator to 11 children.

- **Under 3s:** 1 educator to 4 children

To support staff wellbeing and ensure compliance with regulatory requirements, we employ dedicated lunch cover educators. This arrangement guarantees that all educators receive their scheduled breaks (30 minutes in Kindergarten; 60 minutes in Childcare), and also covers planning time off the floor, without compromising the continuity of care or required ratios.

Staff rosters are clearly displayed in the staff room and thoughtfully planned to ensure continuity for children and to maximise consistency across the day and week. Educator arrangements are responsive to the needs of the children, the flow of the day, and the design of the learning environment, ensuring that staffing enhances engagement, supervision, and meaningful interactions.

Our staffing practices reflect our commitment to professionalism, equity, and children’s right to consistent, responsive relationships with educators who know them well.

2. Practice is informed by critical reflection

[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]

At Edenhope Early Childhood Service, staffing decisions and organisational arrangements are shaped by ongoing critical reflection at both individual and team levels. Educators engage in regular planning meetings, informal discussions, and performance appraisals that provide opportunities to reflect on current practices, staffing patterns, and how these arrangements impact children’s wellbeing, learning, and continuity of care.

In response to these reflections, staffing in each room has been strategically organised. The kindergarten room is staffed with one early childhood teacher and two educators, while the childcare room is supported by three educators. These arrangements are designed not only to meet required ratios but also to enhance supervision, responsiveness, and intentional teaching. All decisions prioritise children’s emotional security and access to meaningful interactions throughout the day.

The Early Years Team Leader actively monitors educator qualifications and currency of certifications (e.g., First Aid, Working with Children Checks, Child Protection), ensuring that all team members meet regulatory requirements and are well prepared to support children’s learning and development.



	<p>Team reflections also focus on ways to strengthen continuity and familiarity for children. This includes strategic rostering to reduce unnecessary staff transitions during the day and considering educator-child relationships when planning leave coverage or room changes. These reflective practices support the creation of a predictable and nurturing environment that promotes a strong sense of belonging for all children.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</p> <p>At Edenhope Early Childhood Service, meaningful engagement with families and the broader community shapes staffing practices and our approach to educator continuity. We prioritise consistent educator-child relationships, recognising the importance of familiarity in supporting children’s emotional security, confidence, and ability to participate fully in the program.</p> <p>Educators work closely with families to build genuine, trusting partnerships that support the wellbeing and development of every child. Through ongoing conversations, formal meetings, and daily interactions, families are encouraged to share their insights, preferences, and cultural knowledge. This feedback informs how we organise our teams and respond to individual children's needs.</p> <p>The service values and incorporates family input into decision-making around staffing continuity, transitions between rooms, and team roles. For example, where possible, familiar educators are assigned to support children through change (e.g., starting in a new room or returning after absence), ensuring the experience is positive and well-supported.</p> <p>Our connection to the local community also informs staffing practices. Where appropriate, we welcome volunteers, student placements, and visiting professionals, enhancing the learning environment while maintaining the integrity of our staffing arrangements and adherence to child safety principles.</p> <p>In all aspects of our work, we remain committed to creating a team culture that upholds the rights of children and families to experience respectful, responsive and reliable relationships with the educators who care for and teach them.</p>

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p data-bbox="504 571 1877 598"><i>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</i></p> <p data-bbox="504 643 2119 831">At Edenhope Early Childhood Service, professionalism underpins all aspects of our operations. Educators consistently follow clearly defined systems to ensure effective supervision, both indoors and outdoors. Our embedded floating supervision model ensures that at any given time, there is always an educator responsible for both indoor and outdoor areas, enhancing safety, engagement, and responsiveness to children’s needs. This model is regularly reviewed through team reflection and refined to suit the evolving needs of the children and service.</p> <p data-bbox="504 877 2107 986">All educators are appropriately qualified, with our Early Childhood Teacher holding a Bachelor of Early Childhood Education and registration with the Victorian Institute of Teaching (VIT). Our team includes educators with either a Certificate III or Diploma in Early Childhood Education and Care, including both qualified and actively working-toward team members.</p> <p data-bbox="504 1032 2107 1141">All educators maintain current certifications in First Aid, CPR, Child Protection (Mandatory Reporting), Asthma and Anaphylaxis Management, Working with Children Checks (WWCC), and Information Sharing eLearning. This commitment to compliance and best practice supports a safe and ethical learning environment for all children.</p> <p data-bbox="504 1187 2029 1327">A diary is in a central location and used alongside regular verbal handovers to ensure that all staff remain informed of important daily updates, child information, and programming notes. Communication is also supported by routine documentation in reflection journals and observation books. These systems ensure consistent, respectful, and ethical practice across the service.</p>

<p>2. Practice is informed by critical reflection</p>	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]</p> <p>Critical reflection is an embedded practice at Edenhope Early Childhood Service and drives ongoing improvements in professionalism, team culture, and pedagogical practice. Monthly staff meetings provide a platform for collaborative reflection on service operations, current challenges, and professional learning. All educators are expected to attend and contribute meaningfully, and meeting minutes are available in the staff room for ongoing reference.</p> <p>Educators engage in collaborative reflection each week during planning time and informal discussions, supported by tools such as the observation book and critical reflection journal. Educators work together to share insights, offer feedback, and support one another in continuously improving practice.</p> <p>Professional development is a key priority. Educators participate in ongoing training opportunities, with a focus on deepening understanding of early childhood theory and practice. Learning is shared with the broader team through discussions, mentoring, and implementation of new ideas.</p> <p>Regular performance appraisals with the Early Years Team Leader support individual goal-setting and career progression. Educators receive guidance and mentoring from the Early Childhood Teacher, particularly in areas such as documentation, observations, and learning stories, which fosters a respectful, reflective and growth-oriented workplace culture.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</p> <p>Respectful relationships and a strong sense of belonging are central to our philosophy and daily practice. All children, families, educators, and visitors are welcomed and treated with dignity, equity, and care. We are committed to upholding confidentiality, professionalism, and ethical behaviour in all interactions.</p> <p>Ongoing engagement with families supports the service's approach to professional conduct. Families are invited to share feedback, contribute ideas, and participate in service life, which strengthens mutual respect and understanding. These</p>



meaningful connections help educators reflect on and adapt practices to ensure alignment with the needs, cultures, and values of the community we serve.

Community involvement is valued and supported through collaboration with local services and participation in community initiatives. This ongoing engagement strengthens our commitment to ethical practice and reinforces our professional responsibility to advocate for all children and families.

Key improvements sought for Quality Area 4

Improvement Plan

Standard/element	What outcome / goal do we seek?	Action steps to achieve goal:	Priority (L/M/H)	Success measure/s	By when?	Portfolio of change: where can the evidence of progress be found?
4.2.2	Staff feel confident in supporting children with additional or high needs (e.g., autism, behaviour support).	Access targeted professional development. - Promote personal learning through reflection and mentoring. - Share knowledge during team meetings and planning. - Ongoing professional support and coaching.	M	Educators report increased confidence. - Strategies are documented and consistently used in practice. - Visible improvements in children's engagement and regulation.	Ongoing Review 04/11/2025	PD held 29 January 2025. - Gowrie coach Leanne Grogan providing support Term 2. Be You online portal for extra support. - Reflections and strategies documented in critical reflection journal and team meeting notes.
4.2.1	Educators feel supported in maintaining mental wellbeing and team cohesion.	Attend mental health and wellbeing PD (Be You) - Engage in WWSC Educator Mental Health and Wellbeing Program. - Create a dedicated wellbeing space within the service.	M	All staff attend training. - Staff report feeling supported and able to manage stress. - Wellbeing space is accessed and positively used by the team.	Ongoing December 2025	3 April: All educators attended mental health training. - Nov: Grant submitted for wellbeing space resources and facilitator. - Nov: Initial staff consultation on wellbeing space ideas. - Oct: Be You program sign-up initiated. Awaiting consultant follow-up. - 21/04/2025: Training completed and resources received.



4.2.1	Educators use their breaks to relax and recharge.	Create dedicated, calming staff wellbeing space. - Schedule monthly wellbeing sessions. - Foster a culture that respects educators' break time.	M	Staff use the space during breaks. - Feedback reflects improved wellbeing and morale. - Facilitated sessions consistently attended.	February 2025	Feedback from team. - Use of wellbeing space tracked. - Monthly session attendance logs. - Reflections in staff meeting minutes.
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Standard/element	Improvement Practice
4.1 – Staffing Arrangements	Staffing arrangements are designed to ensure continuity of care, maintain educator-to-child ratios, and support strong relationships with children and families. Rosters are developed in alignment with peak attendance times, ensuring consistency and familiarity for children. Where possible, the same educators work within rooms to promote stability. New staff undergo a thorough induction and mentoring process, supported by the team and leadership to build confidence and understanding of service expectations. Communication tools, such as a daily check-in and staff communication books, help support information-sharing and collaboration.
4.2. – Professionalism	The service promotes a strong culture of professionalism and respect among the team. Educators are encouraged to participate in ongoing professional development, including training through the School Readiness Funding and access to leadership development opportunities (e.g. Victorian Educational Leadership Program). Regular team meetings and reflective discussions provide space for collaboration, feedback, and shared decision-making. Leadership actively supports the professional growth of staff, offering coaching and feedback in a respectful and supportive manner. Staff are encouraged to reflect critically on their roles, values, and practices to enhance service quality and team cohesion.

Quality Area 5: Relationships with children

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

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

Quality Area 5: Standards and elements

Standard 5.1		Respectful and equitable relationships are maintained with each child.
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		Each child is supported to build and maintain sensitive and responsive relationships.
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths

[Summarise strengths identified in the self-assessment process. Delete if not required.]

The educators and early childhood teachers at Edenhope Early Childhood Service are committed to developing responsive, warm, trusting, and respectful relationships with all children. These relationships are foundational to our practice and are intentionally built through daily interactions that prioritise children’s emotional wellbeing, self-esteem, sense of security, and belonging.

Secure and respectful relationships are key to children’s confidence to explore, their engagement in meaningful play, and their ability to develop social and emotional skills. Educators take the time to know each child individually, recognising their cues, listening to their voices, and responding with genuine interest, empathy, and consistency.

Children are welcomed by name and acknowledged throughout the day, which supports their sense of identity and connection. Educators act as co-regulators, helping children navigate emotions and conflicts in ways that are developmentally appropriate, respectful, and supportive.

We understand that strong relationships between educators and children also support positive behaviour guidance and encourage children to form strong relationships with peers. Educators model respectful and inclusive behaviour, helping children develop empathy, cooperation, and resilience.

Our consistent team of educators and low staff turnover ensures that children experience continuity of care, which further strengthens secure attachments and supports children’s learning and development over time. These relationships are regularly reflected on during team meetings and planning sessions to ensure that every child is seen, heard, and supported to thrive.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>At Edenhope Early Childhood Service, we recognise that nurturing secure, respectful, and equitable relationships with children is foundational to their learning and development. All educators are deeply committed to fostering warm, trusting, and responsive relationships with every child from the moment they arrive.</p> <p>Children are greeted individually each morning by familiar and cheerful educators, which promotes a welcoming atmosphere and helps children feel acknowledged, safe, and connected. This daily practice also creates opportunities for children to share stories and form positive connections with staff and peers.</p> <p>Regular staffing promotes consistency and strong attachments. Educators' continuity of care allows children to build secure relationships, which enhances their confidence and willingness to explore and engage in learning experiences.</p> <p>Our team allocates intentional time during transitions and group gatherings for children to share experiences, present ideas, and celebrate milestones, such as birthdays, cultural events, or personal achievements. These experiences strengthen their identity, agency, and sense of belonging.</p> <p>Educators set up the learning environment each morning to ensure calm, well-prepared spaces that are responsive to children's interests. Visual cues and clearly defined routines help children feel confident and secure. Educators use these</p>



	<p>routines as opportunities to build independence, such as encouraging children to manage their own belongings and follow safe, hygienic practices.</p> <p>Educators are always available to support children experiencing separation anxiety or challenges throughout the day. Families are contacted via phone, text, or in person with thoughtful updates, ensuring open communication and family confidence in their child’s wellbeing.</p> <p>Each child has a dedicated portfolio, Bag pigeon hole and lunch box cube. These visual affirmations of belonging reinforce the message that every child is seen, valued, and respected.</p> <p>Our interactions with children consistently reflect a deep understanding of their rights, dignity, and individual worth. These respectful relationships are visible in all daily routines and interactions across the service.</p>
<p>2. Practice is informed by critical reflection</p>	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]</p> <p>Educators at Edenhope ECS critically reflect on how to best support children to develop strong, trusting relationships and a sense of belonging. Through regular team meetings, informal discussions, and shared planning time, educators consider how their interactions with children promote inclusion, wellbeing, and learning.</p> <p>The Victorian Early Years Learning and Development Framework (VEYLDF) guides our inclusive, play-based program. Educators reflect on children’s interests, strengths, and cultural backgrounds when designing environments and learning experiences, ensuring each child can confidently engage and contribute.</p> <p>We regularly reflect on strategies to support children with diverse emotional and developmental needs. For example, we consult with Preschool Field Officers and other allied professionals and work closely with families to implement consistent and effective behaviour guidance strategies. Educators have implemented tailored approaches, such as giving clear choices, using keyword signs, setting boundaries, and developing or reviewing individual support plans with families.</p>



	<p>Ongoing documentation—such as the floor book, critical reflection, and planning cycles—demonstrates how educators use reflective practice to inform intentional teaching and extend children’s agency, relationships, and resilience.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</p> <p>Families at Edenhope ECS are respected partners in their child’s learning journey. We have developed strong, open communication channels where families are welcomed to share feedback, observations, and concerns. Educators actively listen to families and incorporate their insights into program planning and individualised support strategies.</p> <p>Families are encouraged to contribute to their child’s learning through story sharing, cultural events, portfolio feedback, and by participating in discussions about their child’s strengths and developmental goals. This two-way communication enhances educators' understanding of each child and ensures a culturally responsive and individualised approach.</p> <p>We also work collaboratively with families and external professionals (e.g., Preschool Field Officers, paediatricians, allied health professionals, MCH) to ensure consistency between home and the service. This supports continuity of care and a shared understanding of how to support each child’s emotional regulation, social development, and learning.</p> <p>By cultivating these strong partnerships and maintaining regular, respectful communication, educators ensure that families feel valued, and children experience a consistent, nurturing environment that strengthens their confidence, wellbeing, and ability to build relationships.</p>

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p data-bbox="504 454 1881 478"><i>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</i></p> <p data-bbox="504 523 2128 670">At Edenhope Early Childhood Service, educators are committed to creating an inclusive and supportive environment where every child feels safe, valued, and connected. Building and maintaining respectful relationships between children is embedded in our daily practice and reflected in the way educators design environments, guide behaviour, and support social interactions.</p> <p data-bbox="504 718 2128 829">Children are provided with regular opportunities to express their preferences and make decisions that influence their daily experiences. For example, in Term 4 of 2024, children participated in a group vote to select a sound cue (a drum) for group time transitions. This practice promotes agency, inclusion, and respect for children’s voices.</p> <p data-bbox="504 874 2128 986">Our thoughtfully designed indoor and outdoor learning environments invite collaboration and social connection. Children are encouraged to engage in a range of play experiences—dramatic, creative, physical, and sensory—that foster peer interaction, shared exploration, and cooperative learning.</p> <p data-bbox="504 1031 2128 1142">Educators support children to develop the social and emotional skills necessary for building friendships and respectful relationships. Through active role modelling, consistent expectations, and respectful communication, educators guide children in learning to share, take turns, listen, and resolve conflict effectively.</p> <p data-bbox="504 1187 2128 1299">Behaviour guidance strategies are implemented consistently across the service. Educators take a proactive, strengths-based approach, supporting children to regulate their emotions, express themselves appropriately, and develop empathy. These strategies are always grounded in a belief that all behaviour is a form of communication and an opportunity for learning.</p>



Educators can clearly articulate how their practice supports children in developing positive relationships and how this practice is underpinned by the service philosophy, ethical principles, and an understanding of children’s rights and agency.

2. Practice is informed by critical reflection

[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]

Educators at Edenhope ECS continuously reflect on how to best support children in forming sensitive and responsive relationships. This reflective practice is embedded in staff meetings, informal discussions, and collaborative planning.

Educators reflect on their conversations and interactions with children, striving to be responsive to their emotions, questions, and social cues. Educators engage in critical discussion around open-ended questioning techniques, role modelling of pro-social behaviours, and strategies to support emotional regulation and resilience.

Our environment includes a dedicated quiet area for children to withdraw, regulate, or engage in calm activities when needed. These spaces are thoughtfully designed to promote emotional wellbeing, and educators actively support children in identifying and using these areas as needed.

Educators draw upon theoretical perspectives (such as Bronfenbrenner and Vygotsky) in their understanding of how relationships influence learning and development. They are aware of how their own attitudes and values affect their practice and critically consider the equity and inclusion implications of their approaches.

The team also reflects on past incidents and family feedback to continuously strengthen how we support children’s relationships. For children experiencing ongoing behavioural or emotional challenges, educators work collaboratively with families and, where necessary, initiate referrals to external professionals (e.g., psychologists or therapists) to ensure holistic and individualised support.



	<p>Our critical reflection is intentional, ongoing, and grounded in a deep commitment to supporting children to become socially capable, empathetic, and confident learners.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</p> <p>Edenhope ECS recognises families as partners in supporting children's social and emotional development. Educators develop strong, trusting relationships with families and ensure ongoing communication about children's social interactions, behaviour, and emotional wellbeing.</p> <p>When children experience challenges with settling, forming friendships, or regulating behaviour, educators initiate open and respectful dialogue with families through meetings, emails, or informal conversations. Together, they co-develop strategies that are informed by the child's interests, needs, and home routines. Examples include offering comfort tools, introducing social stories, providing quiet spaces, and embedding the child's interests into the curriculum to build connection and confidence.</p> <p>Educators draw on their understanding of each family's behaviour guidance practices at home and align their strategies to ensure a consistent and supportive approach for the child. This alignment helps children feel secure and understood across environments and supports families to feel valued and respected as collaborators in their child's development.</p> <p>Where appropriate, the service engages with external support agencies to further strengthen the support provided to children and families. These partnerships ensure that every child's right to participate, belong, and thrive in positive relationships is actively upheld.</p>

Key improvements sought for Quality Area 5

Improvement Plan

Standard/element	What outcome / goal do we seek?	Action steps to achieve goal:	Priority (L/M/H)	Success measure/s	By when?	Portfolio of change: where can the evidence of progress be found?
5.1.2	Ensure the curriculum meaningfully reflects the cultural backgrounds of service families and the broader community (e.g., Filipino, French, Aboriginal and Torres Strait Islander)	<p>Educators research and integrate culturally diverse experiences into the curriculum</p> <ul style="list-style-type: none"> - Collaborate with families to gather information on cultural celebrations and practices - Reflect as a team on the impact of these experiences on children's understanding, relationships, and inclusivity. <p>Cultural audits of environment.</p> <ul style="list-style-type: none"> - Family cultural contributions. - First Nations inclusion in daily practices. - PD on cultural competence 	H	<p>Curriculum documents show cultural diversity is embedded</p> <ul style="list-style-type: none"> - Educators can articulate how culture is represented in their program - Evidence of child engagement and connection to cultural learning - Families feel acknowledged and included <p>Culture and identity visible in environment.</p> <ul style="list-style-type: none"> - Educators confident in embedding culture. - Families feel culturally supported 	Ongoing throughout the year	<ul style="list-style-type: none"> • Feb 2025: Family input on cultural backgrounds gathered - Harmony Week, St. Patrick's Day, Diwali, Halloween and Children's Week celebrated - Suggested purchasing cultural costumes - Educator reflections and planning notes
5.1	Placement students demonstrate respectful and professional interactions with	<ul style="list-style-type: none"> - Provide orientation on regulations and service philosophy - Discuss professional boundaries and relationships 	- M	<ul style="list-style-type: none"> - Placement students consistently demonstrate respectful, responsive and appropriate interactions with children - Students can explain why 	Ongoing Term 4 2025	<p>Professional conversations and guidance provided to students</p> <ul style="list-style-type: none"> - Mentor observations and feedback - Notes from reflective discussions and training - Placement student progress logs



	children, aligned with service expectations	<ul style="list-style-type: none"> - Model best practice interactions and explain their purpose - Provide feedback and regular check-ins with placement students 		<p>positive relationships matter in early years</p> <ul style="list-style-type: none"> - Improvement observed over placement duration 		
5.1	Increase the time educators spend being present and emotionally available with children throughout the day (Slow Pedagogy approach)	<ul style="list-style-type: none"> - Review and reflect on current routines and schedules as a team to identify where time with children can be prioritised 	H	<ul style="list-style-type: none"> - Observations and reflections show educators spending more intentional, uninterrupted time with children - Improved confidence and efficiency in managing documentation and admin tasks - Adjustments made to routines and planning to support deeper engagement with children 	End of Term 4 2025	<p>Documented changes and reflections in Program Reflections book</p> <ul style="list-style-type: none"> - Educator reflections and team meeting minutes - Time management and program review documentation
5.1	Strengthen educators' use of guided play and learning approaches	<p>Professional resources on constructivist and relational pedagogy</p> <p>Nikki to share resources with teams for collaborative or individual learning opportunities</p> <ul style="list-style-type: none"> - Educators to critically reflect on the curriculum and integrate the Integrated Teaching and Learning Approaches (VEYLDF) into planning 	H	<p>Curriculum, planning and practice show clear evidence of guided play and intentional teaching</p> <ul style="list-style-type: none"> - Educators demonstrate knowledge and application of VEYLDF principles in their interactions and reflections - Increased intentional use of learning opportunities to extend children's thinking and collaboration 	End of Term 4 2025	<p>Program Reflections book with documented learning, changes and reflections</p> <ul style="list-style-type: none"> - Updated program and planning cycle - Educator feedback and reflection templates completed



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Standard/element	Improvement Practice
5.1	<p>We are working to strengthen educators' capacity to develop and maintain respectful, responsive, and equitable relationships with every child. Through intentional interactions, educators are becoming more attuned to each child's individual emotional and developmental needs. We are implementing slow pedagogy approaches, which encourage deeper connections through unhurried, meaningful engagement with children during play and routine moments. The team reflects regularly on how educator-child relationships influence children's wellbeing, agency, and sense of belonging. We also ensure consistency of staff to provide stability and emotional security for children, especially those with additional needs or separation anxiety.</p>
5.2	<p>We are embedding strategies that promote children's positive peer relationships, empathy, and collaboration. Educators actively teach, model, and scaffold social skills such as sharing, turn-taking, negotiation, and conflict resolution. Children are supported to recognise and express their emotions in a safe and supportive environment. We incorporate social-emotional learning through group time, storytelling, intentional conversations, and role play. The environment is purposefully designed to support cooperative play, with small group areas and calming spaces to regulate emotions. Educators reflect critically on behaviour guidance strategies and engage with families to ensure a consistent and inclusive approach to supporting children's relationships.</p>

Quality Area 6: Collaborative partnerships with families and communities

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

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

Quality Area 6: Standards and elements

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

National Law and National Regulations underpinning Quality Area 6

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

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

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

[Summarise strengths identified in the self-assessment process. Delete if not required.]

The educators and early childhood teachers at Edenhope Early Childhood Service are committed to fostering strong, respectful, and reciprocal relationships with families, recognising these relationships as central to achieving positive outcomes for children. We value families as children's first teachers and strive to build partnerships that are based on trust, open communication, and mutual respect.

Our team works collaboratively with families to share knowledge, understand diverse backgrounds, and support children's learning, development, and wellbeing. Families are actively encouraged to contribute to the curriculum and service decisions, with feedback mechanisms and informal conversations forming a strong part of our daily practice.

We continue to build meaningful partnerships within the broader Edenhope community, engaging local services and professionals to support inclusion, wellbeing, and cultural safety. These partnerships provide a network of support and enhance our ability to respond to the diverse needs of families and children.

New families are welcomed through our 'open day' prior to commencement, creating a relaxed opportunity to meet educators, become familiar with the environment, and begin forming early connections. This supports smooth transitions and a sense of belonging from the outset (planned for Friday 29th August 2025 for 2026 prospective enrolments).

Our service is currently working on the development of our draft Reconciliation Action Plan (RAP) through Narragunnawalli. This process is being undertaken with thoughtful consultation and reflection, and demonstrates our commitment to reconciliation and cultural inclusion. We are engaging with Aboriginal and Torres Strait Islander perspectives through professional learning, curriculum planning, and participation in key events such as National Reconciliation Week and NAIDOC Week. The RAP will guide our long-term vision and actions for embedding respectful cultural practices and strengthening relationships with First Nations families and communities.



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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>At Edenhope Early Childhood Service, our enrolment and orientation process is structured to build early, meaningful partnerships with families. The process includes:</p> <ul style="list-style-type: none">• Families submitting a waitlist application and completing enrolment via the Xap software management system.• An invitation to an 'Open Day' to meet educators is promoted through our West Wimmera Shire Council website and social media pages, this gives families an opportunity to explore the environment, and ask questions—establishing early trust and familiarity.• In Term 4, families receive an Early Years Handbook and enrolment confirmation.• Information is shared with families through various channels, including the Xap App, emails, text messages, newsletters, and displays in the sign-in area. <p>Each child has an individual learning portfolio, prominently displayed in their rooms, offering families a tangible insight into their child's learning journey and development. Families are encouraged to provide input and feedback.</p> <p>Educators, the Team Leader /Educational Leader provide timely and accessible information about the service and local support services, supporting family wellbeing and parenting.</p>



	<p>Building respectful, collaborative relationships with families is consistent across the service and embedded in our educational program, philosophy, and operational practices. These relationships reflect our commitment to the principles of the approved learning framework, and support each child’s continuity of learning and sense of belonging.</p>
<p>2. Practice is informed by critical reflection</p>	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]</p> <p>Our team regularly reflects on how to strengthen partnerships with families through consistent review of communication strategies, planning processes, and family engagement. Some examples include:</p> <ul style="list-style-type: none">• Offering multiple communication methods (e.g., newsletters, meetings, daily conversations) to meet families' individual preferences and accessibility.• Creating opportunities for family input, such as surveys, review of Policies and Procedures, and participation in events and curriculum planning.• Hosting parent–teacher conferences / interviews (e.g., in Term 2) and offering flexible times to accommodate working families. <p>Critical reflection also guides our collaborative planning with families. Educators document conversations and interactions, which inform curriculum decisions. We reflect on families' expertise, cultural values, and priorities, and actively integrate these into programming. For example, families were invited to contribute to our curriculum planning around cultural events, such as Harmony Week and Diwali.</p> <p>We regularly engage families in local events (e.g., Henley Lake Wallace Festival celebration, Book Week, excursions to community locations (library, art gallery), and visits from community members (local police, Ambulance, secondary students). These experiences are discussed and planned as part of our program and documented through our program reflections.</p> <p>Educators reflect on and support families' capacity to engage with community services, building broader connections to enhance wellbeing outcomes for both children and families.</p>

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

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

Educators build respectful, reciprocal partnerships with families through ongoing, personalised engagement. Families are warmly welcomed into the service and invited to be part of daily routines, planning processes, and service decision-making.

We are responsive to families' concerns, questions, and suggestions, ensuring clear communication and a supportive approach. Families are invited to share feedback, ideas, and cultural knowledge to influence planning and improve service delivery.

Our inclusive curriculum celebrates diverse cultural backgrounds represented in our community, including French, Filipino, Indian, Indigenous Australian, and others. Families are invited to share cultural practices, food, language, and celebrations. Examples include Diwali, Holi Festival of Colours, Harmony Day, and National Reconciliation Week.

Community involvement is strong and ongoing. We actively connect with the local library, Edenhope College, community businesses and local government to enrich children's learning. Events like National Simultaneous Storytime, art gallery excursions, and visits from high school students foster community ties and provide meaningful learning experiences.

We are currently working on a draft Reconciliation Action Plan (RAP). This process includes engagement with community members to strengthen cultural safety, representation, and reconciliation practices in partnership with families.

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

Notes:

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

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



Exceeding themes	
1. Practice is embedded in service operations	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>Edenhope Early Childhood Service integrates collaborative partnerships into everyday practice to support continuity of learning, smooth transitions, and inclusive engagement. Our service provides both Long Day Care (LDC) and kindergarten, with strong inter-staff collaboration ensuring seamless support for families whose children access both programs.</p> <p>We maintain a community information board in the foyer, sharing relevant child development resources and information about local support services, which is regularly updated for families' easy access.</p> <p>All families are invited to contribute their perspectives in ways that influence service operations, policies, and planning. Decision-making is inclusive, respectful, and embedded in our daily operations. For example, families participate in surveys, the Parent Advisory Group (PAG), and curriculum feedback discussions.</p> <p>Educators actively promote continuity of learning and transitions through consistent communication, shared strategies, and collaborative planning with relevant professionals (e.g., allied health, local schools, and support agencies). Clear roles and responsibilities are maintained to ensure effective teamwork and best outcomes for children.</p>
2. Practice is informed by critical reflection	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]</p> <p>Educators critically reflect on how to strengthen family and community engagement and improve collaborative partnerships. This includes:</p> <ul style="list-style-type: none">• Ongoing discussions during team meetings about how we build partnerships and support children's transitions and inclusion.• Reflecting on our values and assumptions around partnership and inclusion to continuously improve practices and challenge bias.



	<ul style="list-style-type: none">• Seeking feedback through PAG meetings, family input sessions, and informal conversations to adjust service offerings to better meet community and family needs. <p>For example, feedback from families has led to the implementation of more flexible meeting times and increased communication methods (e.g., SMS, newsletters, informal chats) to support accessibility and engagement.</p> <p>We regularly reflect on how our partnerships support inclusion—for example, reviewing how referrals are made to support agencies such as the Pre-School Field Officer (PSFO) and Grampians Health, and how these processes support families of children with additional needs.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</p> <p>Our strong community connections enrich the children’s experiences and support holistic development. Families are invited to be active participants in the service’s learning environments through shared experiences, events, and celebrations, including Book Week, Harmony Week, Reconciliation Week, and the annual Christmas party.</p> <p>We maintain close partnerships with local schools to support children’s successful transitions to primary school. This includes school visits (excursions), reciprocal visits by foundation teachers and students (incursions), collaborative transition planning, and parent meetings to ensure a child-centered approach.</p> <p>Educators support families in accessing community services that enhance children's wellbeing, such as through regular contact and referrals to the PSFO, speech therapists, and maternal and child health services. These connections are made in partnership with families and based on children’s individual needs.</p> <p>The service is also actively involved in a wide range of local community events and partnerships, such as:</p> <ul style="list-style-type: none">• Annual art exhibitions in collaboration with the Red Tail Art Gallery• Excursions to the local library (e.g., National Simultaneous Storytime, Book Week)• Participation in the Henley Festival street parade



- Exhibitions at the Edenhope Agricultural Show

These partnerships foster children’s sense of identity, belonging, and connection to their community, while also supporting families to build social and support networks.

Key improvements sought for Quality Area 6

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.2	Opportunities for families to contribute meaningfully to their child's learning and wellbeing can be strengthened	Families' perspectives and contributions are actively reflected in the educational program and planning	M	Trial new strategies for gaining parent input into children's learning	Our educational program reflects families' voices.	Ongoing	<p>Evidence of family voice in learning documentation Ongoing (Review each term)</p> <p>Seek regular feedback through surveys and informal conversations</p> <p>Share ILPs (Individual Learning Plans) with families to invite feedback</p> <p>Conduct parent-teacher conferences in Term 2 to discuss children's learning and gather input</p> <p>Use Xap and other communication tools to facilitate feedback opportunities - Increased parent feedback documented in program planning</p> <p>ILPs include parent input</p>



							Parent-teacher conference outcomes reflected in planning
6.2.3	Strengthen our commitment to reconciliation and embedding Aboriginal and Torres Strait Islander perspectives in our service		H	Develop a formal RAP through Narragunnawali - Engage with local Aboriginal Elders and community members - Embed cultural perspectives into curriculum and celebrations - Provide professional learning on cultural safety and reconciliation	- RAP is documented in draft form. - Families and community provide feedback - Cultural activities and learning are visible in program and environment	Term 4 2025	RAP document - Meeting minutes discussing what we are doing well and what we need to work on - Curriculum documentation - Photos and reflections from events
6.1.2 6.2.1 6.2.3	Children and their family's voices will be heard.	Embed children's and families' voices in all aspects of the program and environment.	H	Family feedback surveys and conversations. - 'Child voice' displays and planning tools. - Weekly updates for family input.	Planning and displays reflect input. - Families feel included and heard. - Children's preferences visible in routines and play.	Ongoing	Edenhope Early Childhood Service are working at Embedding Children's and Families' Voices More Deeply. Regularly asking for family input into the program. Parent Advisory Group contribute to the purchasing of resources and have ongoing input into the program.
6.2.3 6.2.2 6.1.1	Community engagement is fostered within our environment.	Strengthen relationships with local community and integrate community identity into the program.	H	Build partnerships with local organisations. - Community visits and guests. - Local excursions and celebration integration.	Increased community involvement. - Children learn about and engage with community. - Community culture reflected in program.	Ongoing	Working toward enhancing Community Engagement for all our children. Being proactive in reaching out to the community and organising excursions.



6.1.2 –	Families are partners in decision-making	Families and PAG meaningfully contribute to design and planning of yard upgrades.	H	Consult with Parent Advisory Group(PAG) to refine ideas and provide feedback.	Meeting minutes showing consultation; PAG feedback incorporated into final plan.	Term 2025	4,	PAG meeting records, emails, consultation notes.
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Standard/element	Improvement Practice
6.1.1 – Engagement with the service	Families are welcomed and actively encouraged to engage with the service. Orientation sessions, open days, and regular communication support the transition into the service. Educators make themselves available and approachable to establish strong, trusting relationships from the outset.
6.1.2 – Parent views are respected	Educators seek and value family input into the program through surveys, informal conversations, ILP feedback, and parent-teacher conferences. Feedback is incorporated into curriculum planning to reflect children’s home experiences, interests, and developmental goals.
6.1.3 – Families are supported	Families are supported in their parenting role through access to information about child development, parenting strategies, local services, and community resources. The service maintains open channels of communication through newsletters, Xap notifications, and meetings with educators and leaders.
6.2.1 – Transitions are supported	The service collaborates with local schools, services, and families to ensure smooth and supportive transitions for children. Activities include transition visits, shared planning, and communication with foundation teachers. Relationships with local schools and health professionals are actively maintained.
6.2.2 – Access and participation	The service works to ensure that all families can access and participate fully, including those from diverse backgrounds or with additional needs. Cultural events, inclusive programming, and targeted support (e.g., PSFO involvement) enhance inclusion. The draft Reconciliation Action Plan (RAP) is guiding inclusive cultural practices.



6.2.3 – Community engagement	Partnerships with local community organisations and events are actively developed. Children participate in the Henley Street Parade, Book Week, local library excursions, visits from emergency services personnel and Elders, and contribute to art exhibitions. The service fosters a sense of belonging and connection to the wider community.
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Quality Area 7: Governance and Leadership

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

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

Quality Area 7: Standards and elements

Standard 7.1	Governance supports the operation of a quality service.	
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2	Effective leadership build and promotes a positive organisational culture and professional learning community.	
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.

National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2

Regulation 159	Children’s attendance record to be kept by family day care educator	7.1.2
National Law and National Regulations		Associated element
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service’s compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2

Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
National Law and National Regulations		Associated element
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2

Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2
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Quality Improvement Plan for Quality Area 7

Summary of strengths for Quality Area 7

Strengths	<p>[Summarise strengths identified in the self-assessment process. Delete if not required.]</p> <p>The leadership team at Edenhope Early Childhood Service comprises the 4 year old Teacher (Prakash Bhandari (Kash)), the 3 year old Kinder teacher (Katrina Shirrefs), the Educational Leader / Early Years Team Leader (Nikki Hollis) and the Manager of Community Support and Wellbeing (Tracey Bone). This leadership structure promotes collaborative decision-making and a strong focus on pedagogical quality and operational effectiveness.</p> <p>The Early Years Team Leader has recently completed the Victorian Educational Leadership Program (Foundations) course through QUT, demonstrating a commitment to ongoing professional learning and the development of effective leadership capabilities. This investment in leadership capacity supports the implementation of a clear vision, shared goals, and high expectations across the team.</p> <p>Leadership at the service actively promotes shared values, aligned with the service’s philosophy, and fosters a culture of professionalism, ethical conduct, and continuous improvement. Regular team meetings, mentoring, and reflective practices underpin this culture.</p> <p>The West Wimmera Shire Council provides strong governance, resourcing, and operational oversight. Council policies, procedures, and administrative support systems are consistently applied to ensure that the service meets its regulatory obligations and maintains high-quality operations.</p> <p>The service’s leadership and governance practices ensure that roles and responsibilities are clearly defined, and that all staff are supported through access to professional development, supervision, and clear channels of communication. This results in a cohesive, informed, and motivated team that prioritises the best outcomes for children and families.</p>
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p data-bbox="504 694 1877 718">[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p data-bbox="504 766 2107 909">Edenhope Early Childhood Service has robust and well-established governance and administrative systems in place that consistently support high-quality service delivery and continuous improvement. The Xap software management system is embedded in practice and supports effective enrolment, attendance, incident, and medication records management. These systems are used consistently across the service to ensure accuracy, transparency, and regulatory compliance.</p> <p data-bbox="504 957 2123 1061">All new educators are supported through a comprehensive induction process, including an induction checklist, orientation tour, information about routines and systems, and an overview of children’s medical and cultural needs. Staff are also shown key areas such as medication storage and first aid locations.</p> <p data-bbox="504 1109 2092 1220">All educators and the Early Childhood Teacher (ECT) hold approved qualifications, with certificates securely stored in the staff room. Compliance with the Education and Care Services National Regulations is embedded in daily practice, including the secure storage of confidential records and proper archival procedures through the West Wimmera Shire Council.</p>



	<p>The Early Years Team Leader manages referrals for additional support services, maintaining comprehensive records both digitally (via Xap) and in hardcopy within children’s files. Visitor and volunteer checks, including Working with Children Checks, are documented and monitored.</p> <p>Staff across the service clearly understand their roles and responsibilities in alignment with service goals, policies, and procedures. Governance systems support reflective practice, accountability, and a culture of shared responsibility.</p>
<p>2. Practice is informed by critical reflection</p>	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]</p> <p>Critical reflection is embedded in the service’s governance approach. Educators regularly review the service philosophy, ensuring that it reflects the service’s values, pedagogy, and continuous improvement priorities. Monthly staff meetings include discussions on the QIP, NQS, training updates, policy reviews, child safe standards (child safety) and shared professional learning.</p> <p>Governance systems are regularly reviewed for effectiveness, with staff input encouraged and valued. For example, educators engage in collaborative reflection to improve information storage systems and ensure consistency across all cluster services. Planning days allow teams to reflect and innovate together, reviewing current practices and proposing enhancements.</p> <p>All staff are aware of how the philosophy underpins daily practice, and are supported to reflect on how it informs decision-making, interactions with families and children, and community engagement. Educators also reflect on professional growth and knowledge gained through new roles or shifts in staffing, ensuring the team remains adaptable and skilled.</p>

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

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

The service actively fosters inclusive and transparent governance by engaging families in policy reviews and decision-making processes. Families are invited to review policies and provide feedback, which is respectfully considered and, where appropriate, incorporated into service updates.

Governance arrangements reflect the unique context of the Edenhope community and promote a strong sense of belonging. Families are informed of staff changes and supported to feel comfortable and confident in the care and education being provided. Staff movement across rooms or services is communicated clearly and seen as a professional development opportunity for both educators and children.

The leadership team maintains strong community connections and promotes a collaborative culture, supporting governance practices that are reflective, inclusive, and responsive to the evolving needs of children, families, educators, and the broader community.

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

Notes:

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

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

Exceeding themes

1. Practice is embedded in service operations

[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]

At Edenhope Early Childhood Service, leadership practices are embedded within the daily operations and reflect a shared vision for high-quality outcomes for children and families. The service philosophy, vision, and core practices are clearly displayed in the foyer for families and staff, ensuring transparency and a shared understanding of the service's values.

The service is supported and governed by the West Wimmera Shire Council, which promotes strong operational leadership and alignment with local community values. The Educational Leader/Early Years Team Leader actively leads pedagogical development, setting high expectations for curriculum implementation, planning, and reflective practice across the team.

Structured non-contact time enables educators to plan, document, and assess learning experiences meaningfully and with intention. Staff are also supported with access to digital tools (computers, laptops, iPads) for administrative and educational purposes.

A strong professional learning culture is fostered through ongoing training and professional development, ensuring educators remain current with best practices. This includes participation in leadership mentoring and external professional learning, such as the Gowrie School Readiness Funding program, which supports staff development through coaching and targeted goals.

2. Practice is informed by critical reflection

[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]

Leadership at Edenhope ECS promotes and models a strong culture of critical reflection. The service engages in ongoing self-assessment, with regular staff meetings providing space for reflection on programs, routines, and service improvement. The Quality Improvement Plan (QIP) is a living document, informed by collaborative discussions and reviewed consistently by all educators during both informal reflections and formal meetings.

Educators reflect on programming and practice in a dedicated reflection folder/book, which provides insight into the learning cycle and informs future planning. These practices are embedded in the day-to-day operations and are led by the ECT, ensuring that reflection drives growth and quality improvement.



	<p>Feedback and outcomes from the 2023 Assessment and Rating process (Working Towards NQS) continue to guide the service’s professional development goals and strengthen leadership practice.</p> <p>Ongoing coaching from external consultants such as KQIP and Gowrie Victoria enables staff to set personalised professional development goals and reflect on their progress. This structured reflection supports educator confidence, capability, and alignment with the service’s overarching goals.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</p> <p>Leadership decisions and continuous improvement are informed by active engagement with families and the community. Families are encouraged to share feedback, which directly informs self-assessment, programming, and leadership decisions, particularly within the kindergarten context.</p> <p>The service values families as key partners in their child’s learning journey, and their perspectives are considered in both daily practice and long-term planning. Leadership ensures that community engagement—through school partnerships, external agencies, and cultural events—enriches the professional learning community and strengthens the service’s connections.</p> <p>Leadership promotes a culture of openness, where family voices help shape service direction, and educators feel confident and supported to lead change. The service’s commitment to inclusive, reflective, and community-driven leadership builds strong foundations for ongoing growth and educational excellence.</p>

Key improvements sought for Quality Area 7

Improvement Plan

Standard/element	What outcome or goal do we seek?	How will we get this outcome? (Steps)	Priority (L/M/H)	Success measure	By when?	Progress notes
7.2.3	Increased and more effective communication between all educators	<p>Implement a daily morning check-in (brief and purposeful) to discuss key updates, wellbeing, and priorities. Daily Plan will also provide educators with direction.</p> <p>2. Continue monthly team meetings for deeper discussion and reflection;</p> <p>3. Establish a shared communication method (e.g. communication book, online shared document) to record key notes from daily check-ins.</p>	M	<p>Daily check-ins are consistent.</p> <ul style="list-style-type: none"> - Communication notes documented. - Meeting minutes recorded and reviewed. - Staff report improved clarity and cohesion. 	Ongoing	<p>Daily check-ins started.</p> <ul style="list-style-type: none"> - Verbal updates and notes shared in program folder. - Regular reflective discussions happening.
7.2.1/7.2.2	Maintain current and reflective QIP documentation that evidences strengths and progress	<p>-Identify and record clear evidence of strengths and improvements linked to each Quality Area.</p> <p>3. Maintain and regularly review progress notes within the QIP.</p> <p>4. QIP reflections to be shared with the wider team at monthly meetings.</p>	H	<p>QIP is up-to-date and aligned with A&R expectations.</p> <ul style="list-style-type: none"> - Documented strengths and examples of practice are current. - Staff can articulate service goals and improvements. 	Ongoing	<p>Continue to refine reflection statements and examples of embedded practice.</p> <ul style="list-style-type: none"> - Document review scheduled into team meeting agenda.

7.2.1 –	Ongoing self-assessment & continuous improvement	<ul style="list-style-type: none"> -Ensure continuous reflection, staff involvement and alignment with Child Safe Standards throughout the yard upgrade process. -Monthly staff meetings to review progress and reflect on children's learning and safety. - Review Child Safe Standards in relation to outdoor environments and risk management. - Document team reflections in program and QIP updates. 	H	Regular meeting records; documented reflections and updates to QIP; evidence of changes based on feedback.	Ongoing-reviewed monthly	Staff meeting minutes, reflection journal, updated risk assessments, Child Safe Standards audit records.
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Standard/element	Improvement Practice
7.1 – Governance	Governance systems are regularly reviewed to ensure alignment with current regulations, service philosophy, and community needs. Administrative systems such as XAP support accurate and timely documentation of enrolments, incidents, and child records. Staff induction processes have been strengthened to ensure consistency and clarity for new team members, including orientation, induction checklists, and explanation of policies and procedures. Record keeping and privacy protocols meet regulatory requirements, and the archiving system is securely managed by the West Wimmera Shire Council. Continuous feedback from staff and families informs policy updates and service operations.

7.2 – Leadership	Leadership capacity has been strengthened through professional development, including participation in the Victorian Educational Leadership Program and coaching through the School Readiness Funding initiative. Daily check-ins and monthly team meetings support communication, shared vision, and reflective practice. The educational leader works closely with educators to lead curriculum development and promote high-quality teaching and learning. Leadership practices are increasingly informed by critical reflection and responsive to the needs of the team, children, and families. Educators actively contribute to the QIP, which is collaboratively reviewed and updated with external support (e.g. Beth’s coaching sessions with Susanne). Feedback from families informs quality improvement, and leadership practices continue to build a culture of collaboration and trust.
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