



Holy Family Children's Centre QIP 2023

Holy Family Children's Centre

- Service approval number
- SE-00007556
- Acknowledgment of Country
- We acknowledge the Durug people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present, and extend that respect to all Aboriginal peoples.

Statement of Philosophy

- We value early childhood education as the foundation for lifelong learning. We believe that each child is a unique individual and should be viewed, respected, and treated as such. As the welfare and wellbeing of each child is paramount, we strive to provide holistic support of the child's exclusive requirements and interests in a nurturing, familial environment that fosters the child's development across all developmental domains. Through our social and physical environment, we welcome and include all, and seek to create a sense of belonging in our centre community. We celebrate the diversity and multicultural nature of the community in which we live and acknowledge the original custodians of this land and the Darug nation, on whose land we now stand, and we pay our respects to the Elders past, present, and emerging. Our staff team reflects a diversity of education, training, and life experience, as well as a range of multicultural backgrounds and languages. This supports children as they settle and build relationships, feeling a sense of belonging. Our families also reflect a range of multicultural backgrounds and languages. This diversity enriches the life of our service, and we strive to reflect this diversity throughout the centre, as well as in our programming and daily experiences we provide for the children. We recognise that partnerships with families provide us with invaluable information and that these partnerships are central to ensuring continuity and progression of learning and development for their children. Our partnerships with families are based on cooperation, support, and mutual respect for the roles we each play in the lives of their children. We develop and nurture these relationships through daily conversations and the sharing of information, ideas, knowledge, and strengths - using a variety of communication strategies and mediums. We encourage all families to participate within the centre according to their individual needs, interests, and availability. By having a parent committee, families are strongly involved in the running of our centre. We believe that the structure of our centre is part of what makes our centre so successful.

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- We provide safe, caring, and inclusive indoor and outdoor environments for children that:
 - Ensures each child feels a sense of belonging. Recognises their unique individuality. Stimulates, challenges, and encourages children's holistic development. Engenders a life-long love of learning. Facilitates their cooperation and active involvement. Fosters their independence, resilience, and self-confidence. We believe that childhood should be filled with fun, happiness, and laughter. Our educational approach is one of play-based learning, in which children can spend time playing and developing learning dispositions including: exploration, imagination, experimentation, curiosity, and risk-taking. We encourage children to engage in their natural environment, learning about respect, sustainability, and the benefits of a connectedness with nature. By allowing children time to take pleasure in the present moment, we support and encourage children's sense of being. The Early Years Learning Framework supports play-based learning and guides our program and our decision making and underpins our daily practices.

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- Our educational programs are reflective of emergent curriculum and adhere to guidelines set by [ACECQA](#), [National Quality Framework](#) and [The Early Years Learning Framework](#), taking the child's developmental level into account. Our programs are completed and implemented daily. Experiences at the centre afford children the opportunity to develop a plethora of skills in exploration, self-discovery, social interactions, and problem solving among others, in the overall attempt to set the children up for success. Educators at the Holy Family Children's Centre complete learning stories while observing the children and share these with parents and guardians upon completion. See children as unique in their own way and support their individuality through inclusion and respect of all individuals in the community. Recognise, support, and advocate the rights of all children, frequently listening to their voices and feelings. Become co learners with children, following children's ideas and valuing their knowledge.

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- As educators focus on the experiences of the ‘whole’ child, there is a large emphasis placed on nutrition and foods provided for the children on a daily basis. Mealtimes at the Holy Family Service are presented to the children in such a way that classifies them as an educational tool. Carefully planned and prepared menus align with guidelines for daily recommended intakes of the food groups, specifically referring to the needs of children. Our menus are reflective of cultural diversity and exposure and are respectful of preferences, allergies, and intolerances of the children. All food prepared for the children is fresh and prepared by our formally qualified cook. Children are encouraged to practice self-service of meals during these social experiences as a means of preparing them for their future. Mealtimes are integrated with other key learning areas such as dental hygiene. Staff at the Holy Family Service are dedicated professionals that value the importance of maintaining an optimum level of care and education for all children. It is of significance to highlight the fact that all staff working with children have obtained formal qualifications in the field of early childhood.

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- Independent of the qualification that they hold, the staff are consistently developing and refining their professional practices, attending additional training to keep abreast with and effectively address evolving issues within the setting. All staff strictly abide by a specialised code of ethics, ensuring that duty of care is successfully always honoured. Additionally, we draw importance to the advantageous staff-child ratios delivered at the Holy Family . The staff firmly adhere to staff-child ratios for all age groups in accordance with regulations. We place an extremely high value and importance on partnerships as a means of developing the best possible environment for children. Partnerships with families provide us with invaluable information relating to cultural backgrounds and heritage. Carers strive to build relationships with families based on co-operation and a mutual respect for the reciprocal roles that each play in the lives of the child. Partnerships with families are developed through daily discussion, newsletters, and meetings. Moreover, The Holy Family 's open door policy aims to facilitate an open flow of communication while maintaining confidentiality and respect of the privacy and wishes of each family, resulting in the highest levels of customer service.

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- Partnerships with industry professionals assist staff development and expansion of the curriculum to meet the individual and collective needs of all children. Needs based on cultural identity, additional support education and medical interventions which all require greater individual knowledge and supported cooperative teams, assures all children are facilitated in an inclusive environment as best as possible.
 - We believe that early childhood is a celebration of learning and honour of diversity that when valued and nurtured appropriately, fosters individuals that can positively contribute to their community and the greater society.

Strengths

With reference to the three exceeding themes: 1. Practice is embedded in service operations 2. Practice is informed by critical reflection 3. Practice is shaped by meaningful engagement with families and/or the community

- **Quality Area 1: Educational Program and Practice**
- Practice is embedded in service operations: The Early Years Learning Framework (EYLF) is used to guide our educational planning. Planning occurs on a weekly basis based upon the knowledge of the student's needs, interest and background. Routines are developed to ensure a range of inside and outside experiences are available each day and maximise staff strengths and reflect the needs of the group. Flexibility within routines allows for responsive change according to the needs of children. Explicit teaching of routine occurs and is reinforced throughout the year. Each child has an individual learning document on Assessment containing work samples, photos and learning stories. Children with additional needs have an individual student support plan with individualised goals that are planned with families and reviewed each term. Staff intentionally engage in planning and reflective practice discussion and record their ideas/knowledge for future planning purposes. Teachers receive coaching and mentoring from Educational Leader and Nominated Supervisor and speech Therapist.

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- Practice is informed by Critical Reflection: Planning occurs on a weekly basis and the program includes a balance of intentional teaching and has flexibility to adapt to the needs, interests and backgrounds of the children. Staff use a variety of strategies to gather information about children's skills, interest and knowledge including audits (e.g. levels of questioning, individual parent's interviews , observations, learning stories, portfolio tasks and floor books) . Staff reflect regularly on children's learning, interests and development to inform future planning. Decisions about intentional teaching are made through staff knowledge of students through audits, observations, jottings evidence, and from formal assessments from support providers (e.g. speech pathologists). Activities and programs are flexible, open ended and modified to meet the constantly changing needs and interests of the children. The resources and learning spaces provided aim to promote students to use their creativity and imagination. Children's requests for resources and teachers scaffolding of ideas through questioning and discussions enhance children's agency of voice. Children are given opportunities to make independent play choices that follow their interests. Reflection times are included to allow children to share their ideas/request in a routine manner. Analysis of formal assessments (e.g. levels of questioning) occurs to identify individual and group skills.

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- Practice is shaped by Meaningful Family and/or Community Engagement: Planning occurs on a weekly basis based upon the knowledge of the child's needs, interest and cultural/linguistic background. Information is gathered about children and their backgrounds from initial contact/enrolment meeting and throughout their enrolment. Staff are intentionally employed from a variety of cultural backgrounds to support and strengthen our ability to connect with families and children.

Strengths

With reference to the three exceeding themes: 1. Practice is embedded in service operations 2.

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- **Quality Area 2: Children's Health and Safety**

- Practice is Embedded in Centre Operations: Relaxation and mindfulness activities are incorporated into the daily program. Children's comfort and wellbeing needs are supported by staff in a positive, caring manner. The environment is set up to provide spaces inside and out for quiet and rest times. Staff are supportive, caring and respectful when supporting children with toileting routines and changing of clothing. All preschool staff know how to access the first aid cupboard and record first aid responses. Emergency medication, health care plans for children are developed and recorded as needed. There is always someone on site with the appropriate level of First Aid, Asthma and Anaphylaxis training certificates and most staff in the preschool have current first aid qualifications. Any medications required on site are stored safely as per their instructions. Safe behaviours (e.g. hygiene- washing hands, sun safety, moving and interacting safely) are explicitly taught to students, regularly reinforced and modelled by staff. Plastic gloves, wipes, antibacterial hand gel is supplied for first aid use and changing. Staff follow Department of Health policies in responding to infectious disease.

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- Physical activity is promoted and each day planned and spontaneous activities are provided. Gross motor skills are supported by intentional choices of equipment set up for outside play and for children to challenge themselves or test their confidence, with support from staff. Covered areas provide protection for play to continue in wet weather as well as sun protection in summer. Fine motor skills are incorporated in a wide range of activities providing options for individual choice, capabilities and scope for improvement. Healthy eating is embedded in the service program, and posters and information sheets are displayed for families. Hot weather and wet weather policies are in place and implemented. Sun safe hats are provided for children upon enrolment. Children apply sunscreen after lunch (when UV rating is high) and are required to wear sun safe clothing in accordance to the sites specific Sun smart Protection Procedure. Evacuation /lockdown procedures are displayed within the preschool. All staff members are aware of their responsibilities and are mandated reporters and trained in Responding to Abuse and Neglect. The Child Protection Curriculum is taught by trained staff throughout the year. Policies, practices and approaches to manage children's health and wellbeing needs are reviewed and updated regularly. Staff conduct risk assessment for incursion, excursion and other learning opportunities as required.

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- Practice is shaped by Meaningful Family and/or Community Engagement: Children's health and dietary needs are supported by collecting information from families at the time of enrolment. Staff will support families who need ongoing support to seek medical advice and allied health support for their children.

Strengths

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- **Quality Area 3: Physical Environment**
- **Practice is Embedded in Centre Operations:** The outdoor learning space is flexible in its design and it is fenced and safe. It is large and allows for plenty of protection from the sun with natural tree shade, a deck with a veranda and a shade cover over the sandpit. The sandpit is covered daily and is raked and sprayed with sanitiser as necessary. Approved impact absorbing material is spread beneath climbing equipment and this is topped up regularly to meet regulation standard. The service is sprayed annually to control bugs and has a regular tree audit. Furniture is the appropriate size and height for children to be able to access resources and spaces in a safe and effective manner.

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- A cleaner cleans the floors, table tops and bathrooms daily. Resources are stored in tidy areas and cleaned regularly. Intentional gross motor equipment is set up daily. The outdoor area has a combination of grass, bark, concrete and paved areas. Different areas are created to provide a variety of play options - passive, energetic or creative, and inside activities can often be followed through outside - role play, dressing up, construction and painting. Our preschool is well resourced with materials and equipment to cater for a broad range of children's' interests and developmental stages. Many opportunities for loose parts play and exploring natural environment and sustainability are included in the learning program. Each child has their own locker, communication pocket and hat pocket to develop their skills in managing their belongings. Children are supported to become environmentally responsible by planting, watering and putting rubbish in the bin. Children are aware of their impact on the environment.

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- Practice is informed by Critical Reflection: WHS issues are discussed at team meetings as required. Daily safety checks are conducted and recorded for the outdoor space. Children are given opportunities to select their own activities and resources under close supervision. Staff extend children's interests and play by scaffolding with these resources, finding information and materials and giving opportunities for the play to continue on in subsequent sessions. Educators plan a balanced range of activities outside to embrace all areas of the curriculum and ensure varying levels of physical competency are catered for. We provide both natural and processed materials and resources for children to explore and use in their play. Learning spaces are flexible and regularly reorganised to stimulate children's play.

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- Practice is shaped by Meaningful Family and/or Community Engagement: A sense of belonging is created for all children and families through the inclusion of resources, display and learning activities that represent the diverse background in the community. For example, artworks and artefacts from different cultures are used.

Strengths

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- **Quality Area 4: Staffing Arrangements**
- Practice is Embedded in Centre Operations: staffing ratios are maintained at all times. As a category 1 preschool our ratio is 1:10. Across the week our preschool team consists of 2 diploma trained staff and an early childhood educator , Our toddlers and infants team consists 3 diploma trained staff and one certificate 3 staff member . Staff roster are always on display and adapted when required to suit the needs of children. Phone calls and inquires go through the front office to reduce interruptions staff during learning sessions. A member of the service team is always available to come and provide additional support with children or families with challenging needs/complex behaviours. Teachers have opportunities to plan collaboratively through common non-contact time/admin time at the end of days and at team meetings. The Children who require additional support at the service are supported primarily by only 1 or 2 support staff who have a detailed understanding of individual learning goals, interests, and backgrounds. Administrative time for staff is planned for and primarily occurs outside of contact hours with students. The staff culture is one of authentic collaboration; staff are flexible and responsive in their support of each other, children and families. All staff have a professional development plan and regular meetings with their line manager.

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- Practice is informed by Critical Reflection: Preschool educators have team meetings to share knowledge and information about children, families and community matters. Additional Staffing to support children with additional needs is timetabled to suit the needs of the students (i.e. separation from family, during group times). Staff recognise and acknowledge each other's strengths and utilise these in the preschool. Practice is shaped by Meaningful Family and/or Community Engagement staff conduct themselves in a professional manner and work honourably with families. Family Committee has established in 2023 to engage families and communities in our service operation.

Strengths

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- Quality Area 5: Relationships with Children
- Practice is Embedded in Centre Operations: Staff interact with children in a warm and caring manner that builds positive relationships with students and families. Each child is allocated a teacher and if applicable a primary support worker , to enable children to develop strong relationships. These staff get to know children on an individual level and work to support and plan for their needs, interest and skills. Staff timetables have been developed to provide a consistency of educators for children. Staff sit with children during eating times to promote conversations. Service support (additional funding) is accessed to help support children with identified additional needs. Consideration is given to the layout of the learning spaces to ensure all children have access to spaces and resources to meet their interests and needs. Daily routines are explicitly taught, are consistent and encourage children to develop their independence. Toileting support is provided in a sensitive and private manner. Where possible children are guided and supported through the process of changing themselves. Consistent and non-judgmental language is used by staff to address unsafe and unsettled behaviours by children. Staff focus on redirecting and re engaging student if they display heightened or unsafe behaviours. Explicit teaching of social skills and routines based upon the school values and Service philosophy is integrated into the Service program.

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- Practice is informed by Critical Reflection: Staff know how to balance stepping in and supporting children and when to step back and observe. The staffing profile includes staff from the major cultural groups of our families. Children's voice is included in programming in various formats. Many opportunities are created for staff to engage in professional discussions (e.g. Team Meetings, Learning Team Meetings, morning debriefs) to ensure clarity of understanding, gathering of perspective and agreement on approaches. Practice is shaped by Meaningful Family and/or Community Engagement: Support for separating from families is handled sensitively and in close collaboration with families. Staff with strong relationships with particular children support them when they maybe unsettled or upset. Staff from culturally and linguistically diverse backgrounds enables stronger relationships, maintenance of home language and a deeper understanding of cultural practices. Staff work collaboratively with allied health providers to support children with additional needs. A variety of strategies are used to support communication with home language frequently used by bilingual staff. To enhance a sense of belonging, each child has their name and photo on display. All staff respect the diversity of the community and engages in respectful relationships with families. Session time allocation takes into consideration existing friendships, language needs and family connections. Children participate in workshops, learning opportunities (e.g. songs, stories) to develop their awareness and understanding of cultural diversity.

Strengths

With reference to the three exceeding themes: 1. Practice is embedded in service operations 2.

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- Quality Area 6: Collaborative Partnerships with Families and Communities
- Practice is Embedded in Centre Operations: Enrolment information is entered into family emails. Transition visits to the service during operational hours supported by staff and management. A Statement of Learning for each child is utilised as a valuable source of information by staff . Practice is informed by Critical Reflection: Some children may benefit from an individual plan to cater for their needs and strengths . Additional speech pathologist time is bought in to support children to identify and assess at risk children, develop individual, small group and large group speech and language programs in response to the data, and then to mentor staff in implementing these programs. Student support plans are written for any children with additional needs to ensure their needs are being planned for and included in the preschool program.

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- Practice is shaped by Meaningful Family and/or Community Engagement: An orientation visit and parent information meetings are held in February and November each year. Families are given 1:1 time with staff . Important information about the family and child's socio-cultural and linguistic backgrounds is gathered, including information about the family's literacy skills in English (and other languages as relevant). Decisions are made about future communication avenues for each family. Clear information is given to families about the service. The Ongoing formal and informal processes are used to connect and communicate with families. Daily messages, floor books, newsletters, surveys, conversations and photo displays. Staff take time to talk and listen to families. Knowledge about families is respectfully shared across the service as appropriate. Families are invited to open days and special events. Volunteer policy and process is set up to encourage family and community members to be involved with our service . Varying formats are used to gain feedback including conversations, meetings, feedback sheets. Newsletters are shared on a monthly basis with families via appessment.

Strengths

With reference to the three exceeding themes: 1. Practice is embedded in service operations 2.

Practice is informed by critical reflection 3. Practice is shaped by meaningful engagement with families and/or the community

- Quality Area 7: Governance and Leadership
- Practice is Embedded in Centre Operations: The philosophy statement is displayed in service . Holy Family Children's Centre has a designated office space for administration work to be completed, documents to be stored and confidential meetings to be held. Data is entered into appsesment , children's records regularly. Attendance of children is managed through our sign in and out processes that are then entered into our system electronically. All staff and volunteers comply with required training . Excursion requests and Risk Assessment are managed by a nominated supervisor and team Holy Family Children's Centre. Staff qualification records are maintained and kept up to date . Critical incidents and injuries are documented and reported to The Department and/or regulatory authority as required. The Service has an induction policy in place. All new staff undertake induction. Relief educators receive initial induction as part of the sign in procedures. The leadership team meets weekly to discuss matters at a whole site level. All service educators are line managed by the Early Years Learning Framework and supported with the Personal Development Plan process.

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- Practice is informed by Critical Reflection: The site's philosophy statement is developed from information gathered from staff and families. A cycle for self-assessment of the QIP is in place. Review of the QIP is embedded into the service teams' ongoing work. Each term staff collaboratively undertake a self-review of 1 section of the QIP in team meetings. Reflection and review of Key Improvements is a focus area in each staff meeting . A service policies and procedures are in place. Reflection on practice, process and student development is the core of our work. For example, individual - 1:1 meetings with families; group - weekly reflection discussion in planning meetings; Preschool review of processes or practice in team meetings; and Site end of year review days. Feedback is provided to all staff through the Personal Development Plan process; formal processes (e.g. written, 1:1 meeting); and informal process (conversations, modelling). Practice is shaped by Meaningful Family and/or Community Engagement: Information from annual preschool based surveys is also used to refine the philosophy statement. The highly effective relationships educators develop with our families have been key to our ability to work through any concerns and issues. Parents are regularly informed of the preschool learning program, and events through written and verbal communication.

Quality Improvement Plan for Holy Family Children's Centre

- **WE BELIEVE IN CONTINUOUS IMPROVEMENT**
- Holy Family Children's Centre has a commitment to continuous improvement and maintains a culture of ongoing learning, reflection and self-assessment. We are committed to Exceeding the National Quality Standards through implementing effective self-review processes in consultation with children, families and the community, that enable our team to continuously reflect upon and improve our policies, procedures and practices. This in turn enables delivery of high-quality practices from our management and educator teams, which contributes directly to improved learning outcomes for children.

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>Goal:- For children to create their own code of conduct and express their voice in the program. Improve children's ability and confidence to become independent communicators using purposefully constructed and conveyed language and literacy enriched messages.</p> <p>Strategies:- Explicit and intentional teaching of phonological awareness based on staff knowledge of students through audits, observations. We have Introduced PreLit early literacy preparation program a systematic, skills-based program that lays a sound foundation for children to learn to read. It provides early childhood teachers with the tools necessary to teach pre-literacy skills and concepts in a fun and engaging way, focusing on phonological awareness and oral language development through structured storybook reading.</p>	<p>1.1.2Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.</p>	<p>February –December 2023</p>	<p>Code of conduct – for educators to create it with children and display it in the room – to reflect on it together with children .</p> <p>The program is systematic, skills-based and taught in a hierarchical sequence, and designed to complement a play-based learning environment. There are 108 short, clearly prescribed lessons that incorporate different types of phonological awareness activities and oral blending and segmentation activities.</p> <p>Various activities are presented in a game format and lessons are cumulative with children progressing through the program at their pace and developmental level. Each activity is 15-20 minutes</p>	<p>Nominated supervisor Early childhood teacher , room leader, Preschool room educators.</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>Goal:- Educators need to be deliberate, purposeful, and thoughtful in their decisions and actions</p> <p>Strategies:- Educators to receive coaching from site-based to support explicit and intentional teaching of age-appropriate vocabulary development that includes context and meaning</p> <p>Success criteria <i>Increased confidence of staff to plan for, respond to and assess children's oral language learning.</i></p>	<p>1.2.1 Educators are deliberate, purposeful, and thoughtful in their decisions and actions.</p>	<p>PreLit PD Workshop via Videoconference (AEDT) on 22 February 2023 22 February 2023, 9:00 am - 3:00 pm AEDT</p> <p>Training to be implemented in delivering PreLit Program in preschool room and toddlers room . February-December 2023.</p> <p>PreLit conference 8-3-2023 Nominated supervisor and Educational leader have received training of how to deliver PreLit 36 lessons this year 2023.</p>	<p>PreLit Professional Development Workshop.</p> <p>Completing PreLit Professional Development Workshop will contribute 5 hours of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Delivery and assessment of NSW Curriculum addressing standard descriptors 2.1.2, 3.2.2, 2.5.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.</p>	<p>Nominated supervisor Early childhood teacher , room leader, all educators . Nominated supervisor deliver the PreLit Program in Preschool room and share the progress notes on Apessment with families and educators. Educators reflect and think deeply about an interest , issue, event, or practice from different perspectives. Being honest about all aspects of practice including elements that are positive and those that are of concern, monitoring pedagogy and curriculum as part of a cycle of continuous improvement. Listening to and learning from others.</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>Educators in the room to assess and share with children the resources that were received by families to reflect their cultural backgrounds.</p> <p>Strategies:- Educators to invite families to share multicultural activities with children. Educators to critically reflect on the activities and put together a plan for improvement and discuss the success measure.</p> <p>Ongoing critical reflections between staff. Room meetings . Inclusive environment. Child's voice is evident in the program. Family input .</p>	<p>1.1.2 Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.</p> <p>1.1.3 All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Upon enrollment we gather information about children's culture, family and medical/support needs. This assists us in our knowledge of and understanding of the child and their family background and culture.</p> <p>Families are encouraged to share cultural ideas, celebrations, hiper links , with cultural celebrations that reflects their back grounds customs and beliefs.</p> <p>The program includes, planned experiences, targeted learning/children, new ideas and spontaneous. Utilising EYLF, literacy and numeracy indicators to ensure curriculum is inclusive, play based, builds on children's interests and provides a balance of intentional teaching and spontaneous learning experiences.</p>	<p>Monthly New chart is shared with families. Families are encouraged to send news from home to build on each child's knowledge, strength, ideas, culture, abilities and interest . Educators use the information sent by families towards planning an educational program .</p> <p>Individual child's program (Inclusion support program) is in practice , evaluated and reflected on at all times .Wet weather outdoor program has been implemented to allow children to practice their fundamental movements in a wet day while staying indoors . Children are encouraged to share with their peers photos and videos from home to promote public speaking. Families post news from home via appessment to share with educators topics of child's interest. Educators use the information that was sent by families to build on child's interest in the program .</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>For educators to encourage children to make decisions about ; program, routine, and physical environment.</p> <p>Strategies:-</p> <p>Implement an Inquiry Approach that allows us to gain an understanding of children’s knowledge and theories as well as to deepen understanding of a topic and guide exploration and development of the children’s learning .</p> <p>The Inquiry Approach allows us to scaffold children’s learning with a deeper level of understanding and higher level of engagement to build on children’s dispositions for learning .</p>	<p>1.2.2 Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.</p>	<p>Ongoing</p>	<p>Educators respond to children’s ideas and play by observing children, working alongside and with children when asked, and by following interests.</p> <p>Individual child plan of interests.</p> <p>Map Display – of individual interests in the rooms that clearly reflects on child’s interest.</p>	<p>Educators to practice active listening to each child in the room.</p> <p>Educators to document individual interests .</p> <p>Educators to display individual interest.</p> <p>Educators to plan activities that include individual child’s interest in the program.</p> <p>Educators to evaluate individual interests and to extend on the interest.</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>Educators engage children in varieties of decision-making activities . Monitors for each room – In consultation with children, we have created a monitoring system to promote sustainable living and decision making by each child .</p> <p>Strategies:- Educators to promote self regulation and decision making by engaging children in a daily activity called " Room monitors" . Children who represents these roles are encouraged to make a decision to promote the following on a daily basis:- –Sustainability in the room - Sunscreen and sun safety awareness, Physical environment –Safety-Support& Wellbeing – and Mental health.</p>	<p>1.2.3 Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.</p>	<p>Ongoing</p>	<p>1-Water safety monitors-(children) Pictures of leaking tabs. Pictures of droughts and how it affects our life. Resources to explain how to save water.</p> <p>2-Sun safety monitors-(children)</p>	<p>Educators to allocate a child to be responsible of the leaking water tabs in the bathroom and make sure that they are turned off properly to avoid wasting water. Educators to explain to children how to recycle water after each meal? While watering our garden.</p> <p>Educators to explain to children the importance of sunscreen and making sure that children are engaged in a meaningful discussion on a daily basis. Educators to allocate a child to be responsible of sunscreen station and encourage his/her peers to apply sunscreen before playing outside to avoid the risk of sun burn. A monthly chart with children's names is on display in the rooms to make sure that all children have been encouraged to take an active role in decision making and taking care of their peers and their environment.</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>A monthly Cycle of planning and learning for an individual child.</p> <p><u>Strategies:-</u></p> <p>Critical reflection involves closely examining all aspects of events and experiences from different perspectives, with a focus on implications for equity, inclusion and diversity.</p> <p>Families are informed of the program via Appessment . Program is also displayed on the designated area for programming in each room. Families are invited to contribute their ideas and thoughts about the program.</p>	<p>1.3.1 Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.</p> <p>1.3.2Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.</p> <p>1.3.3 Families are informed about the program and their child's progress.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>*Children’s observations. *Cycle of learning for each child. *Inclusion support plan for children who have been diagnosed with autism /delay.</p> <p>Reflection forms. Diary reflections. Personal reflections. Team reflections. Critical reflections .</p>	<p>Each educator has some focus children. This helps in planning strategies and experiences for individual children, groups of children to either extend or support. Planning can also include input from families and also in relation to a community event or special day/experience.</p> <p>Educators are regularly provided with projects and opportunities to engage with the process of critical reflection.</p> <p>Daily curriculum printed out and displayed, within the rooms, children’s portfolios on Appessment , phone calls, Centre email and signage.</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>Flexible child initiated routines in consultation with families.</p> <p>Strategies:- Babies eat and sleep routines varies to accommodate children's needs in consultation with families- (All about me forms).</p> <p>Educators to observe children with any signs of illness . Educators to contact families to pick up children if needed . Children who display signs of illness might be excluded until no symptoms. Doctor's clearance might be needed subject to the type of illness . Signs to be shared with families to advise how to stay healthy and hygienic with their children at home</p>	<p>2.1.1 Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.</p> <p>2.1.2 Effective illness and injury management and hygiene practices are promoted and implemented.</p>	<p>Ongoing</p>	<p>* Child's routine to be shared with families on appessment .</p> <ul style="list-style-type: none"> • All about me digital forms to be shared with families at the time of enrolment. • Room leaders to share child's routine with educators . <p>* Illness registration record .</p> <ul style="list-style-type: none"> • Medical updated action plan . • Medication folder . • Illness policy and procedure. 	<p>Educators using the information about children's care routines at home to change practice and better meet children's needs.</p> <ul style="list-style-type: none"> • All educators. • Educators are up to date with their trainings such as :- First aid/CPR/anaphylaxis /and child protection.

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>Healthy eating and physical activity programmed, encouraged and promoted. Strategies:- Healthy food policy. The service menu has been designed based on the Australian Dietary Guidelines. Adapt a professional program that support children to maintain healthy habits .</p> <p>Am/Pm safety check list Covid-19 safety plan. Insects safety plan. Monthly Safety checks of buildings, equipment and general environment including trees.</p>	<p>2.1.3 Healthy eating and physical activity are promoted and appropriate for each child.</p> <p>2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.</p>	<p>Ongoing</p>	<p>Summer menus. Winter menus. Cooking project with families and children. Educator’s project with children “Kristy the Kale” JNA – Sports program that builds on children’s movements and fundamental skills. Indoor safety plan. Outdoor safety plan. Maintenance reports . CEO reports. Risk assessments . Nut aware Policy, Sun Safety Policy, Water Policy, Medication Policy, Interactions Policy, Risk assessment in place for incursions and excursions.</p>	<p>All educators</p> <p>Nominated supervisor All educators</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>All staff / and children to be aware of the emergency evacuation procedure.</p> <p>Strategies:- Regular evacuation drills are held every month on different days to make sure all staff/children are familiar with evacuation procedures. Hazards and risks are recorded, assessed and actioned. Emergency procedures displayed at all exits. All educators understand their role and responsibilities. When an emergency incident occurs, our service inform NSW Regulatory Authority as soon as reasonably practicable, and no later than 24 hours after the incident .Risk benefit assessments are regularly completed by educators with the setup of new experiences and opportunities.</p>	<p>2.2.2 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.</p> <p>2.2.3 Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.</p>	<p>Once a month .</p> <p>Ongoing</p>	<p>Emergency box with different scenarios, for educators to practice evacuation with children according to the scenario . Emergency evacuation plans displayed on each emergency exit.</p> <p>Child protection training . WWCC. Safety program in place starting from January 2023. Risk management policy in place.</p>	<p>All educators.</p> <p>All educators. All educators have updated training in Child Protection and understand procedures . All related documentation is kept in the office. All educators have current Working with Children Checks</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>To maintain a safe outdoor environment.</p> <p>1- Pallets outdoors close to the outdoor fence and there is a high potential of a climbing hazard. Strategies:- Pallets need to be removed immediately .</p> <p>2-Trees outdoors need to be trimmed to avoid any risk or children getting injures . Strategies:- Arrange for the trees to be trimmed as soon as possible .</p> <p>3- To have a safe indoor environment , doors are not able to be closed properly , toddlers run and leave their room to preschool room. Strategies:- Get rid of the adjustable wall between two rooms and have a permanent wall with two new doors that can be closed properly</p>	<p>ELE3.1.1 Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.</p>	<p>Immediately</p> <p>Immediately</p> <p>Immediately</p>	<p>Maintenance team/CEO.</p> <p>CEO/contractor.</p>	

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>Indoor environment – Furniture looks old, children’s tables have cracks and do not look well maintained .</p> <p>Strategies:- <u>Improve indoor physical environment .</u> Order new; Tables/chairs/lockers/high chairs for babies. <u>Kitchen;</u> Order new electrical appliances and equipment. <u>Laundry;</u> Order new washing machine.</p> <p><u>Tag any broken equipment for maintenance.</u> All equipment /toys /and furniture to be cleaned and disinfected on a daily basis.</p>	<p>ELE3.1.2 Premises, furniture and equipment are safe, clean and well maintained.</p>	<p>November 2023-December 2022</p> <p>Ongoing</p>	<p>MTA (Modern Teaching Aids).</p> <p>Kmart.</p> <p>Good Guys.</p>	<p>Nominated supervisor.</p> <p>Nominated supervisor.</p> <p>Nominated supervisor/CEO.</p> <p>All staff .</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>Safe and organised outdoor and indoor environment. Indoor and outdoor environment are safe for child's exploration and play at all times. Strategies:- Spaces indoor and outdoor are inclusive to support every child's participation . Outdoor environment needs urgent maintenance – request has been sent to CEO for urgent attention.</p> <p>Resources, materials are sufficient for all age groups to enable every child to explore and investigate. Store rooms –check list . Individual child-check list. Parent's check list. Staff voice .</p>	<p>ELE3.2.1 Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.</p> <p>ELE3.2.2 Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning</p>	<p>On going</p> <p>To be actioned immediately.</p> <p>Ongoing</p>		<p>All staff.</p> <p>All staff.</p> <p>CEO /maintenance team.</p> <p>All staff.</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>Strong staffing team, consistent and committed to developing strong partnerships with families</p> <p>Strategies:- Employ regular staff to ensure greater understanding and knowledge of the Centre practices, children and families and the learning program.</p> <p>Staff have the opportunity to plan together both informally and formally via staff meetings, ensuring the individual needs of children are reviewed, plans are developed collaboratively and opportunity for team training. Educators contribute to the QIP, staff meetings, planning and review of policies, Philosophy statement and training days. Information for staff is also through staff communication book, and emails.</p>	<p>ELE4.1.2 Every effort is made for children to experience continuity of educators at the service.</p> <p>ELE4.2.1 Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.</p>	<p>Ongoing</p> <p>Ongoing</p>		<p>All staff</p> <p>All staff.</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>For educators to keep their professional standards up to date at all times .</p> <p>Strategies:- Educators attend training and development where possible and engage in reflections to improve practices. Through collaborative discussions educators challenge and affirm existing practices with a lens of continuous improvement. Educators are accessible to the children, families and each other. All educators have access to including their own folder of EYLF, NQS, National Regulations and Guide to NQS, Educators Guide to EYLF, policies and procedure and other documents which are embedded in our practice, interactions and relationships.</p>	<p>ELE4.2.2 Professional standards guide practice, interactions and relationships</p>	<p>Ongoing.</p>	<p>Staff photos are displayed and educators are available for formal and informal interactions with families.</p> <p>The philosophy and the Early Childhood Australian Code of Ethics is discussed/ reviewed every year collaboratively using the lens of our practice.</p> <p>All staff are clear about their roles and responsibilities during the day/week and ongoing responsibilities. Educators collaboratively engage in ongoing discussions about their practices where all voices are encouraged and listened to. Educators believe that relationships form the basis of a good working environment and acknowledge each other's strengths and skills.</p>	<p>All staff.</p> <p>All staff.</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>For educators to always focus on relationships with both children and families to meet their needs.</p> <p>Strategies:- All educators to be on the floor to greet children and their families each morning, being warm, welcoming and accommodating to children's and families feelings. Listening to children and responding promptly and appropriately to their needs and concerns comforting children when required. Environment strives to be relaxed and calm. Implementing the " SAFETY" Child Protection Program, reinforcing to children that educators are here to keep all children safe.</p>	<p>ELE5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p>		<p>Books/observations/evaluations /child's report/child's goals and critical reflections that will assist staff to <u>do the following</u>:-</p> <p>*Listen to children's voice and acting upon it, support collaborative and respectful relationships between adults and children.</p> <p>*Educators and children share their knowledge, and learn together.</p> <p>*Understanding and encouraging children to communicate their thoughts and ideas, and educators always listening to children and acting effectively and accordingly.</p>	<p>All staff.</p> <p>All staff.</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>For children to feel safe, supported and self regulate.</p> <p><u>Strategies:-</u></p> <p>Educator’s model and support children to understand the feelings and rights of other and create a culture of inclusion. Educators use positive language and a calm tone when redirecting children and speak at their level. Educators respond promptly to disruptive behaviour and to conflict between children and use it as an opportunity to support children in consequences and outcomes.</p>	<p>ELE5.1.2 The dignity and rights of every child are maintained.</p>	<p>Ongoing</p>	<p>SAFETY – series books.</p> <p>Books.</p> <p>Code of conduct .</p> <p>Child’s rights.</p> <p>Room code of conduct.</p> <p>Service philosophy.</p>	<p>All staff.</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>In supporting children to develop and grow self-regulation skills.</p> <p>Strategies:- Children to learn how to respond appropriately to the inappropriate behaviour of others with strategies such as; saying ‘Stop, I don’t like it!’ and seeking help from other peers or an educator if that child does not listen to them.</p> <p>Children are also intentionally learn about emotions and appropriate/inappropriate responses to inappropriate behaviours/emotions and to stop and think before acting on strong feelings as well as given strategies to calm down if feeling scared or angry, such as ‘taking 3 deep breaths’ or seeking out a quiet calm area.</p>	<p>ELE 5.2.2 Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Self Regulation strategies. • Staff training on self regulations. 	<p>All staff.</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>For families to be encouraged to provide information about their child.</p> <p><u>Strategies:-</u></p> <p>Enrolment procedure where families are encouraged to provide information about their child.</p> <p>An open-door policy where families are welcome to visit or contact educators during the day.</p> <p>Where applicable, specific medical and culture requirements are discussed in detail and appropriate documents distributed for parent information and assistance.</p> <p>The service requires families to complete a medical plan for all children who have a medical condition.</p>	<p>ELE6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions.</p>	<p>On going</p>	<p>All staff.</p>	

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>Families are advised that action plans need to be updated annually and asthma plans need to be updated every 6 months . During the enrolment process if it is identified that the family does not have literacy or language skills to understand or complete enrolment forms, educators will try to accommodate the family by identifying the language they speak and find an educator at the service that speaks same language, or alternatively consult with a staff member within the organisation who can speak the language.</p>				

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>Families to take part in our curriculum and to share with us their goals, values and expectations for their child.</p> <p>Strategies:- Families are encouraged to contact the service whenever they need to, during their child's first few days as it is comforting for them to have an update on their child settling into a new place. Families to be encouraged to take part of the educational program . Family interviews during the year to discuss plans for child's development.</p>	<p>ELE6.1.3 Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.</p>	<p>Ongoing</p>	<p>Families are supported through agencies KU inclusion education. KU's Education Support Team supports our centre with the inclusion of children with additional needs, this may include children with diagnosed disabilities, challenging behaviour, or social and emotional difficulties, as well as supporting families and educators when they have concerns about a child's development.</p>	<p>All staff</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>For families to be updated with any changes in the service or room and staff responsibilities in the room.</p> <p>Strategies:- Regular and effective communication via appessment, or family emails. Children are encouraged to a smooth transitioning for a better settling in a new room's environment.</p> <p>For families to be encouraged to represent their cultural beliefs , and child's concerns and needs.</p> <p>Strategies:- Multicultural competitions.</p>	<p>ELE6.2.1 Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.</p> <p>ELE6.2.2 Effective partnerships support children's access, inclusion and participation in the program.</p>	<p>Ongoing.</p>		<p>All staff.</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>Support families and children with additional needs.</p> <p>Strategies:- KU inclusion support agency who helps the Centre to establish strategies to help support families and children with additional needs .</p> <p>Family meetings.</p> <p>Individual child's program. Re-implementing Speech pathology work sheets for individual children.</p>	<p>ELE6.2.3 The service builds relationships and engages with its local community.</p>	<p>Ongoing</p>	<p>KU Inclusion support – case worker Fiona.</p>	<p>Nominated supervisor and all staff.</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>For the service to have a revised philosophy that reflects on;</p> <ul style="list-style-type: none"> -Child's voice. -Staff voice. -Families cultural beliefs and voice. <p>Strategies:-</p> <p>Meeting with families and provide a draft copy of the service philosophy .</p> <p>Encourage families to express their cultural beliefs and voice through artistic way.</p> <p>Staff to be encouraged to share their voice in philosophy.</p> <p>Children to be encouraged to share their voice in philosophy.</p>	<p>ELE7.1.1 A statement of philosophy guides all aspects of the service's operations.</p>	<p>January /February 2023</p>		<p>Nominate supervisor/staff.</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>Records and information are stored appropriately to ensure confidentiality , are available from the service and are maintained in accordance with legislative requirements. Relevant records are kept and retained for the required period of time. Hard copies of child enrolment forms are kept in a locked cupboard . mandated reports are kept in a locked drawer. Designated responsible person is on display daily in the noticeboard containing the other prescribed information. Accident, injury and / or illness records are kept in a designated folder. Records of staff/ volunteer relevant history screening and qualifications are kept in a designated folder.</p>	<p>ELE7.1.2 Systems are in place to manage risk and enable the effective management and operation of a quality service.</p>	<p>Ongoing</p>		<p>Nominated supervisor and all staff.</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>Continuity of educators is valued. Employment of the same educators is maintained wherever possible. Educators rosters provide continuity on a day to day basis. Good communication between educators to pass on information helpful to maintain secure relationships with children. Educators celebrate success together- child achievement, milestones, gaining qualifications. Team building and staff morale is positive- birthdays, end of year celebrations, encouragements. Staff are empowered to drive their own professional learning pathways consistent with individual professional interests as well as centre priorities.</p>	<p>ELE7.1.3 Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.</p>	<p>Ongoing</p>		

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>Detailed and extensive quality improvement plan has been written after review of every element.</p> <p>Numerous initiatives to attract and retain staff including ,development opportunities, exceptional facilities and wellbeing focused initiatives.</p>	<p>ELE7.2.1 There is an effective self assessment and quality improvement process in place.</p>	<p>Ongoing.</p>		<p>All staff.</p>
<p>Educational leader works collaboratively with educators to mentor educators and provide curriculum direction and to ensure the children achieve the outcomes of the approved learning framework. Educational leader discusses with the room leaders in each room and become familiar with their planning and documenting.</p>	<p>ELE7.2.2 The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.</p>	<p>Ongoing.</p>	<p>Comprehensive induction of new staff, students and volunteers including an information handbook, tour of the site and introduction to all staff.</p>	<p>Nominated Supervisor/educational leader and all staff.</p>

Goal /Strategies to achieve it .	NQS Links	Timeline	Resources	Responsibility
<p>All educators participate in training and development and are committed to improving their skills and knowledge to increase children learning outcomes.</p> <p><u>Strategies:-</u></p> <p>Educators prepare performance plans each year where they set goals for further improvement and development, outline how they will achieve their goals and review progress over time.</p>	<p>ELE7.2.3 Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.</p>	<p>Ongoing</p>		<p>All staff .</p>

Progress notes

Meeting date	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.	Impact (are we improving learning outcomes?) Enter the evidence of impact of your actions on children's learning against success criteria.	Next steps

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National Quality Framework Responsibilities

NQS links	Task	Steps involved	Timeline	Responsibility	Resourcing	Completed
	This will be worked through in 2023 with educators Holy Family Centre					

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What progress have we made? Have we achieved our goals?

Enablers: What factors have been critical for success?

Inhibitors: What factors have impeded progress? How will we work through this?

Recommendations: What are the next steps to take?

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Approvals

Approved by: Holy Family Children's Centre Director- Nominated Supervisor

Amani Ghali

17/1/2023

Approved by:

Approved by: