



Australian Children's
Education & Care
Quality Authority

National Quality Standard Assessment and Rating Report

Service name	Bardon Community Kindy Inc.		
Service approval number	SE-00001269		
Provider name	Bardon Community Kindy Inc.		
Provider approval number	PR-00000418		
Assessment and rating number	ASR-00033852		
Report Status	Final	Date report completed	03/08/2021

Assessment and rating visit details

Type of service

Long Day Care

Outside School Hours Care (OSHC)

Family Day Care (FDC)

Preschool / Kindergarten

Nominated supervisor

Matthew McCartney

Educational leader

Matthew McCartney

Responsible person

Matthew McCartney

Primary contact for assessment and rating

Matthew McCartney

Quality Improvement Plan date received

26/05/2021

Visit

Date	Arrival	Departure	Number of children in attendance
21/06/2021	8:15 AM	2:30 PM	35
23/06/2021	10:00 AM	5:30 PM	37
24/06/2021	12:30 PM	3:30 PM	41

Authorised officer

Name Melynda Bramwell

Further information (if applicable)

Bardon Community Kindy Inc. is a non-profit community kindergarten providing education and care for over 70 years. The Kindergarten is affiliated with The Gowrie Qld.

About this Assessment and Rating Report

This Assessment and Rating Report outlines your service's rating outcomes from the recent quality assessment of your service's practices against the National Quality Standard (NQS).

This Assessment and Rating Report includes the following:

Part 1	Part 2
<ul style="list-style-type: none">• Determination of 'Met' or 'Not Met' for each Element of the NQS• Analysis of evidence• The rating of each Element, Standard and Quality Area• Suggestions and resources for quality improvement• Summary notes	Examples of evidence used to determine ratings

Part 1: Ratings and Analysis

This section includes your service's rating against the National Quality Standard for each Element, Standard and Quality Area, as well as an analysis of the evidence to explain the reasons for the ratings.

Part 2: Evidence Relied Upon

This section includes examples of evidence collected during the assessment and rating process that was considered when determining the ratings against the National Quality Standard.

You can use this information to assist you in:

- Understanding and explaining your assessment and rating outcomes
- Sharing information with families around your service's performance in relation to the NQS
- Celebrating your service's strengths and reflecting on quality improvement.

How to read this document

The evidence of your service's practices, collected during the assessment, has been analysed to determine if each Element of the NQS has been 'Met' or 'Not Met' and whether Exceeding themes have been demonstrated.

The information is organised by Quality Areas (i.e. QA1 to QA7).

Each Quality Area includes:

- The rating for each Element and whether Exceeding themes for each Standard have been demonstrated.
- Analysis of evidence for each Standard. The authorised officer will use this section to highlight particular practices that support the rating decision for each Standard.
- Where applicable, analysis of evidence for each Element rated as 'Not Met' and for each Exceeding theme demonstrated.
- Any minor adjustment notes or compliance notes.
- A section for Quality Improvement Plan (QIP) notes (The QIP notes will be included in the final report). Information in the QIP notes is designed to support your service's cycle of self-assessment and quality improvement.



PART 1:

RATINGS AND ANALYSIS

This section includes your service's rating against the National Quality Standard for each Element, Standard and Quality Area, as well as an analysis of the evidence to explain the reasons for the ratings.



Quality Area 1 – Educational program and practice

Standard 1.1		The educational program enhances each child’s learning and development.	
1.1.1	Approved learning framework	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.	Met
1.1.2	Child-centred	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	Met
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.	Met

Demonstration of Exceeding themes for Standard 1.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 1.1 is rated

Exceeding National Quality Standard

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be ‘met’ and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 1.1

Demonstration of Exceeding themes for Standard 1.1

Practice for this standard is embedded in service operations

All educators confidently made curriculum decisions, including the organisation of daily routines, that maximised each child’s learning and developmental outcomes. All educators worked collaboratively with the Educational Leader to develop and implement a purposeful and responsive educational program that reflected and built on the knowledge, strengths, ideas, abilities and interests of each child. The services approach to curriculum decision making consistently aligned with the services philosophy and consistently demonstrated a commitment to the principles and practices of the approved learning framework. Educators supported families to have a shared understanding of learning outcomes through sharing of information and posing questions to families to provide connection between the outcome and the practice.

Practice for this standard is informed by critical reflection

All educators regularly reflected, as individuals and as a team, on how the program is implemented to support all children to progress towards the learning outcomes. The service reflected on any changes implemented to the program to enhance children’s learning and development outcomes including the organisation of daily routines. Educators draw on the strengths, knowledge and experience of their peers and the interests, abilities and experiences of children when reflecting on practice or pedagogy.

Practice for this standard is shaped by meaningful engagement with families and/or the community

All educators supported children to draw on inspiration from their community and family when engaging in project work. The services approach to curriculum decision making reflected a strong commitment to meaningful engagement with families and the community to promote strong connections between each child’s various learning environments.

Standard 1.2		Educators facilitate and extend each child's learning and development.	
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	Met
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	Met
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	Met

Demonstration of Exceeding themes for Standard 1.2

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 1.2 is rated

Exceeding National Quality Standard

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 1.2

Demonstration of Exceeding themes for Standard 1.2

Practice for this standard is embedded in service operations
All educators were consistently deliberate, purposeful and thoughtful in all their interactions, decisions, and actions that impacted on children's learning development and wellbeing. All educators consistently considered and promoted the agency of each child and supported each child to make a range of decisions to influence their world. All educators were thoughtful in the arrangement of activities, routines and the physical environment to support children to make choices about what they would like to do and how they would like to do it. All educators recognised that learning occurs in social contexts and understand that interactions and communication were important for learning.
Practice for this standard is informed by critical reflection
All educators reflected individually and as a team on their educational practice approach to facilitating and extending on children's learning and development. Educators engaged in robust discussions to improve ways in which they engaged children in learning, looked at how responsive they were to children's ideas, thinking and interests and delved into alternative intentional teaching strategies.
Practice for this standard is shaped by meaningful engagement with families and/or the community
The service's approach to their educational practices reflected and drew on the unique geographical context of the service with the inclusion of Nature Play. All educators actively sought out the perspectives and interests of children and families to extend and scaffold on children's learning. All educators drew on their creativity and imagination to help them improvise and adjust their practice to suit the context of the children's learning.

Standard 1.3		Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	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.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.

Demonstration of Exceeding themes for Standard 1.3

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 1.3 is rated

Exceeding National Quality Standard

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 1.3

Demonstration of Exceeding themes for Standard 1.3

Practice for this standard is embedded in service operations
All educators were able to demonstrate how the service's approach to assessment and planning connected to the approved learning framework and extended each child's learning and development and connected to the service's vision, purpose and philosophy. All educators shared a consistent approach to program documentation and to providing documentation to families that was accessible, meaningful and useful.
Practice for this standard is informed by critical reflection
All educators consistently engaged in planned and spontaneous critical reflection on children's learning and development as individuals and in teams. The service regularly reflected on their approach to assessment and planning to consider whether it supported best outcomes for children, is of benefit to families, provided insight into learning opportunities and provided scope for reflection and research to inform pedagogy.
Practice for this standard is shaped by meaningful engagement with families and/or the community
The service engaged with families where families provided information about their child across the learning outcomes and educators used these perspectives to guide assessment and planning. All educators consistently engaged with families about their child's progress in ways that tailored to individual family circumstances and provided a pathway for families to ask questions and participate as they wished. The services approach to assessment and planning ensured that educators collect information on each child and used this to plan experiences to support individual children's learning and development.

Quality Area 1 summary

QA 1 Minor Adjustment notes	n/a
QA 1 Quality Improvement Plan notes	n/a
QA 1 Compliance notes	n/a

For Quality Area 1 – Educational program and practice, is there a significant risk to the health, safety and wellbeing of children? NO

Regulation 62(2) prescribes that an Exceeding National Quality Standard rating may only be given for Quality Area 1 for an education and care service that educates and cares for children who are in the year that is 2 years before grade 1 of school if the service either provides a preschool program or has a documented arrangement with an approved provider of another education and care service to provide a preschool program and informs parents of this arrangement.

Does the service educate and care for children who are in the year that is 2 years before grade 1 of school? : YES

Does the service have a preschool program? A preschool program means an early childhood educational program delivered by qualified early childhood teacher: YES

QA 1: Exceeding National Quality Standard

Quality Area 2 – Children’s health and safety

Standard 2.1		Each child’s health and physical activity is supported and promoted.	
2.1.1	Wellbeing and comfort	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.	Met
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	Met
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	Met

Demonstration of Exceeding themes for Standard 2.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 2.1 is rated

Exceeding National Quality Standard

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be ‘met’ and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 2.1

Demonstration of Exceeding themes for Standard 2.1

Practice for this standard is embedded in service operations
The service actively promoted healthy eating, physical activity and effective hygiene practices in the delivery of the daily program providing a variety of physical activities, promoting hydration breaks and engaged with children when they took care of their own hygiene needs. All educators were consistently attuned to and responded to children’s changing health needs and physical activity during the day. Children were provided opportunities to rest and relax in all environments.
Practice for this standard is informed by critical reflection
All staff systematically and regularly reflected on opportunities to promote children’s health outcomes and promoted physical activities with children and families. The service conducted independent research and consulted with external bodies to support the service to make changes to practice, policies and procedures.
Practice for this standard is shaped by meaningful engagement with families and/or the community
Educators proactively promoted children’s health and physical activity with families and work directly with children, families and professionals to develop targeted practise that are responsive to children’s changing health and activity needs. The service promoted children’s health and routine times that provided a consistent and safe approach which supported children’s learning and development.

Standard 2.2		Each child is protected.	
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	Met
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	Met

Demonstration of Exceeding themes for Standard 2.2

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 2.2 is rated

Exceeding National Quality Standard

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be ‘met’ and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 2.2

Demonstration of Exceeding themes for Standard 2.2

Practice for this standard is embedded in service operations
The service engaged in ongoing risk assessment and management that is built into day-to-day operations across the service that ensured a consistently safe environment. All staff proactively identified and managed risk and took precautions to protect children from harm and hazard. The services approach to supporting and promoting children’s safety consistently aligned with the design and delivery of the educational program, service philosophy and nature play provisions. The observed and discussed approach demonstrated a strong commitment by all staff to the vision and purpose of the service and the principles and practices of the approved learning.
Practice for this standard is informed by critical reflection
All stakeholders systematically and regularly reflected as individuals and as a team on practice at the service including when children participate in high risk activities. All stakeholders were made aware of risks of the physical environment and the control measures in place for identified risks in the services risk assessment. Educators included reasonable risk into the children’s environment, including nature play, to enable children to engage, identify and challenge themselves to make judgement about risk and their own capabilities. All staff took part in critical reflection of the Emergency Management Plan. The service has implemented a role of Workplace Health and Safety Officer and training in service policies and procedures relating to emergency management were regularly conducted.
Practice for this standard is shaped by meaningful engagement with families and/or the community
The service staff and management committee are committed to maintaining their awareness of child protection through regular child protection, ‘7 Steps to Safety’ and Circle of Security training. Educators actively engaged with families to raise awareness of issues impacting on child safety and shared information and links to support services in the community.

Quality Area 2 summary

QA 2 Minor Adjustment notes	n/a
QA 2 Quality Improvement Plan notes	n/a
QA 2 Compliance notes	n/a

For Quality Area 2 – Children’s health and safety, is there a significant risk to the health, safety and wellbeing of children? NO

QA 2: Exceeding National Quality Standard

Quality Area 3 – Physical environment

Standard 3.1		The design of the facilities is appropriate for the operation of a service.	
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	Met
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	Met

Demonstration of Exceeding themes for Standard 3.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 3.1 is rated

Exceeding National Quality Standard

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 3.1

Demonstration of Exceeding themes for Standard 3.1

Practice for this standard is embedded in service operations
All outdoor and indoor spaces promoted and positively supported children's interaction with space, materials, nature and each other. The service design and upkeep contributed to a flexible, welcoming and stimulating environment that enhanced each child's engagement in the space. All educators contributed to the care of the service and in doing so ensured that the service is safe, clean and well-maintained at all times. The design and maintenance of the physical environment aligned with the services philosophy and promoted each child's full engagement with the program and connection to nature.
Practice for this standard is informed by critical reflection
Educators regularly reflected, as individuals and together, on the design of the physical environment, and considered opportunities to make changes to strengthen inclusion, participation and learning and development outcomes. Educators considered and discussed social justice and equity implications of design choices, weighing up potential outcomes of change to practice or use of space. The service's approach to design and maintenance of the physical environment reflected debate, discussion and opportunities for input by all stakeholders.
Practice for this standard is shaped by meaningful engagement with families and/or the community
The design of the physical environment welcomed, reflected and drew on the voices and strengths of the children and families of the service. Opportunities were provided for collaboration with families and were reflected in the changes to the physical environment of the service. The design of the service entrance and foyer area provided a safe space for children and families to engage with each other and educators.

Standard 3.2		The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
3.2.1	Inclusive environment	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.	Met
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	Met
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.	Met

Demonstration of Exceeding themes for Standard 3.2

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 3.2 is rated **Exceeding National Quality Standard**

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 3.2

Demonstration of Exceeding themes for Standard 3.2

Practice for this standard is embedded in service operations
All educators confidently organised and adapted spaces and resources as needed to support children's engagement in the program. The services approach to creating inclusive learning environments, engaging in sustainable practice and promoting environmental responsibility reflected the service philosophy and culture. Children were observed actively engaging in the physical environment and routine tasks that contributed positively to children's developing autonomy and independence.
Practice for this standard is informed by critical reflection
The service's approach to sustainable practices and environmental responsibility is informed by critical reflection, robust debate and discussions where all stakeholders are provided an opportunity to contribute. Every child is supported to develop environmental awareness and responsibility at the service, at home and in the broader community.
Practice for this standard is shaped by meaningful engagement with families and/or the community
The service collaborated with community partners to engage in sustainable practices within the service and supported environmental awareness and responsibility across the service community. All educators had a shared understanding of the services approach to sustainability and environmental awareness. All educators ensured that they engaged in sustainable practices and incorporated play-based learning environments that supported the services sustainability goals and enhanced children's engagement with the environment in the local community.

Quality Area 3 summary

QA 3 Minor Adjustment notes

n/a

QA 3 Quality Improvement Plan notes

n/a

QA 3 Compliance notes

n/a

For Quality Area 3 – Physical environment, is there a significant risk to the health, safety and wellbeing of children? NO

QA 3: Exceeding National Quality Standard

Quality Area 4 – Staffing arrangements

Standard 4.1		Staffing arrangements enhance children’s learning and development.	
4.1.1	Organisation of educators	The organisation of educators across the service supports children’s learning and development.	Met
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.	Met

Demonstration of Exceeding themes for Standard 4.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 4.1 is rated

Exceeding National Quality Standard

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be ‘met’ and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 4.1

Demonstration of Exceeding themes for Standard 4.1

Practice for this standard is embedded in service operations
At all times, purposeful consideration was given to the organisation of educators to ensure an environment of high quality interactions, learning and care. All educators were able to explain and show through practice how the organisation and continuity of educators enhanced children’s wellbeing, learning and development and were aware of how decisions were made about the organisation of educators across the service.
Practice for this standard is informed by critical reflection
The service staff and management committee recognised the importance of planning to ensure that staffing arrangements supported consistent practice in the present and the future. The development of a workforce plan provided a framework and strategies to mitigate the impact on the service when staff changes occur. All stakeholders worked together to review and update staffing documentation to ensure that any changes to the service’s approach to organisation, continuity and roles was understood by all and implemented appropriately.
Practice for this standard is shaped by meaningful engagement with families and/or the community
The service welcomed family input on ways to support familiarity and continuity of their child’s learning and development and invited families to have a voice in service decisions that directly impact their child. All staff engaged in reflective practice to support and encourage each other in their ongoing learning and focus on quality improvement.

Standard 4.2		Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.

Demonstration of Exceeding themes for Standard 4.2

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 4.2 is rated

Exceeding National Quality Standard

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 4.2

Demonstration of Exceeding themes for Standard 4.2

Practice for this standard is embedded in service operations
All interactions between educators, children, families and visitors were respectful and promoted a positive atmosphere within the service. All staff consistently demonstrated a high level of professional collaboration and provided support to each other. Educators were supported by service management to develop as professionals. The services approach to relief educators ensured that all educators showed a deep understanding of service practice, philosophy, policies and procedures.
Practice for this standard is informed by critical reflection
The services approach to professional collaboration and standards informed decision making within the service and ensured that they promoted and supported each child's learning and development goals. All staff interactions were informed by current recognised guidance and the service's guiding documents such as the code of conduct, code of ethics, National Quality Framework, Reconciliation Action Plan and policies and procedures.
Practice for this standard is shaped by meaningful engagement with families and/or the community
All members of the service team recognised each other's strengths and worked together to build on connections with the community and professional organisations. Service management supported educators to engage in professional learnings that benefit the broader early childhood sector.

Quality Area 4 summary

QA 4 Minor Adjustment notes

n/a

QA 4 Quality Improvement Plan notes

n/a

QA 4 Compliance notes

n/a

For Quality Area 4 – Staffing arrangements, is there a significant risk to the health, safety and wellbeing of children? NO

QA 4: Exceeding National Quality Standard

Quality Area 5 – Relationships with children

Standard 5.1		Respectful and equitable relationships are maintained with each child.	
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	Met
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.	Met

Demonstration of Exceeding themes for Standard 5.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 5.1 is rated

Exceeding National Quality Standard

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 5.1

Demonstration of Exceeding themes for Standard 5.1

Practice for this standard is embedded in service operations
At all times interactions between educators and children across the service supported each child to feel secure, confident and included. All educators were committed to implementing strategies to promote children's social and emotional competence and conflict resolution. All educators were observed role modelling behaviour and language in their interactions and their approach consistently aligned with the service's philosophy.
Practice for this standard is informed by critical reflection
All service staff and management reflected together on how to approach relationships with children while engaged in an alternative model of learning, such as remote learning, and sought ways to ensure that the interactions were meaningful and provided children with a sense of belonging and connection. All educators demonstrated self-awareness and were purposeful in the considerations of theoretical perspectives that influence their pedagogy and practice across the service.
Practice for this standard is shaped by meaningful engagement with families and/or the community
The service's approach to building connections with children, providing positive and secure relationships and supporting each child's rights is shaped in through the services clear vision, purpose and philosophy. All educators sought, valued and considered input from families and recognised experts to inform their interactions with children.

Standard 5.2		Each child is supported to build and maintain sensitive and responsive relationships.	
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.	Met
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met

Demonstration of Exceeding themes for Standard 5.2

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 5.2 is rated

Exceeding National Quality Standard

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be ‘met’ and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 5.2

Demonstration of Exceeding themes for Standard 5.2

Practice for this standard is embedded in service operations
All educators created supporting environments that enabled children to collaborate, learn from and help each other. All educators demonstrated a consistent approach to behaviour guidance that ensured that each child was supported to regulate their own behaviour, respond appropriately to others and communicate effectively to resolve conflict.
Practice for this standard is informed by critical reflection
All educators supported children’s learning and development by recognising when changes to routines and the implementation of rituals guided children to make positive choices or acted as a circuit breaker. All educators engaged in discussions of incidents and interactions and were provided the opportunity for input. The service’s approach to supporting children to build and maintain relationships enabled the identification and implementation of opportunities to strengthen practice.
Practice for this standard is shaped by meaningful engagement with families and/or the community
All educators drew on their understanding of each child, the support provided by their peers, families and external experts to support children as individual in ways that were appropriate for each child’s development. The service worked with families and other behaviour and support agencies to develop and implement behaviour guidance strategies that maintained the rights of each child and aligned with the services vision, purpose and philosophy.

Quality Area 5 summary

QA 5 Minor Adjustment notes

n/a

QA 5 Quality Improvement Plan notes

n/a

QA 5 Compliance notes

n/a

For Quality Area 5 – Relationships with children, is there a significant risk to the health, safety and wellbeing of children? NO

QA 5: Exceeding National Quality Standard

Quality Area 6 – Collaborative partnerships with families and communities

Standard 6.1		Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.	Met
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.	Met
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	Met

Demonstration of Exceeding themes for Standard 6.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 6.1 is rated

Exceeding National Quality Standard

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 6.1

Demonstration of Exceeding themes for Standard 6.1

Practice for this standard is embedded in service operations
All staff engaged collaboratively and respectfully with families from enrolment and orientation to learn about their culture, value, expertise, beliefs and priorities for their child's learning and wellbeing. Families were encouraged to interact with the service and contribute to decision making at the service in a meaningful and informed way. The service provided families with comprehensive, current and accessible information about the service, relevant community services and provided resourcing to support parenting and family wellbeing.
Practice for this standard is informed by critical reflection
Ongoing engagement with families through surveys, newsletters, information on the parent portal and face-to-face conversations influenced the design and delivery of the educational program and practice at the service. The service intentionally considered alternate ways of engaging families and supported their participation at the service. All educators understood and appropriately implemented any changes to the services approach to supporting families in their engagement with the service or in their parenting role.
Practice for this standard is shaped by meaningful engagement with families and/or the community
The service actively supported families to build relationships with each other and with relevant community services to strengthen child, parenting and family outcomes. All educators were committed to building and maintaining community partnerships that supported and promoted parenting and family wellbeing. All educators respectfully engaged with families and in turn encouraged their engagement with the service and community support services.

Standard 6.2		Collaborative partnerships enhance children’s inclusion, learning and wellbeing.	
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	Met
6.2.2	Access and participation	Effective partnerships support children’s access, inclusion and participation in the program.	Met
6.2.3	Community engagement	The service builds relationships and engages with its community.	Met

Demonstration of Exceeding themes for Standard 6.2

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 6.2 is rated

Exceeding National Quality Standard

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be ‘met’ and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 6.2

Demonstration of Exceeding themes for Standard 6.2

Practice for this standard is embedded in service operations
The service systematically promoted continuity of learning and transitions for each child by sharing relevant information and building strategies with relevant stakeholders. All educators consistently facilitated inclusion and supported assistance to enable each child to participate fully in the educational program. Service staff and management actively engaged in ongoing collaborative partnerships with the community and linked with community and support organisations. All educators encouraged families to participate in these partnerships to enhance children’s learning, wellbeing and participation in events that affect themselves and their local community.
Practice for this standard is informed by critical reflection
All staff purposefully considered and created opportunities to strengthen the service’s approach to enhancing children’s understanding of culture and heritage and what that means to them, through ongoing development and reflections of the service’s Reconciliation Action Plan and the introduction of the annual reflection and curriculum framework. All educators were purposeful in their roles, challenging stereotypes, raising awareness of, and cultivating a deep respect Aboriginal and Torres Strait Islander histories and cultures. All educators were able to explain how ongoing community engagement influenced the educational program and supported children’s learning, wellbeing and enables their participation in the program.
Practice for this standard is shaped by meaningful engagement with families and/or the community
The service has demonstrated a commitment to building and sustaining reciprocal relationships with community groups including connections with local Elders. Service staff and management have sought out and built community partnerships that demonstrated a commitment to the local community. All educators encouraged families and children to engage and establish connections that promoted a sense of belonging and supported children to see themselves as active contributors in society.

Quality Area 6 summary

QA 6 Minor Adjustment notes	n/a
QA 6 Quality Improvement Plan notes	n/a
QA 6 Compliance notes	n/a

For Quality Area 6 – Collaborative partnerships with families and communities, is there a significant risk to the health, safety and wellbeing of children? NO

QA 6: Exceeding National Quality Standard

Quality Area 7 – Governance and leadership

Standard 7.1		Governance supports the operation of a quality service.	
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.	Met
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.	Met
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined and understood, and support effective decision making and operation of the service.	Met

Demonstration of Exceeding themes for Standard 7.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 7.1 is rated

Exceeding National Quality Standard

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 7.1

Demonstration of Exceeding themes for Standard 7.1

Practice for this standard is embedded in service operations
Well established governance and management systems consistently supported the operation of a high quality service and drove continuous improvement. Roles and responsibilities were clearly understood and supported effective decision making and operation of the service. The service's statement of philosophy was part of an effective governance framework that was based on the service's beliefs, values and aims for the educational program and underpinned all service practice and decisions.
Practice for this standard is informed by critical reflection
All staff regularly reflected on the roles and responsibilities of each position and how as a team they could improve performance and practice. All staff were aware of and able to discuss the service's governance and decision making processes and how these aligned with professional standards and contributed to the quality improvement of the service. The service continuously reflected on the philosophy as individual and as a team and invited families and relevant stakeholders to provide input.
Practice for this standard is shaped by meaningful engagement with families and/or the community
The service drew on the voices, priorities, strengths and expertise of volunteers on the management committee, families and community organisations to support service operation and decision making. Educators actively supported families and the community to understand the roles and responsibilities of members of the service including the management committee and encouraged them to engage with the services feedback process. The governance and administration arrangements at the service contributed to a culture of continuous improvement and provided a sense of belonging in the unique context of the service.

Standard 7.2		Effective leadership builds and promotes a positive organisational culture and professional learning community.	
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.	Met
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	Met
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	Met

Demonstration of Exceeding themes for Standard 7.2

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 7.2 is rated

Exceeding National Quality Standard

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 7.2

Demonstration of Exceeding themes for Standard 7.2

Practice for this standard is embedded in service operations
All staff were able to discuss and demonstrate how they actively participated in the service's quality improvement process and how this process drives continuous improvement at the service. All educators were supported to develop their skills and capacity as team members and were provided with opportunities to engage in meaningful professional development. All staff participated in regular meetings that covered a range of topics and critical reflection of service program, practice and service goals.
Practice for this standard is informed by critical reflection
The service's approach to leadership was informed by current recognised guidance on leadership that supported the operation of a quality service. The Educational Leadership approach, of creating a safe and trusting culture to promote all staff to develop as professionals, was demonstrated through the practices of each educator. A culture of reflection was embedded at the service which supported and enabled educators to take part in robust discussions as part of a team or to reflect on performance as individuals. The service's Strategic Plan provided clear guidance on the direction and objectives of the service and supported all stakeholders to understand the current focus areas.
Practice for this standard is shaped by meaningful engagement with families and/or the community
Service staff and management welcomed, reflected and drew on the voices, priorities and strengths of families at the service. The service builds and maintains community partnerships that strengthened the professional learning community and supported continuous improvement. The development of professionals contributed to the positive and reflective organisational culture and with the support and feedback from relevant stakeholders there was meaningful and relevant participation in the quality improvement process.

Quality Area 7 summary

QA 7 Minor Adjustment notes	n/a
QA 7 Quality Improvement Plan notes	n/a
QA 7 Compliance notes	n/a

For Quality Area 7 – Governance and leadership, is there a significant risk to the health, safety and wellbeing of children? NO

QA 7: Exceeding National Quality Standard

Assessment and rating summary

Quality Area 1 is rated	Exceeding National Quality Standard
Quality Area 2 is rated	Exceeding National Quality Standard
Quality Area 3 is rated	Exceeding National Quality Standard
Quality Area 4 is rated	Exceeding National Quality Standard
Quality Area 5 is rated	Exceeding National Quality Standard
Quality Area 6 is rated	Exceeding National Quality Standard
Quality Area 7 is rated	Exceeding National Quality Standard
Overall rating	Exceeding National Quality Standard

Summary comments

Bardon Community Kindergarten Inc. is commended for achieving a rating of Exceeding the National Quality Standards. The service is recognised for their engagement in Nature Play and their approach to ensuring children experience continuity of educators across the service.

Minor Adjustment notes summary

n/a

Quality Improvement Plan notes summary

n/a

Compliance notes summary

n/a



PART 2:

EVIDENCE RELIED UPON

This section includes examples of evidence collected during the assessment and rating process that was considered when determining the ratings against the National Quality Standard.



EVIDENCE RELIED UPON

Date: 15/07/2021

Ref #	Element Standard Theme	Observe Sight Discuss	Evidence
1.	1.1.1	S	Copies of the Early Years Learning Framework and Queensland Kindergarten Learning Guidelines are available in each room and a copy is accessible on the services website.
2.	1.1.1	S/D	The Kindy Portal is designed to allow for educators to link learning stories and observations to Queensland Kindergarten Learning Guidelines learning outcomes.
3.	1.1.1	O	Children and educators were performing actions to music playing. Child A was upset and Educator A reminded the child that they did not have to take part if they did not want to. Educator B motioned the child to come to them and Educator A said you can sit on the couch if you like. Child A sat on the couch and did the hand actions and smiled.
4.	1.1.1	O	Children and educator took part in their acknowledgement of country and to the Turrabul people. Educator said to the children to remember when we are snakes we are coming and going in good spirit. Children who did not wish to do the actions for the part of the snake were reminded that they did not have to.
5.	1.1.2	O	Children, educators and a parent sat on the edge of the circular mat and sang songs accompanied by the educator playing guitar. The group sang 'Puff the Magic Dragon' and the children swayed together and sang.
6.	1.1.2	O	Child and parent arrived at the service. Educator asked the child what they were carrying, child looked at what was in their hand and looked at their parent. Parent said to the educator that it was a gas hose, it is his new favourite thing and he slept with it last night. Educator and parent discussed the family getting a new BBQ. Educator asked the child if they have used the new BBQ. The child said no. The parent said yes, we have we used it on the weekend. Parent and child smiled and parent left the service.
7.	1.1.2	O	Educator counted the children in the circle and discussed with the children who they were still waiting for and the reason they were away.
8.	1.1.3	O	Parents and educator sat on the floor with children with puzzles prior to the session starting.
9.	1.1.3	O	Educator to children - If your name starts with B you can go and get your hat. Children whose name started with B moved away Educator sounded out the beginning letters for all children.
10.	1.1.3	O	Educator rang the bell, children looked at the educator and the educator said to the children two more minutes until our planning meetings. When it was time the educator started singing and playing their guitar and the children packed up what they were using and moved to the mat.

11.	1.1 ET1	O	<p>Child A stood up from the table and took their lunch box inside and put it in the fridge.</p> <p>Child A moved back outside and took the cloth to clean their area at the table.</p> <p>Educator sang to the Child A – “Child A is washing the table, washing the table and doing a great job.”</p> <p>Educator to children at the table – “I wonder if Child A will remember what his next job is.”</p> <p>Child A kept cleaning the table and chair.</p> <p>Educator – “You are keeping me in suspense Child A”.</p> <p>Child A finished cleaning the table and pushed in their chair.</p> <p>Educator – “Yeah you did it” and did a little dance.</p> <p>Child A smiled and walked inside.</p>
12.	1.1 ET1	D	<p>Educator: Part of the routines and rituals at the service is the children’s ‘jobs’, these are action that the children undertake at different times of the day to promote independence, self-help skills and as a way of incorporating learning experiences into everyday practice. Children and educators discuss the children’s jobs during group times and when educators are conducting transitions. By this time of the year most children are quite adept at remembering what ‘jobs’ are completed at what time of the day and for some of the jobs that relate to meal times we have visual reminders in the meals area.</p>
13.	1.1 ET1	S/D	<p>Educator noticed a child writing in their book, the child asked for their hat so they could see how to write their name. This got the Educator thinking of letter and word recognition. The Educator reflected on how the child was writing their name at the start of the term and compared their current work. Educators try to utilise the curriculum document when providing families with connection to the learning outcomes in the programming. Educators may ask a family question at the end of the learning story such as ‘Is Child A displaying an interest in writing at home? Is Child A writing their name or writing for other purposes in their play?’ Educators develop planning/goals and ask themselves prompting questions such as ‘How can all the children be supported in their journey to recognise and understand words and sounds?’</p>
14.	1.1 ET2	D/O	<p>Nominated Supervisor: The decision to move to project based indoor play was a decision that provided lots of debate and discussion to understand the process and intent behind it. It is a way of giving children the autonomy to build on their ideas independently or in small groups which in itself is a milestone in children’s development. Children’s projects can last one session or can continue until the child’s last day of the week, some projects carry over and are added to over weeks of work where children can use their reflection books to see what they created in the last week or whenever they packed away the project and they can explore alternative options or add on to what they already created. The implementation of project work was a huge undertaking for some educators and a change management process occurred. The continuous questioning, reflecting, seeking guidance from others supported this major change in the assessment and planning cycle educators were used to. The positive way that educators worked through the hiccups is evident in the seamless way that children engage in this practice as part of their everyday normal. Children come prepared for their projects already having thought out how they are going to execute their plan.</p>
15.	1.1 ET3	O	<p>Children were invited to go out of the room to have a drink of water. Educator reminded children that this was the time to talk about their project with someone or to move around to get all their wriggles out and come back and sit on the edge of the mat ready for to talk about their project work.</p> <p>Educator reminded children to think about what their project was, what studio they will be working in and to think of</p>

			<p>ideas for everyone's projects.</p> <p>Educator said to Child A – “You had a project idea, can you tell use all your idea?”</p> <p>Child A – “A vet project but I don't have any animals.”</p> <p>Educator – “That's an interesting point, what do you think we can do to for animals?”</p> <p>Child B – “We can get them from studio 1.”</p> <p>Educator – “Or you could draw them.”</p> <p>Child C – “Or we make them from blocks.”</p> <p>Educator – “That would be interesting.”</p> <p>Children and educator discussed other projects and what they might need for the project.</p>
16.	1.1 ET3	O	<p>Educator to child – “What do you think you need for your doctor's surgery? Have you been to the doctors before? Can you think about what the doctors looked like?”</p> <p>Child looked at Educator</p> <p>Educator – “Do you think you might need some fabric for a bed.”</p> <p>Child nodded.</p> <p>Educator – “Come with me and you can choose a colour.”</p> <p>Child and educator went to the cupboard and the educator helped the child choose a fabric.</p>
17.	1.2.1	O	<p>Educator - “We did some great rhyming last week, does everyone remember’</p> <p>Educator started singing the song and rhymed the last word of the song.</p> <p>Educator discussed with the children that they were going to sing rhyming words in response to the song.</p> <p>Educator gave example of rhyming words.</p> <p>Educator reminded children that the song was a responsive song and sang an example.</p> <p>Educator then sang the beginning of the song and children put up their hands to have their turn to provide the rhyming words.</p> <p>Child A – “Have you ever seen a moose kissing a goose.”</p> <p>Child B – “Have you ever seen a mat wearing a hat.”</p> <p>Child C – “Have you ever seen a space rocket kissing a”</p> <p>Educator – “Rocket is hard work to rhyme with”</p> <p>Child D – “Have you ever seen a rocket with a pocket.”</p> <p>Children and educator cheered.</p> <p>Educator – “Well done you found a word that rhymed with rocket.”</p> <p>Educator sang around the group naming each child – “Hello Child A , Hello Child B, Hello Child C it is time to say hello.”</p>
18.	1.2.1	O	<p>Educator A opened the side gate to the park with the key. Children walked out the side gate and lined up along the fence.</p> <p>Educator A counted the children and said Educator B will set up the stations for us while we wait. Educator A and children talked about what a beautiful day it was and the educator told the children that one day when they came outside they looked up and saw an owl in a tree.</p>

19.	1.2.1	O	Educator A sat at the table with the children and asked children if they have anything red in their lunch, children held up their pieces of red food and together they named them. Educator A then asked the children if they had any yellow in their lunch box and then green. Educator walked away. Child A asked who has brown in their lunchbox. Children held up their brown food and said what it was.
20.	1.2.2	O	Educator to children - I love you singing but remember if we shout we can't keep in time with the music. Children lowered their voices.
21.	1.2.2	O	Educator and children sat on the edge of the circle mat for group time. Educator A sang out "5-4-3 I am not sure what comes after 3?" Child A called out 2. Educator A sang "2-1." All children sat on the mat. Educator A tapped a rhythm with their hands and the children copied the rhythm. Educator to children – "Watch my hands and listen carefully." Educator A tapped out the rhythm and the children followed. Child B stomped out a rhythm with their feet and the educators and children followed. A number of children had a turn clapping and stomping out a rhythm for all to follow.
22.	1.2.2	O	Educator read a book to the children and after the book was finished the educator and children discussed the book. The book included a princess who wanted to be a doctor. Educator then asked the children what job they would like to have when they grow up, the Educator wrote them on a whiteboard and the children and Educator discussed them together. The children listed jobs such as knight, Pokémon catcher, artist, pilot, inventor of warm sunscreen. Children said that some of the jobs were not real jobs and the children and educator talked about how those jobs could be made to suit for today's world.
23.	1.2.3	O	Educator A commenced their work week on the last day of group 1. During project group time, Educator A used the project list on the whiteboard to ask the children if they were continuing with their projects or starting new projects. All project groups had finished their current project so discussion was held around new projects. Educator A went around the group and asked children to let them know what project they were working on today and asked if they need any additional resources. A child said that they would like to use the Lego, Educator A asked them if they knew what they wanted to make, child said that they were not sure, Educator A asked the child where they would like to set-up as the usual Lego table was being used, child and Educator A agreed that the Lego could be set-up on the other table and they will move the magnet boards. Child B said that they did not have a project idea yet, Educator A said that it was okay and that they could come back to them. Once all children had been asked what project they were working on Educator A told the children that if they needed to come up with an idea or needed help to stay at the mat to talk further and all other children could move to their project areas.
24.	1.2.3	O	Children tidied their project areas and placed a wooden stand with a photo of themselves attached to identify that the project was still ongoing.

25.	1.2.3	O	<p>Child – “Educator, do we have anymore blue paper?”</p> <p>Educator – “We are running low on coloured paper, but here is another option, we could make blue paper.”</p> <p>Child – “How could we do that?”</p> <p>Educator – “Come with me.”</p>
26.	1.2.3	O	<p>Child A was playing with the magnet marble run blocks and was setting up on the small children’s whiteboard. Child B collected some marble run blocks and the educator said that they could use the other whiteboard. Child B asked if they meant the teacher whiteboard and the educator said yes. Child B walked over to the whiteboard and set-up their blocks. Child A placed some marbles in a container they got from the construction area and filled it with marbles.</p>
27.	1.2.3	O	<p>Children moved inside from morning tea to areas of the room such as science corner where children tried to create the tornado/whirlpool in the connected bottles, magnetic moving blocks, books and puzzle and a games area where children played with a variety of games including magnetic blocks.</p>
28.	1.2 ET1	O	<p>Child to Educator – “I need black paper.”</p> <p>Educator – “Black paper, that is interesting I wonder what you need that for.”</p> <p>Child explained why they needed the black paper.</p> <p>Child cut strips of orange paper and said “These are the tiger stripes.”</p> <p>Educator – “Interesting, I can see where you are going now.”</p> <p>Child smiled and used sticky tape to stick the orange paper strips on the black paper.</p>
29.	1.2 ET1	O	<p>Educator to children - “We have a few things left in my planner for us to do this morning and I know that we usually vote on a book but I have chosen a book today, our friend Child A will show us their photos, and we will go for a run in the park. We are outside second today. Child A, do you mind if we share your photos after we go for a run.”</p> <p>Child A agreed.</p> <p>Educator to children – “Should we read the book or go for a run first, let’s vote.”</p> <p>Children moved to near the bookshelf for those who wished to read the book and closet to the door for children who wished to go for a run. The children sat in a line and the educator and children counted each side. The vote was for going for a run outside. Educator and children discussed what they may need to take to the park. Educator and children then discussed what to do if they find something in the park that may harm them and children said that they would tell an adult. Children and educator then looked at the cones which designate the activities to be completed at each exercise station. Educator – “We have two new exercise stations and that means we need two new exercises.”</p> <p>Child A – “We could do push-ups.”</p> <p>Educator – “Well we already have push-ups do you think we could do something different.”</p> <p>Child B – “We could do squats.”</p> <p>Educator – “I wonder if I can draw this.”</p> <p>Educator then drew a figure bending at the knee, children gave ideas to add to the picture.</p> <p>Educator – “Does anyone have another idea?”</p> <p>Child C – “8 Spins.”</p> <p>Educator – “We already have 8, do you want another number or would you like to do 8.”</p>

			<p>Child D – “It might be dangerous.”</p> <p>Educator – “Why do you think it might be dangerous?”</p> <p>Child D – “Because we might spin fast and trip on something or hit someone with your arms.”</p> <p>Child E – “We could spin slowly.” Child showed how to spin slowly</p> <p>Educator and children looked at the symbol drawn on the cone and looked at what they might draw to represent going slowly.</p>
30.	1.2 ET2	D	<p>Nominated Supervisor: Educators work together to share experiences when they look at intentional teaching strategies and what that means. This could be teacher-initiated provocations that are set-up each day in spaces around the room or child led provocations. Educators will then reflect on the children’s engagement in the provocations and look at future possibilities or what they could do differently. Educators are invited to discuss pedagogical practice and any insights they might have to share their knowledge. Each educator at the service has a wealth of knowledge and experience to share and being able to reflect on each educator’s experience and insight through their lens broadens everyone’s professional development. The critical reflection reflective cycle and template provides structure to our discussions and putting your thoughts into writing allows us to circle back to issues or ideas from previous meetings.</p>
31.	1.2 ET3	D	<p>Nominated Supervisor: The inclusion of Nature Play in our curriculum provides children with the opportunity to engage with the world outside of kindy. Nature Play encourages children to see the world outside as theirs to explore and promotes a sense of belonging in the local community. Educators support children to use the provocations of nature to direct their learning. Parents are invited to volunteer to accompany the groups to support supervision and see their children explore and engage in the park, creek or hill. Educators use observations from these experiences to scaffold children’s interests, create future planning and provide tools such as magnifying glasses, nets, books on wildlife and bags to collect rubbish in.</p>
32.	1.3.1	D/S	<p>All educators in the service use the same A3 format programming documents. Two educators share work in a unit and the way they document works across the group. Educators record observations or jottings against individual children and groups on the Notes/Observations & Planning/Goals for Individual Children documents. One version contains each child for the group is listed on this form in a grid format and each grid includes family input, interests and future. Another version contains each child for the group listed in a grid format and each grid included touch base with family, where educators record things they wish to record for future or share with families.</p> <p>Educators reflect on their documentation and highlight observation they wish to extend on. For example, while reading a story child identified the word ‘danger’, the educator and child talked about words he might know. Educator talked to family about the child’s understanding of words, when the family came in next they said that they had been working with the child on word recognition and the child could recognise 3 syllable words. Parent was unaware until the educator brought it to his attentions. Educator recorded follow-up activities, recorded observations in the portal, observing and analysing, trying to determine if the child was extracting any meaning from the words, future planning, reflection - how to share the knowledge to other families about word recognition, not just this child. An email was sent to families about emergent readers and writers which provided links to a librarian who has information on emergent readers and relevant websites.</p>

			Educators received an email back from a family thanking for the information and they would follow-up on the links. Future planning was considered - reading and writing, letter boards, etc.
33.	1.3.1	D/S	Educators use weekly A3 grid to record the program for the week. As the program is both intentional teaching/teacher initiated and spontaneous project work the template is divided into – Teacher initiated – class meeting, whole class focus, outdoor environ, transition moments, outside the gates, Child initiated - class meeting, whole class focus, outdoor environ, transition moments, outside the gates, Future planning, Projects. Educators add to this throughout the day.
34.	1.3.1	D/S	Educators fill out program document grids during the day with each child’s name including touch base with family, observations, goal plans. Used for a fortnight planning. At the end of each day educators sit down and reflect on the day. Morning meetings include set-up of provocations and children’s project.
35.	1.3.1	D	Nominated Supervisor: Kindy Portal allows you to view all observations for a particular child and daily insights that relate to them. While educators might not complete a daily insight each day it is a regular practice. The portal provides a detailed overview of the Queensland Kindergarten Learning Guidelines learning outcomes. Educators can look at the gaps and are aware that they program for all learning outcomes so may need to look at what types of observations may they need to look at recording to provide a full picture of each child’s progress.
36.	1.3.2	D/S	Educator who worked as a float last week worked with a group of children and was showing them how to draw a cat. The Lead Educators reflected on the interactions and while they would usually prompt the child to try to draw a cat on their own the engagement with the educator and child was meaningful with children attempting to copy how they drew the cat as well as the educator drawing some for them. The team reflected on this interaction in their post session meeting and noted the differing practice that could occur. Today the educator was again interacting with children who were asking questions about how to draw a tiger. The educator used prompting and open-ended questions and the child attempted to draw the tiger on their own. The child discussed with the educator that they would like to make ears that they can wear and the educator and child brainstormed together and tried different ways to make ears that the child could wear.
37.	1.3.2	D/O	Nominated Supervisor: Each group engaged in a planning meeting at the beginning of their indoor time. The concept of the planning meeting has evolved over time and with the inclusion of the children’s projects it provides the framework for the session, knowledge of children’s goals, allows educators the ability to redirect children if they have hit challenges and they can help to scaffold the projects. Children are sometimes socially motivated when choosing projects to work on or they may be interest motivated. Encouraging the children to try different things is sometimes difficult and as educators we have to think outside of the norm. A child was always drawn to magnet tiles so the educators moved the magnet tiles to the loose parts area and watched what the child did with the variety of resources. Some children may not be project based in their engagement with the program and they are able to work on painting, drawing, puzzles and activities on their own. discussed how a child was always drawn
38.	1.3.3	D/S	Parents are provided an overview of the session on Kindy Portal each day. Educators will sometimes pose questions for families to ask their children rather than just providing the information in rote form. For example, instead of saying we learnt about floating today maybe they could direct the parent to ask questions and see if they child can relay the information they learnt during the day. Educators take photos to support the learning stories and observations available. Each group sends emails to the families each week providing an overview of what has happened during the week and

			<p>what is planned for the next week. Each fortnight the email is more detailed. A Daily Insight written by an educator included the type of books they were reading and the jobs the children might like to have when they grow up. Educators record program insights and conversation starters. They advise families of trends, learnings, information on emotional regulations and upcoming events. Educators highlight the learning that has been happening at the service and then ask the parent to provide feedback on the portal. Educators discuss the most effective way to share planning with families with educators actively use the progress documentation throughout the day. The ongoing program documentation is not user friendly for families which is why they provide daily insights and observations in the portal.</p>
39.	1.3.3	D	<p>A parent commented that they would like their child to be engaged in more small group projects, educators then discussed this with the parent and reflected on how they could encourage the child to engage in these activities as part of their future goals.</p>
40.	1.3 ET1	D/S	<p>Individual and group observations are uploaded onto the Kindy Portal. Individual observations are visible for the child involved only. Educators can ‘fan out’ small group observations where they are able to write the main content of the observation and then add details for each individual child.</p> <p>Educators are consistently reflecting on the process of the assessment and planning cycle, how do they make the time spent recording and analysing meaningful. Each teams approach to planning is based on the same premise but may have slightly different processes to get there.</p> <p>Nominated Supervisor: Educators took part in professional development which looked at why we create documentation. As a group we reflected on the why, who and what of documentation. How can we keep things simple to meet time constraints and provide access to documents that others will understand? Is the document meaningful to support reflection and research to inform pedagogy? Provide insight into learning opportunities? Does it benefit families?</p> <p>Educator: Regular and meaningful conversations with families is important to checking in with them, to see if the information we provide in the Kindy Portal and newsletters means something to them and they are able to understand. We have to regularly check-in to make sure that the time we spend is spent wisely.</p>
41.	1.3 ET2	D/S	<p>Nominated Supervisor: As part of a pupil free professional development day we completed the Early Childhood Australia Learning Hub module on critical reflection which prompted discussions on why we critically reflect and the development of a framework to improve our practice. We agreed to use the Alert and Aware/Analysis/Action/Assess framework for recording discussions. From this we developed a template for team and group discussions, create a channel to record topics of interests for future reflection and a reflection cycle for staff meetings. Our planning template includes reflective considerations such as –</p> <ul style="list-style-type: none"> • Where we prompt ourselves to look from the perspectives of educators, children or families • Informed by Curriculum/Pedagogical Theory • What data is informing your decision • Questions to ask when analysing or diagnosing what happened and why. For example, what may have influenced educators’ actions?

42.	1.3 ET2	D/S	Educator: The use of the reflection templates supports us with prompting questions. We also use children's reflections or comments to shape practice and how it fits. As a group we reflected on parent engagement in pick-up times - due to COVID families were not coming into the room and this has continued onto current practice. We sent information in newsletter asking parents for feedback, parents commented that they did not feel they were unable to communicate with educators and one parent came in and said hello as they did not often stop in of an afternoon.
43.	1.3 ET3	D	Nominated Supervisor: As educators we understand the importance of partnerships with families and to help us invite Families to complete a parent feedback form where they can write about their children's strengths, interests, and areas of challenge across the learning outcomes of the Queensland Kindergarten Learning Guidelines. Educators use this information as well as face to face conversations and observations of the children in action to form a broader view of individual children. This creates opportunities for reflection, collaborative goal setting and targeted discussions with families. The parent feedback form is useful to gain insight into their child at home and other settings. Can show consistencies and inconsistencies across environments. Parent asked the educator some questions based on the questions/survey and the parent then provided more information to support their child's engagement.
44.	2.1.1	O	After the third meal break children moved inside to rest on their beds. A podcast was put on for children to listen to and children participated in quiet activities on their bed. A child requested to use a 'busy bag' and the educator placed the basket of 'busy bags' on the floor. A child moved off their bad and picked up a 'busy bag' from the basket.
45.	2.1.1	D	Educator advised that children are able to access spaces for quiet activities, rest and reflection in their rooms and outdoors.
46.	2.1.1	O	During after-hours care, Educator A sat on a bench in front of the mat and read the children a number of books while they eating afternoon snack which had been served by Educator B.
47.	2.1.2	O/D	Individual hand towels were hung in the bathroom area. Educator advised that children identified their hand towel by the locker label/symbol and the hand towels were washed on the last day of children's attendance each week by a parent helper.
48.	2.1.2	O	Children moved from the mat to wash their hands, an educator supervised the children washing their hands and then floated between the bathroom and veranda were the children were getting ready for morning tea.
49.	2.1.2	S/D	Information was displayed in the kitchenette area in unit 1 for children with diagnosed medical conditions including action plans, details of potential allergens. Educator advised that these lists are placed in easily accessible areas for all staff to review. All staff are kept updated on medical needs of individual children from all groups.
50.	2.1.2	O/D	Child A was swinging on the swings pushing themselves side to side, Child A hit their head on the wooden pole. Educator A and Educator B both approached Child A. Child A ran to Educator B and hugged them. Educator bent down to Child A's level and asked them if they were okay, Child A said that they hit their head, Educator B said "Let's get you an ice pack". Child A did not want an ice pack, Educator A and Educator B both said that the child needed an ice pack and asked the child if they had seen the new freezer and ice pack. Child A walked with Educator B and got an ice pack and they sat down together. Educator B and Child A agreed that Child A could have the ice pack on for a certain amount of time, they counted together. Once they were finished Educator A and Educator B checked the child asked some questions and then child moved away to play. Nominated Supervisor advised that the parents were contacted about the incident.

51.	2.1.3	O	Educator and children stood on the edge of the circle mat and did actions to the song playing, each verse increased in speed and children and educators kept up with the music.
52.	2.1.3	O	After the children washed their hands they collected their lunch boxes and chose where they wanted to sit at the table. Child A and Child B sat together at the table. Child A - "I have different things for lunch today." Child B - "I have these", child held up their food. Child A - "I have Jatz crackers, I don't know why they call them that." Educators collected their morning tea and moved outside with their food. Educator A held up his apple to Child A who was also eating an apple, Child A looked and smiled.
53.	2.1 ET1	O/D	Educator: Children in this group would be using the outdoor play space second this week and that to allow the children the space to run around and engage their brains they will take part in a regular outing excursion to the park next door. After a group time where the educator checked that the children had applied sunscreen on arrival and discussed what activity was represented on the cones, the children collected their hats from the hat rack, had a drink of water from their water bottles and lined up at the side door. Educator A unlocked the side gate and the children walked outside and lined up along the fence. Educator B placed the cones out around the park in a loop to bring the children back to the service. Children moved in groups to the cones placed around the park. Children moved to the first cone and did squats and then moved on to the next cone. Some children ran between cones and some children walked. When the children finished the first lap of the cones Educator A told the children that they could do a second lap if they wanted. Children who did not wish to do a second lap took part in breathing exercises with Educator A.
54.	2.1 ET1	O/D	Nominated Supervisor advised that all children bring water bottles to the service and their water bottles move with them between the indoor and outdoor environments. Water refill stations were available near the eating areas. A child filled their water bottle up at the refill station after they had their second meal break. Educator A stated that drink breaks are built into routines of the day including times where children are doing their 'jobs'. After group time an educator reminded children to do their jobs before they moved to the outdoor play space. The educator asked the children if they remembered what their jobs were. The children said put on sunscreen and wash our hands, collect our water bottles and have a drink, put our hats on and walk downstairs.
55.	2.1 ET2	D/S	In June 2019, educators reflected on the rest needs of children at the service. Alternative rest options were discussed which included feedback from The Gowrie consultant and referencing of the services rest policy. Rest options incorporated throughout the day, outside of designated rest time, were identified including yoga/meditation and breathing as well as a variety of places for children to engage in rest and relaxation. Educators explored whether beds were required later in the year in preparation for transition to school and alternatives were explored. A decision was made to maintain defined spaces for children with the use of sheets. Busy bags were introduced. Information was provided to families in the Welcome to Term 3 newsletter on the decision to stop using beds and for children to lay their sheets on the floor to create a space for them to participate in quiet activities. The Nominated Supervisor stated that the structure of the children's rest time is regularly included in critical reflection undertaken by all educators. Factors such as

			age range, needs of the children in attendance and the progress of the day and group are used to determine the rest period for each day.
56.	2.1 ET3	O/D	<p>The Nominated Supervisor discussed how the service introduced the third meal break into the kindergarten program after professional development with Nutrition Australia and research that indicated that young children should eat at regular intervals to maintain their blood sugar levels. The Nominated Supervisor advised that the research showed that low blood sugar levels increase the likelihood of injury.</p> <p>The Nominated Supervisor discussed that the service has a child enrolled at the service with diabetes and the implementation of regular meal breaks supports the child's needs. In collaboration with the family they engaged a specialist diabetes nurse to conduct training about general diabetes as well as specific strategies for the child.</p>
57.	2.2.1	O	<p>Two educators supervised a group of 20 children in the large outdoor environment. Educators scanned the environment and moved from group to group interacting with the children.</p> <p>Educator A to Educator B – "I am going to go to the sandpit area, if you move up towards building I can look after this area."</p>
58.	2.2.1	O	<p>Educator to children – "When we start the course I will be sending small groups."</p> <p>The children then discussed with the educator how to keep safe with ideas such as; make sure you look around and use your peripheral vision, don't run with your heads down.</p>
59.	2.2.1	O/D	Each child has a hat provided by the service with their name on the peak and the back fastener. Children place their hats on a hat rack. Educators advised that children's hats are washed at the end of the groups week and kept at the service.
60.	2.2.1	D/S	The outside hours care educator conducts a safety audit before care in the morning including weekly outdoor safety checklists. Educators conduct a paper form that is then uploaded to the office computer.
61.	2.2.2	S	Emergency evacuation plans and procedures were displayed at each designated exit.
62.	2.2.2	O	Educator took a backpack outside to the park labelled Unit 1 first aid and sign stating the bag contained Epi-pen and Ventolin.
63.	2.2.2	S	<p>A number of folders are hanging in the educator prep area –</p> <ul style="list-style-type: none"> - Medication book - Material Safety Data Sheets - Infectious illness register - Ongoing medication permission forms - Illness, incident, injury and trauma records - Children's medical conditions action plans
64.	2.2.3	D/S	All educators took part in a child protection training refresher conducted by educator who took part in the 'In Safe Hands' training, including review of the service's child protection policy. A copy of the attendance record, child protection policy, educator training notes including the 'In Safe Hands' helpful checklist were sighted. The training included '7 steps 2 safety' which included; communication, circle of trust, trust your feelings, Feel, do, tell, buddy system, body parts and parents need help too.

65.	2.2.3	D/S	Nominated Supervisor advised that the service has a child youth and risk management strategy, educators can access child protection factsheets and resources that refer to National Principles for Child Safe Organisation, QLD Family Support and Child Protection System poster were displayed and families were provided links to support services.
66.	2.2 ET1	S/D	A physical environment risk assessment was completed and included a review date of March 2021 and includes information about supervision, boundary fencing and gates, supporting children with self-regulation play equipment, arrival and departure of children, transitions between learning areas, meal times, cooking experiences, poisonous plants and seasonal environment considerations. Control measures for poisonous plants include; all plants checked for classification prior to being placed in a child accessible area, effective supervision, all staff and approved provider being aware of all plants in the environments and if these are listed on a poisonous plants register, children are educated about the risks associated with unknown plants and families are notified of these discussion. The Nominated Supervisor acknowledged that some plants in the service environment were listed on the poisonous plants register and that the decision was made to not remove all hazardous plants. Plant education including the importance of not eating any unknown plant is part of the nature play discussions.
67.	2.2 ET2	D/S	Educators take part in yearly critical reflection on the services Emergency Management Plan and retraining. An educator undertakes the role of Workplace Health and Safety Officer and training is conducted regularly with all staff including Emergency Management Training. The introduction of whistles to use in lockdown and evacuations came from reflection on what would educators do if they identified a fire or need for a lockdown while they were in the back of the yard. The new system is the person blows the signal and then they get a response from others. The Nominated Supervisor stated that the speed of the message outweighs any other risk. The use of the whistle plays a part in the Nature Play program so was a natural extension to be used in the service evacuations and lockdowns. A recent change to the services environment was prompted by the Early Childhood Officers visit to the service in 2019 where the ECO entered through the rear gate which is not in sight of the service office. This prompted the installation of pins codes on the front and rear gate to restrict access to the service by unauthorised visitors. Each year all staff reviews the fire warden training which is conducted at a staff meeting and before the first drill of the year. The Nominated Supervisor advised that they will then ask questions of each educator to review their understanding of the services emergency procedures.
68.	2.2 ET2	D/S	Nominated Supervisor: As part of the Nature Play Provision educators identify and provide opportunities for children to engage in reasonable risk experiences. Educators support children to identify, analyse and make judgements on the risks that are part of our everyday environment. Allowing the children to experience risk in a supportive environment develops the children's own judgement about what is a risk and prompts them to ask themselves if they are able to set steps in place take on the challenge, work around the risk, tell an educator what they have found or ask for help.
69.	2.2 ET3	D/S	Nominated Supervisor discussed how each year one staff member from the service takes part in child protection training. This year the educator took part in child protection training and provided feedback to set up a new channel on Slack, incident/injury on arrival log, to be used as required. Educators complete this and if possible discuss the injury with the family upon arrival. Decision was made not to use the Gowrie form to report as it was not practical time wise as well as Slack being more transparent and accessible for all staff. Educators were reminded to follow policies if they believe the child is in immediate danger. The Nominated Supervisor presented '7 Steps 2 Safety training', an educator gave a recent

			example of where they discussed the story 'Squash and a Squeeze' which became a story about the circle of trust. The Nominated Supervisor then updated the parent page with links to support services and shared information in newsletter regarding 'Child Protection Week'. A proposal was put forward to create another community installation where families could sign a commitment to the protection of children which would be visually displayed to promote awareness within our community.
70.	3.1.1	O	The service consists of 2 learning rooms (unit 1 & unit 2). Each unit has children's bathroom, adult bathrooms, prep area, veranda space and storage area. Service has office and room for storage and programming and planning Downstairs has large open area with forts, swings, cubby house with piano, sandpit, under-croft area, water course, climbing path, garden beds, chicken coup, storage spaces accessible for children and children's bathroom. The outdoor area consisted of a number of large trees and undercover areas for shade. Children's lockers are positioned in the communal foyer/sign-in area.
71.	3.1.1	O/D	Children collected rocks from the water course and painted the rocks with water colours, the rocks were then placed back in the water course. Child A – 'We need to leave the rocks at kindy, we can't take them home.' Educator to Child A – 'Yes we do, if we all took home the rocks that we painted what would happen?' Child B – 'We wouldn't have any left at kindy.'
72.	3.1.2	S/D	The service utilises an online program called 'Slack' where they have developed 'channels' such as; Maintenance – staff record areas of the service that need attention, Resources for cleaning – pictures are taken after resources have been cleaned or requests for cleaning are posted. An educator posted a photo of a leaking pipe onto the maintenance channel along with a description of what they observed. Administration Officer advised that all staff can access this channel and record on the spot. Nominated Supervisor advised that they review the information uploaded onto Slack and prioritise the works, this is then listed on the maintenance spreadsheet for the next maintenance day or the relevant tradesperson is contacted to complete the works.
73.	3.1.2	O	Educator used a cloth and spray bottle with disinfectant to wipe the tables over before the children sat down to eat.
74.	3.1 ET1	D/O	Nominated Supervisor: The installation of foot pedal hand washing sinks in the two high traffic areas of the service which are utilised by children, families and visitors on entering the service. The hand washing sinks were already in place and service staff, parent committee and a local plumber reflectively collaborated on how to better meet current hygiene needs which led to the decision to add foot pedal controls to the hand washing sinks. A sign near the hand washing sink steps out best practice hand washing techniques.
75.	3.1 ET1	D/S	Nominated Supervisor: The outdoor play spaces and the surrounding bushland, including the hill, park and creek, are an essential part of the kindy program. The large outdoor play space at the service connects to the natural environment outside the fences and as educators we value and use the environment as a third teacher. Our service philosophy includes a statement which directly references our purpose of nurturing the life and growth of our community. The physical environment surrounding our service is part of our community identifies. Our Nature Play Guide provides families our philosophy around nature play, details of how the program came about, where we go and examples of what we might do

			there, why we take part in nature play, discusses risk including a risk/benefit analysis and identifies how nature play links to the Queensland Kindergarten Guidelines. Children take part in regular nature play excursions and families are invited to assist with supervision and it allows them to see the program in practice.
76.	3.1 ET2	D	Educators had identified dead zones in the outdoor environment and they reflected on the use of the space. They wanted to increase children's access to natural resources and promote interactive exploration which led to educators deciding to explore options for a water course. Collaboration with the families and committee led to a design proposal and then educators brainstormed key elements including sustainable use of water to link with use of water tank for play, natural materials as an extension of the natural environment and to promote active interaction and experimentation. The service worked with the Gowrie consultant to source examples of water courses from other services. The committee were informed with led to a commitment to set a fundraising goal or submit a grant application. Once the funds had been secured the water course was installed and is used by children as a dry creek bed and during warmer weather as a wet creek bed.
77.	3.1 ET2	D/S	Educators engaged in critical reflection on children's use of water at the sandpit. An educator discussed their concerns that the water tanks at the sandpit were often empty at the end of the week meaning that not all children across the week could access them. Children from the end of the week showed consistent interest engaging in water play and were disappointed that there was no water. The Nominated Supervisor raised previous reflections where educators agreed to use these real-life consequences as teachable moments regarding sustainability. Educators debated their concerns and a suggestion was made to source plastic for children to make their puddles last longer, and another to fill the sinks and for children to bucket the water. All educators agreed that this was a reasonable solution. A tap was installed at the back of the sandpit to shut off the water if groups continued to run the taps.
78.	3.1 ET3	D	Nominated Supervisor: The design of the service entrance and foyer upgrade was developed over several years. The management committee identified in 2017 that the disjointed appearance of the two kindy buildings was a weakness in their SWOT (strength-weakness-opportunities-threats). A sub-committee of staff and parents including an architect and interior designer was formed to redesign the space to make it more welcoming and child-centred and to bring the two buildings together. The end result was a space that became a combined shared space both physically and aesthetically. The entrance, hand washing station, locker areas and combined sign-in area and notice boards provide a sense of community connection and improved communication. The redesign was not only influenced by the physical aspects of the design but educators also considered the theoretical principles, Reggio environments, promoting a sense of belonging and interdependence as part of the QKLG and how service policies like arrivals and departures could still be met.
79.	3.1 ET3	D	Educator pointed out a number of spaces in the outdoor yard that were developed as a dedication to previous centre directors including the latest addition of the water course and the bush track that has been incorporated into the side of the hill. The educator stated that as a service they feel that it is important to recognise those who have made their mark on the service and to do this by dedicating an area of the service to them is a small token they can give back. The Nominated Supervisor stated that once a project has been agreed upon by the management committee and families have been consulted they will then start any fundraising or grant applications.

80.	3.2.1	O	The outdoor environment provided a number of spaces for children to engage in individual and group activities. Child A accessed one of the outdoor sheds and filled a pram with dolls, keyboards, phones and other items. Child A wheeled the pram to the cubby house and took the items out of the pram with Child B. Child A and Child B talked about where to place the items and Child B said 'I think the phone can go on the piano.'
81.	3.2.1	D	Educator stated that the Outside Hours Care educator sets up the outdoor environment based on the outdoor program or discussion with the kindy room educators. The storerooms are opened for children to access and some resources are set-up as provocations.
82.	3.2.2	O	Resources for children were available on shelving, bookcases, tables and boxes were labelled with pictures of the resource in the box.
83.	3.2.2	O	An educator set up paint pallets, paint brushes and cups with water on the bench near the water course. Child A walked over to the water course, picked up a rock, took the rock to the bench and started painting it. Child B sat at the water course and looked at the rocks. Child B said to an educator, "I want to find some small flat rocks to paint." Child B collected some rocks and took them to the bench. Child B said to Child A, "These are my rocks to paint." Child A painted her rock and placed it on the side of the water course with a number of other painted rocks. Child A picked up a rock and said, "This was one of the rocks I painted yesterday."
84.	3.2.3	O/S	The meal area had a table set up with a water station, small container with clean spoons, forks and scissors and 4 coloured buckets for rubbish. Coloured buckets, yellow-recycling, green-food scraps, blue-soft plastics and red-general rubbish. A child walked up to the buckets and looked at all the buckets before placing their banana peel in the green bucket. A visual display was above the table that showed which buckets go in which large bin - red bucket to red lid bin, yellow bucket to yellow lid bin and green bucket to the compost. Pictures labelled 1-5 showed; <ul style="list-style-type: none"> • 1 - child getting lunch box from fridge • 2 - child having a drink of water • 3 - child wiping their chair • 4 - child pushing their chair in • 5 - child washing their hands.
85.	3.2.3	D/O	The large outdoor play space includes a chicken coop and gardens. Educator advised that children can participate in feeding and caring for the chickens and planting, watering and caring for the gardens. Child A said that they can feed the chickens the scraps from their lunch.
86.	3.2 ET1	D	Nominated Supervisor: We aim to make the children as comfortable at kindy as they are at home. We want children and families to feel comfortable and familiar with the environment so they can connect with each other and engage freely in learning. Each unit is purposeful in set-up of our rooms for each group and try to provide spaces for children to engage and grow. The incorporation of studio spaces for project work means that at the beginning of each groups week these spaces are a blank slate for children to engage in project work in groups or individually. These studio spaces will stay set-up for the duration of the groups week or until the children involved have completed their project. Sometimes a project can run the groups' full week and other times it may only last a day. Educators help children to access resources that are

			not out on display and also brainstorm with children what they might need in their space. Provocations are also set up in some areas and drawing, painting and craft are available on most days. The children can use the drawing, painting and craft areas to create something for their project or outside of project work.
87.	3.2 ET2	D/S	<p>The service has a Sustainability Strategic Plan, Educational Goals and a Purchase and Procurement Plan as part of their commitment to sustainability and environmental responsibility.</p> <p>The Sustainability Strategic Plan started as collaboration with a committee member and then it was suggested that they formalise the process. The committee member met with the Nominated Supervisor and a formal strategic plan was developed. Throughout the process input was sought from the remainder of the management committee, service staff, families and children. Key areas of the plan were then broken down into water, waste, energy. The plan includes a vision and identified goals with strategies to achieve the goals and measurable outcomes to measure success. An example of a goal is 'Educate and Lead' with a strategy of 'partner with families to encourage adoption of sustainable practices at home and in the wider community' and a measurable outcome of 'specific events at kindy focusing on sustainable practices and the environment.' The service formalised their own policy outside of Gowrie policies.</p> <p>Sustainability education goals were developed with a focus on areas that the children can have an impact such as nude food promotion and encouraging children to reuse and bring in items from home for construction.</p> <p>They reflected on how to engage families and previously the fair themed as a 'Sustainable Fair' which allowed the service the ability to educate the greater community. The management committee was planning the fair for 2020 and due to COVID 19 the committee wanted to initiate an alternative. They instead held a sustainability raffle where each week in the service newsletter a sustainability at home initiatives was included with the raffle promotion. To enter families made a pledge to a sustainable practice and drew the pledge about how they were going to be more sustainable at home. The entries were displayed in the service entrance. Winners were randomly drawn.</p> <p>The service got in touch with SEQ Water and while the company did not have a program for kindy they conducted a ZOOM meeting and sent out resources to the children.</p> <p>A Purchasing and procurement plan was developed which provided a quick decision making guide - General Purchases - 'Is it really needed?', Comprehensive Decision-Making Criteria - Think before you buy? Cost? Environmental Impact?</p>
88.	3.2 ET3	D/S	<p>The Nominated Supervisor discussed the service is part of ecoBiz Queensland, a free program for businesses which is funded by the Queensland Government. As part of the program the service develops an action plan to help them save money and develop more sustainable practices. The service received a coaching report and partnership report which look at energy, water and waste at the service, the service received a Star Partnership Recognition certificate which recognised their achievement 'ecoBiz 2-Star Partner (energy, waste)'. The Nominated Supervisor discussed how through this program it was identified that there was a water leak at the service which has not been remedied and the service is hoping to become a 3-Star Partner after their next review. The current certificate is on display at the service and on the services website.</p>
89.	4.1.1	O/D	<p>The Nominated Supervisor advised that an educator that works in the outside care program commences their shift at 12.00 in the role of general educator to support educators and children as required. The general educator stood in the</p>

			door way between the children's bathroom and the veranda meal area and reminded children to wash their hands before collecting their lunch boxes.
90.	4.1.1	D/S	Administration Officer advised that they track the staff schedule on a fortnightly basis to ensure that all information is up to date and reminds staff of upcoming expiry dates. Most staff completed their CPR, asthma and anaphylaxis training together in March 2020.
91.	4.1.1	S	Staff schedule demonstrated that all regular kindy unit educators hold current first aid, CPR, asthma and anaphylaxis competencies. Staff roster demonstrated that at all times the outside hours care is staffed by at least one educator with the required first aid competencies.
92.	4.1.2	D	The Nominated Supervisor stated that an educator from each group is present to greet each child and their family at the commencement of outside hours care each morning.
93.	4.1.2	D/S	Each unit's Lead Educator and educator meet prior to session starting for planning of the day and take part in critical reflect together after each session. Lead Educators in Unit 2 that share a group make use of whiteboard in the room to record projects and notes on planning and programming documentation.
94.	4.1 ET1	D	Nominated Supervisor: The service used to do staggered starts for children to allow educators to connect with children at the beginning of the year. With the changes to kindy funding this was no longer an option. The service now engages an additional educator for each unit for the first three weeks of term 1. The additional educator for each group allows for room educators to connect with individual children, identify any inclusion needs that have not been apparent or identified through the enrolment process. The service values strong relationships and believes this starts from the transition into kindy. The service has expanded their educator pool to include a number of casual employees that work in the outside hours care program or in the inclusion space. A current outside hours care educator is working in the inclusion role in a unit. An educator from outside hours care program commences their shift from midday to support each unit and allows them to engage with children in their space and support their transition to the outside hours care.
95.	4.1 ET2	D/S	The Management Committee and Nominated Supervisor identified the need for a workforce plan. In consultation with staff and families they identified their workforce, any potential short-term and long-term issues that might arise and strategies to mitigate the risk of impact on the service. For example, the service has identified 2 staff members that are on the road to retirement and implemented strategies to enable a smooth transition when the time comes and to limit the amount of knowledge that leaves the service with the staff member by enabling mentoring and shadowing while they are undertaking their role. Everyone critically reflected on how to recruit appropriate staff including outside hours care educators taking into consideration the hours and engagement of educators who are currently studying.
96.	4.1 ET2	D/S	Nominated Supervisor: The employee handbook was developed in 2018 and has evolved in its content since then. All educators and the management committee participate in an annual review of the handbook with the Nominated Supervisor first reviewing the document and noting what needs to be added or updated. This year we added the physical risk assessment document to the handbook. We discuss any recommendations in the staff meeting and all once the handbook is updated all staff are asked to read, review and acknowledge that they understand the requirements. Any questions that staff have are answered. The electronic copy of the employee handbook allows educators to click on the

			embedded links and it will take them straight to the relevant documents in the services Dropbox. The handbook is useful for new employees and staff returning from leave.
97.	4.1 ET3	D	Nominated Supervisor: Families are able to provide preferences for which unit and group their child will be enrolled including children returning to care for another year. This is taken into consideration along with other factors such as additional needs of each child and cohort of children incoming and returning. While the service endeavours to accommodate each child, the preferences may not always be practical or in the best interest of the child and the group. The family will be informed of the decision and the Nominated Supervisor may go into detail, dependant on the circumstances. Educators collaborate with external specialists and Allied Health Professionals to support children and families. Inclusion support educators are placed in groups based on needs of the children, feedback from external professionals and the collaborative work of educators and families in the development and review of Individual Education Plans.
98.	4.2.1	O	Educator A to Educator B - I am going to clean up the children's bathroom and then I am going to go to the bathroom myself. Educator B - Okay
99.	4.2.1	O	Two educators were rostered for the after-care program. Each educator collected children from each group, had children apply sunscreen, wash their hands and met on the veranda. Educator A sang 'three little speckled frogs' with the children while they were waiting for everyone to be ready. Educator B moved downstairs and Educator A transitioned the children downstairs to wash their hands and have afternoon tea. Children lined up for afternoon tea served by Educator A, where children were able to choose what they would like from the prepared afternoon tea. Educator B sat with the children who were eating an afternoon tea and read books while the children listened and ate. Once children were finished they were able to leave the eating area to play in the yard.
100.	4.2.2	S	Educators are able to access the following documents through the Slack program – <ul style="list-style-type: none"> • Code of Conduct • Employee handbook • Early Childhood Australia Code of Ethics • National Law and National Regulations • Service policies and procedures • Staff communications policy • Family and community participation policy • Inclusion support policy • Reconciliation Action Plan • National Quality Framework • Queensland Kindergarten Learning Guidelines • Early Years Learning Framework • Service statement of philosophy • Gowrie resources

101.	4.2 ET1	D	Nominated Supervisor: The service is currently funding and supporting two educators to increase their qualifications to Diploma level. Team members are included in the recruitment process and contribute to decision making and alignment with the services vision, purpose and philosophy. Diversity within the team is valued with multilingual educators as part of the team. Five current staff members have experience as families at the service which we believe strengthens community connections and representation within the team. Two staff at the service are celebrating 30+ years and the kindy program educators have been collaborating for 5+ years. We believe that the sustained collaboration and partnerships over the years promotes relationships with returning families and children and consistent quality practice. If we need to replace an educator whether it is for illness or leave we utilise the Nominated Supervisor on their non-contact days, the pool of casual educators and ex staff members who may be available. Regular face to face interactions and access to Slack program for internal messaging ensures clear and consistent communication. Kindy program educators are provided 2 hours and the Outside Hours Care Coordinator is provided 1hour non-contact time each day.
102.	4.2 ET2	D	Nominated Supervisor: As educators we regularly reflect on the cohort in each group and look at ways of how we can support each child to succeed in our environment. If additional needs are identified regardless of a diagnosis, the services inclusion support policy and operational budget allows for the introduction to an additional educator into the teaching team for that group to support outcomes for the learning community. Currently three of the four kindy groups have an additional educator.
103.	4.2 ET3	D	Nominated Supervisor: A representative from the service is working with Queensland Curriculum & Assessment Authority to develop more effective systems to collect data to create consistent assessment processes for transition statement. Having more effective systems to collect data and using the language from the 'Continua of learning and development'. The feedback from this working party is supporting educators to reflect on their strategies for data collection.
104.	5.1.1	O	Child arrived at the service, parent applied sunscreen on the child. Parent advised Educator they were leaving, Educator sat next to the child and said good morning and the parent said good-bye to the child. Child starting calling for their parent, Educator asked the child if they would like a cuddle or to play with their friends. Child leant against the Educator and the Educator put their arm around the child's shoulder. Educator rubbed the child's shoulder and the child then stood up, smiled at the Educator and moved over to the mat with the other children.
105.	5.1.1	O	Child asked an Educator to open their yoghurt, the Educator said "Let's sit at the table; I have just washed my hands so I can open it for you." The child handed the Educator their yoghurt and a tissue and the Educator opened the container. The child said "Thank you" and the Educator replied "You are welcome".
106.	5.1.1	O	Educator sat at the table with the children with their lunch. Educator and children discussed what the educator had to eat. Educator said that they had pesto asked the children if they knew pesto is made from. Educator – "It is made from something you might grow in your garden at home." Educator and children talked about things that they might grow in their garden. Educator – "Pesto is made from basil. Do any of you have basil in your garden at home?" Child A – "I don't have a garden at home." Educator – "Not everyone has a garden at home." Educator and children discussed other things you might grow in your garden at home that you might eat.

			Child B talked about potatoes Educator – “I was going to read a story about potatoes today.”
107.	5.1.2	O	Child was sitting on rock. Educator approached child and asked if they were okay. Child said to the educator that they did not feel like running around. Educator asked the child if there was anything they wanted to talk about. Child said that they were just a bit tired. Educator asked if they would like to relax on a mat or under the shade of the tree and read a book. Child asked educator if they could read a book to them. Educator told the child to pick a book and they would love to read it to them.
108.	5.1.2	O	Child entered the bathroom in the outdoor playground. Educator watched the child walk in to the bathroom and moved in the yard so that they were closer to the bathroom. After the child had been in the bathroom for a few minutes, the Educator walked over to the bathroom door and with their back to the door asked the child if they were okay or did they need a hand. The child replied that they were okay. The Educator stayed within a short distance of the bathroom. When the child walked out of the bathroom the educator moved back to the area where the children were playing.
109.	5.1 ET1	D/O	Nominated Supervisor: One of our goals at the service is to empower children to develop self-regulation skills and to identify their emotions and explore them in a safe space. We endeavour to do this through shared strategies, supporting children to resolve conflict and social coaching. Yoga, breathing, mindfulness practices, physical activity and regular movement breaks are intentionally planned by educators to promote children to regulate themselves. Children engage in class and small group meetings with an educator facilitating their discussions to help them to name and explore how they are feeling and encourage each other to recognise how another child may be feeling as well. Music, shared stories, and drama are part of planned experiences that children can relate to. We role model behaviour and language to the children whether we are interacting with children, other staff, parents or visitors. In the yard you may have seen me sitting with a group of children to discuss an issue that had occurred, my role is to facilitate their conversation with prompting and open questions to allow them to sift through their emotions and feelings and reflect as a group of young children on what has occurred, how we could do this differently and some cases look at how we responded to something someone said to us or did to us.
110.	5.1 ET2	D	Educator: During remote learning last year we thought lots about how we could continue to engage with the children and families in a way that still developed and maintained our connection with them. We did not want it to feel like the children were starting again when we returned to face to face learning. We conducted Zoom meetings with families, used the online Seesaw program and tried to think of alternative ways to connect with children. Nominated Supervisor: With the uncertainty of last year including the need to conduct remote learning we reflected and developed as a team a Continued Engagement Strategy, this included meeting as a team, discussing how we were going to proceed with our learning, looking at what we thought the most important aspect of our engagement was and how we could support that. It was determined that continued relationships was our focus and we developed an plan of how we might achieve this including an online resource library, guided learning opportunities, community connections, supplying

			of resources and lots of communication with families. We developed a pack of key resources from the kindy environment and sent this to families who were then able to purchase the resource from us. We had a great response to this. We conducted ZOOM meetings with families and we understood that each family's ability to engage would vary. We used the Seesaw program which included educators uploading videos of them conducting various parts of the routine, recorded activities, physical challenges, music, stories and links to online videos. Children and families were able to upload videos and photos of themselves as a way to keep children engaged with each other as well as the educators. Educators were able to react and engage with children's engagement. Educators emailed families and the families provided feedback and comments on the program. Some educators' videos were shared with every group.
111.	5.1 ET2	D/S	Nominated Supervisor: During a staff meeting educators reflected on and considered theoretical perspectives when reflecting on relationships. Each educator may have a particular theorist they relate to and opening it to a group forum allowed for a variety of perspectives to be considered. The discussion was drafted into a 'Theorists Summary' which educators can reference when they are planning their program and allows consideration of alternatives. How does this fit into our project-based model? What principles are we already incorporating into our program and practice without us being aware of it? How can we extend on the practices as they relate to the theorists? For example, Vygotsky's zone of proximal development, scaffolding, shared knowledge and social, cultural relevance to learning is reflected in our project-based model. The service subscribes to Asia Pacific Early Childhood Consultants which includes Reggio inspired philosophies and perspectives.
112.	5.1 ET3	D	Nominated Supervisor: Last year a committee member was provided feedback to the service on the benefits of the Circle of Security approach. The service has always used this approach as a guide to interactions and as a result of the feedback and discussions with the committee member it was recommended that more training in this program be undertaken. Two educators undertook an eight-week course and then provided information to the families and team members. A parent contacted the Nominated Supervisor and let them know that they were a qualified Circle of Security trainer and the parent has produced a short introductory video to be provided to families. The parent and Nominated Supervisor are looking at how they could introduce more of this training to families, keeping it short and engaging. The benefit of having the families familiar with the Circle of Security provides them with tools for their day to day life and enables them to understand in more detail the practices at the service.
113.	5.2.1	O	Four children were working together planting in a tyre. The children dug in the dirt and planted a seed they found. The children filled their buckets with water and watered the seeds. The children tried to identify the seeds to the educator, digging one of the seeds up and rinsing it under the tap. Child A then said, who would like to find some more seeds and two children went with them to find more seeds to plant.
114.	5.2.1	O	Child A nominated a project during the morning meeting. Educator asked the children who would like to work with Child A on their project. Child B said they would. When the morning meeting was finished Child A and Child B moved to their studio area. Child A said to Child B that they had told their ideas and asked if they had anything else they wanted to add. Child B said that they could also use the wooden blocks to make a fire.
115.	5.2.2	O	A child moved from the eating mat and sat in the fork of a tree with their food, Educator A walked over to the child and asked them to sit on the mat with the other children, the child shook their head, Educator A asked the child if they knew

			why they were concerned with the child eating in the tree. Educator A then said that she was concerned that the child was going to choke on their food. Educator A took the plate of food from the child and placed it on the seat near the eating mat. Educator A told the child where they had placed their food and the child walked over picked up their plate and sat on the mat with the other children.
116.	5.2.2	D/S	Nominated Supervisor: Educator have taken part in internal 'self-regulation' training with the Gowrie Wellbeing Officer. The training included strategies for specific children and for the group as a whole. Resources such as children fidgets and weighted blankets were reviewed. The service has a number of resources available such as weighted blankets and individual mats that provide assistance to children in ways that support them as individuals. During training by an occupational therapist, we looked at core strength training, strategies that promote strength and movement breaks.
117.	5.2 ET1	O	Four children were playing in the outdoor area, the children were running and tackling each other on the ground. An educator called to the children as they ran past, the children stopped. The educator and children sat down and the educator asked what they were doing. The children told the educator about their game. The educators told the child why they were concerned with the game and asked if maybe they could look at some different rules. A child suggested that they might chase but not tackle each other.
118.	5.2 ET1	O/D	Child A approached an educator and said that Child B had thrown an object at them. Child B ran away from the educator and Child A. Educator called both children over for a meeting and two other children joined. Educator asked Child A to tell Child B how they were feeling. Child A said that they felt sad and angry at the same time. Child B responded that they were sorry that they threw the thing. Child A and Child B talked about how they might be able to play together in the sandpit. Educator advised that they had been working on the children acknowledging how each other are feeling, recognising the emotional response of the child and being able to model appropriate language and discuss strategies with the children to develop their social and emotional competence.
119.	5.2 ET2	D	Nominated Supervisor: Educators work together to develop and implement behaviour management strategies using a rapid reflection cycle. In some cases, the educators may ask the Nominated Supervisor to observe a child to provide an outside point of view and then they may discuss at staff meetings to gain alternative perspectives. The service can access the Gowrie Wellbeing Officer who can provide additional support. Educators use the time after the session to discuss events of the day and look at individual and group strategies. Educators are constantly reading the group and are able to make changes were necessary due to the flexible routines and rituals. The creation of children's jobs at different stages of the day provides children with structure and encourages them to be self-reliant. Educators may use strategies such as giving children 'jobs' to help educators or their friends to allow the child to feel part of the group or redirect them from a disruptive behaviour. Educators have reflected on the need to look at the broader interactions with children and building their social and emotional competence to help them identify how and why they are feeling a certain way.
120.	5.2 ET3	D	Individual Education Plans are developed for children requiring additional inclusion support.

			<p>Educators review children’s plans with relevant health professionals and the child’s family to ensure that everyone has a consistent understanding of strategies and goals. The strategies and goals of individual children are then used throughout the program to be inclusive for all children.</p> <p>When educators utilise the expertise of health professionals this can broaden the scope of potential barriers and in turn strategies and goals. An example is when a review of a child’s plan was undertaken with a speech therapist it was identified that the child’s language delay directly impacted on their behaviour.</p> <p>Educators have been introduced to Phoenix Cups which are used in both educators’ interactions with each other and children’s interactions.</p> <p>Educators reflect on how the needs of individual children may trigger everyone differently.</p> <p>All educators have participated in Circle of Security training as a result on reflection of challenging behaviours of a few children in the service.</p> <p>Educators challenge themselves and other in their personal and professional wellbeing.</p>
121.	6.1.1	D	<p>Children and families attend orientation days prior to commencing at the service. Educators spend time getting to know the children and their families in the kindy environment. Educator stated that this provides families with the opportunity to see the children and space in action and they are able to ask questions they may not have realised they needed to ask.</p>
122.	6.1.1	S/D	<p>Every year the service distributes an enrolment process survey. This year additional questions were asked around the moving of the orientation morning to January and did the families feel it was beneficial. The results showed that the move to January orientation was positive and that it assisted children with their orientation.</p>
123.	6.1.1	D/O	<p>Nominated Supervisor: Parents contribute to the service through rostered jobs such as maintenance day, washing of hand towels and cleaning the fish tank.</p> <p>Parents expertise and strengths are sought out when reviewing particular policies and sourcing information such as health and nutrition and child protection.</p> <p>A parent collected a basket of books when they were leaving the service. The admin officer advised that the parent had volunteered to mend the books over the holiday period.</p>
124.	6.1.2	D	<p>Nominated Supervisor: Families are able to request a meeting with their child’s educators at any time of the year. Educators invite families to a meeting in term 2 if they wish to discuss exploring the option of delayed school entry or in term 3 to focus on transition to school.</p>
125.	6.1.3	S	<p>Families at the service were invited to attend a parent information evening at the nearby children’s centre, presented by a speech therapist and occupational therapist.</p>
126.	6.1.3	S	<p>Families are provided a kindy handbook that includes information such as; the history of the service, service philosophy, information about staff roles and the management committee, preparing for kindy, educational program, food and nutrition and nature play provision.</p>
127.	6.1 ET1	D	<p>Nominated Supervisor: Children participate in an annual sports day in the park behind the service. Families are invited to attend and the event is ongoing and ever changing. The sports day takes place over two days allowing all groups to participate. Parents man the activity stations such as egg and spoon race, sack race and include indigenous inspired activities. Children ‘train’ for the events during the year as part of their engagement in physical activity.</p>

128.	6.1 ET1 6.1.1	D/O	<p>Nominated Supervisor: Parents and caregivers are invited to participate in 'Time with your Child'. Parents engage through the services online parent page and click onto a date and add their name, the aim is to try to only have one parent at a time. Parents usually attend for 2 hours at the beginning of the program and this provides parent with time to talk to educators and see their child engaging in the program. Parents may offer to participate in the program, for example a parent talked to children about their job.</p> <p>A child's parent took part in 'Time with your Child' during the visit, engaging with the children during group time and participating in the exercise circuit in the park.</p>
129.	6.1 ET2	S/D	<p>An enrolment offer survey is provided for families to complete in conjunction with the enrolment form. The survey questions are reviewed each year and changes may be made to suit current circumstances and based on reflection after the results of the last survey. The survey asks families to provide information relating to health and wellness. The survey includes details of why the survey is important to the service - 'This is the first step in us building a rich relationship with each child and their family. The following information supports us in understanding the needs of each individual. We are able to use this information to assess and prepare any relevant support adjustments to ensure that all children are positively included within both the educational program and kindy community in the richest capacity possible.'</p> <p>Families are sent newsletters that detail orientation mornings, access to parent page, review of information from the handbook, details about 'Time with your child', links to the kindy handbook and nature play provisions. A newsletter sent to families prior to commencing at the service included links to videos as a way of introduction to families due to changes in the orientation process as a result of COVID 19 and social distancing –</p> <ol style="list-style-type: none"> 1. Essential information from the handbook, including a visual run-through of the morning routine 2. Introducing the regular staff at kindy, information on welcome morning including restrictions based on COVID.
130.	6.1 ET2	S/D	<p>An operational structure survey was sent to all families on the waitlist for feedback around session structure and outside of care hours. Questions such as – work of parents, does your child attend care and will they continue to attend secondary care, what session structure would you like best, what model of care do you use, do you intend to use outside hours care if yes please indicate hours you would use, why did you choose Bardon Kindy were asked. Service staff and the management committee used this information to inform change to session structure, outside hours care hours and to help inform the philosophy.</p>
131.	6.1 ET3	D/S	<p>The service offers a Family Information Evening for transitioning into kindy. Last year the due to restrictions the service did not hold the meeting but sent families and children videos of educators and the admin staff talking about themselves and aspects of the service in different environments around the service. The information provided to families includes the affiliation with Gowrie, programming and planning, belongings, lunchboxes and nature play. The service receives such positive feedback about the videos with some families saying that their child watched them over and over that they intend to continue sending them each year.</p>
132.	6.1 ET3	S/D	<p>Families are able to access the Parent Portal from the service website. Families are provided log-in details to enable them to access a range of documents such as policies and procedures, kindy handbook, nature play, kindy calendar, time with your child sign up, maintenance and job roster, information links relating to health and nutrition, child protection,</p>

			Queensland Kindergarten Learning Guidelines, Reconciliation Action Plan Vision, parenting links to strategies used at the service such as Circle of Security and Phoenix Cups.
133.	6.2.1	O	To transitions to upstairs children took part in an obstacle course challenge, once finished they collected their water bottles, put their hats on the rack and walked upstairs.
134.	6.2.1	D	Nominated Supervisor: As a group we review the AEDC data and look at the areas of vulnerability. Through our connection with an occupational therapist we were prompted to look at the domain of physical activity, how we can extend our program around this and what it means for children brains when they become physically active. We are also working on the social and emotional domain with a focus on children identifying their emotions and those of others and understanding what they mean in the moment.
135.	6.2.1	D	Nominated Supervisor: Most children will attend three core schools and we endeavour to connect with for transition statement preparation. We have met with the principal of one of the schools early this year to discuss transitions and potential playgroups.
136.	6.2.2	S	Nominated Supervisor and Speech Therapist emailed to arrange appointments for children during session times. The number of children receiving speech therapy at the service increased from 1 child to 3 during this exchange. Included discussion around parent involvement in sessions and possible inclusion of a child that does not attend on the day of the appointments.
137.	6.2.2	D	Nominated Supervisor: There are a number of ways that we might approach a child that we believe needs an Individual Education Plan. When there is a clear diagnosis or information provided by a family of a potential diagnosis prior to enrolment the plan will be drafted and reviewed by all involved including medical professionals prior to the child commencing at the service. The plan is then regularly reviewed to allow for reflection on strategies and potential inclusion barriers. When the need for a plan is unknown prior to the child's attendance educators use their bank of strategies to support the child's inclusion in the program, document and seek guidance around the observations of the child and make a time to discuss with the family. Educators will often seek support and reports from children's medical team and will include them in the plan's development and review throughout the year.
138.	6.2.3	D	Nominated Supervisor: The service utilises grants and fundraising to fund projects at the service such as the water course. The Management Committee in consultation with families and staff set goals through the Strategic Plan and the funds are used for the identified projects.
139.	6.2.3	S	The service engages with a number of community groups – <ul style="list-style-type: none"> • Bowman Park Bushcare Volunteers and Habitat Brisbane – planting and revegetation in Bowman Park • Bardon RSL, Bardon Bowls Club and Bardon Thistle Pipe Band – ANZAC Day march • Brisbane City Council Environmental Education Team – creek neighbours program • Balaangala Reconciliation Group – annual excursion and collaboration with cultural educators
140.	6.2 ET1	D	Nominated Supervisor: The service supports and promotes children's transition to school through – <ul style="list-style-type: none"> • Annual excursions to the two most local schools

			<ul style="list-style-type: none"> • Supporting school staff to visit the kindy and observe the children in their own environment and have transitions discussions with educators • Facilitate phone discussions with schools <p>Educators prepare children and families for the transition to school and provide information to support their child's school readiness.</p> <p>Transition statements are developed using the Queensland Curriculum and Assessment Authority portal. Educators incorporate shared language and links to the Queensland Kindergarten Learning Guidelines learning and development areas. Families are able to contribute to the statement before the document is shared with the schools.</p>
141.	6.2 ET1	D/S	<p>Nominated Supervisor: The service facilitates access to health professionals to support children's learning and development. A speech pathologist is engaged to attend the service and this works for families and allows educators to receive feedback on a child or strategies they are implementing in person.</p> <p>Last year a child with a number of diagnoses attended the service and educators developed a relationship with their occupational therapist who provided feedback and guidance to the service by email after each session with the child.</p>
142.	6.2 ET2	D/S	<p>Nominated Supervisor: Educators continuously reflect on ways to promote culture and heritage how they can incorporate each families story into the service. Educators decided to invite families to contribute their own story of culture and heritage that was then displayed on the notice board in the service foyer. Educators reflected on this process and how it had increased their connection with the children and their families and also connected other families.</p> <p>The development on the services Reconciliation Action Plan which has been in progress for the last 3 years and includes continuous reflection on the term goals set as part of the 'Reconciliation Action Plan – Annual Reflection and Curriculum Framework, this document includes curriculum goals, reflection points and organisation actions.</p>
143.	6.2 ET3	D/S	<p>Nominated Supervisor: Families were provided information and an invitation for children to undergo a speech pathology screening assessment free of charge at the service. The invitation included a screening assessment form for families to complete prior to their child undergoing the assessment. Families were then able to discuss the assessment with the speech pathologist and commence appointments with them if they wished at the service or at their office. The speech pathologist provides the service with tools and strategies to support all children in the program.</p>
144.	6.2 ET3	D/S	<p>Nominated Supervisor: The service commenced the development of the Reconciliation Action Plan (RAP) in 2019 and this year a new working group has been developed and they are utilising Narragunnawali. A cultural consultant from Balaangala Group is a member of the working group. The discussion from the working group meetings is taken back to staff meetings by the Nominated Supervisor for discussion and feedback. The long journey of the RAP has been intentional as they want it to be intentional, thoughtful and meaningful to the service. The service has worked on incorporating together the RAP vision and the service philosophy. Children's ideas have been incorporated into the vision and this was ratified by the management committee. The working party are now working on their actions to develop the action plan and including cultural competency that is not just related to Aboriginal and Torres Strait Islander.</p> <p>Each year children attend an educational session at Balaangala Community Group where they learn about bush tucker, listen to stories in the yarning circle and explore and learn hands on. The Balaangala Community Group support the service with the involvement of the cultural consultant on the working party and helps guide the service in their approach</p>

			to the educational program. The service recently revised the children acknowledgement of country after feedback from the Balaangala Community Group. The service views the RAP as a broader organisational resource and is looking to add RAP funding to the operational budget to continue their connection to Balaangala and resource visual displays at the service.
145.	7.1.1	D	<p>Nominated Supervisor: The review of the philosophy is a continuous process throughout the year. As a team we look at our current works, how they link and focus on a theme for the year. The philosophy is referenced throughout the quality improvement plan and links how the statement and vision is embedded in the service operations. The service engages families to be involved in the review of the philosophy through</p> <ul style="list-style-type: none"> • Surveys that are sent throughout the year on different topics where any consistent theme is reviewed and if relevant it will be looked at how this can be incorporated into the philosophy • Input from the Management Committee which is made up of parent volunteers • Drafts shared through newsletters and opportunities provided for feedback • One-on-one conversations with families.
146.	7.1.1	S	<p>The services statement of philosophy is available –</p> <ul style="list-style-type: none"> • On display in the service foyer area • Kindy Handbook • Service website • Employee Handbook • Parent Portal
147.	7.1.2	S/D	The service has an Early Childhood Education and Care Coordinator from Gowrie QLD visit the service twice per term to observe practice at the service. The coordinator provides a report to the service that includes a general summary of term visit, recent highlights/successes/challenges/changes for the service, considerations for continued improvement and affiliation with Gowrie QLD and Queensland Kindergarten Funding requirements.
148.	7.1.3	D/S	Nominated Supervisor: When a staff member commences at the service or if a staff member returns from an extended time away from the service they are inducted into the service. During the induction staff receive a copy of the employee handbook which includes information about the service, links to relevant and supporting documentation and acknowledgement that they have completed the induction process. The staff member is provided log in details for Slack and shown how to access the program and walked through all the features.
149.	7.1 ET1	D/S	Administrator: Slack program is used at the service. It brings all documentation into the one space, allows for the team to share ideas and is accessible to all educators at all times. You create Channels and in these you store the relevant documentation and staff can make comment or upload their own information. You can make permissions to suit the context of the information being included. Lock symbol identifies those which are only available for particular roles. The service use Channels such as AGM, admin, capitol works, emergency contacts - educators access Dropbox and print child's information emergency contacts with medical and other information that information is prepopulated from the online database which comes from the enrolment form and any updates families provide, first aid, teaching teams, maintenance, resources for cleaning - pictures are taken after resources are cleaned or requests for cleaning are posted on this channel,

			<p>pupil free day meetings, professional development, policy updates, policies Dropbox, outside hours care, maintenance. You can see that an educator has uploaded a photo and description of a maintenance issue they saw today and they can record it immediately. All people that are on the channel see what each other has posted and we can look at the issue and determine if it needs to be fixed immediately or can wait until the next maintenance working bee.</p> <p>Nominated Supervisor: Using Slack together with Dropbox means that a new document or amended documents only need to be created in one place, the Dropbox, and through the channel educators are able to click on the Dropbox link and it takes them directly to the original document. Instead of having to keep a list of or remember all the places that the document needs to be changed. All staff receive the same message at the same time as they can access the program from their own device. The philosophy behind the use of Slack is for clear and transparent communication to support staff across the service informed of service operations and decision making.</p>
150.	7.1 ET2	D/S	<p>Nominated Supervisor: All staff reflects on their roles in their day to day group meetings, professional development conversations and throughout the year a number of pupil free days are set out and these days are used for group professional development opportunities which are led by the Nominated Supervisor/Educational Leader. During one session we reflected on our roles at the service, how each person's roles impacts on others and how we can support each other. We used the power-point presentation to guide our reflection process and answered role reflection task questions. We broke it down to seven tasks to reflect on with individual reflection reviewed a number of times through the session, we reflected on like group roles, teaching teams, whole group reflection. We looked at what our main tasks were for the day, what we do well at the service, what could we do better, what similarities and differences did we see in our reflections, how we can support each other, how can the committee support staff better and collective answers on what we do well as a service and what can we do better. Information from this session is used to support educators in their role as individuals and as a team and used towards the quality improvement plan.</p>
151.	7.1 ET3	D/S	<p>The service is affiliated with The Gowrie QLD and is supported by them in a number of ways including –</p> <ul style="list-style-type: none"> • Suite of policies and procedures that are reviewed and updated by Gowrie regularly to reflect any changes to best practice and the legislation • Support through the services Early Childhood Education and Care Coordinator who conducts regular visits • Resourcing the service with information to promote ongoing compliance and quality improvement • Providing a Wellbeing Consultant to support inclusion of children and strategies for educators • Affiliation booklets which outline structures, processes and systems for each role and management of the organisation • Management Committee information document that provides service specific information and links to support the effective induction of new committee members
152.	7.1 ET3	D/S	<p>Nominated Supervisor: We draw on the knowledge and expertise of the community particularly the members of the Management Committee. The Management Committee supports the service through their areas of professional expertise ensuring that the service has the most up to date and relevant information, resourcing and systems such as –</p> <ul style="list-style-type: none"> • Conducting an audit of the services IT systems as they were a professional expert in IT security and backup solutions

			<ul style="list-style-type: none"> • Working with staff to develop an interactive spreadsheet for the operational budget that allows for scenario modelling and forecasting • Providing legal advice when negotiating insurance and affiliation agreements • Supporting and writing grant application • Budgeting and accounting financial advice including a comprehensive forecast modelling tool to inform financial decisions and support the service to receive COVID related tax relief during the pandemic • Policy writing for service specific policies and plans like the Sustainability Strategic Plan, policy and purchase and procurement guide • Support in leadership and people management including supporting the service to respond to concerns from families.
153.	7.2.1	D	Nominated Supervisor: The Quality Improvement Plan (QIP) is discussed at staff meetings, committee meetings, professional development days and unit meetings. When any amendments/changes are made an overview is provided at to everyone involved and included in service newsletters. Information for the QIP is collected in a variety of ways, some direct questions and some through information collected through other surveys or discussions such as enrolment and orientation surveys and reflective tasks. The QIP is available to all families and staff at all times, through the Slack channel for staff and the Parent Portal for families. When finalising the QIP to submit as part of the assessment and rating process it was sent to families by email for comments and feedback.
154.	7.2.1	S/O	The services QIP references links to the services statement of philosophy for each quality area. For example, Quality Area 1 links statements in the philosophy such as; We strive to empower children’s autonomy by promoting fundamental life skills and processes. The inclusion of children’s ‘jobs’ where they completed their routine jobs such as putting their hats away, having a drink of water and washing their hands, were a part of their routine.
155.	7.2.2	D/S	<p>The Nominated Supervisor/Educational Leader (EL) is provided two non-contact days each week to allow them to undertake these roles. During the non-contact time the EL spends time –</p> <ul style="list-style-type: none"> • With educators in both units, providing support and guidance if needed • Observing practice • Assisting educators to support individual children • Joining in project discussion time • Supporting educators through time of change • Supporting educators in their programming and planning documentation • Catching up with educators via the Slack program, this may include uploading resources from a variety of sources including ACECQA when looking to guide reflections and practice • Positioning themselves as a facilitator and coach – sourcing and utilising expertise from everyone to support their role • Allowing educators to share their expertise and professional development during staff meetings and professional development days – EL with then facilitate the critical reflection process, analysis and actions from the information

156.	7.2.2	D	<p>Nominated Supervisor/Educational Leader: In the role of Educational Leader (EL) I receive support from the Management Committee, Gowrie Early Childhood Education and Care Coordinator and Gowrie Wellbeing Consultant through –</p> <ul style="list-style-type: none"> • The Gowrie provides a range of EL documents and resources • Healthy Professional Development budget to support all educators • Time to conduct research and reflect on problems of practice • Time to spend with educators when they have non-contact time • Facilitating an additional educator to allow engagement with Unit 1 educators if required • Providing networking opportunities with other Nominated Supervisors and Educational Leaders • Supporting professional development on pupil free days
157.	7.2.3	D/S	<p>Nominated Supervisor: All educators take part in performance appraisals with both formal and informal assessments completed throughout the year. Outside Hours Care educators have a more informal process than kindy educators due to their rostering and roles. Staff completes a self-appraisal and are asked to brainstorm ideas for professional development opportunities. Key themes are identified for collective goals and these may form the basis of professional development for pupil free days. Each year the performance appraisal is modified slightly based on particular themes and challenges. Each staff member identifies three main things they would like to work on as individuals for the coming year and the Nominated Supervisor looks at how they will support them in achieving their goals. Two educators recently undertook training on unpacking the planning cycle based on their goals. Any training or professional development is shared with all staff at staff meetings or pupil free days. Through the performance appraisal process and observations of staff the Nominated Supervisor is aware of individuals' strengths and experience and their ability to make decisions on their professional development. The Nominated Supervisor sees their role as a conduit. The Nominated Supervisor supports educators in their role at the service and the studies they are completing. The Nominated Supervisor makes notes at the end of each appraisal looking at actions from their goals and opportunities that come after the appraisal has been completed.</p>
158.	7.2 ET1	D/S	<p>Educators and administration staff take part in fortnightly staff meetings, professional development held on pupil free days, communicate via the Slack program and educators in each unit participate in pre and post sessions meetings. A flexible staff meeting model has been established which allows staff to attend meetings in person or via Zoom. Meeting agenda items and minutes are posted to the Slack channel and available visible to all staff at all times enabling staff to contribute to the agenda for meetings and to look back on topics from meetings to review or provide further information or resources for the discussion topic. Staff meetings cover a range of topics with standing agenda items including grateful practice, business arising from minutes, general business, critical reflection/NQF focus, Sustainability Strategic Plan/Reconciliation Action Plan, policy review, professional development, capital works and incidents.</p>
159.	7.2 ET2	D/S	<p>Nominated Supervisor: An Educational Leader presentation as part of our professional development centred on 'Communication – Giving and Receiving Feedback'. The presentation included -</p> <ul style="list-style-type: none"> • How to create a safe and trusting culture • Establishing a balance of positive and improvement feedback • Normalising the behaviours of feedback within the organisation's culture

			<ul style="list-style-type: none"> • Looking at how as individuals we can commit to improving and accepting meaningful risks • Understanding the benefits of feedback • Introducing The Situation-Behaviour-Impact Model as a framework for giving feedback to others in a work context • Importance of defining the context (Situation), specifics (Behaviour) and how the other persons actions have affected you (Impact) • And reflecting on whether providing feedback for children is any different. <p>The presentation come from a change and the EL wanting to promote all staff to develop professional relationships and this included ways to provide feedback to staff without the person seeing it as criticism. How to provide feedback without it being taken personally. The EL identified that they needed to develop skills to manage the team. Staff worked together and looked at the aspects of the training and brainstormed examples relating to their work.</p>
160.	7.2 ET3	D/S	<p>The service has a Strategic Plan 2019-2022 which provides an executive summary of the service including –</p> <ul style="list-style-type: none"> • Reference to the five chosen strategic focus areas to deliver its vision • The services purpose statement and the meaning behind the purpose statement • The philosophy statement, the purpose of the philosophy statement • How the committee and parents can contribute to the discussions from their perspective, Situational Analysis – SWOT (Strength, Weakness, Opportunities and Threats) • The kindy focus areas and explanations of these areas - <ol style="list-style-type: none"> 1. Nature Play Provision 2. STEM 3. Sustainability within the kindy grounds 4. Social Justice 5. Reggio Emilia inspired teaching practices <p>The strategic plan was developed collaboratively with the Management Committee that is made of up parent volunteers, the Nominated Supervisor and Lead Educators for the purpose of providing a vision and direction for the service, providing tangible actions and targets and was developed through extensive discussions, research and reflection, understanding of internal and external stakeholders and how the services presence impacts the local community.</p> <p>The strategic plan was instigated by the Management Committee President at the time and one of the main reasons for this is that a weakness was identified each year a new committee is nominated and how could they effectively bring everyone up to date in a timely manner.</p>