



Australian Children's  
Education & Care  
Quality Authority

# Glandore Community Kindergarten Quality Improvement Plan

2025

## The National Quality Standard and Quality Improvement

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

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

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

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

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

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

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

## About the ACECQA Quality Improvement Plan template

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

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

## Exceeding NQS themes guidance

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

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

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

**Service details.**

<b>Service name</b>		<b>Service approval number</b>	
Glandore Community Kindergarten		SE-00010379	
<b>Primary contacts at service</b>			
<b>Sharyn Clark (Director)</b>			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	<b>37 St Georges Avenue</b>	Telephone	<b>82935325</b>
Suburb	<b>Glandore</b>	Mobile	
State/territory	<b>SA</b>	Fax	
Postcode	<b>5037</b>	Email	
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact	<b>Sharyn Clark</b>	Name	<b>Sharyn Clark</b>
Telephone	<b>82935325</b>	Telephone	<b>82935325</b>
Mobile		Mobile	
Fax		Fax	
Email	<b>dl.5616.leaders@schools.sa.edu.au</b>	Email	<b>DI.5616.leaders@schools.sa.edu.au</b>
<b>Postal address (if different to physical location of service)</b>			
Street		State/territory	<b>SA</b>
Suburb		Postcode	<b>5037</b>
<b>Educational leader</b>			
Name	<b>Sharyn Clark</b>		
Telephone	<b>As above</b>		
Email	<b>As above</b>		

## Operating hours

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

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

Round times to the nearest quarter of an hour.

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08.45	08.45	08.45	08.45	08.45		
Closing time	14.45	14.45	14.45	14.45	11.45		

## Additional information about your service

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

Glandore Community Kindergarten is a stand-alone Department for Education kindergarten located 6 kilometres from the Adelaide CBD. It is one of eight Department for Education services that host a Speech & Language Program. The Speech and Language Program at Glandore kindergarten currently operates on Wednesday and Thursday and Friday mornings. <https://www.sa.gov.au/topics/education-and-learning/disability-and-special-needs/speech-and-language-impairments>.

At Glandore Community Kindergarten educators value their growing partnership with families. Throughout the year the educators develop the preschool educational program aiming to be responsive and relevant to their community and the family contexts of every child. The learning program reflects the current site philosophy. This philosophy is reviewed as part of ongoing reflective practices. The design of the teaching and learning programs reflects the principles and practices described within our mandated framework: The Early Years Learning Framework for Australia V2.0. Our Preschool Quality Improvement Plan clearly describes our learning goals and priorities. Glandore Kindergarten is connecting continually with its community. We do this through active engagement and advocacy with a range of organizations to best support families. Children transition to several state and independent schools.

How are the children grouped at your service?  
2025 enrolment cap of 44 children (inclusive of the SLP)

Group 1 – Monday/ Tuesday and Friday AM  
Group 2- Wednesday/ Thursday and Friday AM  
SLP within Group 2

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

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

No. of educators:

## Statement of Philosophy

Please insert your service's statement of philosophy here.

### ***Statement of Philosophy – Revised November 2024 and under review still for feedback processes***

At Glandore Community Kindergarten, our teaching and learning practices are underpinned by research, ensuring that we provide the highest quality education for our children. We believe that play provides strength-based opportunities for children to discover, create, inquire, and reason. Through play, children engage in a rich context that allows them to develop their literacy and numeracy capabilities and experience 'intellectual stretch'.

Our pedagogical approach includes sustained shared thinking practices, positioning educators as play partners alongside children. This collaborative approach fosters a supportive and engaging learning environment. Our learning environment provides scope for all children to take risks and experience challenges, engage in sustainable practices, connect with the land, and develop dispositions for learning.

The cycle of planning for every child and a focus on continuous improvement guides our teaching practices and the setup of learning spaces. We believe that collaboration and communication with families enable children to strengthen connections and learning between home and Kindergarten. Responsive and respectful relationships shape our learning community, ensuring that every child feels valued and supported.

A focus on equity ensures all children can experience positive engagement and growth over time. We value diversity and incorporate it into the learning context, routines, and play, creating an inclusive environment where every child can thrive. At Glandore Community Kindergarten, we are committed to providing a nurturing and stimulating environment that supports the holistic development of every child. Together with families, we create a rich and dynamic learning community that fosters a love of learning and prepares children for future success.

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## Quality Area 1: Educational Program and Practice

### 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.

*Our document on Interactions with Children serves as a guiding principle for every educator's teaching method and their interactions with children and their families. Children bring a wealth of abilities, knowledge, diverse home and community experiences, and established relationships when they join us. Our educational approaches are rooted in our philosophy. Each year, we position families and caregivers as valued partners and aim to build respectful and genuine relationships with them. We aspire to create an environment where children can learn collaboratively and benefit from each other's unique perspectives. The voices of children and their families play a significant role in our planning processes. Our community, Governing Council, and families have a strong influence on shaping the future plans and directions of the kindergarten. To maximise opportunities for all children, we emphasise children's agency encouraging them to contribute make decisions and take learning risks in shaping their environment and experiences. Educators engage in regular critical reflections that consider children's strengths, interests, and experiences as the foundation for ongoing curriculum monitoring and planning. For both children and teachers, terms like "challenge," "stretch," "hard thinking," and "persistence" are integrated into everyday learning conversations. Our ongoing focus has been on supporting children to become independent thinkers and effective communicators. Peer-to-peer learning is a fundamental part of this approach where children take on leadership roles, respond to their peers' learning needs and form meaningful relationships. We place great importance on shared and sustained thinking, where children and teachers collaborate intellectually to solve problems, clarify concepts, evaluate activities and ideas, and extend narratives. This shared sustained thinking is at the core of our learning relationships. Literacy and numeracy are integral components of our teaching and learning program at Glandore. Intentional teaching within the play program is planned and continually assessed to meet the individual needs of children. Our educators draw on key research and evidence-based literature to inform curriculum decisions and guide reflective practice. Research contributes to the ongoing growth and development of each educator. The planning and assessment of children's learning consider relationships, resources, routines, and experiences that promote holistic development. Each year the team collaboratively focuses on an area for improvement. The ongoing and differentiated learning cycles for each child are evident in their pedagogical documentation and observable within the hands-on experiential program. Our practice is guided by critical reflection and all activities and experiences are open-ended and adaptable to accommodate the evolving interests of children. Children's requests for materials and resources are supported by educators through questioning and discussion that strengthen children's agency and voice. Every educator employs carefully considered pedagogical approaches and all conversations within the team, families and with children focus on planning that aligns with children's strengths and learning dispositions. The analysis of each child's learning and growth over time is intentional and responsive. We seek and value multiple perspectives from children, their families and the entire staff team for formative assessment and future learning. Families have opportunities to participate in shaping their child's learning plan. Children's progress is assessed against the Early Years Learning Framework (EYLF V2.0) and The Indicators of Preschool Numeracy and Literacy (IPNL) . Parents are encouraged*



*to take home their child's learning folder and contribute aspects of their family life and experiences which educators then use to build on the child's existing knowledge, strengths, and experiences. Our commitment to continuous improvement informs future learning plans and emphasises relevant professional development. We celebrate children's learning and progress viewing each child as capable and competent. Learning together is an exciting journey where we all share a passion for lifelong learning.*

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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



Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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

Notes:



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

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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## Quality Area 2: Children's health and safety

- 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.

*We uphold the rights of every child to experience a profound sense of well-being. Each child is safeguarded, and we actively support and promote their health and physical activity. Our educators engage in high-quality interactions with children in all play areas while ensuring the safety of equipment and resources. We empower children to understand and become independent in matters of good hygiene by modelling appropriate health and hygiene practices. Our staff approach toileting routines and changing clothes with respect, care and an emphasis on preserving each child's dignity. Our 'Towards Independence' policy serves as our guiding compass for managing children's health and well-being needs. We engage in open discussions with families during enrolment to understand each child's unique health, medical, dietary, cultural and well-being requirements. Individual appointments are scheduled with families to gather deeper insights into each child to ensure that we have the necessary processes in place upon their commencement. We may also conduct early entry visits, provide staff training, make additional staffing adjustments and implement physical changes to the environment as needed. Our participation in the Safety and Risk Management Plan process assures families that necessary changes in practice are made to ensure their child's health and safety. We engage in meaningful conversations among our educators regarding each child's evolving sense of safety and their ability to manage risks and is informed by contemporary literature and research. Child Protection is an integral part of our curriculum and is delivered deliberately and purposefully. We are responsive to the individual needs of children and families sharing information about The Child Protection Curriculum through newsletters and programs. Working in collaboration with families we critically reflect on The Child Protection Curriculum in the context of our site. Our staff comprehends their duty of care responsibilities and maintains vigilant supervision. We offer opportunities for physical activity throughout the day, incorporating both free play and structured games. We honour children's growing confidence and celebrate small achievements. Our pedagogical approach ensures a responsive physical environment giving children the agency to confidently explore and take calculated risks. Educators set age-appropriate challenges for children that is always within their zone of proximal development. Children can access equipment in the shed alongside an educator and have the autonomy to request items to enhance their learning experience. We remain attuned and responsive to potential interoception responses that may affect a child's program involvement. Our covered outdoor areas provide a safe space for play during inclement weather and sun protection in the summer. We regularly discuss and practice emergency procedures with children fostering exploration of "what if" scenarios. Emergency evacuation and invacuation procedures undergo evaluation and improvement through a process of critical reflection documented in our "Record and Reflection of Drills" book. Children are offered opportunities for quiet activities and relaxation during the session including their own cushions for comfort. Promoting healthy eating is a continuous focus with discussions taking place during snack and lunch times and in our edible garden. We offer options for children who wish or need to eat outside of these designated times. Children and families have opportunity to participate in planning and caring for the garden as well as using the produce. We sensitively inform families about illnesses and infectious diseases within the centre providing them with links to additional services and information. Children's eating times are integrated into our learning program with staff lunches scheduled separately to allow staff to sit with*



*children, supervise, assist, and engage in conversations. We emphasise reducing waste, proper hand washing and staying hydrated through both formal and informal discussions throughout the day. Families have opportunity to engage in the development and review of site-specific policies and procedures. Our educators are given an opportunity to read, reflect upon and discuss policies ensuring that all practices align with the centre's procedures.*

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

Exceeding themes	
1. Practice is embedded in service operations	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
2. Practice is informed by critical reflection	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] Emergency evacuation and invacuation procedures undergo evaluation and improvement through a process of critical reflection discussed and documented. Educators are regularly given the opportunity to read, reflect upon and discuss health and safety policies and procedures during planned whole staff meetings. These are stored for all staff to access as required at a later date.</p>



3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] We engage in open discussions with family
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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.
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Standard 2.2 – Safety: Each child is protected.

<b>Exceeding themes</b>	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]



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

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

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### Quality Area 3: Physical environment

- 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.

*The environment is regarded as 'the third teacher' offering a flexible canvas for both educators and children to create responsive learning spaces that align with the children's ideas, interests, and activities. The placement of educators along with a variety of resources in both indoor and outdoor areas foster an active and dynamic learning environment. Free play opportunities empower children to establish their own learning objectives and challenges in line with the goals of a preschool program. Resources and materials are carefully selected to ensure versatility and adequate quantities to engage all children. Educators regularly assess these resources making decisions about replacements, material flexibility and opportunities for children's learning. Our outdoor learning environment has been an ongoing community effort since 2015. The design and establishment of the garden have involved the Governing Council, children, families, staff, and the local council. The design process has been guided by the aim of creating inviting spaces and garden rooms that enhance children's play. Community members continue to contribute their time and resources, such as cuttings and plants, to enrich the outdoor environment. Families have provided valuable feedback regarding the garden's positive impact on their child's learning. Children are actively encouraged to become environmentally responsible through activities like planting, watering, composting and managing the worm farm. Our open spaces are designed to accommodate adequate active supervision, small group work, staff areas, meetings, and visitor access. Both indoor and outdoor areas are designed to be adaptable ensuring inclusivity for all children, families, and educators. Together educators and children address cleaning needs throughout the day, such as wiping lunch tables and washing toys. All play spaces undergo formal reviews and reflections with adjustments made as educators draw insights from professional readings and consult Daily and Quarterly safety checks. Play spaces' temperature, including play equipment like climbing boards, is digitally monitored. Reflective pedagogical decisions are made to relocate play to safer areas when necessary. Workplace Health and Safety concerns are discussed and documented during every staff meeting and necessary actions are taken. Resources are continuously evaluated for functionality, purpose, and maintenance. Our physical environment fosters a sense of belonging by recognising and valuing each child. Each child has a name card, access to a named locker for their belongings and flexible spaces to display their work. Kindergarten provides a sun-safe hat and lunch box upon enrolment. Families have access to an information pocket and a communication diary to convey pertinent information to educators. The Governing Council and educators collaborate on design changes to the physical environment and approve resource purchases. Excursions take children to community environments, including the neighbouring park and local streets encouraging exploration and connectedness to the broader community. Sustainability practices are integrated into our daily routine through activities like gardening, composting, recycling, and caring for the creatures that call the kindergarten home. Children are encouraged to take ownership of their learning and parents are invited to engage in the kindergarten program and their child's education. Families and the Governing Council actively contribute their insights to the improvement planning of physical spaces and approve expenses related to building maintenance, furniture, and equipment. In our daily Acknowledgment of Country, we are reminded to care for the entire environment. Children engage with water and land on a daily basis, and they learn to care for their environment. The adjacent playground is utilised by children, families, educators and the wider community.*





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	
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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



<b>Exceeding themes</b>	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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#### Quality Area 4: Staffing arrangements

- 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.

*Our kindergarten fosters a strong sense of collaboration and shared leadership with a deep commitment to educator unity and a common purpose. Our staff culture thrives on genuine collaboration where team members readily provide flexible and responsive support to one another as well as to children and families. We highly value the unique strengths and abilities of each staff member ensuring they play a pivotal role in our program. We cherish the continuity of staffing that builds enduring, supportive relationships and partnerships with families over the course of their children's enrolment at our centre. Collaborative approaches are at the heart of our practice. Children are grouped into two distinct attendance patterns and our staff consistently work with the same group throughout the year providing consistency. This offers a stable, familiar, and secure learning environment for children enabling the development of quality relationships that are essential for collaborative learning. It also enhances each child's well-being and active engagement by ensuring a deep understanding of each child and extending their learning. In cases where mainstream staff are absent, we have a pool of regular relief educators who are known to the children ensuring continuity of care. This continuous relationship with trusted educators enhances children's development and ensures seamless learning, planning and documentation. Children's learning folders are accessible to all staff, children and families with multiple voices contributing and guiding each child's progress. For children eligible for additional Inclusive Education Support Program (IESP) funding we allocate specific educators to support them maintaining consistency across both groups to foster deep connections with staff, families, and children. Our Professional Learning Communities, both within our centre and in partnership with the Department for Education, encourages reflective and respectful challenges to our teaching practices including regular pedagogy reviews. We engage in discussions about the principles and practices outlined in The Early Years Learning Framework V2.0 as well as other supporting documents and research papers. Preschool educators hold team meetings to share insights and information about children, families, and community matters. These meetings are an opportunity for educators to reflect on their practices drawing on each other's expertise to improve children's learning outcomes. Reflective practice forms the basis for planning, analysis, and practice challenges. We also reflect on how we can enhance our communication and the experiences that promote effective and high-quality interactions. Parent opinions through an annual survey guides us in refining our approaches and communication with families and the community. Our onsite speech pathologist actively participates in staff meetings and contributes to planning, documentation and inquiries related to children's learning. Performance development processes for all staff promote open communication and reflective feedback aligning with Department for Education, Greenhill South Partnership and Quality Improvement Plan priorities. We adhere to AITSL standards and the Public Sector Code of Ethics to guide our professional practice as evidenced in our Performance Development Reviews. These standards connect us with national professional guidelines supporting individual growth through the various domains and descriptors of professional career stages. Our staff have actively engaged in projects with the Learning Improvement Division/Curriculum within the Department for Education sharing their research and learning with peers and leadership in various formats. To ensure that we meet the needs of all children we budget for human resources over and above our centre staffing allocation allowing staff time for planning, documentation, school transition visits and parent and external service provider meetings.*



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

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Notes:

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



Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

## Quality Area 5: Relationships with children

- 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.

*Children's voices play a central role in shaping our curriculum and fostering meaningful dialogues between children and educators. We have reimagined our policies with a child-centric perspective ensuring that our practices align with the underlying "why." For instance, our former behaviour management policy has transformed into a "Positive Interactions with Children" policy, and what was once a toileting policy is now the "Towards Independence" policy. These documents exemplify our philosophical commitment to empowering children to exercise agency and receive support in their learning journey. Our formalised expectations serve as guidelines for all stakeholders delineating the valued practices and behaviours at GCK. We are dedicated to enhancing the capacities of every child affirming our belief that each child is competent and capable. Our program is respectful and includes differentiated learning for every kind of child. Programs to support children's positive interactions with each other are embedded in staff language and practice within the kindergarten. Small groups, including, lunch groups, small focus learning groups and one on one activities, may take into consideration connections with others, physical abilities or communication similarities and differences. As educators we collaborate with families and external service providers to support children's learning, ensure safe play, address health needs, and encourage positive interactions with their peers. We build strong relationships with families facilitating open communication while providing insights on child development. Families are encouraged to engage with their child's focus teacher to share and plan together. They are also invited to participate in on-site programs and share their child's learning from home. Educators reflect on how they can enhance their relationships with each child in their focus group resulting in improved relationships between educators and children. We engage in individual and team reflections on each child's sense of belonging and well-being ensuring the implementation of plans and strategies that support secure attachment through consistent and nurturing relationships. We foster connections between the kindergarten and home through mutual understanding and consistency in practice. Reflecting on building strong, genuine, and trusting relationships with families, educators have observed positive impacts on children's self-identity, sense of belonging and learning. Reflective practices have led to improvements in children's learning folders such as making them accessible to children at all times. This change has deepened children's sense of belonging, their perception of self-worth, connections with peers and their identification as learners through regular engagement with their learning folders. Conversations between educators and parents are documented for individual children and shared with other educators. The development of policies has been subject to critical reflection by staff who have questioned the rationale behind having policies in place. For instance, the "Positive Interactions with Children" policy was developed with the aim of fostering responsive and meaningful interactions with children by building trusting connections. These relationships are intended to engage and support each child in feeling secure, confident, and included both among their peers and with adults. Educators continuously discuss and reflect on individual children's relationships in their pedagogical documentation and in staff meetings.*



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	
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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

Exceeding themes	
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1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]



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

- 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.

*At Glandore our engagement with families commences from our very first interaction with them. When families contact our centre, we provide them with essential information and further information is shared during a Twilight Kindy" play session in terms two and four. These visits are designed to facilitate the exchange of pertinent details with parents and to give children an opportunity to make connections with educators and familiarisation with the centre. Families have an opportunity to engage with our team, ask questions and schedule individual parent/teacher interviews. We are transparent with families regarding what they can anticipate as our esteemed partners including our communication methods and the forms it may take. The planning for each child begins at enrolment enabling us to have appropriate plans, resources, and facilities in place when the child starts kindergarten. Each teacher educator is assigned focus children for pedagogical documentation, reporting, assessment responsibilities and forming partnerships with families and care providers. Families, in collaboration with an educator, develop learning goals and steps for their child. To enhance the connection between kindergarten and home our Kindy BLOG and Facebook page are accessible to every family and are continually reviewed and updated. The educational administrator of the BLOG screens the content ensuring that it complements the learning program and aligns with the interests of both children and families. Educators leverage their understanding of each family's individual and unique circumstances to consider how these factors may impact service accessibility. We engage in reflective practice, both individually and as a team, to maintain a welcoming learning environment that supports the well-being and inclusion of all children and their families. At staff meetings interactions with families are discussed to ensure inclusion and equity in connecting with all families. We employ ongoing formal and informal methods to communicate with families including daily conversations, phone calls, emails, newsletters, programs, photo displays and Facebook posts. Families and community members are encouraged to participate in the centre's governance through the Governing Council. The Governing Council reviews policies, contributes to the centre's strategic directions, sets parent financial contributions, and may organise community events. The "Kindy Capers" events organised by the Governing Council have been running for the past six years and foster community relationships beyond the kindergarten gate. Participation rates have been substantial resulting in new friendships and connections among families, staff, and communities. Child input is used and documented to support connections between home, community, and kindergarten. We respect the expertise, culture, values, and beliefs of families and involve them in decision-making about their child's learning and well-being. All staff members actively contribute to building and nurturing relationships with families and care providers including parents, family day care workers, grandparents, neighbours, and extended family members. Educator knowledge of the local area and community is tapped into to connect with families' experiences and potential opportunities. Our ongoing connections with local feeder schools such as Black Forest Primary School and St. John the Baptist School provide a meaningful bridge for families during transition visits and enrolments. Reception/foundation teachers visit children at kindergarten ensuring a smooth transition. Preschool data, family information and classroom allocations enhance the continuity of learning for children and families. Educators also attend transition visits to local feeder schools to support children and families. Our staff members possess strong local*

*knowledge and have established connections with local feeder schools, their leadership teams, office staff and reception/foundation level teachers. Together we collaborate on decisions related to transition, and provide support for children and families*

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	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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



<b>Exceeding themes</b>	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

## Quality Area 7: Governance and Leadership

- 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.

*The Director holds ultimate responsibility for the centre's overall effectiveness in terms of governance systems. Currently our full-time teacher holds the position of Advanced Skill Teacher 2 (AST2) and shares some leadership responsibilities. Our philosophy statement which is the result of collaboration between families and staff encompasses all aspects of the centre's processes and risk management. Educators share the lead teacher role each taking a day per week to make decisions regarding the program, routines and the movement of both staff and children. This entails collaborating with staff, visitors and ensuring that each child's learning is supported through appropriate decision-making. All staff members acknowledge that they possess varying levels of leadership skills whether in practical/housekeeping, educational or financial aspects. The roles of the Director, Governing Council and distributed leadership are clearly defined and well-understood by all staff. Taking a lead role in a particular area might involve leading discussions and conducting research for staff presentations. The leader facilitates decision-making involving all stakeholders including parents, staff and children and welcomes their contributions as appropriate. It is understood that the Governing Council and/or Director make informed decisions considering the input of others. The leadership team and teachers collectively provide curriculum challenges, foster opportunities for rigorous and meaningful discussions and engage in professional development including offering readings based on current research and mentoring to other educators. All educators are encouraged to plan for their personal and professional development which involves informal discussions as well as scheduled six-monthly formal meetings as part of the Performance Development Process. These meetings formalise the process through a Performance Development Plan where improvements are shared, and goals are agreed upon. These plans incorporate Department for Education and Greenhill South Partnership priorities as well as site-specific priorities and may include the educator's personal interests. The Director's Performance Development Plan follows a similar process and is negotiated with their line manager, the Department for Education's Education Director in Felixstow. Through Performance and Development Plans staff critically assess their knowledge and set goals for personal and professional development. The Preschool Director actively engages in professional development and reflection with peers and preschool leaders. With a culture of continuous improvement and self-review the director leads the priority planning process using quality processes based on critical reflection and multiple sets of evidential data. This consultation process involves educators and the Governing Council to enhance teaching and children's learning outcomes. The Quality Improvement Plan (QIP) is shared and reviewed by all educators and families, with Quality Improvements against the National Quality Standards reported to the Governing Council. Key improvements and decisions to enhance outcomes for children and families are documented in our 'QIP Progress Notes.' Governing Council members, the Director and staff representatives meet twice each term to discuss improvement planning, review and make changes to policies and guidelines as needed. All families are encouraged to participate in policy reviews and provide feedback. Families play a crucial role in the governance of the service sharing responsibility for setting the budget and ongoing review of financial documents prepared by a Finance Officer. The Governing Council seeks grants from local Councils and the Department for Education to support children and their families in various ways, such as outdoor garden development and the Parents in Education Grant. The centre's philosophy statement is developed and reviewed through extensive consultation with families, children, and educators. Parents are*

*regularly informed about the preschool learning program and events through written and verbal communication. The centre utilises the NQS self-review tool to conduct a robust self-audit with opportunity for the Governing Council, families, and other community stakeholders to contribute.*

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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



Notes:

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

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

## Quality Improvement Plan

### Improvement Priority (Inquiry question) 2025

How do we develop reciprocal relationships with all families to ensure that external information about children's learning and development is actively information the cycle of planning for all children?

#### Links to Self-Assessment

This improvement is underpinned by our self-assessment, which highlights the importance of mutual respect, trust, and collaboration between educators, children, families, and the community. It aligns with the National Quality Standard (NQS) Quality Area 1, specifically Elements 1.1.1, 1.1.2, and 1.3.2, which focus on educational program and practice. It also responds to data collected in the 2024 Parent Preschool Survey highlighting this as an area in which to improve.

#### Connections with the EYLF

The Early Years Learning Framework (EYLF) principles emphasise partnerships with families as crucial for achieving learning outcomes. Engaging in shared decision-making supports children's learning, development, and wellbeing, aligning with the EYLF's focus on collaborative partnerships.

#### Exceeding Themes

We are engaging with Exceeding Theme 3, which involves practice shaped by meaningful engagement with families and/or the community. This theme encourages learning about diverse ways of knowing, being, doing, and thinking.

#### Links to Our Strategy for Public Education

Our strategy focuses on promoting equity and excellence in inclusion by fostering reciprocal relationships. This approach supports the broader educational goals of creating supportive and inclusive environments where every child's unique needs and strengths are recognised and valued.

#### Areas of Impact and Domains, Levers for Impact, Guiding Principles

- *Areas of Impact: Family engagement and community collaboration.*



- *Domains: Educational program and practice.*
- *Levers for Impact: Building strong partnerships with families.*
- *Guiding Principles: Inclusivity, respect, and collaboration.*

Success Criteria

We will know the impact of the identified improvement by:

- Increased family participation in decision-making processes.
- Enhanced communication between families and educators.
- Evidence of a 'feedback loop' in children's files and documentation where families discuss with educators their child's learning and development external from the Kindy.
- Positive feedback from families regarding their involvement through a survey in Term 3.

Key actions to support improvement				
Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<b>Critically reflect on the 2024 cohort 'About my child' document to analyse the information collected on external information about children's learning, development, and interests and how this informed planning in 2024</b>	Quality Area 1	Term 1	All educators	2024 data
<b>Meet with families for a parent/ educator chat during a child's first term of Kindy to develop an individual learning plan and establish a reciprocal feedback loop</b>	Quality Area 1	Term 1 and Term 3	All teachers	Learning Plan document to be created by Sharyn
<b>Redesign the 'About My Child' document that is given to families at the twilight transition visit (in response to data analysis of the 2024 children)</b>	Quality Area 1	Term 2	Director in consultation with teachers,	Existing 'About My Child' document





Date	Quality Area	Areas for improvement as identified in self assessment	Comments/ actions		
11/11/24	2	Risk assessment review Check in red file and update			
11/11/24	2	Add 'Child Protection Curriculum' to enrolment information.	In first program/ newsletter 2025		
11/11/24	2	Print out medication log for all children on enrolment.			
11/11/24	2	Purchase and place whiteboard on staff toilet door for recording bathroom checking and cleaning.	In place January 2025		
11/11/24	2	Redesign Sunscreen permission form	Completed and sent with enrolment information for Term 1, 2026 children		
11/11/24	2	Create one document for roles/ responsibilities of all staff – Margot			
11/11/24	2	Add furniture, resources, equipment and furnishings to daily checklist	Completed – on Fridge		
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Ongoing Improvement - NQS