

## Service statement of philosophy

Please insert your service's statement of philosophy here.

Butterflies Childcare & Early Learning Centre was formed on the lands of the Wurundjeri People of the Kulin Nation. We acknowledge Aboriginal & Torres Strait Islander Peoples as the Traditional Custodians of this country and their connection to the land, water and community in which we operate. We pay our respect to them, their cultures and customs both past and present.

Butterflies Childcare & Early Learning Centre will provide a learning environment for children that is warm, nurturing, fun and stimulating. It will be safe, healthy and well supervised. We will foster children's development by motivating and inspiring children to be the best learners that they can be. We believe that children learn through play and need a balance of open ended commercial and natural resources to promote interactions, spontaneity, risk-taking, exploration, discovery and connection with nature. Educator's interactions with children will be positive, constructive and always encouraging. Educators will at all times role model the behaviours that we are teaching the children. Educators will acknowledge the uniqueness and potential of all children and meet the needs of each individual child. Educators will demonstrate understanding and acceptance when dealing with challenging behaviour.

Educators will be proactive in helping children build on the strengths and skills that they arrive at our service with and also identify areas of need and work together with each family to achieve individual milestones and goals.

Butterflies Childcare & Early Learning Centre will provide children with a regular routine where they will be given adequate time for meals and rest and will provide experiences which will give each child the opportunity to explore music and movement, language, science and art. Our programs will be led by the children's interests with opportunities for children to interact with nature and the world around them.

All children will have an equal opportunity to learn and will be respected and not discriminated against no matter what gender, age, ability, economic status, family structure, ethnicity, lifestyle, religion, culture or language. We will educate children about differences between children, families and communities and help to promote positive self-esteem in all children. We will ensure families with additional needs are included and will offer any support, guidance and assistance needed.

Butterflies Childcare & Early Learning Centre recognises that families are the foundation in children's growth and development. Educators will develop positive relationships with families based on mutual trust and a high level of open communication. We will make decisions together with the families to ensure the children are learning to their best ability. We will help to guide and support families in their role, while also learning from families in order to achieve the best outcomes for children.

Butterflies Childcare & Early Learning Centre will ensure children and families feel included and welcome by celebrating cultural and religious events and acknowledging and respecting religious beliefs. We implement experiences on our weekly program to educate children about the differences within each family in our service and community. Educators will provide the highest quality care every day to help each child achieve the best possible outcomes possible. Educators will follow our Centre Philosophy to help guide the programming process and also the implementation of their program. Educators will guide children in developing an appreciation for the environment and sustainable practices to protect and preserve our world. We will aim to achieve a sense of wonder, a feeling of belonging to and a love of the land, nature and animals so that children develop a lifelong, respectful relationship as well as a positive & proactive attitude toward the environment and a sustainable future.

Butterflies Childcare & Early Learning Centre has a commitment to continuous improvement and maintains a culture of ongoing reflection and self-review. Effective evaluation and self-review enables our service to continuously improve our policies, procedures and practices, which in turn enables the nominated supervisor, educators and co-ordinators to improve their practice, which contributes directly to improved learning outcomes for children.

## Quality Area 1: Educational program and practice

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

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

### Quality Area 1: Standards and elements

<b>Standard 1.1</b>		<b>The educational program enhances each child's learning and development.</b>
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
<b>Standard 1.2</b>		<b>Educators facilitate and extend each child's learning and development.</b>
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
<b>Standard 1.3</b>		<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

## Quality Improvement Plan for Quality Area 1

### Summary of strengths for Quality Area 1

#### Strengths

#### **Approved learning framework - Element 1.1.1- Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.**

- Educators from each room complete a "Today's learning journey" document on Storypark each day which highlights 2-3 activities or experiences that the children were involved in. This document assists families to learn about what their child is doing each day and also assists families to engage in conversations with their child at home about what they are learning at Childcare/Kinder. This document also provides information for relief educators to engage in conversations with families at the end of each day and provide feedback in regards to the activities and experiences that the children were involved in for the day.
- Educators have a deep understanding of the EYLF and VEYLDF and link the learning outcomes to the children's term plans and to the Fortnightly plan to ensure that all children can develop an understanding of knowing where and with whom they belong, can recognise the significance of the here and now in their lives and can also recognise the process of rapid and significant change that occurs in the early years as young children learn and grow.

#### **Child-centred - Element 1.1.2 - Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.**

- We have developed a family input form called "All About Me" that asks families upon enrolment, a range of questions in regards to their likes, dislikes, religion, culture, allergies and routine. This form is reviewed annually to ensure that we are asking appropriate questions. This form is then added to when families sit with the Lead Educator in the zoom orientation session (prior to the child's first day at the service) where they discuss the service and the child to ensure that the parent/guardian and child both feel a sense of belonging prior to commencing at the service. Educators further explore each child's current knowledge, strengths, idea's, culture, abilities and interests to form the foundation of their programs.
- When children move up to the next age group each February, Educators provide a new "All About Me" form on Storypark, to be completed by the parent or guardian. This ensures that any changes in circumstances or changes about the child's likes, dislikes, development or abilities are communicated with the new educators and can be considered when planning for the education and care for each child. This form can also be given to families as hard copy if needed.
- Throughout the year Educators use a variety of strategies to gather information about each child such as feedback forms, the 'All about me' form, verbal communication, communication books, Storypark conversations etc to collect information about each child to ensure that we provide an inclusive program that caters to all children's interests and needs.
- Educators identify children's strengths and interests, choose appropriate teaching strategies and design the learning environment accordingly. Educators carefully assess children's learning to inform further planning.
- Educators recognise each child as a confident and capable learner. Each child is supported to participate in the program regardless of their background, age, gender or ability. Educators look for and also create opportunities to discuss differences and teach children about being accepting.

**Program learning opportunities - Element 1.1.3 - All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.**

- We believe "balance" is the key to a high quality program. A balance of planned and spontaneous activities and experiences, a balance of natural and man-made materials, a balance of new and recycled materials etc.
- We have flexible daily routines in place which maximise opportunities for each child's learning and ensure that we are being flexible and in tune with children's needs.

**Intentional teaching - Element 1.2.1 - Educators are deliberate, purposeful, and thoughtful in their decisions and actions.**

- We follow a balanced curriculum that comprises of a balance of planned and emergent activities and experiences. Educators are deliberate in their planning of activities and experiences on the fortnightly plan to ensure that both the planned and the spontaneous activities and experiences have children's voices at the forefront of our teaching.
- Educator interactions and conversations and the conversations between children are vitally important for their learning. Educators listen to children with the intention of planning according to their interests, thoughts and ideas.
- We have a high level of family involvement here at Butterflies. We invite families to have input into our programs, we hold family days, cultural celebrations, invite families in to cook with us, invite families in to talk about their careers, invite families in to read with us and sometimes just to play and have fun with us! Sometimes it is a special event and other times it is just a spontaneous arrangement where a family come in to share something special with us.

**Responsive teaching and scaffolding - Element 1.2.2 - Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.**

- Educators encourage children's spontaneous play by being in tune with children's needs, interests, current skill set and goals that have been set out for each child by the Educators and Family. Educators are engaged with children and monitor the effectiveness of learning experiences available and the teaching strategies being implemented and make changes that may be needed in the environment.
- Responsive relationships are strengthened as educators and children learn together and share decisions, respect and trust. Educators who are responsive are able to respectfully enter children's play and ongoing projects, stimulate their thinking and enrich their learning.
- Educators look for opportunities to scaffold children's curiosity and learning and make use of emergent and spontaneous moments that arise throughout the day.
- Educators are always listening and looking for opportunities to invite our families into the service and be involved in our program.

**Child directed learning - Element 1.2.3 - Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.**

- We follow a balanced curriculum that comprises of a balance of planned and emergent (spontaneous) activities and experiences which allows children to make choices about their learning and lead our programs. Open ended activities and experiences and self-selection shelves and tables are set up in each room to allow children to make choices about their learning. We support each child's participation in the program by setting out open ended experiences which will appeal to a wide range of interests and learning styles.
- Educators involve children in the development of the program and ask for their thoughts, contribution and their ideas and build on these to form the basis of the program. We document these conversations on our program and extend on these over days, weeks and months.
- Educators ensure babies and toddlers develop a sense of belonging by building strong, warm, respectful relationships and engaging in conversations even before children can talk. They do this through using warm, positive language and a soft tone of voice.

**Assessment and planning cycle- - Element 1.3.1 - Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.**



- Educators assess and evaluate each child learning as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection that is in line with the EYLF planning cycle.
- The Educational Leader at the service has been in this role for 12 months and is mentored by our Educational Leader from our new Mulwala Drive centre who was our previous Educational Leader at Orchard Road for 7 years. The two work collaboratively together to ensure best practice across the two services. The educational Leader guides the program and practice for the team and works closely with all educators and management to deliver high quality programs.

**Critical reflection - Element 1.3.2 - Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.**

- Butterflies has a commitment to continuous improvement and maintains a culture of ongoing reflection and self-review. Effective evaluation and self-review enables our service to continuously improve our policies, procedures and practices, which in turn enables the nominated supervisor, educators and co-ordinators to improve their practice, which contributes directly to improved learning outcomes for children.
- Our Centre Philosophy guides Educator practice and our team review our centre philosophy together regularly to ensure that it reflects our service values. It is a growing document that we will always continue to reflect on, add to and at times may remove sections that may no longer be as relevant to us as a group. As we learn and grow together so will our centre philosophy.
- Educators use critical reflection and curriculum evaluation on a fortnightly basis through robust team discussion and documentation. Educators complete a document called the "fortnightly evaluation" in a physical diary located in the children's room.
- Educational Leadership is promoted through Monthly Leadership meetings, professional development, on the job training, mentoring and at staff meetings. Leadership meetings involve the Educational Leader and our 6 Lead Educators at the service. Leadership meetings are in place to provide a place for debate, discussion and to create opportunities for input.
- The Educational Leader, the leadership Team and the wider team work collaboratively and consistently to make curriculum decisions. The Educational Leader works with the team on top of ratio so that she is available to all educators to support, encourage and ensure that everyone feels comfortable and confident contributing to children's learning and documentation.

**Information for families- - Element 1.3.3 - Families are informed about the program and their child's progress.**

- Families were consulted and surveyed prior to our review of our planning and documentation style at Butterflies and had various opportunities and ways to deliver feedback and have input.
- Families are informed about how we plan and document children's learning through emails, Storypark posts, information nights, FlexiSchools (a smart phone application) notifications, newsletters, tours and the orientation process.
- Educators "tag" families in the online Fortnightly plan and the Child term plans on Storypark so that they have access to their child's progress, goals and achievements at all times. The fortnightly plan is also displayed outside of the room to ensure that this information is available to families. For families who are unable to access the information online, we email or print regular documentation off for them so that they have access to their child's documentation about their progress.

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- Our new planning and documentation style has seen an increase in family participation and input into our program and each individual child's learning journey. We have not only parents and guardians providing us with feedback and input but aunties, uncles, grandparents and other relatives who often add comments and ideas for us to add to the programs in each room.
  - Educators communicate the importance of the learning outcomes for babies and toddlers with families through conversations, newsletters, posters and regular communication with families via multiple platforms.

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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"><li>• In July 2021 (after a review of our current planning and documentation style, in consultation with children, families and educators) we rolled out a new system of planning and documentation for our service that took into consideration all feedback received from our team, children and families. Our aim was to create a meaningful approach that reduced the workload for our educators (based on feedback from a previous DET visit) so that educators were under less pressure and had more time to spend with children, tuning into their needs.</li><li>• We replaced a weekly plan with a fortnightly plan to ensure that together, children and educators had the time and space to build on the experiences which ensures that educators can help all children to feel secure, confident and included and to experience continuity in how to be and how to learn.</li><li>• We replaced monthly learning stories with term plans that involve Educators recording regular (daily/weekly) observations on children. These observations involve jottings, notes, photos etc, in all 5 developmental areas outlined in the EYLF/NQS developmental milestones checklists. Parents are invited and encouraged to be involved in this process can also directly add their own observations to the term plans under a parent input section to ensure we are recording all information about the child. This has been a huge success in moving to a more meaningful approach that not only determines the extent to which all children are progressing toward realising learning outcomes and if not, what might be impeding their progress but also identifies children who may need additional support in order to achieve particular learning outcomes.</li><li>• We replaced weekly reflections with fortnightly reflections that are added to throughout the fortnight as the fortnightly plan rolls out. Each team collaborate and share their thoughts and feelings. Children's voice is also recorded in the fortnightly reflection as Educators as children how they feel about the activities, experiences, transitions and environment.</li></ul>
2. Practice is informed by critical reflection	<p>In 2020 we conducted a review of the way we document children’s learning, set goals for children to achieve their developmental milestones and learning outcomes and plan activities and experiences to assist children to reach these goals. This review involved our team, the children and families. As a team we met on many occasions to engage in robust discussion about what it meant for us to meaningfully plan for children’s learning and development. As a group we critically reflected on how we were currently planning for children’s learning and development and where we were currently at and discussed where we wanted to be and what changes we would want to see to be able to say we were doing this in a meaningful way. We made goals for us as a service to aim for and together developed strategies that would help us to achieve our goals. As a team we then commenced the implementation of these strategies.</p>

<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>The review that took place in 2020 involved our team, the children and families. We surveyed all stakeholders to find out what they liked and disliked about our current system and what they wanted to see more or less of. We found out what was important to them and why it was important so that we could use this information as a basis for developing a new and improved system.</p> <p>In January and July of 2022 we surveyed families again to gain feedback regarding what they liked and disliked about the new planning and documentation style we had implemented. We asked a range of questions in various ways and on various platforms to give families multiple opportunities to provide feedback. We received great feedback from all families who participated and used any constructive feedback to improve our practice and provide feedback to the online platform to improve the product which has since been implemented by Storypark.</p>
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### Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

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

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

<p><b>Exceeding themes</b></p>	
<p>1. Practice is embedded in service operations</p>	<p>Our educators understand the importance of being present with children and allowing them the time to feel a sense of belonging to our centre, the room, the program and the Butterflies family. Our team pride ourselves on being available for children to engage in conversations with and share their thoughts and ideas so that we can extend on these through our program.</p> <p>Our educators make the time to spend with children to ensure they feel heard and know that their input to the educational program is valued and supported. Educators scaffold children’s learning by being present but not taking over experiences. We ask open ended questions and promote curiosity and learning through enquiry and discovery of the rich learning environment provided by our educators with the input from families and our community.</p>
<p>2. Practice is informed by critical reflection</p>	<p>Butterflies has a commitment to continuous improvement and maintains a culture of ongoing reflection and self-review. Effective evaluation and self-review enables our service to continuously improve our policies, procedures and practices, which in turn enables the Nominated Supervisor, Centre Directors, Assistant Directors, Educational Leaders, Lead Educators and all other Educators to improve their practice, which contributes directly to improved learning outcomes for children. Educators use critical reflection and curriculum evaluation on a fortnightly basis through robust team discussion and documentation.</p>



<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>We invite families to share their personal experiences with us so that we can include this into our program. Parents share with us their occupations, hobbies, culture, customs and other important information about their family.</p> <p>One of the experiences we held was when we had a family come in and conduct a cooking experience with the children where they used a camping style burner to cook outdoors and cook a sticky rice dish with the children. The parent talked with the children and educators about her culture and the special food she was preparing for us. The children and their educators shared a special meal together at the end of the cooking experience.</p> <p>This led us into a wonderful learning experience of culture with our children and all families joined us in this learning topic by sharing stories of their culture and customs with us as well.</p>
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### Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

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

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

Exceeding themes	
<p>1. Practice is embedded in service operations</p>	<p>Educators use critical reflection and curriculum evaluation on a fortnightly basis through robust team discussion and documentation. Educators complete a document called the “fortnightly evaluation” in a physical diary located in the children’s room.</p> <p>Regular Planning and documentation training is provided for all staff to build knowledge and ensure that the whole team are contributing. This is completed on the job by our Educational Leader, Assistant Director and Centre Directors and also in staff training sessions held on site and out of hours.</p>
<p>2. Practice is informed by critical reflection</p>	<p>After trialling a few different ways of recording our reflections, we have found the physical diary encourages the most educator input over on online option. This reflection now includes a wider range of questions to ensure that critical reflection on children’s learning and development both as individuals and in groups, drives program planning and implementation.</p>

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

Together with the support of the Educational Leaders at our two services, the two Assistant Directors and three Centre Directors, we have developed a training support tool for our educators to access at any time to ensure that our entire team understand the expectations of the planning and documentation at Butterflies and can confidently implement all aspects of it together.  
We have engaged with Early Childhood Professionals to assist us in the development and implementation of this new style of planning and documentation.

## Key improvements sought for Quality Area 1

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.3.3 - Families are informed about the program and their child's progress.	Although the plan is available to families, families are not accessing the plan and becoming involved in their child's learning.	For families to become more involved in their child's learning and documentation	H	<p>Transition to an online planning format where families can access their child's learning and documentation at a time that suits them rather than when they are in a hurry to get to work or in a hurry to get home.</p> <p>Survey families, children and educators to see what they like and dislike about our current planning style and what they want to see more or less of.</p> <p>Develop a new planning style that is</p>	<p>When families are actively involved in their child's learning and documentation.</p> <p>When families are communicating with us in regards to their child's learning.</p> <p>When families are making suggestions about their child's goals and learning outcomes.</p>	01/07/2023	<p>08/02/2019 - We transitioned over to Storypark, an online planning and documentation platform.</p> <p>10/06/2019 - We have seen an increase in family participation through the comment section and the child note section.</p> <p>12/09/2019 - We have found that families are adding their own goals and adding to the goals set out by our educators.</p>



more meaningful and less work for educators to ensure educators can spend more time with the children.

Tag families in each weekly plan so that they are notified of the weekly plan and their child's term plan.

Survey families to see if they are enjoying the new planning format. Gain feedback about their views on what they like and dislike and what they want to see more or less of.

02/02/2020 – We held an information session for our families on how to be more involved in your child's learning journey at Butterflies.

April 2020 – we moved to a remote learning plan to support our children and families who could not attend during COVID.

September 2020 – We transitioned to online planning after such great success with our remote learning program. We decided not to go back to paper based plans and to continue with online engagement with our families.

November 2020 - we conducted a review of the way we document children's learning, set goals for children to achieve their developmental milestones and learning outcomes and plan activities and



						<p>experiences to assist children to reach these goals. This review involved our team, the children and families. We surveyed all stakeholders to find out what they liked and disliked about our current system and what they wanted to see more or less of.</p> <p>July 2021 – We rolled out our new planning style.</p> <p>January &amp; July 2022 – We surveyed our families to seek feedback regarding what families were enjoying about the new planning style and what they wanted to see more or less of.</p>
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## Quality Area 2: Children’s health and safety

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

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

### Quality Area 2: Standards and elements

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

## Quality Improvement Plan for Quality Area 2

### Summary of strengths for Quality Area 2

#### Strengths

#### **Wellbeing and comfort - Element 2.1.1 - Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.**

- Educators provide for each child's wellbeing, looking for opportunities throughout each day to strengthen their sense of security through warm and nurturing interactions.
- We provide opportunities to meet each child's need for sleep, rest and relaxation. All children are given a rest period each day after lunch and any other time during the day that a child may require one. Babies are given rest times as per their individual routine.
- We ensure that each child's health care needs are met by implementing lists of their individual needs in the rooms and bathrooms. Eg. Nappy or toilet trained, nappy cream, own nappies or wipes etc. to ensure all educators are aware of these individual children's needs.
- Children are never woken up from their sleep by educators but we will work with families to work out what sleep and rest each individual child may need and can gently rouse a child if it is in their best interest for getting adequate night sleep.

#### **Health practices and procedures - Element - 2.1.2 - Effective illness and injury management and hygiene practices are promoted and implemented.**

- We ask for individual health requirements and routines in our enrolment form and the 'All about me form' which is given to each family upon enrolment to the centre. A child cannot commence enrolment before we have all relevant information, actions plans and medication (if required) present at the centre.
- The centre has a clear Medical Conditions Policy and Child Safe Policy which has been clearly communicated with the team to ensure they understand the requirements and expectations.
- As part of our medical conditions policy, all educators undertake regular First Aid, Asthma and Anaphylaxis training. Only Diploma Qualified educators are to administer medication to children.
- Each room has an allergies and medical conditions folder with every rooms lists available in each folder to ensure that all rooms have access to all children's medical conditions and actions plans. This assists educators to be able to identify any children with Anaphylaxis, Allergies, FPIES, Asthma, Diabetes, Epilepsy and other medical conditions. We also include intolerances and preferences (Eg. Religious requirement) to ensure that all children's dietary requirements are met.
- We have medical management plans in place for each child with a diagnosed medical condition. All educators are aware of all children's health needs and medical conditions and are updated on any changes at monthly staff meetings and in between when necessary. We have a risk minimisation plan and a communication plan in place for each child with a medical management plan. We make action plans (Fact / information sheet) for children with medical conditions who do not currently have an action plan in place from a medical professional. Eg. For a child who cannot consume liquid and requires thickened fluids or for a child who may experience febrile convulsions.
- The Bumblebees room (Babies) have a food list in their communication book to ensure that all foods given here at Butterflies have already been given at home first to ensure we are fully aware of any intolerances or allergies for all children.
- We have a handwashing procedure which is displayed in each room and bathroom. It outlines how and when to wash your hands.
- All Educators wash their hands on arrival to the centre and upon entering each room. Educators wash hands regularly throughout the day as per our handwashing procedure.

- We have a glove use procedure which is displayed in each room and bathroom. It outlines when to wear gloves.
- Educators wear gloves for nose wiping, cleaning up vomit or blood, nappy changes, first aid administration, food handling, handling toxic products and handling rubbish as per our glove use procedure. Educators always wash their hands after removing gloves.
- We have a clear procedure for nappy changing which outlines each step clearly. This procedure ensures that each child is comfortable and safe and that all hygiene procedures are carried out before and after the nappy change.
- Educators spray chemicals into paper towel instead of onto tables to reduce the risk of spray deflecting off tables onto children.
- The centre follows the exclusion periods set out by the Department of Human Services. If a child becomes sick whilst in our care all care is taken to prevent the illness spreading to other children.
- Families are notified of all illness and infectious diseases that are reported to the nominated supervisor, by placing signs up on the front door of the building and the room doors. Families are also notified of serious infectious disease via FlexiSchools and Storypark as it is instant and reliable.
- Appropriate cleaning and disinfecting is carried out daily and extra whenever necessary to prevent the spread of infectious diseases.
- All cot mattresses and sleep mats are wiped down and disinfected after each use to prevent the spread of any communicable diseases.
- We display the poster for exclusion periods out of 'Staying healthy in childcare' in the foyer.
- We email families reminders to update their immunisation information with us and chase up any families individually who do not do so.
- Our shade sails are put up for the times throughout the year when sun protection is required as advised by the Cancer Council and taken down for all other months. This ensures that children are getting exposure to the sun in the cooler months and helps to ensure adequate levels of vitamin D.
- We employ the services of a pest control company who visit the service once per month.
- We have a first aid officer who is responsible for maintaining our centre first aid kits, and have displayed this information next to the 2 main first aid kits in the centre.
- Material Safety data sheets are located in each room's bathroom, the kitchen and the laundry for all chemicals used in the centre.
- Medication expiry checklists are located in each room to monitor the expiry dates of any medication including Epipens and Asthma medication.
- We have signs on cupboards indicating where medication, chemicals, first aid kits and Epipens are kept. These signs are common throughout the centre to ensure consistency.
- We have two centre Epipen's in case of emergency. An emergency may include a child's Epipen not injecting correctly or if an ambulance did not arrive in a reasonable period of time and a second or third Epipen injection was required. This would only be under the advice and direction of an ambulance officer or 000 operator.
- The rooms have cleaning schedule checklists for dummy cleaning, mouthed toys cleaning, toy cleaning etc.
- We provide all sipper cups for our babies and toddlers to ensure that adequate cleaning is taking place and wear and tear is monitored.
- We reviewed our orientation process to ensure that new employees have a high level of training and knowledge about Butterflies policies and procedures prior to commencing employment. We went from a 1 hour orientation process with additional training being sent via email for the employee to read through, to a 3 hour orientation session with the Assistant Director or Centre Director paired with a new employee slide show to watch and supporting documentation being sent through via email. This makes up around 5 hours of training prior to commencement of employment.
- We have developed the role of New Employee Representative. This representative is a contact person for new employees and is also responsible for the inclusion and ongoing development of new employees to ensure that they continue to grow and develop their skill set and knowledge.

- We have developed a look book for each room (age group) to assist new employees to get to know our policies and procedures as they progress in their employment. Each room's book is located on the bench in a central area and is accessible by all educators. These books have all of the information needed to ensure the health and safety of the children and ensure that our new educators feel supported in their new role.

**Healthy lifestyle - Element - 2.1.3 - Healthy eating and physical activity is promoted and is appropriate for each child.**

- We have very strict hygiene policies and procedures including a health, Hygiene and safe food policy which has been clearly communicated with the team to ensure they understand.
- All children are provided opportunities for physical activity throughout the day both indoors and outdoors.
- Physical activity is included in both the planned experiences and spontaneous activities. Our service holds weekly physical activity incursions from Little Sports Heroes and Happy Feet Fitness.
- Educators promote physical activity and role model ways to be physically active and healthy.
- Physical activity is promoted and encouraged both indoors and outdoors.
- We have a food safety supervisor who works full time at the centre who conducts regular kitchen audits.
- Regular kitchen training is conducted by our food safety supervisor at staff meetings.
- We serve apple slices after the hot lunch to support dental hygiene.
- We serve a wholemeal and multigrain bread platter with lunch to accommodate our self restricted or "fussy eaters". This is an inclusive practice where all children are served the same lunch and we are still able to promote healthy eating and encouraging the children to at least try the hot lunch.
- The Nominated Supervisor who is also the Food Safety Supervisor along with the Centre Cook's from both services attend regular external training together to ensure they are up to date with industry recommendations, guidelines and information. The centre cooks from both services regularly liaise with each other regarding the menu, shopping items, ingredients, allergies etc. We previously had a relief Cook who spent time being trained to take over our cooks when they took any personal or annual leave. The relief cook spent time at both services and had a wonderful understanding and knowledge of centre policies and procedures. Our Centre Cook left earlier this year and the relief cook was able to step into this role immediately with full training in place. We are currently investing time training up another relief cook to keep this support plan in place.
- The Centre Cooks share a recipe with the families via our quarterly newsletter to help promote healthy eating with our families and community.
- The centre is a breastfeeding friendly establishment. Breastfeeding parents can feed in the children's rooms or if needing more privacy, the planning office is made available to feed their babies.
- We provide water stations in each room and in each yard to ensure that children have access to water throughout the day each day. The cups and water are monitored throughout the day to ensure enough cups are available and water is refilled and fresh.
- We have clearly labelled "clean" and "dirty" cups containers both indoors and outdoors as a consistent approach across the centre to ensure that children have access to clearly labelled clean cups and water, and that all dirty cups are collected and taken to the kitchen regularly to be washed and sterilised.
- We schedule "drink breaks" throughout the day to ensure that all children are having drinks throughout the day and not only at meal times to ensure children are hydrated throughout the day.
- We place the babies and toddler sipper cups in their sight so they can signal or reach for their cup if they are developmentally able to do so.

**Supervision - Element 2.2.1 - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.**

- All children are adequately supervised at all times both indoors and outdoors.





- We have supervision stations which staff use to correctly position themselves within the room and in the yards.
- Staff ensure that only 1 staff member is 'busy' with cleaning, nappy changing etc at any time and all other staff are interacting and supervising.
- Educators perform indoor and outdoor perimeter checks each morning upon opening the centre prior to children arriving. All hazards are removed.
- All maintenance issues are reported directly to the nominated supervisor to be attended to as soon as possible. Sandpits are raked to ensure no foreign objects are present.
- Water play is not left unattended at any time.
- Safety and evacuation procedures are displayed in each room, yard, office area and staff room for all educators to see.
- We roster 3 educators on the open shift and 3 educators on the closing shift to ensure adequate perimeter checks are completed and adequate supervision for all children as we have a high number of children who arrive early in the mornings.
- A risk assessment is carried out when planning an excursion or incursion.
- Written authorisation is gained from parents / guardians prior to any excursion.
- There is a maintenance list located in the office for all educators to add any maintenance issues to immediately after they are noticed. Any broken equipment is stored in a shed or storeroom until the next maintenance visit. Any urgent issues are reported to the Nominated Supervisor for urgent attention.
- We have an external maintenance company visit the centre on a fortnightly basis to attend to all maintenance issues. This is a local company who can also attend to urgent matters same day.
- We have installed door closers on all room doors to ensure that all children are safe at all times. This prevents families leaving a door open and a child potentially running out of the room.

**Incident and emergency management - Element 2.2.2 - Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.**

- Our evacuation and lock down drill records include an evaluation and modification section which allows us to monitor any new issues that may arise and modify anything if need be.
- Phone numbers that may be needed in the case of an emergency are located in each room near the phone.
- Safety and evacuation procedures are practiced once per month. We practice a range of drills such as evacuation and lock down.
- These safety procedures have been reviewed together with relevant authorities, and are practiced and implemented.
- We develop a poster which is displayed in the reception area (for staff eyes only) for any families with a court order or intervention order in place which prevents one parent from entering the service. We ask the family for a photo for easy identification for our educators. This is to ensure the safety of the children. This can only be seen / viewed by educators and not seen by families.
- All educators are up to date with their CPR, First Aid, Asthma, Anaphylaxis and mandatory reporting training. All staff records are kept up to date with notice given via email and text message to educators who are due to update their CPR, First Aid, Mandatory reporting certificates.

**Child protection - Element 2.2.3 - Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.**

- We developed a Child Safe Standards Action Plan and put together a committee who would be responsible for developing the teams knowledge and understanding of the new Child Safe Standards. For each Standard, there is a list of documents and actions that show that our organisation is meeting these minimum requirements. These are called compliance indicators. The compliance indicators were developed in response to feedback that organisations are seeking more advice about what regulators look for when assessing compliance.

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- The entire team undergo annual training on Child Protection to ensure their knowledge and understanding of their responsibilities. Educators nearing their review date are reminded via text and email and are followed up with to ensure the training is completed.
  - We also provide centre level training and updates on Child Protection for all educators.

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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	Our Team understand the importance of health and physical education and include these topic in our fortnightly plan. Our educators have undergone training to ensure that they not only understand the importance of this but feel comfortable and confident to implement a program that includes rich and meaningful physical activities.
2. Practice is informed by critical reflection	As a team we reflected on what aspects of our skill set was missing and identified a need for training and support with teaching children the skills required to learn different sports such as football, cricket, soccer etc. We identified that w LOVE these sports but not many of had a good understanding or skills set to share. We decided to engage with an Early Childhood sports program called Little Sports Heroes who have trained instructors and come to the centre on a fortnightly basis to share their knowledge and skills with the children (and educators).
3. Practice is shaped by meaningful engagement with families, and/or community	Together with Little Sports Heroes we help educate our families and the wider community about the importance of health, physical activity and nutrition. Little Sports Heroes come along to our centre events such as our Family Christmas Picnic, Grandparents Day and our Kinder welcome nights to work with us in promoting healthy lifestyle choices.

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

Notes:

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

Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
1. Practice is embedded in service operations	<p>We developed a Child Safe Standards Action Plan to have a clear plan in place to ensure all staff know about and understand their expectations regarding the child safe standards.</p> <p>We have a Child Safe Standards Committee who are responsible for the development and implementation of the Child Safe Standards.</p> <p>The committee are responsible for a section of our staff meetings and are responsible for developing fun, engaging ways to help our team learn about their responsibilities.</p> <p>For each Standard, there is a list of documents available and examples of actions that show that our organisation is meeting these minimum requirements. We use these to grow our teams knowledge an understanding of the Child Safe Standards Guide to ensure that we are not only meeting these standards but are exceeding them to ensure we not only provide a safe environment for children but that we are educating children about their right to safety and their wellbeing is at the forefront of everything we do at Butterflies.</p>
2. Practice is informed by critical reflection	<p>When reflecting on how we wanted to implement this important and crucial plan, we realised that we needed an additional group within the centre to work on this action plan with it being the main focus for them.</p> <p>Similar to our RAP, we developed a Child Safe Standards committee to assist in the implementation of the Child Safe Standards.</p> <p>The committee has been a great way to draw together people from different parts of our organisation who otherwise would not have an effective way to share information and coordinate the actions required to be implemented within the centre. They have the advantage of widening viewpoints and sharing out responsibilities.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>The Nominated supervisor attended training to increase her knowledge of the Child Safe Standards and form a deeper understanding of what was required. We learnt through this training that the Child Safe Standards identify what works to make organisations safer for children. They emphasise the importance of adopting multiple strategies to address child safety. The Standards are principle-based and focused on outcomes, and should not be based on regulatory compliance.</p> <p>When liaising with other Centre Directors in the local area, it was suggested that forming a committee similar to the RAP might be an effective strategy to assist in the development and implementation of the Child Safe Standards within the organisation.</p>

## Key improvements sought for Quality Area 2

### Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<b>Element - 2.1.2</b>	<p>Our orientation procedure is not at a high enough standard and is therefore not preparing new educators to enter into the organisation and not only feel confident and knowledgeable in their role, but also be able to support our established team members in providing a high quality service where all educators contribute equally.</p> <p>With a slightly higher number of new employees due to large turnover in the industry, this has put a strain on longer term employees who are finding themselves providing a higher</p>	For new employees to undergo an extensive orientation process so that when they commence their role, they feel comfortable confident, knowledgeable and able to support the team.	H	<p>Review our current orientation process</p> <p>Gain feedback from recently employed educators on how they found the orientation process and information.</p> <p>Gain feedback from longer term employees on what level of knowledge and skills they feel new educators are arriving with.</p> <p>Gain feedback from our families regarding any gaps in our newer employees performance and ask for suggestions on how we can do better.</p> <p>Gain feedback and suggestions on how we can improve our orientation process from recently</p>	<p>When new employees are able to commence employment with a greater knowledge and skills set around company policies and procedures.</p> <p>When longer term employees report they feel better supported by new employees</p> <p>When new employees report they feel comfortable and have a higher level of knowledge and understanding of company policies and procedures.</p> <p>A higher quality of education and care displayed by new employees.</p>	01/09/2023	<p>In July 2022 we identified the need for greater support for new employees</p> <p>In August 2022 we surveyed our longer term employees to gain feedback on what level of knowledge and skills they feel new educators are arriving with. This came back with more feedback than we had been expecting and we realised that there was work to be done in this space.</p> <p>In September 2022 we gained feedback from recently employed educators on how they found the orientation process and information. In these surveys we identified many ways we could further support our new employees.</p> <p>In October 2022 we received our current orientation process and</p>



level of support to a larger number of new employees.

We also had 6 staff go on maternity leave in 2022 which has seen an increase in new employees.

employed and longer term employees.

Develop a new orientation process

Develop new resources and materials to support new employees.

updated the orientation session to include a vast number of policies, procedures and information. We extended the initial orientation session with new employees from 1 hour to 3 hours.

We developed slide show to send to all new employees as an introduction to Butterflies so that they feel comfortable and can start to develop their understanding of our organisation.

In October 2022 we developed a new role within the service called the New Employee Representative. (more info in the strengths section)

In November 2022 we advertised this position and had a successful applicant. Nita was the employee who provided us with the most information which assisted us in the development of the new employee orientation process. Nita is now our New Employee representative.



							<p>In December 2022 we developed a look book for each room (age group) to assist new employees to get to know our policies and procedures as they progress in their employment. Each room's book is located on the bench in a central area and is accessible by all educators. These books have all of the information needed to ensure the health and safety of the children and ensure that our new educators feel supported in their new role.</p>
Element 2.2.3	<p>The team need to increase their knowledge around the new child safe standards and reportable conduct scheme to ensure that as a team we understand our obligations and responsibilities.</p>	<p>To ensure that all team members have a deep understanding of the child safe standards and reportable conduct scheme and know and understand our obligations and responsibilities.</p>	H	<p>Create some cheat sheets that simplify the child safe standards for our educators so that they can build their knowledge around the standards</p> <p>Include information and training on the child safe standards and the reportable conduct scheme in our staff meeting and training sessions.</p> <p>Add the child safe standards to the learning tags in Storypark so that our Educators can</p>	<p>When all employees have a deep understanding of the child safe standards and the reportable conduct scheme and know and full understand their roles, obligations and responsibilities.</p>	01/10/2023	<p>As a team we discussed the Child safe standards and the reportable conduct scheme at the staff meeting to build the team's knowledge and understanding - November 2022</p> <p>We developed a cheat sheet that is displayed in all rooms and planning office to help our team build their understanding of the child safe standards and the reportable conduct scheme – December 2022</p>



				consider these when developing the fortnightly program and individual term plans.			<p>We added the Child Safe Standards to the learning tags on Storypark so that our educators are working with these standards regularly and including them in their fortnightly programs and individual child term plans – July 2023</p> <p>We developed a fun quiz for the educators to complete at a staff meeting to test (and increase) their knowledge of the child safe standards and reportable conduct scheme – August 2023</p>
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## Quality Area 3: Physical environment

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

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

### Quality Area 3: Standards and elements

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

## Quality Improvement Plan for Quality Area 3

### Summary of strengths for Quality Area 3

#### Strengths

#### **Fit for purpose - Element 3.1.1 - Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.**

- Our beautiful centre was purpose built in 2011 and opened in November 2011. We were fortunate enough to be able to design our own yards to suit the needs of all children. We have resourced our centre well to provide high quality experiences for all children. Our building supports the access of every child. Our building, furniture, equipment and grounds are all maintained by relevant maintenance contractors who visit the centre on a weekly/fortnightly basis.
- Facilities are designed and adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.

#### **Upkeep - Element - 3.1.2 - Premises, furniture and equipment are safe, clean and well maintained.**

- We employ cleaners to thoroughly clean the centre 4 nights per week and our educators carry out cleaning of equipment, rooms and bathrooms during the day and on Monday evenings.
- Shade sails have been installed and are up from the start of September until the end of April. Our shade sails are put up for the times throughout the year when sun protection is required as advised by the Cancer Council and taken down for all other months. This ensures that children are getting exposure to the sun in the cooler months and helps to ensure adequate levels of vitamin D.

#### **Inclusive environment - Element 3.2.1 - Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.**

- Educators create quiet spaces both indoors and outdoors to ensure children who require a rest or some quiet time are able to do so. Educators also provide stimulating, noisy spaces to provide for children who are seeking more active activities and experiences. Each room runs an indoor/outdoor program to help the children engage in activities of their choice throughout the day. All experiences set up are open ended to allow children to use resources and materials in different ways. This appeals to different children's interests and allows children to come up with their own ideas for the program.
- 12 years ago we planted Lilly Pilly trees as they are an indigenous tree that's fruit features widely in traditional Aboriginal medicine, used as a treatment for sore ears, wounds and skin conditions, and generally consumed as an immune system booster. Among Aboriginal Australians, the fruits were locally known as "medicine berries" and were believed to help prevent colds and infections. Our children just love picking these berries and eating them. Our children and educators make Lilly Pilly jam together and cook damper to learn more about the aboriginal culture.

#### **Resources support play-based learning - Element 3.2.2 - Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.**

- Our educators use a balance of man-made and natural materials when setting up experiences in the rooms and outdoors.
- Our educators have a budget each year and are able to select age appropriate resources to support their indoor and outdoor program.
- The Educational Leader is responsible for liaising with management regarding resources and equipment for the centre

**Environmentally responsible - Element 3.2.3 - The service cares for the environment and supports children to become environmentally responsible.**

- We source and use recycled materials for art and science experiences in the program. We educate children about the environment and how we can all make choices to be more environmentally sustainable.
- Some of our rooms have fish where the children have an active part in maintaining their environments, feeding them and caring for them.
- We have a veggie patch where we grow various seasonal fruit, vegetables and herbs. Children take part in looking after these plants.
- Together staff and children water and look after the plants in our gardens and learn about living things.
- Our property has underground water tanks which catch rain water which is used for our toilet flushing system in the children's bathrooms.
- All children's taps are on timers and turn off after 5 seconds.
- The children recycle their left over drinking water and use this to water the centre plants.
- We turn all lights, air conditioners, fans and electrical appliances off when the room is not in use and discuss why we are doing this with the children to help them to build an understanding of being environmentally responsible.
- Educators regularly engage in discussion with the children about ways we can look after our environment and why we need to look after our environment.
- Each child uses their own bed sheet for 2 weeks which is in a labelled bed bag and then sent off to be washed, dried and returned to the centre once a fortnight.
- We send electronic statements once a week and print them only on request for families to reduce paper usage.
- We purchased and began using FlexiSchools to reduce printing (event days, flyers, info sheets) and reduce or paper waste.
- We changed all light tubes over from fluorescent tubes to LED tubes to reduce our energy consumption and reduce our impact on the environment.
- We changed all downlights over from Halogen bulbs to LED replacements to reduce our energy consumption and reduce our impact on the environment.
- We have centre animals, chickens and a rabbit Raffy who the children play an active part in assisting us to care for. This is an important part of our educational program at Butterflies as it teaches children a sense of responsibility and caring for animals. All animals roam freely around the centre with the children treating them with the utmost respect.
- The Centre cook saves all fruit and vegetable scraps and sends them to the rooms on the trolleys for the children to give to the centre animals.
- We have reduced our usage of paper towel by implementing a wipes system which is monitored by one educator who changes these over on a fortnightly basis. There is a colour coded system in place which is displayed in each room.
- Non-confidential office paper is used as scrap paper in the rooms.
- We use recycled products wherever possible.
- Regular working bees are arranged with management, educators, our maintenance company and Butterflies families.
- We plant plants that require less water to reduce our water usage.
- We collect natural resources from our surrounding environment to incorporate into the rooms and yards.
- Shredded paper is used for animals bedding or activities and experiences instead of discarding.
- We have the chicken hatching program each year to teach the children about caring for animals.
- There is an environment sustainability section in our newsletter to educate our families about what they can do to reduce their impact on the environment. It also informs families about how they can educate and encourage their children to do so also.
- We do not print our newsletter to reduce paper waste and reduce our impact on the environment. The newsletter is sent via FlexiBuzz.
- Switching off appliances when not in use – computers, air conditioners, heaters, fans, printer.
- Switching off lights when not in use.

- Using fans and opening up windows as opposed to turning on air conditioning.
- Children pouring leftover water into a bucket and using it to water the gardens.
- We use recycled and recyclable paper
- We have switched to electronic notices, newsletters, event reminders using FlexiSchools.
- Asking parents to request hard copy documents if they require them (eg: a copy of the calendar of events or a notice).
- Taking down parent pockets and requesting businesses send us less paper items.
- We offer businesses and community groups' free advertising in our digital newsletter to prevent paper usage.
- We encourage families to "take a photo" of any displays around the centre instead of "take a copy" to reduce printing.
- Removing all Polystyrene and Styrofoam cups, balls, and craft items from the centre.
- Moving to wooden resources as opposed to purchasing plastic resources.
- Not purchasing or using balloons for event days/celebrations
- Putting more sustainability information into the newsletter for families to increase awareness and include things they can be doing at home.
- Put up more effective displays around the centre.
- A shade sail was installed in staff courtyard to prevent sun coming into the staff room. Staff room is significantly cooler with no sun coming in and there is less need for air conditioner.
- We have switched to digital planning and documentation – reducing paper use significantly
- We have switched to digital sign in and out – reducing paper use significantly
- We have reduced the amount of laminating that we do – reducing the amount of plastic being used
- We purchase second hand resources where possible. We purchase multi use resources to encourage open ended, play based learning.
- We purchase recycled materials to use for loose parts play.
- We purchase our outdoor equipment from Russcycled Timber Products who only use recycled timber products to make their products.
- We send all of our left over food scraps to the centre animals and there is little to no wastage.
- We purchase our resources from Vinnies and Savers where possible ad find some amazing multicultural resources in these places.
- We purchase our art supplies from resource rescue. A recycling art supplier.
- We have created an Environmental Sustainability Checklist to allow us to continuously monitor our impact on the environment and find ways to become more sustainable.
- We have a passionate team who genuinely care for the environment. Our team are constantly looking for ways to reduce waste, find recycled and recyclable products, biodegradable products.
- Considering the following before purchasing products – How was the product made? What were the working conditions in the country where this product was made? Does the product use electricity to run? What is the energy efficiency rating of the product? The life of the product (how long will it last?) How will the product be disposed of? How long will it take the product to break down over time? Can the product be recycled? Can the product be upcycled into something else?

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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>The building was purpose built by an architect and a childcare operator working in conjunction with each other. Our family came on board towards the end of this journey however were able to have input to the design of the outdoor spaces.</p> <p>All outdoor and indoor spaces, buildings, fixtures and fittings:</p> <ul style="list-style-type: none"><li>- support the access and full participation of every child</li><li>- promote and positively support children's interaction with space, materials and each other</li><li>- contribute to a flexible and stimulating environment that enhances each child's development and learning</li></ul>
2. Practice is informed by critical reflection	<p>Educators, the educational leader and co-ordinators reflect, individually and together, on the design of the physical environment, and consider opportunities to make changes to strengthen inclusion and participation, and to enhance children's safety, learning and development outcomes</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Opportunities for collaboration with family and community partners are built into the service's approach to designing and making changes to the physical environment.</p> <p>Children and families are always heavily involved in any changes of the indoor or outdoor environment incusing the design of our outdoor equipment such as cubbies, rock climbing walls, sand pits and garden beds.</p>

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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	We pride ourselves on being inclusive in all aspects of our program, planning and practice. Inclusivity is an important part of our philosophy and is very important to all of us here at Butterflies. All educators receive regular training on inclusion, setting up inclusive environments and creating a play based learning environment. We engage with the local Aboriginal and Torres Strait Islander community to help us to design an environment that reflects their culture. Our aboriginal and Torres Strait Islanders families work closely with us offering us guidance and support to ensure we are being respectful and not tokenistic in our approach. We are on a continuous learning journey and always will be. We work closely with all of our families and include their culture and customs in our programs such as special events days, cooking experiences, discussions, conversations, stories, books and resources that our families share with us. We have educators who speak other languages and can facilitate communication with families of CALD backgrounds. We respect all cultures and customs and love learning about our diverse community here at Butterflies.
2. Practice is informed by critical reflection	We continuously reflect on our practice through a variety of ways including conversation and discussion, the fortnightly reflection, staff meetings and our online staff forum that promotes robust discussion amongst our team. We review our practice regularly to ensure we are being flexible in our approach and providing a warm, welcoming and inclusive environment. To be an inclusive service means all children can meaningfully participate in our program regardless of their ability, socio- economic status or cultural background, and may access and participate in the service in the same way as other children.
3. Practice is shaped by meaningful engagement with families, and/or community	We regularly liaise with our families, our inclusion professional and the allied health professionals working with children here at Butterflies to ensure we are up to date with our knowledge and practice to ensure that we provide an inclusive environment for all children to meaningfully participate.

## Key improvements sought for Quality Area 3

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Element 3.2.3	Further sustainable Practices to be implemented across the service and in our everyday program and practices, with ongoing monitoring by consistent and passionate staff members.	To Appoint a Sustainability Leader to focus on the sustainable practices across the whole service. To encourage the educators and children to engage in sustainable practices in their everyday program and develop an ongoing program incorporating the sustainable practices implemented. Some of these practices will include: <ul style="list-style-type: none"> <li>- Herb gardens</li> <li>- Vegie garden</li> <li>- Information wall available in the foyer for parents to gain information and knowledge about what Butterflies is</li> </ul>	M	<p>Management will advertise this leadership role internally.</p> <p>-Management will appoint an educator who is passionate about sustainability and implementing sustainable practices across the service.</p> <p>-The Educator appointed will have access to resources, and information to assist with this role.</p> <p>-Opportunity to co-ordinate and liaise with sustainability leaders at our sister Centre Butterflies – Mulwala Drive.</p>	The sustainable practices across the service have been implemented and are embedded into our program and practices daily.	<p>Sustainability Leader appointed by February 2022</p> <p>Embedding sustainable practicing into the program will be ongoing.</p>	<p>The role of sustainability leader was developed and advertised internally – January 2022</p> <p>A sustainability Leader has been appointed in February 2022 (Lisa)</p> <p>Coloured bins both indoors and outdoors have been sourced are in use. – March 2022</p> <p>Communications have been sent to the team and posters have been made to promote sustainability in the centre – May 2022</p> <p>Herb Gardens established and maintained by children – May 2022</p> <p>We ordered council recycling bins to allow us to sort our waste and have recycled materials go to a recycling plant – July 2022</p>



		<p>doing in terms of sustainability</p> <ul style="list-style-type: none"><li>- Worm farms</li><li>- Recycling (different colour recycles bins)</li><li>- Water saving in each room (use to water the garden)</li><li>- Sensor lighting</li><li>- Activities and experiences for children to engage in that promote sustainable practices</li></ul> <p>Activities and experiences that children can engage in using recycled and natural materials.</p>					<p>Recycled art supplies were sourced for the rooms to use in place of purchasing new supplies – September 2022</p>



#### Quality Area 4: Staffing arrangements

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

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

#### Quality Area 4: Standards and elements

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

## Quality Improvement Plan for Quality Area 4

### Summary of strengths for Quality Area 4

#### Strengths

#### **Organisation of educators - Element 4.1.1 - The organisation of educators across the service supports children's learning and development.**

- All educators who are counted in the ratio hold at least a Certificate III in Children's Services or are at least studying towards this qualification. We employ some educators who are under the age of 18 who are not studying towards an approved qualification as they work on top of the ratio to support interactions and supervision in the afternoons. Our underage (under 18 years of age) educators wear an ORANGE lanyard to indicate that they cannot be left in ratio on their own.
- We have 36 educators which are made up of Full time, part time and casual. We have 20 Diploma Qualified educators and 1 Educator who holds their Bachelor of Education qualification. We also have 1 educator who is studying towards her Bachelor of Education.
- Regular room educators are rostered on to stagger on in the morning as children arrive and stagger off in the afternoon/evening. For example a typical set of shifts for a room may be: 7.30-3.30, 8.30-4.30, 9.30-5.30 & 10.00-6.00. Or in our babies room with only 2 educators, 6.15-2.30 and 10.00-6.00. We have a 4 week rotating roster where educators rotate through a range of shifts. All educators have a range of shifts to ensure a good work life balance and also ensure consistency for the children. The rotating shifts allow educators to work 2 early shifts a month and 2 late shifts a month.
- We have a photo wall in the hallway to advise our families of who each educator is, their name, their role and which room they are in.
- We have developed room preference forms which allow the educators to have input to where and who they work with the following year. This form is then used to assist management to place all educators in rooms and positions for the following year.

#### **Continuity of staff - Element 4.1.2 - Every effort is made for children to experience continuity of educators at the service.**

- We have a Responsible Person sign in the foyer to advise families and educators who is in charge of the centre at any given time.
- Educators photos are displayed on the room doors so that families are aware of who is in the room, their roles and their working days.
- Our educators wear a blue STAFF lanyard which displays their name and their role. These are in place for families, allied health professionals, visitors to the centre and new team members.
- We use the same casual or relief educators to cover any sick or annual leave to ensure consistency for our children.
- We have a sufficient casual educator pool which we use to cover sick and annual leave to avoid using agency relief staff who are unfamiliar with the children and the team. We have not used agency staff in our 12 years of operation. We have developed a procedure which outlines a plan for consistency for children. This plan prevents an educator from leaving the room if another educator is already out of the room. Especially in a room with only 2 educators. 1 familiar educator must be in the room at all times.
- Educators are given at least 4.5 hours planning time per week and are covered by a Diploma Qualified Educator.
- We plan an orientation process for the children at the end of the year where all children orientate to their new rooms. We ensure that a familiar educator joins the children for this orientation process to ensure consistency as reassurance.
- We developed a Christmas / New Year attendance form to gain feedback about attendance over this period and staff appropriately. We only approve 50% of educators for annual leave in any room at 1 time to ensure consistency for the children.
- The Bumblebees (babies) have implemented additional strategies for relief educators so they know what each child is due for and when to ensure that the babies individual needs are met. This includes a communication book for each baby and a whiteboard with all routine needs for the day

including bottles and sleep times. The rooms have displayed a list of children who require comfort items so that all educators are aware. This is also helpful for relief educators.

**Professional collaboration - Element 4.2.1 - Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.**

- We are a family owned and operated service and take pride in our service.
- Educators work as a team sharing responsibilities and offering assistance to each other. There is a high level of communication between educators and between educators and the nominated supervisor.
- All educators are kind, approachable and welcoming towards each other, the children and families. Each new team member receives a full and thorough orientation process where they are introduced to their fellow educators and inducted into the centre.
- The Educational Leader of the service meets with the Room Leaders once per month, separate to the monthly staff meetings to update, motivate and inspire the team. It also creates an opportunity to network between each other and also ask questions and seek clarification on any areas of concern or uncertainty.
- We are constantly thinking of ways to challenge our educators to ensure they are motivated and constantly improving practice and relationships. We run challenges for staff throughout the year with different tasks for each challenge. Room presentation, teamwork and Positive Interactions are a few that we have run so far. We hold a 2 hour monthly staff meeting where educators have the opportunity to discuss and reflect on current practice and the needs of particular children and families.
- The approved provider and nominated supervisor welcome all suggestions from educators and families to constantly improve on current practices. We have a grievance procedure for families which all educators are aware of. All grievances are handled with respect.
- Educators attend regular professional development training on various topics to further extend their knowledge and skills. Some recent professional development topics have been Using visuals, Sensory difficulties, having tricky conversations, ASD training, VIA Inclusion expo and Walker learning training.
- We hold a whole team meeting one month and the next month we split up into room/team meetings. The relievers are a team and meet to discuss ideas, discussion points and relevant industry updates. Casual and relief educators are invited to all team meetings and are just as much a part of the team as any other team member. We hold open team meetings where all educators are invited to contribute to all topics raised. The agenda is placed in the staff room 1 week prior to the meeting where all educators are invited to add to this. We also hand out evaluation forms at the end of each training session to find out what each staff member gained from the session.
- We hold whole team training sessions. Some topics covered are manual handling, Bullying, Revised Privacy Act, Child Safe Standards, Reportable Conduct Scheme.

**Professional standards - Element 4.2.2 - Professional standards guide practice, interactions and relationships.**

- Educators have reviewed and reflected on the Centre Philosophy to ensure it reflects our different views, beliefs and values. Educators have developed their own personal philosophies. Educators display the centre philosophy in each room and ensure that it is reflected in daily practice.
- When employing new educators, we ensure that their own personal philosophy is in line with our centre philosophy and that they support our centre values.
- Educators show care, empathy and respect for children, colleagues and families on a daily basis and use the code of ethics to guide their interactions and relationships.
- We provide 2 Personal Development sessions per year and ask that educators also book into another 2 per year to keep current and up to date with industry practice.

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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>At all times, purposeful consideration is given to the organisation of educators to ensure familiarity and continuity for children and a high quality learning and care environment. Our educators are on a 4 week rotating roster that suits the needs of the centre and the particular role that they are in. Educators are organised so that there is always a familiar educator on at all times of the day to greet them upon arrival, provide education and care to them throughout the day and pass on messages to their family at the end of the day. Our approach to organisation and continuity of educators, including our relief educators is in line with our service’s philosophy, policies and procedures.</p>
2. Practice is informed by critical reflection	<p>We provide opportunities for robust debate, discussion, and opportunities for input by all educators, so that we can use this feedback and input to shape future decisions around the organisation of educators. We consider educator qualifications, strengths, priorities and professional development goals of educators when we plan the year ahead and make necessary changes throughout the year.</p> <p>All changes to our rostering and organisation on educators is developed in conjunction with our team and feedback from families and then delivered in a range of ways to ensure that all educators understand and the changes can be implemented appropriately.</p> <p>We continuously reflect together on where there are opportunities to further enhance children’s wellbeing, learning and development through possible changes to the organisation of educators or improvement in staff continuity. Feedback and suggestions from our centre leaders are highly regarded and have a big impact on future decision making.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>We create opportunities for collaboration with family and community partners by asking for regular feedback on the service’s approach to organisation and continuity of educators. We use Storypark, confidential surveys, emails and face to face feedback to gather feedback from our families. We welcome feedback and use this feedback to improve our practice.</p>

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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>Our educators, the educational leader, our Centre Director and the Assistant Director collaborate in a positive, respectful and professional manner. We know and understand that we all have different strengths and we draw upon each other strengths to learn and grow from each other. We understand that by recognising and drawing upon each others strengths, we can improve our practice an deliver high quality education and care to our children and families. Our team’s interactions with families, children, visitors and community members are always respectful and professional. We pride ourselves on being warm and welcoming and we receive regular positive feedback from our current and prospective families that indicate that we are providing a welcoming, respectful and inclusive environment at Butterflies Childcare.</p> <p>Our Educators share ideas through conversation, room meetings, whole team meetings, Face to face meetings and Zoom meetings, Storypark conversations and many other ways. We are constantly show a willingness to share information about their experience, their culture, customs, background and knowledge and also ask for assistance and information from others and acknowledge the strengths and skills of others. We share information about ourselves in an All about me poster in the front foyer where we have documented information about our skills, knowledge, background, culture, experience and interests. We draw on these to utilise each others skills and knowledge in the programs across the centre. Our team constantly praise each other for their efforts in their program, activities and experiences and often visit each others rooms to view or participate in these. Our team collaborate, challenge, support and learn from each other regularly and we know and understand that this is how we will deliver the highest quality education and care to our children and families.</p>
2. Practice is informed by critical reflection	<p>We provide opportunities for robust debate, discussion, and opportunities for input by all educators, and our future decisions are always informed by critical reflection. We receive regular feedback from our team about how they would like to collaborate, especially in these last couple of years while we have been impacted by COVID-19 and staffing has been impacted, meetings were unable to be help on site, and our usual operations had to change. Our team had a high level of input to how we all collaborated and worked together to achieve the best outcomes for all children. We moved to zoom meetings at times in line with government and department advise. We had educators who expressed concerns about participating in zoom meetings and others who gave positive feedback about participating. We were able to take all feedback on board and come up with ways to ensure all educators and support staff felt comfortable participating. This involved making changed such as the option to mute, cameras off, having input both verbally, via the written chat feature or via a Storypark conversation. We constantly checked in with the team and provided opportunities to provide feedback to help us to improve our practice and ensure inclusion for everyone.</p>

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

We work closely with our families and community members to recognise diversity as a strength and work together to promote a culture of inclusiveness for all. We create a sense of belonging for our team, the children, families and the community, including growing a deep respect for Aboriginal and Torres Strait Islander histories and cultures. We have aboriginal and Torres Strait Islanders staff and families in our service who work closely with us to share their culture and customs and help us on our learning journey to create an inclusive environment for all. We have many CALD families in our service who also work closely with us to help us to build our knowledge and understanding of their culture so that we can include this in our practice and decision making.

### Key improvements sought for Quality Area 4

#### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Element 4.2.1 - Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	Educators set some wonderful goals throughout the year however we currently do not have an effective system set up to help support our educators to track their personal goals and have regular collaboration with their room leader or management to document progress with these goals and document when their goals are met.	<p>A professional development plan that encourages staff to set goals and discuss these with the Room Leader or management team on a regular basis.</p> <p>A live running document where educators can update as they make progress with or reach their goals.</p> <p>This would be on our Storypark platform which is accessible by all educators and support staff.</p> <p>A self-assessment tool that educators</p>	M	<p>Developing a live running document that educators as well as management can access and add to (On Story Park)</p> <p>Implementing this document for the team and providing information and training for our team on how to use it and why it is in place.</p> <p>Having set months that educators and management will meet (example Feb &amp; July)</p> <p>Ensuring that goals set are achievable and measurable.</p>	Developing and implementing this program and measuring its success over a year.	By the end of 2023	<p>Some delays due to time constraints with ongoing staff shortages due to the covid 19 pandemic.</p> <p>July 2022 management discussion to gain ideas and input of how to structure the document and how to implement and monitor with the wider team.</p> <p>September 2022 Template developed by Management</p> <p>January 2023 Template sent to educators to gain feedback from the team in regards to how they find the</p>



		<p>and their supervisor adds to regularly, however there are a minimum of two meetings throughout the year with management on how we can work together to achieve the desired goals.</p> <p>This would go hand in hand with our current appraisal process.</p>		<p>For all staff to set their first set of goals in collaboration with their supervisor.</p> <p>For regular feedback to be documented by both the educator and the supervisor.</p> <p>For the educator and supervisor to meet to discuss progress.</p>		<p>documents and if they would find it a useful tool to assist in the development and tracking of professional goals.</p>
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## Quality Area 5: Relationships with children

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

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

### Quality Area 5: Standards and elements

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



## Quality Improvement Plan for Quality Area 5

### Summary of strengths for Quality Area 5

Strengths	<p><b>Positive educator to child interactions - Element 5.1.1 - Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</b></p> <ul style="list-style-type: none"><li>• Educators create a warm and inviting atmosphere by getting down the children's level and using warm and welcoming voices.</li><li>• Educators sit and interact with the children throughout the day and promote conversations and meaningful interactions with the children.</li><li>• Conversations throughout the day are initiated by both educators and the children and these conversations help to guide our program.</li><li>• Nappy change times are used to engage and interact positively with children and continue to promote children's wellbeing during these times.</li><li>• Educators promote warm and nurturing interactions by modelling positive, respectful relationships through their interactions with each other and with the families. Educators speak to each other in a positive and respectful way at all times.</li><li>• Our centre holds regular events which involve the families such as Mothers &amp; special persons Day, Fathers &amp; special persons Day and Grandparents &amp; special persons Day. When we hold these events we ensure that they are inclusive and do not exclude any children or families. For example Mothers Day we invite Mothers, Aunties, Grandparents and other special people to come along. This is how we arrange all events in our centre. We have had fantastic feedback from all of our families regarding how inclusive our events are and how welcome they feel to be part of our service. We have diverse families with same sex families, single parents, families with court orders in place and families with no extended family at all and we consider all of our families when making decisions for centre events.</li><li>• Children are invited to participate in tasks such as setting the table for meal times, scraping and rinsing their own bowl and spoons after meals, packing up and tidying up, caring for the centre animals, recycling, saving water etc to help teach them about being a responsible learner.</li><li>• Educators become familiar with each child and get to know the family and the child in more depth by reading the All about me form and using this information to inform and drive planning.</li><li>• When a child first enrolls at Butterflies the educator and family will conduct an orientation process. When COVID-19 first impacted Australia, as part of our COVIDsafe plan, we changed our first orientation to be via Zoom instead of face to face. The educator holds a 30-minute zoom which allows the family to gather information about the service, the room in which their child will enrol in, their program, philosophy, routines and general information. The educator will then gain feedback and information about the child, their interests, needs and routines, likes/dislikes, any cultural or family information, medical needs and answer and questions the family may have.</li><li>• After feedback from our families and evaluating the benefits observed while conducting these sessions via Zoom, we decided to continue to hold these via zoom and not revert our initial orientation session back to face to face/in the room orientation. The family and the educators benefit much more from this type of information exchange.</li><li>• The second orientation is a 2 hour session where the child is dropped off at the centre to spend some time with their peers and build relationships with their new educators.</li><li>• The third orientation is a 4 hour session where the child is dropped off at the centre to spend a longer amount of time with their peers and new educators.</li><li>• The next time the child visits the service is the child's first full day at Butterflies. Educators always ensure the family feels supported and welcomed. If families require any additional 2-hour or 4 hour orientation sessions they are more than welcome to arrange this and will be catered for.</li><li>• In conjunction with the orientation we have developed a family input form that each family is given to complete about their child which is called "All about me" and includes questions about a child's likes, dislikes, religion, culture, allergies and routine. This is kept confidential and is</li></ul>
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available for staff to access and gain information about the child. This form is updated throughout the year with any additional information and changes for the child. The form is also reviewed annually to ensure that we are asking appropriate questions.

- When children move up to the next age group, Educators send a new “All About Me” form home again to be completed and returned to the service. This ensures that any changes in circumstances or changes about the child’s likes, dislikes, development or abilities are communicated and taken into consideration.
- In addition to the all about me form, educators discuss each child and their needs with their family member during the orientation process.
- Our families are currently not entering the children’s rooms at drop off or pick up times. We introduced this procedure during COVID-19 and saw the benefits for all children and their emotional development.
- We noticed that children who are first to arrive in the mornings would previously become unsettled each time another family entered the room throughout the morning were now much more settled as an educator was greeting all children and families at the room door. We can see that children feel much more secure knowing their educator is not leaving the room. We also noticed that children who are last to be picked up in the evening would previously become unsettled each time a family entered the room throughout the afternoon were much more settled as an educator was now greeting all families at the room door.
- We used the opportunity to inform our families about our observations and sought their feedback about this procedure remaining in place past COVID-19 restrictions. Together our families and our team decided to continue with the hallway / room door drop off / pick up procedure and expressed gratitude for us for putting so much reflection into the development and continuation of this procedure rather than just reverting back to the old procedure.

**Dignity and rights of the child - Element 5.1.2 - The dignity and the rights of every child are maintained.**

- Educators help children to feel secure confident and included by showing a genuine interest in each child and their family.
- Educators comfort all children who cry or show other signs of distress or anxiety and we encourage families to bring in any comfort items from home which may assist their child to feel more comfortable here with us.
- Educators acknowledge children’s efforts throughout the day with verbal encouragement to the child and positive feedback to families.
- Educators encourage respect, equity and fairness within the service by educating the families and children about differences. We do this with resources which educate about special needs, disability, gender, culture etc. We use flash cards, dolls, figurines, books, conversations etc to do this.
- Our calendar of events includes many cultural celebrations days such as NAIDOC week Matariki, Ramadan and days that help us to raise awareness about things that impact and affect our community such as Autism awareness day, Epilepsy Day, Asthma awareness day. We ensure all centre events are inclusive and don’t exclude any children or families from participating.
- We encourage and support all children to express their emotions and feelings and challenge other children’s challenging behaviour, as well as communicate effectively to resolve conflict.
- Educators provide opportunities for all children to make choices. All age groups conduct indoor/outdoor play where children have the choice of where to play and what experiences to engage with. Progressive morning and afternoon tea also gives children the opportunity to complete an activity and attend the meal time in their own time.
- Children are not isolated or excluded at any time other than illness or accident. If children must be isolated away from their peers when ill or injured they will be supervised and supported by an educator at all times.
- Educators are patient, gentle and calm and use positive language, gestures, facial expressions and tone of voice even when children strongly express distress, frustration or anger.
- All meal times are provided for each and every child and never used as a reward or punishment.

**Collaborative learning - Element 5.2.1 - Children are supported to collaborate, learn from and help each other.**

- Some rooms conduct a progressive morning tea and afternoon tea which creates a relaxed and unhurried mealtime for all children to enjoy. All rooms have trialled progressive morning and afternoon teas and some worked well and some did not. The age groups where it worked well implemented this as part of their daily routine and others have kept a whole group meal time.
- Educators involve the children in developing the room's limits, expectations and routines.
- Educators discuss with children the outcomes or potential outcomes of their actions and explain the rules and reasons for these when situations arise and also during group times, meal times and at any time an opportunity arises.
- We encourage children to work together to resolve conflict and solve problems rather than solving it for them.
- We aim to build resilience and problem-solving skills as well as collaborative relationships with each other.

**Self-regulation - Element 5.2.2 - Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.**

- Educators use visual schedules and other visual aides to support the inclusion of children with additional needs and our visual learners within our service. Visual schedules and visual aides are also a useful tool for any child at the service as it allows children to visualise and prepare for the transitions throughout the day.
- Educators provide opportunities for children to work and interact in small groups to support each child to feel secure, confident and included.
- Educators reflect on the centre policies, centre philosophy and also source reliable information when facing challenges with guiding children's behaviour.
- We also work closely with our Inclusion Professional from the Victorian Inclusion Agency to assist us in the development of our Strategic inclusion plan and assisting us to develop our interactions and approach to ensure we deliver high quality education and care.
- We work closely with any Allied health professionals and resource agencies such as Speech Pathologists, Occupational therapists and Early intervention services to tailor behaviour guidance strategies for individual children.
- We teach children about their own emotions through flash cards, group time discussion, books and any other opportunities that arise throughout the day.
- We support children to self-regulate their own behaviour in a variety of ways including role modelling appropriate behaviour, using visual supports such as visual cards and the Red and Green choices boards, providing sensory and calming supports and creating quiet and calm spaces for children to access as they need to.
- Educators observe and document any times where individual or groups of children experience frustration, anger or fear and put plans into place to help children understand these feelings. We have found implementing progressive morning and afternoon tea and indoor/outdoor play assisted us in this. Children have then been able to better self-regulate their emotions and remove themselves from stressful situations.
- We have created quiet spaces indoors and outdoors and arranged experiences and rooms to minimise stress and frustration for all children but in particular for children who may experience sensory sensitivities and require times with less sensory input.

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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>Our educators have strong and positive relationships with all children. We build trusting relationships which engage and support each child to feel secure, confident and included by ensuring all interactions are warm, nurturing and supportive. Our educators respect the dignity and worth of each child and protect and ensure children's rights are protected at all times. Our programs are inclusive and ensure that all children can meaningfully participate. We understand that children need to feel that their educator has a genuine interest in them and their development in order for them to develop and thrive. Our educators have a genuine interest in each child and their family and are invested in their development and life outcomes.</p>
2. Practice is informed by critical reflection	<p>Our educators systematically reflect on their interactions with children, on opportunities to further enhance children's lifelong learning and sense of belonging within the service and at home via many different ways such as at bi-monthly room meetings, bi-monthly whole team meetings and documenting this in their fortnightly reflections.</p> <p>Our educators develop relationships with children to ensure interactions support the dignity, rights, cultures and best interests of all children, including children who identify as Aboriginal and Torres SI peoples.</p> <p>Our educators challenge stereotypes and biases in developing and maintaining a culture of inclusiveness by developing a program that breaks down these stereotypes and biases for our team, families and the wider community. We promote fairness and equality through a range of activities experiences and centre events.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>We regularly seek, value and consider family input to inform our relationships and interactions with children policy and practice. We welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service and use this feedback to inform future decision making around policy and procedure development, training needs and opportunities and decisions around our program and practice.</p>

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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	Each child in our service is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts by all educators being aware that all behaviour has meaning and understanding how to effectively respond to all behaviour. We regularly discuss children's behaviour and how intentional educator interactions can positively influence behaviour. Our educators understand the importance of role modelling appropriate and positive interactions to teach the children about building respectful and strong relationships. We discuss educator to educator and educator to child interactions at all staff meetings and daily through on the job training
2. Practice is informed by critical reflection	<p>We provide many opportunities for robust debate, discussion, and opportunities for input by all educators. We use bi-monthly room meetings, bi-monthly whole team meetings, Storypark conversations and face to face discussion and collaboration to reflect on how we are going with our goals around relationships with children and use these reflections to inform future decision making.</p> <p>This enables and promotes regular opportunities for all members of the team to have input and share experiences with each other. We support newly inducted educators, to work collaboratively and to share and learn from each other's existing and developing strengths and skills by including a vast amount of information on the importance of positive educator interactions in our New Employee Orientation presentation and discuss this in great detail when we have our face to face section of our new employee orientation. All educators receive regular training on our centre policies that relate to relationships with children and these policies include our code of conduct. These policies are reviewed annually and more regularly where necessary and include amendments each year based on critical reflection from our team.</p> <p>We regularly take moments to reflect on our learning environments. We ensure that we have set up spaces that offer children the opportunity to take time out and find moments of calm in their day. We know that children who are able to experience moments of calm help children with their self-regulation.</p>

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

We work closely with families, our inclusion professional (IDFM), our Preschool Field Officer (KIS) allied health professionals to help us to improve our educators practice in all areas of education and care. We develop Strategic Inclusion Plans for all of our rooms whether the room has children with additional needs or not so that all children are exposed to the best strategies and interactions from our educators. We develop these Strategic inclusion plans to ensure that our educators deliver a consistent approach for all children at Butterflies across all of the different age groups. We review these Strategic Inclusion plans regularly and all stakeholders are involved in these reviews to ensure continuous improvement and best practice.

### Key improvements sought for Quality Area 5

#### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Element 5.2.2	<p>Some children have behavioural challenges and are unable to self-regulate their own behaviours.</p> <p>This behaviour is difficult for the child and can also negatively impact the room and other children's experience.</p>	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	M	<p>To work closely with our inclusion professional to increase our knowledge and understanding of sensory challenges and self-regulations difficulties.</p> <p>To work closely with the allied health professionals to increase our knowledge, understanding and skill set to help us assist children with sensory challenges and self-regulations difficulties.</p> <p>To provide training to our team on understanding sensory challenges, providing a sensory friendly classroom and assisting</p>	When our team can effectively implement strategies to assist children to regulate their own behaviour.	Ongoing	<p>Our team underwent online training on Sensory challenges and Emotional regulation – June &amp; August 2022</p> <p>Rebecca met with Samantha our inclusion professional to discuss out teams needs Feb,2023</p> <p>Rebecca applied for Inclusion support funding to support children with high support needs. This included devising a strategic inclusion plan (SIP) that outlined strategies to support all children but in particular children with high support needs. February 2023</p>



children to develop self-regulation skills.

Rebecca met with Samantha our inclusion professional to discuss out teams needs  
April 2023

Samantha the Inclusion professional visited our service to provide support for all rooms who required support.  
May 2023

Rebecca emailed our allied health professionals that we regularly liaise with to seek advise –  
January 2023

## Quality Area 6: Collaborative partnerships with families and communities

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

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

### Quality Area 6: Standards and elements

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



## Quality Improvement Plan for Quality Area 6

### Summary of strengths for Quality Area 6

#### Strengths

#### **Engagement with the service - Element 6.1.1 - Families are supported from enrolment to be involved in the service and contribute to service decisions.**

- When a potential new family makes an enquiry at the service, we endeavour to make them feel welcome and at ease. We assist families with any questions they may have and provide them with information to allow them to make an informed decision about enrolling their child at the service, and we encourage them to come in to the service for a tour.
- We orientate each family with a series of 3 orientation sessions. (These sessions are flexible for each family) The first session is for 1 hour and we invite the parent to stay with the child so that we can get to know them and their child before they drop them off to us for the first time. We use this time with the family to inform them about the values and expectations the family hold in relation to their child's learning and wellbeing. We inform families about centre policies and procedures, room routines, planning and what they need to bring to the centre each visit. We also use this time to ease the families guilt about leaving their child in our care and educate the families about what amazing things their child will learn here with us. We inform families that they can call and speak to their child's primary carers as often as they would like to during the settling in period and beyond.
- Our Bumblebees room use communication books for each child to record their Food intake, sleep and bottle times and nappy changes. All other rooms record this information on the Daily information sheet which is located with the sign in folder.
- Educators ask for verbal feedback about each child at drop off in the morning from the family and give verbal feedback at the end of each day.

#### **Parent views are respected - Element 6.1.2 - The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.**

- We ask for feedback about our orientation process from the family as we value their opinion and use this feedback to better our practice.
- A new enrolment observation is taken on the child and shared with the family. This observation documents how the child has settled into our service and provides families with a sense of belonging to our service.
- Each room has their plan displayed on the wall for families to read and have input to.
- Educators ask for information, feedback and input from families through conversations, feedback forms, contributing to children's planning and documentation and through family involvement.
- We ask families for input to our menu's and ask for ideas and recipes from their family and culture.
- We do our best to accommodate each family where we can as long as it is in line with our policies and procedures, the EYLF and the national regulations and law. It must also not impact any other child or family. Sometimes policies and procedures need to be reviewed and changed to ensure we are inclusive of all families.
- We ensure that sibling play is promoted and encouraged in the service and that siblings have the opportunity to spend time together throughout the day.

#### **Families are supported - Element 6.1.3 - Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.**

- When a new family arrives at our service they are welcomed with a parent handbook which outlines our main policies and procedures.

- We educate families about a positive drop off procedure and stress the importance of saying goodbye and building a trust with their child. The second orientation session is a 2 hour drop off and the third session is a half day.
- Educators give the family verbal feedback regarding their child's orientation session, and reassure the family that their child was happy, safe and cared for.
- We email families on a regular basis with updates to policies and procedures, security information etc. We also send regular emails to families with an 'article of interest' for their information. Some include car safety, SIDS information, weather warnings etc.
- We have pamphlets and posters in a range of different languages for our families with diverse communication needs.
- We have a list of families who prefer their information to be printed for them.
- We source and provide families with information about various topics when they request it such as biting, positive behaviour guidance, toilet training etc
- We have current information about our service in our foyer, hallways and children's rooms in the form of posters, letters and signs.
- We have a bi-monthly newsletter for families to keep them up to date on what their child is doing, learning, experiencing and being a part of. These newsletters also help to educate our families about the EYLF, the NQS, the national regulations and law and other relevant information
- We pride ourselves on having a high level of communication with our families. This is supported through a range of platforms including via Storypark, Flexischools, email, phone calls, face to face conversations etc.
- We hold parent information nights throughout the year such as open nights and Kindergarten information nights. During COVID restrictions these were not cancelled but rather held via Zoom.
- We hold Parent teacher interviews twice yearly to give families the opportunity to meet with their child's educators and gain feedback about their progress and development. During COVID restrictions these were not cancelled but rather held via Zoom.
- We send regular emails, Storypark notifications and Flexischools notifications to families to ask for involvement and feedback.

**Transitions - Element 6.2.1 - Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.**

- Educators call families if a child has had an unsettled drop off to inform them that their child has settled and is happy and engaging in play.
- Educators give honest feedback about each child and how they are settling into our service. If a child is taking longer than usual to settle in or getting distressed, we work together with the family to develop strategies to help their child settle in.
- Educators in the babies room have implemented communication books to ensure a high level of positive, 2 way communication.

**Access and participation - Element 6.2.2 - Effective partnerships support children's access, inclusion and participation in the program.**

- We hold parent teacher interviews each year for all age groups to discuss each child's development and progress.
- We hold additional meetings with families when necessary, this may be when we need to discuss sensitive issues, to obtain information about children with additional needs or whenever a family request one.
- Upon enrolment we ask families to tell us about the child's family and other important people in their life. This is asked in our enrolment form and in the 'All about me' form. We use this information to help us with our curriculum decision making. This information also helps educators to be sensitive in regards to certain topics such as mother's day, father's day etc.
- We have an open mind and are not judgemental when families make unusual requests or express concerns. We take all feedback and input on board and always work towards seeing things from the families perspective.
- Incidents, accidents and injuries are written up on an incident form in detail for the family to read and sign upon arrival to pick their child up. The family will also receive a phone call to inform the family if it is an injury to the face or head, a bite or if the injury required medical attention.
- We have strong links with Allied Health Professionals working with the children in the centre.

- Educators share information with other services such as Child Psychologists, Speech Therapists, Occupational therapists, Early intervention Services to ensure the inclusion of children with additional needs and support the child's learning and development.
- We purchase resources and arrange rooms according to individual children's needs.
- We also liaise with past or future childcare centres, Kindergartens or schools through phone calls, reports and letters to support the child's learning and development.
- We liaise with the local primary school prep teachers on a regular basis to find out what skills they would like the children to arrive with when they reach Prep.
- We complete a transition statement for each child going to Primary School and complete any further necessary reports or documentation required by each individual school.
- We utilise a translator service (TIS) to support communication with our CALD families wherever this is required.
- We have strong links with Child Protection, Berry Street, Kildonan, Maternal Health Services and others to support our Vulnerable families.
- We invite allied health professionals into the centre to support children with high support needs. We receive positive feedback about our educators, our philosophy and our approach from allied health professionals working with the children at our service.
- We have an Inclusion Support Officer who assists in increasing the teams knowledge and capabilities in supporting children with high support needs. The Inclusion Support officer also provides on the job training to ensure that each room not only has a Strategic inclusion plan but that the team is implementing all strategies outlined. The Inclusion support officer attends care meetings for any children who have high support needs or who are under the watch of Child protection to ensure a holistic care plan is being implemented.
- We communicate planned events through a smart phone application called FlexiSchools. This application allows us to communicate with families effectively.
- We hold information nights for families to inform them about our planning and documentation process here at Butterflies.

**Community engagement - Element 6.2.3 - The service builds relationships and engages with its community.**

- We have regular contact with our Inclusion Professional at the Victorian Inclusion Agency, Sam who keeps us up to date on all community resources such as events and parent information sessions. We pass this information onto our children and their families.
- Sam also assists us with the inclusion of all children including children with additional needs by attending the service to engage in discussions with educators about any challenges they may be experiencing, and to assist them with implementing additional strategies.
- We support families to access community resources by having pamphlets, emails and posters promoting these services and also assisting families further if needed. Eg. Researching further information or obtaining contact details.
- We advertise local businesses in our newsletter and on our parent notice board in the hope that children and families might connect with the community. We promote local events in our newsletter, via email and flyers to families.
- We have many resources which educate children about cultural diversity of the broader community such as dolls, puzzles, flash cards, posters etc.
- We celebrate all indigenous events such as NAIDOC week. Celebrations take place each year and we invite local indigenous community members to our service to help us to raise awareness and teach our children, families and team about their culture and customs. They conduct many activities with the children such as story telling, dancing, paint the children's faces, playing music, make headbands and basket weaving. We use this week to celebrate these special events but we embed the indigenous culture into our plans and rooms throughout the year.
- We have strong connections with our aboriginal community and are growing our knowledge and understanding of their culture and our role in increasing knowledge and understanding in our local community.
- We support local business and local families by advertising their businesses in our newsletter and displaying their flyers in our foyer.

- We work closely with local businesses to ensure we are supporting local. This includes our local pet feed store for our rabbits and chickens, local take away suppliers for our staff meeting dinners and local trades for all of our maintenance needs.
- Our centre events calendar is developed by our Centre Events Coordinator. This calendar is developed together with our team and our families to ensure we include events and celebrations that are important to the Butterflies community. Once we develop a draft calendar, we send this to our team and families for further input. We send a final copy of our Centre Events Calendar to our families, however it is a living document that is added to as we welcome new families to Butterflies and they share more events with us that are special to them and their family. We hold regular centre celebrations that are important with our families to include them in our centre events. These events include Diwali, NADIOC week, National reconciliation week, Holi, Ramadan, Matariki, Mother Day activity afternoon, Father's Day activity afternoon, Grandparent activity afternoons, the annual Families Christmas picnic, 3 & 4 year old Kindergarten welcome evenings and our 4 year old Kinder graduation night. We invite children's siblings who also attend the centre to join their sibling for these celebrations.
- For events such as Mothers Day, Fathers Day and Grandparents day we ensure that these events are sensitively named in the case that some children may not have a person who fills this role in their life. All events are inclusive and invite other special people along to the event as well. We often get lots of mums, uncles or pops at Fathers Day events, lots of dads, aunties and Nanas at our Mothers Day event. Our team spend lots of time with children who may not have anyone who can attend so that we ensure they feel include and special on the day.
- We invite families to share their family traditions and culture with our centre. We have families join us for celebrations such as Diwali, Chinese New Year, Matariki and Ramadan. Families join us for cooking experiences and dress in traditional cultural dress and dance with the educators and children. These are very special events for our service and we take great pride in the family and community participation we have here at Butterflies.
- We have taken steps to be more culturally inclusive and aware by developing a Reconciliation Action Plan and a RAP committee. We have developed an acknowledgement of country which is specific to our centre and the land our centre is built on. We have our acknowledgement of country displayed in our foyer, and utilise. These books include topics such as the framework, child development, additional needs and much more.
- We liaise with local primary schools and exchange relevant information to support children's learning, including supporting school transition visits and encouraging visits from school teachers to observe and meet with children in their familiar preschool environment. We have a strong relationship with the primary school across the road. We promote each other's events. We visit the school for an excursion each year and attend each other's functions where appropriate.
- We provide resources about community services and support agencies in the local community. We purchase as much as we can to support local businesses, including MBR tree care, Russcycled, Design excavation and Landscaping and Hadlow & Sons.
- We have a strong positive relationship with the other childcare centres and Kindergartens in the area and share ideas and information.

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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>During the pandemic and in particular, times of lockdowns and childcare being closed or closed to everyone except for authorised workers, Butterflies endeavoured to ensure that our children, families and our team were supported and stayed connected. We sent regular notifications out to let our team and families know that we were here for them in any way that we could help. We asked anyone who was isolating and need supplies to let us know so that we could help get them what they needed. We asked our team and families if they were feeling lonely or scared to please reach out but we also provided links and resources for families who weren't comfortable to reach out to us so that they have the supports at their finger tips if they needed. We sent regular communication to ensure that everyone knew that they were not in this alone. We made sure our team knew that were not only a team but that we are also a family and we would help each other through this.</p> <p>We developed a remote learning plan to support our children and families while they were learning from home. We have extended this for any children who have been in isolation due to having COVID-19 or being household contacts.</p> <p>To support our children and families though this challenging time, our team developed a daily remote learning plan. One for every day we were closed to all children and even after when we reopened but had low numbers as families were scared to send their children back to care.</p> <p>It was important that our families continued to feel connected to us and to Butterflies through this challenging time, and for the children to continue to have access to high quality activities and experiences that they can access at home.</p> <p>All educators in our centre contributed to these remote learning plans for each room, with relief and casual educators each joining a team to work together to create this remote learning plan.</p> <p>All staff who participated in the development of the Remote Learning plans were paid for their time. This plan benefitted the children and families but was also a way we could create work from home for our educators.</p> <p>If any staff were unable to participate, that was ok. We were all under different pressures with things like lockdowns, home schooling, curfews, workers permits etc. We developed this Remote learning Plan to support our children families but also to keep our team connected and able to access paid hours working from home.</p> <p>We also made remote learning packs for all children at Butterflies to support their learning from home. We included age appropriate resources such as paint, paint brushes, scissors, paper, pencils, crayons, feathers, playdough, recycled materials, counters, games, activities developed by the Room Leaders, upcoming event day activities and much more. Families were invited to collect the remote learning packs as a drive through system where they would call when they were 5 minutes away and we would run the packs out to the car for them.</p> <p>Below was our Remote learning plan:</p>



	<p>Today's Learning journey</p> <ol style="list-style-type: none"><li>1. Each child must be tagged in the "Today's learning journey" each of their booked days so that they can connect with their teachers and friends and see what they are doing each day.</li><li>2. The "Today's learning journey" must include how to set up some of the planned activities from the weekly plan at home.</li><li>3. The "Today's learning journey" must include a link to an online resource families can access from home.</li><li>4. The "Today's learning journey" must include a video each day which includes a short message from the teachers and children who are on site saying hello, reading a book or singing a song for the children and families who are learning from home.</li></ol> <p>Observations: In place of observations (on site) each family will be sent you a document called "Learning for the month of September" through Storypark with a goal for the family to focus on with their child. This will include an activity or experience you can set up at home to assist your child to achieve this goal. Families are invited to use the comment function to provide feedback and photos of how your child went with the set goal.</p> <p>Weekly Plan The remote learning activities and information do not need to be documented in the weekly plan but can be for ease of cutting and pasting into the Today's Learning Journey each day.</p> <p>Remote learning packs Packs will be ready early next week for collection to support remote learning.</p> <p>Extra resources Our educational leaders are posting daily community posts on Storypark with ideas for activities to set up at home.</p>
<p>2. Practice is informed by critical reflection</p>	<p>Although this was an event that we had not been through before, we were still able to reflect on our past knowledge and feedback from year of experience working with families to ensure they feel a sense of connection and belonging to the centre. We knew and understood the importance of ensuring that families feel this way when they are attending the centre so knew that it was even more important in a time where they were unable to attend and they were feeling lost, scared and isolated. We drew on this previous knowledge and our previous training and applied to our decision making throughout this period with our policy and procedure development.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>We continued to reflect as we went through this period and sought regular feedback from our families how continued to inform us that they felt supported and connected and were so grateful for the supports we were putting in place.</p> <p>We attended as much online professional development as possible throughout this period to ensure that our decision making was informed by best practice. Our team also attended lots of online professional development to ensure that we could incorporate any new ideas or concepts in our approach.</p> <p>We engaged with other Early Childhood Educators and managers on online forums to stay up to date on the latest ideas and approaches in the profession to ensure we were delivering the highest quality programs for our children and families.</p>

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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>Our RAP committee was established in 2014 and consists of committed, passionate and respectful members. These members are made up of staff, families and community members. The purpose of the committee is to implement and embed the RAP at our services continued developing the RAP, monitor its progress and report back findings. Develop, implement and review the cultural awareness and cultural learning needs of employees in all areas of our business. Committee members are responsible for updating the reconciliation action plan, support and seek advice from other committee members as well as consulting with aboriginal and Torres strait islander communities and partner organisations. · Committee members are also responsible for increasing staff understanding of the purpose and significance behind cultural protocols, including acknowledgement of country and welcome to country protocols. Ensure the acknowledgement of country included at the commencement of important internal meetings.</p>
2. Practice is informed by critical reflection	<p>Our committee members have provided critical feedback regarding our RAP, centre practices and documentation is current, culturally aware and inclusive. Some of our committee members are either aboriginal or work for aboriginal organisations and have a wealth of knowledge that they share with us as a service.</p> <p>Each year we use feedback and input from our stakeholders and RAP committee members to develop guide principles for future engagement. We aim for continuous improvement on this learning journey and use all past experiences and feedback to shape all future decision making around strategies we add to our RAP.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>We ensure a member of the RAP committee meets with Aboriginal and Torres strait islander organisations to develop guiding principles for future engagement. We engage with Aboriginal and Torres strait islander staff and/or Aboriginal and Torres strait islander advisors and invite to continuously contribute to the improvement of our anti-discrimination policy. We work closely with our Aboriginal and Torres Strait Islander families to gain their input and feedback to help us improve our future decisions and engagement.</p>

## Key improvements sought for Quality Area 6

### Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<p>Element 6.2.1</p> <p>Transitions</p> <p>Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.</p>	<p>Initial 1-hour orientation is done onsite in the room. We have identified that educators cannot gain adequate information and provide a one on one attention to the family.</p> <p>COVID-19 impacted our ability to invite new families into the centre and the rooms for orientation session.</p>	<p>To provide an opportunity for educators and families to exchange information on about the centre / children's likes, interests, needs routines, cultural beliefs etc. that is in line with COVID restrictions and suits both the centre and the family.</p>	H	<p>To create an alternative orientation session to our usual face to face 1 hour orientation session that was held in the room.</p> <p>The session will be held via Zoom and is for the parent and child to get to know the carer and feel a sense of belonging prior to commencing with us.</p> <p>Communicate with our families why we are making this change and provide evidence of the benefits we see happening for the child, parent and educator.</p> <p>Implement this new procedure.</p>	<p>Children will attend the second orientation and the educators will be prepared with activities set up base on the child's interests to assist in transitioning and settling the children into the service.</p> <p>The family will feel comfortable leaving their child with us after the first zoom orientation.</p> <p>The children will have a sense of stability having been introduced to the educators.</p> <p>Educators will feel ready and prepared for new children commencing at the service.</p>	July 2022	<p>We created a new orientation procedure for new families joining the service which included an initial zoom orientation between the parent and educator – January 2021</p> <p>We communicated this change with our current families to gain their input and feedback for future families – March 2021</p> <p>After gaining feedback from our current families about how they would feel about this proposed orientation, we made some modifications to our original plan – April 2021</p> <p>We implemented the new orientation procedure and communicated this with our team and families through our parent handbook, centre policies, website and</p>





						<p>emails to families – May 2021</p> <p>We reviewed this procedure once COVID restrictions were eased and gained feedback from both our team and from our families. Based on this feedback we decided to keep the 1 hour zoom orientation in place – December 2021</p> <p>We further reviewed this procedure and gained feedback from our families and again decided that based on this feedback we decided to keep the 1 hour zoom in place as an ongoing procedure – March 2022</p> <p>We further reviewed this procedure and gained feedback from our families to ensure they are happy with this procedure – December 2022</p>
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## Quality Area 7: Governance and Leadership

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

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

### Quality Area 7: Standards and elements

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

## Quality Improvement Plan for Quality Area 7

### Summary of strengths for Quality Area 7

#### Strengths

#### **Service philosophy and purpose - Element - 7.1.1 - A statement of philosophy is developed and guides all aspects of the service's operations.**

- Our Centre Philosophy guides Educator practice and our team review our centre philosophy together regularly to ensure that it reflects our service values. It is a growing document that we will always continue to reflect on, add to and at times may remove sections that may no longer be as relevant to us as a group. As we learn and grow together so will our centre philosophy.
- We have a strict screening and interviewing process for all new employees. This involves screening resumes for qualifications and experience and an interview for further detailed discussion on the employees experience in the industry, and knowledge of the relevant regulations, framework and standards.
- We have a 3 hour orientation process for each new educator prior to commencing work at Butterflies. This orientation consists of a tour of the centre and introduction to other educators. It also consists of sitting with the new employee and going through our procedures such as the emergency procedures, health and hygiene procedures, safety procedures, policies and our expectations around how we ensure we are delivering high quality education and care to all children. We also go through parking, local shops, payroll information and exchange of paperwork. The educator is then given information on the EYLF, Code of Ethics, Centre Philosophy, the NQS and the National Regulations and Law to ensure they are supported in their new role at Butterflies.
- All educators have current Working with Children Checks that are checked regularly.
- At all times there is a Responsible person on duty and their name is displayed in the foyer so the team and families know who this person is.
- We promote the use of more professional language when talking about early childhood education and care (ECEC). We use language like children in place of kids, educator in place of child care worker, early childhood service in place of day care and sector in place of industry. We hope that with small changes to the languages we use we can show the value of educators' work delivering positive outcomes for children.

#### **Management systems - Element 7.1.2 - Systems are in place to manage risk and enable the effective management and operation of a quality service.**

- We have 2 Diploma Qualified educators on each week to cover planning to again ensure consistency for the children and families. We have a large enough casual pool to not ever require Agency staff. This is to again ensure consistency for the children and families and also ensure we are running our centre within budget to ensure we are viable and sustainable.
- Management operate using a mutual respect system and treat all educators equally.
- We collect family feedback via feedback forms, emails and verbal conversations and use this data to inform our planning cycle.
- Complaints are addressed immediately. A complaint is listened to and recorded. The Director will then obtain any further information required such as information from educators and once all required information is obtained, the complaint is followed up with the family via email, phone call or in person (whatever the family feel more comfortable with). All complaints are reported to the Department.
- Our policies and procedures are reviewed annually and anytime in between that we feel necessary. This is done together with family feedback, educator feedback and management.
- We have sourced the assistance of a company called Centre Support to assist us with developing our centre policies and procedures.

- We use Qikkids childcare management software which provides parent sign in sheets, rolls, reports etc
- Our enrolment forms, staff records, EziDebit forms and any other confidential information is kept in a locked filing cabinet with only the Director and Assistant Director having access to this.
- We have engaged the services of the following support agencies to ensure we are operating in the best possible way: HR, Centre Support (policies, Procedures, Planning and documentation templates), Qikkids (childcare management software), FlexiSchools (smartphone application to communicate with families and educators), An accountant and a bookkeeper, an IT technician.
- R U OK brochures/packages and access to are available for all educators and families to support general wellbeing and mental health
- We provide regular information about Be You, an organisation that provides educators with knowledge, tools and resources to create positive, inclusive and responsive learning communities where every child, young person, educator and family is empowered to achieve their best possible mental health.
- We have a pocket of Crisis Helpline Numbers available for families, educators and any visitors available to take.
- We use a company called Centre Support to develop and review our policies. They review these on an ongoing basis throughout the year depending on changes to the NQS, Regs and other industry changes (Eg Privacy act, SIDS etc) We also review our policies on an ongoing basis as these updates come in. We also have a formal policy review week in June each year where we review all policies and procedures in the centre. This is not a huge process as Centre support as well as Butterflies review policies throughout the year.
- Our office is locked each evening as it contains sensitive information. We also have a locked filing cabinet with staff details and another for family enrolment details. Our childcare management software is also secure with a password required for access and can only be accessed by management. Families with children with medical conditions are given a consent form to review and sign if they wish to give us permission for their child's action plan to be displayed at the service.
- The Nominated Supervisor is responsible for keeping the staff details folder up to date and ensuring that all WWCC, teaching registrations, first aid qualifications and asthma and anaphylaxis training are up to date. This is on a weekly checklist that the Nominated Supervisor completed each week.
- We currently have 11 Responsible people (including the 3 management staff) at Butterflies. These educators have been assessed and deemed as being fit and proper and have signed a document to accept this offer of responsibility. All Responsible Persons are re-assessed for their suitability to be a Responsible Person on a monthly basis by the Nominated Supervisor.

**Roles and responsibilities - Element 7.1.3 - Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.**

- Sue and Terry Franklin are the Company Directors, Rebecca is the Nominated Supervisor, Amanda and Jessica are the Co-Centre Directors, Belinda is the Assistant Director and Diana is the Educational Leader. Together they operate the centre at the highest standard.
- We have 5 Room Leaders, 1 Kindergarten Teacher, 11 Assistants working in the rooms. We have 7 regular relief educators to ensure consistency for the children.
- We structure our staffing arrangements to ensure continuity of care for children and have developed a 4 week rotating roster to achieve this.
- We have developed a staff consistency plan as a part of our continuity of educator's policy to ensure that no more than 50% of regular educators are away from the room at any time (this includes approval of annual leave requests)
- Educators shifts are spread out over the day so a typical range of shifts for one room may be 7.30am-3.30pm, 8.30am-4.30pm, 9.30am-5.30pm & 10.00am-6.00pm. Wherever possible the same reliever will cover all lunch breaks in one room.
- We have a Privacy officer who monitors Privacy and confidentiality in the centre. The privacy officer has recently attended training on the revised Privacy Act and is up to date with all changes.

- The Nominated Supervisor, along with the Leadership team and other educators from Butterflies have undergone Leadership training held by Farran Street Education.
- We have defined the Centre Director and Assistant director roles to ensure effective time management and to provide a clear operational hierarchy for our team.
- Leadership is a vital skill expected from all of our educators. We encourage shared leadership to be shown from our entire team depending on each educator's strengths and interests.
- We run a democratic style centre where everyone's opinions and feedback are taken into consideration prior to decisions being made. Decisions are made by management after taking all feedback into consideration. Feedback is documented throughout each week and discussed during each management meeting. Decisions are then made based on this feedback. We seek the feedback of families, therapists, children, educators and any other professionals working with the service.

**Continuous improvement - Element 7.2.1 - There is an effective self-assessment and quality improvement process in place.**

- Educators receive performance management when necessary to ensure continuous improvement.
- We have a grievance policy which outlines our grievance procedure clearly for our families. This procedure is also displayed in our foyer in line with the requirements in the Education and Care Service regulations.
- The leadership team was established in 2014 which consists of Management and the 6 Lead Educators. The leadership team meet once per month the week prior to the staff meeting to gain feedback and discuss current issues and strengths to add to the staff meeting agenda.
- We have a formal appraisal process where educators complete a self-appraisal as a first step, their supervisor then completes a section of the appraisal and the final step is meeting to discuss. During the meeting goals will be set for the educator which will be devised by the educator and the supervisor together.
- We are currently working on two innovative solutions cases with the Victorian Inclusion Agency to support our service in a number of areas including funding further training for inclusion of children with additional needs and supporting isolated and vulnerable families.
- We have a commitment to continuous improvement and add to our QIP regularly. We use leadership meetings, team meetings, management meetings and parent feedback as opportunities to do this.
- We celebrate our educator's special achievements such as obtaining new qualifications, celebrate and recognise their birthdays and other special events such as getting married and having babies!
- We celebrate World Teacher's Day each year to promote self-confidence, motivation and inspiration to the team.
- We celebrate Educators Day each year to promote self-confidence, motivation and inspiration to the team.
- We have a clear grievance policy which is sent to families regularly via our FlexiBuzz application. Family concerns / complaints are listened to and families are given the time to explain their concern / complaint. We listen to families and acknowledge their concerns. If we can provide feedback at the time we do, alternatively, we look into their concerns and get back to the family in a timely manner. We take all family feedback and concerns on board to better our processes and practice. We are aware of the reporting/notifying obligations in regard to incidents and complaints.

**Educational leadership - Element 7.2.2 - The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.**

- The Educational Leader is entirely off the floor and not counted in ratios.
- Educational Leadership is promoted through leadership meetings, on the job training, mentoring and at staff meetings.
- Leadership meetings involve the Educational Leader, management and our 6 team leaders at the service.
- Leadership meetings are in place to provide a place for debate, discussion and to create opportunities for input.

- The Educational Leader, the leadership Team and the wider team work collaboratively and consistently to make curriculum decisions.
- The Educational Leader is available to all educators to support and encourage and ensure that everyone feels comfortable and confident contributing to children's learning and documentation.
- The Educational Leader also provides feedback, training and support to the team through on the job discussions and training, Storypark posts and conversations, staff meetings and training sessions.
- The Educational Leader works closely with the Centre Director and Assistant Director to support the team to achieve the goals we have put in place to provide high quality education and Care to all children here at Butterflies.
- The Educational Leader has attended training on the position of Educational Leader and spends her week having discussion and reflective practice with other educators.

**Development of professionals - Element 7.2.3 - Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.**

- Educators attend regular Professional Development sessions on effective Leadership.
- Management advertise all vacant positions and roles internally before advertising externally.
- We assign tasks to educators to improve self-esteem and leadership skills.
  - We prompt educators to think about how they are contributing to the education and care of children with weekly tasks such as getting them to write down a stand out or key experience or conversation that they were involved in with a child.
  - We hold monthly staff meetings where we create opportunities for professional conversations.
  - We share the collective knowledge of the team by inviting educators to share their knowledge at staff meetings and training sessions. This knowledge may come from Professional Development sessions they are attending, past experiences at other services and any research or feedback they have obtained.
  - Staff turnover is low. We have only had a few educators leave for family reasons although this did increase just after COVID passed as we saw a high turnover in the industry.
  - We have devised an "Educator of the Month" award for outstanding performance. This is awarded at the staff meeting where they can be acknowledged by their peers for their positive performance.
  - Management underwent training with our HR company to learn about various employee learning and behaviour styles so that we can best manage this large team.
  - Educators adequately engage in reflection and refinement of strategies to create and sustain improvements.
  - The management team meet on a weekly basis to discuss current matters, reflect on current practices, discuss ideas for staff meetings and training, etc.
  - Walk rounds are conducted by the nominated supervisor, Centre Director and Assistant Directors every morning and afternoon as a routine event to ensure all areas of the NQS and regulations and law are being met. In between the nominated supervisor spends majority of the day with the team, motivating, providing on the job training, inspiring and leading the team.
  - Monthly Staff meetings, one month is a whole group staff meeting (training session), then the next month we split into rooms for Rooms meetings to have more specific discussion about what is working well and where our goals lie. We hold monthly Leadership meetings where our leadership group discuss what is working well, what challenges they are facing, areas in need of improvement and we all contribute to our QIP. These meetings provide opportunities for professional discussions. We provide on the job training and feel that this is one of most effective ways of supporting and providing feedback to our team.
- This years Professional Development organised by Butterflies has been provided by Building blocks occupational therapy online through Zoom and has been 3 sessions on Play, Sensory processing and Emotional regulation.

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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>We source an external company called Centre Support to develop the basis for our centre policies to ensure they meet all regulations, laws, frameworks and guidelines. These policies are updated by Centre Support any time there is a need to do so Eg change in regulations.</p> <p>The nominated Supervisor reviews all policies and amends and adds to these so that they are in line with Butterflies philosophy, code of conduct and all other procedures Eg Allergy procedure, 50% “busy” rule, open and close procedures.</p> <p>All policies represent the services commitment to providing high quality education and care.</p> <p>These policies are accessible at all times and are clearly communicated with the team regularly.</p>
2. Practice is informed by critical reflection	<p>Our centre policies have been developed over the 11 years that Butterflies has been operating and are reviewed annually. This review process uses past data, feedback, incidents, risk assessments, events and experiences to inform future policy changes and amendments. Each year we gain more experience and knowledge and can apply this to future policy development and reviews.</p>
3. Practice is shaped by meaningful engagement with families, and/or community	<p>We involve all stakeholders in the review process and encourage engagement by all in the policy development and review process.</p> <p>Our stakeholders include all Educators, Directors/Coordinators, Management Committee, families, children and community members.</p> <p>Throughout the year we send a weekly policy to our team and our families to not only inform them about our current policies but to encourage feedback and input for future policy development and reviews. We also have our policies available in the centre foyer for our team and our families to access with feedback forms available for input and suggestions.</p> <p>Throughout the year we discuss different policies with our team at staff meetings and staff training sessions to ensure all team members are aware of all policies and understand how to implement them. We also encourage feedback and input for future policy development and reviews.</p>

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

### Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<p>Our service consistently builds and promotes a positive organisational culture built on mutual respect, sharing of information and knowledge and learning together. This year as we approached Australia Day, as a team, we regularly discussed our role, as Early Childhood Educators in teaching children about Australia, its cultures, customs and most importantly, our First Nation's people.</p> <p>As we aim to be inclusive with all of our centre events to ensure that all of our children, families and staff feel that their culture, background and customs are being embraced and included in our curriculum, we feel it is part of our role as Early Childhood Educators, to discuss all aspects of what Australia is and means to the many people who live in this country and teach children at an age appropriate level about Australia throughout the year each year, not only on or around Australia Day.</p> <p>We engaged in professional development and robust discussion to enhance our knowledge of the history of Australia and our First Nations people. Aboriginal and Torres Strait Islander peoples are the first peoples of Australia, meaning they were here for thousands of years prior to colonisation.</p> <p>Australia Day means different things to different Australians. We acknowledged that this day brings up many feelings for our first people such as hurt, sorrow, mourning and pain. Therefore, we wanted to be respectful and considerate in our planning for the Australia Day activities and experiences.</p> <p>We chose not to ignore this day as we understand this day is important for many people but instead chose to provide many activities, looking at the Australian culture, customs, our first people, Australian Animals, flora and fauna, multiculturalism and all things that make Australia unique and wonderful.</p>
2. Practice is informed by critical reflection	<p>In the lead up to Australia Day this year, we gathered feedback from our RAP committee members and encouraged and welcomed our families to share their thoughts, knowledge and suggestions with us to help us to continuously improve our practice in this area. We welcomed the input and sharing of knowledge from our Aboriginal and Torres Strait Islander families in particular to share their perspective on this day and help us to acknowledge this day in an appropriate way. We used feedback from previous years to inform our decision on how to appropriately acknowledge Australia Day this year. We wanted to get it right to be respectful to our aboriginal and Torres Strait Islander community, to teach the children in our care how to be inclusive and also to help educate our families on the sensitivity of this day and how Australia Day celebrations can be hurtful and harmful.</p>



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

We used our knowledge from engaging with our families both Aboriginal and Torres Strait Islander and non Aboriginal and Torres Strait Islander to help us to plan and acknowledge Australia Day this year. We used our knowledge from engaging in professional development to help us with our decision making around how to appropriately acknowledge Australia Day and how to explain our decision making to our families who are also very early on in their journey of learning about how Australia Day is perceived by different Australians.

## Key improvements sought for Quality Area 7

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Element 7.1.2	The outdoor set ups are in need of improvement as they need to be more engaging and inviting.	<p>To improve the quality of activity and experiences in our outdoor environment.</p> <p>To appoint an outdoor educator to lead and inspire the team to create engaging and inviting set ups outdoors across the service.</p>	M	<p>Management will provide training and inspiration to the whole team to improve the quality of activities and experiences in the outdoor environment.</p> <p>Management will develop a position description for an outdoor educator so that this role is clear and measurable.</p> <p>Management will advertise this leadership role internally.</p> <p>Management will interview any suitable applicants.</p> <p>Management will appoint an outdoor educator who is passionate about providing rich, engaging</p>	<p>The team make improvements in the set up of their outdoor activities and experiences.</p> <p>The team report feeling more motivate to provide rich, engaging and inviting outdoor activities and experiences.</p> <p>The outdoor program across the service is at a consistently high level with rich, engaging and inviting learning environments being set up at all times.</p>	Ongoing	<p>Management provided training on how to set up an engaging outdoor leaning environment – March 2022</p> <p>Management developed a position description for outdoor educator and advertised this internally – April 2022</p> <p>Management interview 2 applicants and appointed 1 educator to take on the role of outdoor educator – May 2022</p> <p>Management provided training for the outdoor educator so that the expectation of the role was clear and outcomes were measurable - May 2022</p>



and inviting outdoor spaces.

The Educator appointed will have access to resources, and information to assist with this role.

The outdoor educator will contribute to staff meeting agendas to help motivate and inspire the team.

The outdoor educator will send regular Storypark conversations to help motivate and inspire the team.

The outdoor educator contribute to staff meeting agendas to help inspire the team with outdoor set ups – June, July, August, September 2022

Improvements have been noted on occasions but not consistently across the service yet – June 2022

The outdoor educator started a conversation with inspo pictures to help motivate and inspire the team to improve the outdoor set ups – July, August 2022

An increase in the motivation for improving the outdoor set up has been noted in particular on special occasions such as Kinder welcome night and Fathers Day activity afternoon however we aim to see this implemented more regularly and consistently – January 2023

Our team are making regular improvements to the outdoor set ups after discussing ways to make it easier for set up in the mornings and easier to pack things away in the evenings – March 2023

