

*Our
plan!*



Kids on Gallaghers

**Providing a quality future for your
children.**

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Acknowledgement of Country



KOG ACKNOWLEDGEMENT OF COUNTRY

Here is the land
and here is the sky.
Here are my friends
and here am I.

We thank the Wurundjeri people for
the land on which we
play and learn.

Together we will touch the ground
of the land.

We will reach for the sky, that
covers the land.

And we'll touch our hearts in care of
the land.



Teaching and Learning of the indigenous culture

Our Journey:
Dream time story

Dream Time:
How the Kangaroo got its pouch



Acknowledgement Kinder's Graduation



Commitments

KOG ACKNOWLEDGEMENT OF COUNTRY

Here is the land and here is the sky
Here are my friends and here am I.
We thank the Wurundjeri people for the land on which we play and learn.

US ON GALLAGHER COMMITMENT TO THE CH SAFE STANDARDS

KOG values children and young people, and seeks to provide safe environments in which children are protected and their rights, needs and interests are met. We value and listen to children and young people and actively seek out their voices.

We promote the safety and wellbeing of all young children in our organisation and ensure there is no risk to their full potential. We strive to protect children in all areas, and we seek all avenues to facilitate our learning.

We promote children's rights and adhere to the national approach to organisations. Educators continuously update their understanding of the child safe standards.

We seek to ensure that all staff understand the importance of safety when they work with children.



Educa 06/11/2023



Our personal QIP

What makes us different

The quality improvement plan for Kids on Gallaghers in 2024 will demonstrate practices we have embedded, and actions we have taken, to deliver a higher quality standard program, for the children and their development. To allow them to feel safe in their environment, culturally accepted, and encouraged to have a voice that is respected and valued. Our QIP was developed collectively through parent input, community interactions, networking, children's voices, Critical reflections, and Educators feedback through discussions and meetings.

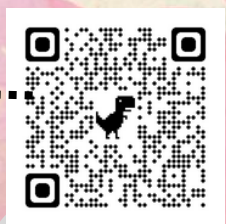
Our aim: To develop a visual QIP that reflects and takes you along on our journey, linking you through pathways in all quality areas, demonstrating plans in action that have improved over time and continue to reflect to advance children's development and to broadcast exciting plans for the future.

We believe everybody's attributes, views and interpretations are different and unique, and for this reason we developed our new plan which we feel accommodates to the individual's receptive needs, understanding KOG and our unique creative team's admiration both virtually and visually.



About us

Passions and Priorities



OUR CHILDREN

- ★ To build meaningful relationships with the children, providing them with a “Home away from home” atmosphere, giving them a sense of belonging.
- ★ Delivering high-quality programs that guides children to learn, reflect and appreciate a wide variety cultural understandings, nature and sustainability, health and safety, achieving goals, home cooking skills and problem-solving tools they can use in life
- ★ Empowering children by creating a play based learning environment, that encourages them to have a voice, express themselves, and to achieve individual goal.
- ★ Encouraging the children to be a part of an environment that is respect of others, show kindness, gratitude, and compassion, which will help develop positive/meaningful friendships.

OUR FAMILIES

The communication with our families is continuous, and through many platforms. Parent teacher meetings, phone call, emails, Educa, and social settings. We are constantly encouraging family involvement, assisting and participating in the children's programs/events, and input in the Centre's critical reflections. The Educators have built honest and trusting relationships with the families, which continues after their kinder year.

OUR CENTRE

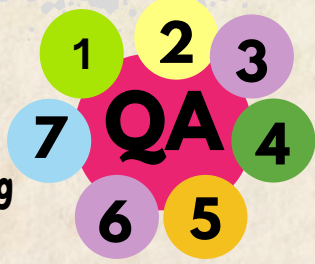
Our Centre has developed a reputation of a kind, caring team that promotes diversity, and delivers a safe, respectful and accepting environment to all cultures, and abilities, where everyone is treated as an equal. We thrive in being challenged to explore and find every supportive agency to assist in the best resources to guide children of all abilities. We aim to go above and beyond for families that would like to engage in programs, to assist in areas they are needing support. We collaborate in building a foundation that delivers and creates a well-balanced program and continue to find ways to improve and reflect on our practices. Our biggest achievement is building trusting relationships with children, families, and the community. We LOVE being a FAMILY based Centre, that is continuously celebrating all cultures, events which encourage community participation, parent involvement and their extended families.

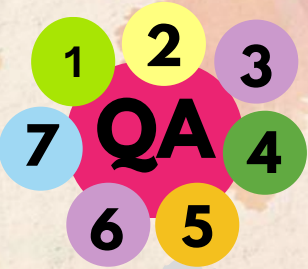


OUR FAMILY OF EDUCATORS

- ★ Our wonderful Educators pride themselves in delivering a warm, friendly, fun environment. Our Centre represents highly qualified experienced long-term educators, who thrive in achieving goals, creative ideas, dedication, passionate morals, positive remodeling professionalism, and continuously looking to improve the Centre and the programs we offer the children
- ★ The Educators are continuously supportive of each other, celebrating each other's achievements and goals.
- ★ The team are constantly collaborating with each other, the director and ED Leader to deliver a well-executed high-quality program with a huge variety of learning opportunities through play based and intentional teaching.
- ★ The Educators are divided into “teams” where they have the opportunity to plan each week and focus on a particular developmental program, that branches out to other communities, families, and services for more focused, physical/visual and learning practices that we can then deliver to the families and children.

Its reassuring to have the continuous feedback from families and Centre visitors telling us they get a warm friendly and homely feeling visiting our Centre





Our philosophy



★ HIGH QUALITY ★ RELATIONSHIPS

At Kids on Gallaghers, we aim to provide children and families with an atmosphere that is warm, welcoming, nurturing, enjoyable and home like. We offer a safe and secure environment where children are valued and encouraged to develop to their full potential. We continue to research through specialist support and shared knowledge within our team, to provide the children with an inclusive and supportive learning environment. Our educators are seen as role models, who support each individual child to engage in the best possible learning, through nurturing and enhancing their sense of wellbeing and belonging. We believe all children deserve to be treated equally without bias, and their culture and diversity be embraced and acknowledged.



★ Nurturing Growth through learning and Independence ★

The education and care of the children at Kids on Gallaghers is guided by the Education and Care Services National Law Act and the Being, Becoming, Belonging: The Early Years Learning Framework.

When educating children at Kids on Gallaghers we believe that it is vital to provide them with opportunities to learn through play. The children are offered a variety of experiences in both indoor & outdoor environments with outdoor play being offered during all types of weather. We encourage the children to consider the environment, take risks in their play and make their own choices.

Staff support all children to become independent, develop friendships, and help them to make their own choices and treat one another with equality. Through our program, we offer many opportunities that allow children to engage in different experiences and to pursue their own interests. We believe every child is unique and we encourage them to thrive in their interests/skills in life.

To achieve this, we empower children by using their thoughts and ideas to develop the program. We realise that children develop at their own pace so early education is fundamental for future learning! We introduce children to different family types, cultural experiences and alternate ways of doing things, this helps them learn to accept challenges.

★ Family Inclusive Environment ★

Families are very important to us and we like to promote open communication, respecting everyone's rights, beliefs, cultures and opinions. We also like to involve our families with encouraging feedback and participation. This will empower educators and children with their development and delivery of our educational programs. We are committed to constructive communication with families which includes discussions, emails, child portfolios, daily reflections and newsletters. We believe a healthy nutritional menu which caters for all individual needs, including dietary and cultural requirements, is essential for healthy growing minds and bodies.

★ Our team ★

The team at Kids on Gallaghers come from a wide range of cultural backgrounds with varied educations and experiences. We aim to work together cohesively to share our ideas, passions and skills. We further our education and skills through additional studies, staff meetings and Professional Development sessions.

Relationships with children, families and the community



Goals and Outcomes

- ★ KOG have respectful relationships and partnerships with the community, families and support services
- ★ Families are engaged with the centre practices, educational programs and learning opportunities, community events, interactions both online and physically
- ★ Resources and support stations are set up in many areas throughout the Centre that are age appropriate for children, educators, families and visitors.
- ★ KOG aim to include and empower everyone to feel equal, respected and supported.
- ★ The Centre in collaboration with families and foundations, fundraise together to support families going through tough times, and for much needed resources improving the health and wellbeing of others.
- ★ Centre policies, procedures, QIP, and regulations are easily assessable to all staff and families on our foyer Kiosk. Other support resources are located throughout the foyer



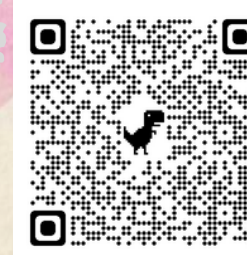
Local MP John Mullahy joins our Graduation 2023 to support/meet families & KOG



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Networking with other Centre's



Kids on Gallaghers have a passion and commitment to build relationships with the community and will continue to develop this passion. By building partnerships, we are able to gain support with resources that will help our families, children and educators. We will continue to implement and strengthen our communication and prioritise advocacy in action to support change in the early years sector.



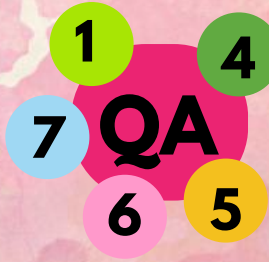
Glen Waverley primary school story telling visit



WORLD'S
GREATEST
SHAVE
18/03/22



Relationships with children, families and the community

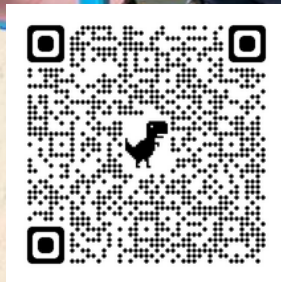


Pet Awareness
17/11/23

Police Visit



15/10/20

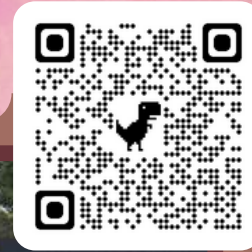


26/07/22

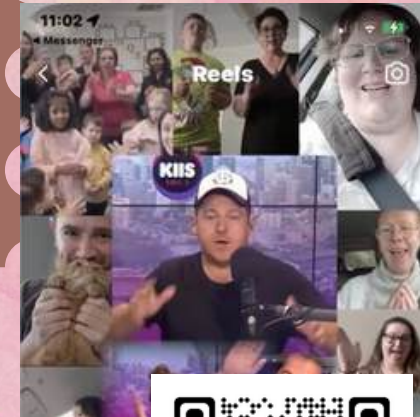


Ambulance Visit
15/03/23

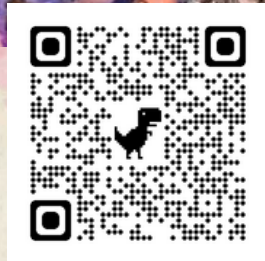
Thank you
letter
from the police



Jeans for Genes
04/8/23



KIIS radio
20/10/23



Relationships with children, families and the community

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Jack and Molly
17/06/22

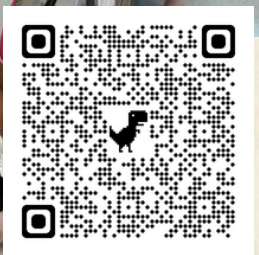
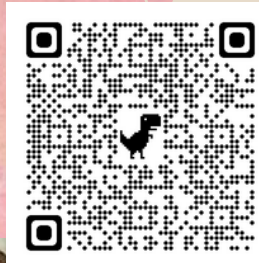


National Pizza Day
11/02/23

Kayla from the Kinder room invited her Nonna Rose to come teach pizza making



Red Nose Day
17/08/23





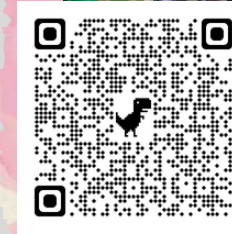
Relationships with children, families and the community

Multicultural week
31/07/20

Italian Fiesta 25/7/18

Actions

- ★ Enhance cultural teaching and learning activities by engaging with our community, family members and outside resources.
- ★ Provide opportunities for staff to build and extend knowledge of cultures including cultural training.
- ★ Encourage incursion and networking connections to create opportunities with the local community.
- ★ Families feel supported with regular communication and events surrounding their cultural backgrounds. Families will share and participate in these events



Italian pasta making
21/05/22



Diwali 27/10/22



International Yoga day
21/06/19

Health, Safety and Wellbeing

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Kelly Sports

18/10/23 12/08/23



Sprouts Yoga
10/08/23



Goals and Outcomes

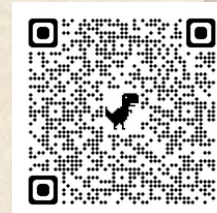
- ★ Children are engaged in active play through activities, planned events and connections with our community sports/fitness programs.
- ★ Provide opportunities for staff to build and extend knowledge of cultures including cultural training.
- ★ Encourage incursion and networking connections to create opportunities with the local community.
- ★ Families feel supported with regular communication and events surrounding their cultural backgrounds. Families will share and participate in these events



Sensory/Feelings
Babies and Toddlers
29/04/22



Wellbeing
station for
parents
19/9/23



Green Team



INTRODUCTION TO GREEN TEAM

Welcome to the green team! Members of this team will be focusing on changes to the outdoor spaces and our environments to create inviting and enjoyable outdoor areas. Creating areas where the children can experience the wonderful cycle of planting, from the seeds being sown to the actual harvesting of veggies and flowers, as well as sustainability practices around the centre.

The process of gardening allows the children to learn about nature and how wonderful mother nature is and teaches the children about the connection we have to the land and all that lives and grows around and in it.



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Learning Languages



INTRODUCTION TO LEARNING ITALIAN WITH ROSY

This year we introduced Italian as an additional language for the children in the kinder room. Having a native language educator who can speak Italian raised immense curiosity amongst the children so we decided to have Italian group time as part of the routine.

One of the first things that children learned was greetings, by using full immersion, repetition, visual cues, hand gestures and role plays. Some of the words children now use to communicate to open our group time are "Ciao!", "Buongiorno", "Come stai?", "Sto bene", "Sto male", "Sto cosi' cosi'", along with some verbal and physical expressions to remind about the rules "occhi su di..." (eyes on the person who speaks), "Ascoltare" (listening), "bocca chiusa" (lips closed), "in silenzio" (quiet).

Another activity we like to go through is talking about the weather for the day, asking "Che tempo fa?", checking outside the window and choosing the flashcards in Italian and accompanying the words with actions and physical movements.

We also like to have a body warm-up to tune in and focus better. We learned to name our face and body parts using the poster "Le parti del corpo" at first and then using the song "Testa, Spalle, ginocchia, piedi". The children always love dancing and singing to this last one, as it challenges them to go progressively faster and faster.

Another topic we covered is colors "I colori" using the flashcards and a funny Italian video with coloured balls bouncing on the screen. After introducing the words for the colours, the children played a game called "Strega comanda color..." (the witch orders a colour). The children had to listen to the colour carefully, walk around the room, find the colour in an object and point it out. This was also followed by a "colour by number" sheet where the children had a list of Italian words linked to colours and numbers and they had to complete the picture accordingly.

Some of the other topics we covered include numbers from 1 to 10 and days of the week in Italian, so that the children can start learning how to say the date in Italian. We practiced a song in Italian that has a very catchy tune and the children enjoy listening and singing it in the yard as well.

We also learned songs for special celebrations, such as "Tanti auguri a te" (Happy birthday to you) and the children feel very proud. Another one is "Auguri di buon Natale e felice anno nuovo" (we wish you a merry Christmas and a happy new year), which the children also included for their Christmas concert this year.



Learning Languages

INTRODUCTION TO LEARNING CHINESE CULTURE WITH CRYSTAL

Learning Chinese language and culture

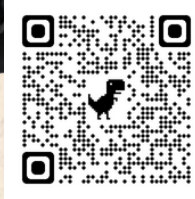
In Kinder room this year, we learned so much about Chinese language and culture. In February, we celebrated Chinese new year and made some art crafts. Some of us wore red and many of us wore traditional Chinese costume. We also received red packet and learned the traditions of Chinese New Year.

In May, we planted some mung beans in plastic cups. As an extension of learning, educators taught us a Chinese nursery rhyme called "小小花園" (Little Garden). Children learned the lyrics in Chinese and were able to sing the whole song by themselves. Educators also set up a corner about plants and flowers with Chinese words on the wall. Children looked at the words and were excited about the whole experience.

In June, we learned about Dragon Boat Festival. During this festival, educator brought two sticky rice dumplings (糉子 Zhongzi) to show children in group time. Educator also showed them the dragon boat racing. Children were very interested in the racing and always asked for more to watch.

In September, we had Mid-Autumn Festival. Educators led children to make mooncake. There were Chinese characters "福" (blessings) and "吉" (luck), on the mooncakes. Children said they are yummy. Children also made some art crafts such as lanterns and rabbits. Children loved the art crafts and kept playing with them for a long period of time.

Educators also taught 1 to 10 and group time rules in Chinese. Children were able to remember the words and say them with ease. It was fun to learn about other cultures. Learning different cultures broadens children's horizons and helps them to respect diversity.



Achievement Program



The Achievement Program is an online portal which provides access to resources, tools and information around 7 key areas:

- healthy eating and oral health
- physical activity and movement
- sexual health and wellbeing
- mental health and wellbeing
- sun protection
- safe environments
- tobacco, alcohol and other drugs.

This framework supports a whole-school approach to health and wellbeing and aims to create a positive and healthy school environment.



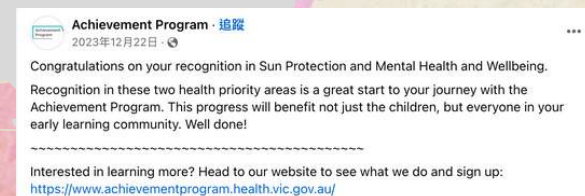
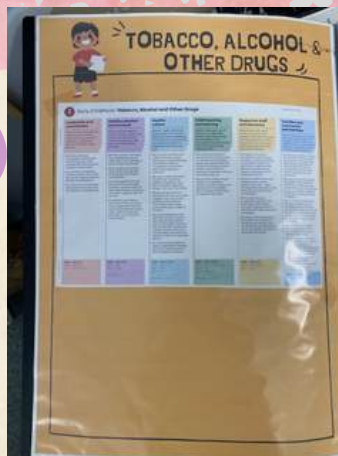
Successful achievements



The KOG team are currently working towards achieving health priority area: "Tobacco, alcohol, & other drugs"

Program adaptability:

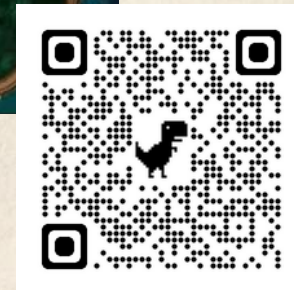
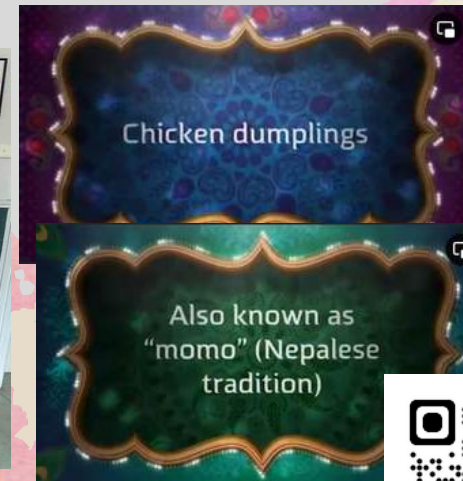
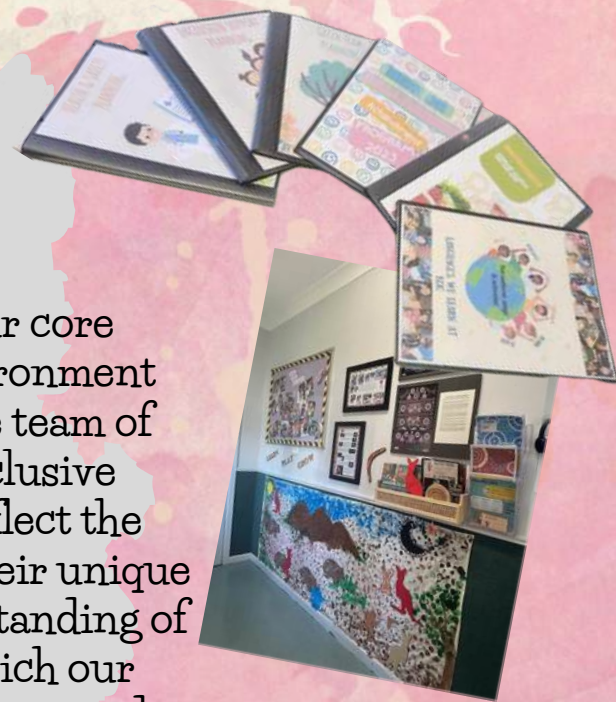
Participants can set their own pace and tailor the program to suit their needs.



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Inclusion Support Program

At KOG Childcare Centre, we embrace the rich diversity of cultures as our core strength, and our Inclusion Support Team is dedicated to fostering an environment where every child feels valued, understood, and connected. This passionate team of comprising educators, is committed to promoting cultural sensitivity, inclusive learning, and family engagement. We design educational programs that reflect the diverse backgrounds of our community, encouraging children to celebrate their unique identities and those of others. Our team continuously enhances their understanding of multicultural pedagogies and collaborates with local cultural groups to enrich our curriculum. By working closely with families to incorporate various traditions and languages, and through ongoing professional development, we are nurturing a generation that thrives on inclusivity and multicultural awareness, guiding them towards becoming compassionate global citizens.



EXCEEDING THEMES

Quality Area 1

1. Practice is embedded in service operations

The KOG team is always committed to high quality practices.

This is demonstrated by the educators executing a high-quality program which allows the children time and space to explore, make choices, imagine, create, problem solve and develop social groups.

(Elements: 1.1.1, 1.1.2, 1.1.3, 1.2)



Quality Area 1

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

With the use of Educa we are able to send families a daily reflection allowing them to reflect back with their child about their day/learnings, which creates and extends the program into the child's home environment.

★ **Standard 1.1 Program - The educational program enhances each child's learning and development.**

★ **Standard 1.2 - Practice: Educators facilitate and extend each child's learning and development.**

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



QR code to our Exceeding theme written plan through google docs

Children are encouraged to share their knowledge and interests which is then incorporated in their own learning journey. Children's ideas are ongoing, reflected and implemented through play based and intentional teaching programs. The Centre's educational program and practice consistently aligns with our 'Statement of Philosophy'

We provide a mixture of inside and outside play experiences. We also provide spaces for quiet and reflective times, These are great spaces for emotional regulation.

We engage with families and the community, valuing their voice and inviting them to contribute. These can be a part of our "educational teams" for instance cooking, dancing, gardening, sports, and cultural experiences etc.

Families and bilingual assistants are invited and provided opportunities to share celebrations and customs they may have.



Ed Leader Mentoring

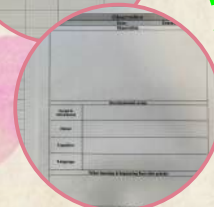
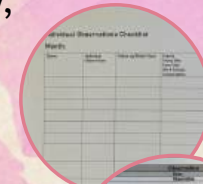
Ed Leader has planning scheduled every week to collaborate with Educators and Director. Together, confidently making curriculum decisions, to ensure each child's learning and development is maximised.

Quality Area 1

2. Practice is informed by critical reflection

(Elements: 1.1.2, 1.3.3)

Our cycle of planning is an embedded practice, as all educators actively participate in collecting observations, noting children's interests, skills, development and valuable information received from discussions, & input from families emailed to the educators which is added to our plans to reflect on and implement. This information is then reflected on and discussed for further planning and implementation of learning experiences.



(Elements: 1.3.1, 1.3.2, 1.3.3)



EXCEEDING THEMES

Quality Area

2

1. Practice is embedded in service operations

All Educators ensure all action plans, medication & risk minimisation forms are up to date and easily accessible, these are renewed yearly. First Aid boxes are accessible in the office, kitchen, and rooms, these are checked regularly and topped up when needed.

Emergency Evacuation Practices



Quality Area

2

2. Practice is informed by critical reflection

Children's photos are displayed on meal trolleys with a blue frame if it's an allergy and in red if its anaphylaxis. Dish colours are matched to specific risk & name tag, Extra health & safety precautions for the children.

Ensuring children's safety and wellbeing is paramount to our team. The processes embedded includes Safety check lists on:

- Maintenance - Fire extinguishers- Yards
- Educators first aid & updates - WWCC - Medication/allergy plans & many more



QR code to our Exceeding theme written plan through google docs

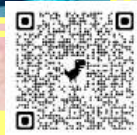
Physical activity programs



Kelly Sports
Kelly sports was a service we used for incursions but now has been incorporated into the Centre programs on a fortnightly basis.

Happy Feet

Happy Feet Fitness attends service twice a week and is available to children from the toddler room up.



(Elements: 2.2.1, 2.2.2; 3.1.2)

Quality Area

2

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



(Element: 2.2.3)

All educators are aware of their responsibility and role in reporting children at risk of abuse and neglect. Educators are vigilant in looking for signs of abuse/neglect and engage in conversations with families to discuss children's wellbeing. Educators have attended training and are provided with information on reporting. All teachers and students have completed 'Professional Learning for Keeping Safe: Child Protection Curriculum'.

- ★ **Standard 2.1 – Health: Each child's health and physical activity is supported and promoted.**
- ★ **Standard 2.2 – Safety: Each child is protected.**

Health Services available at the centre

We have a General Practitioner who visits fortnightly to provide medical consultations with the children enrolled in the service. Parents are required to fill in a form and give permission for their child to seek medical attention and immunisations, this service is bulk-billed.



The Maternal health nurse has now been included into our centre's support services for families. This will help with any concerns relating to developmental milestones, and to support families in all areas needed.

EXCEEDING THEMES

Quality Area

2

Each child is protected.

The centre demonstrates and displays the importance of accepting aboriginal families through our online displays via our web site, and socials. We also express this through our visuals at the centre, through activities and events and on all emails sent by the centre.

Our policies and philosophy outline our values and respect of cultural families and the guidelines of actions that will take place if not followed. Our policies are based around the standards, outlining expectations, practices and the wellbeing of children, educators and families.

A public commitment to child safety is displayed for all to see and access.

The organisation make it clear about obligations and displays are on walls in the staff room and office as a reminder and give the educators a guide to follow if needed. The centre has also created booklets that are easy to access, guiding them to recognise acts and signs that could cause harm to children and how to action these concerns.

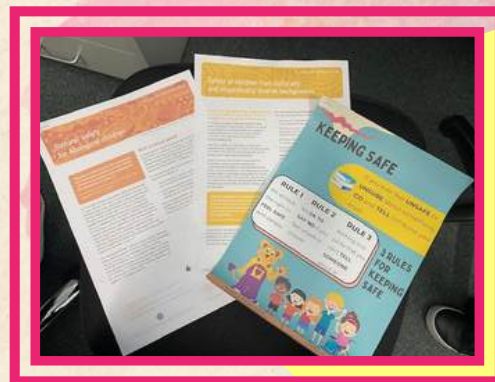
The centre is constantly providing information to the children and families about their rights and safety within the service.

KOG creates safe opportunities for children to express their views and participate in decisions that impact them.

Educators role model a child safe culture in the centre. The children are first priority in all situations.



ChildSafe Standards booklet guides created by KOG



QR code to our Child Safe Standards - assessment tool - TEMPLATE

Available in the office on the display board



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.

EXCEEDING THEMES

Quality Area

3

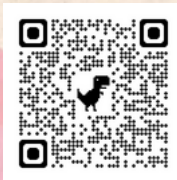
1. Practice is embedded in service operations

Example how we reflect

The Educators reflect on surveys and feedback from families, children and the community



Video of our before and after yard:



We have collected children's ideas and family feedback about what they would like to see in an outdoor environment. You can view these responses in the surveys we collected. We have incorporated some of these ideas in future plans that are in the process of being implemented.

(Elements: 3.1.1, 3.2.1, 3.2.2, 3.2.3)

After reflecting on the surveys and children's ideas for the yard, we can see the families are happy with the effort the educators have gone to, creating inviting spaces, indoors and outdoors, but we noted the "building being dated" was one topic of reflection.

After reflection a plan is put into place. We met with the owner and Maintenance man discussing a revamp of the outdoor areas. The fences were painted as well as the JK yard concrete area.



Quality Area

3

2. Practice is informed by critical reflection



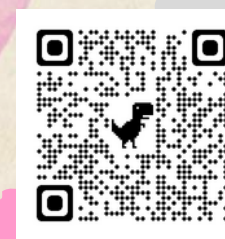
Successful achievements

After reflecting on the children's ideas, they were interested a lot in Garden designs, shapes and colours. You can see these in the green team and children's voices folder. Plans are then put into action with the children assisting in the preparation.



Quality Area 3

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



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- ★ **Standard 3.1 – Design: The design of the facilities is appropriate for the operation of a service.**
- ★ **Standard 3.2 – Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.**

1. Practice is embedded in service operations

EXCEEDING THEMES

Sustainable practices at KOG: (please refer to green team reflections in foyer)

The centre 'Green Team' has brought lots of positive sustainable practices/changes to the program by implementing the following:

- Recycling stations in the Toddlers, JK and Kinder rooms, as well as, used ink cartridges station in the foyer.
 - Recycling station in the foyer (parent feedback) as well as the different colour bins.
 - Donation bin for families to pass on pre-loved clothes in support of Diabetes Australia.
 - Green Team: all current work is shown in our Green Team folder in the foyer.
- Growing herbs and vegetables in the garden which are used in our kitchen, and sharing excess herbs with the families to take home.
- The director ensuring that the hallway and foyer lights are turned off each day during the lunch/sleep period, and the rooms have lights off during rest periods to minimize our electricity use.
- Solar panels installed on our roof and LED lights inside, which has greatly reduced our carbon footprint.
 - Educators having the option to take home food scraps to feed pets.
- Cutting back on printing by emailing important information to families, transferring to online planning through Educa/social media and uploading policies to the front kiosks rather than in print form.
 - Paper that is no longer needed is kept in our scraps tub in the office. This is used daily in the office and by rooms.
- Most paperwork is completed online and families are encouraged to fill out forms online rather than printing off.
- All enrolment paperwork and daily forms have been converted to fillable PDF files so families can fill them out online and send them back, rather than printing off
- Children are encouraged to bring drink bottles from home rather than using cups
- Recycled materials are used in setups, experiences and art & craft.
 - Any important signage is laminated or framed to ensure its longevity.
 - Recycled materials are used in setups, experiences and art & craft.

2. Practice is informed by critical reflection



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

Children can practice their recycling

Foyer recycling station



Diabetes Australia donation bin



Ink recycling station



Compost Bin



EXCEEDING THEMES

Rosters are carefully planned to ensure that a consistent educator is always available to maintain continuity of care and to ensure families are provided with the opportunity to meet with the permanent educators during drop off and pick up. Casual staff are all from the Centre, not using agency staff, so a familiar face is always around. Educator to child ratios are maintained at 1:4 for under 3 and 1:11 for over 3 at all times as determined by the National Quality Standards.

A lunch roster is also implemented to ensure all Educators are covered for their breaks, so ratios are constantly maintained.

(Elements: 4.1.1, 4.2.2)

All rosters are clearly displayed in the staff room and the office. These are also uploaded to our Educators Facebook group chat and on Educa under the Educa communication messages.

We also sketched out a yearly roster for permanent educators so they are well prepared and shifts are shared. This is also to ensure the qualified educators are spread throughout the day.

Staff meetings are an embedded practice at KOG. Every 3 months the educators will join together to reflect, share, and will offer support to each other and ideas. Any concerns are addressed, reflected on together, and plans of effect are put into place and implemented.

The organisation sends a regular newsletter to educators with links to professional development opportunities, ideas to inspire and challenge thinking, and resources to improve practices.

Quality Area 4
1. Practice is embedded in service operations

(Elements: 4.1.1, 4.2.1)

Educa is utilised to communicate important information which alerts Educators via email when new items are added. Educators also make conscientious efforts to keep each other informed throughout the day and at staff meetings. All rooms and management will send through a room update via Educa if there are changes to the room or important information to alert everyone of regard a child and their routine etc.

Educators are acknowledged for their dedication, and team efforts



Quality Area 4

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



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Quality Area 4

2. Practice is informed by critical reflection

(Elements: 4.2.1, 4.2.2)



Thank you video from the families:



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

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

(Element: 5.1.1)

EXCEEDING THEMES

Quality Area

5

1. Practice is embedded in service operations

Quality Area

5

2. Practice is informed by critical reflection

Our centre has a very small turn over of Educators. If Educators have left to try other job opportunities, the connection is maintained. Constant visit are continued. Many educators have returned after trialing different career paths. Regular consistency of Educators at the Centre helps to maintain a positive guide to the children’s learning/development, our relationships and expectations. This further ensures children feel safe and secure in their learning environment.



It is our mission to develop a “home away from home” atmosphere for the children. Families have also mentioned this through their survey feedback forms.

Children are greeted by responsive and cheerful Educators each morning. This provides a welcoming atmosphere and the opportunity for children to share with Educators their stories, news, or what they have done the night before or over the weekend. Educators also allocate time for children to present, share and talk about their experiences at group times. We also acknowledge and celebrate children’s milestones (i.e. birthdays, special events, cultural celebrations and new siblings). The kinder room have fostered routine where the children can place an “emotion visual” on their name to express how they are feeling on the day. This helps the educators gauge the approach they take, and if the child needs help to regulate their emotions, especially if they are verbally not confident to express this.

All Children have the right to play

KOG is inclusive of all areas of disabilities and respectful of their needs. The centre has full access for anyone that may be in a wheel chair and can move about indoor and outdoor play spaces. If any support or equipment or special requirements are needed we are able to hire these through specialist equipment library. If a child with any extra needs all educators are aware by utilizing our Individual progress reports and is listed on our allergy chart for all educators.



Educators are always available to support and assist children who are experiencing difficulties separating from their parent/caregiver. An Educator will then notify the parents/caregivers via a follow up courtesy phone call or conversation at the end of the day, to let them know how their child settled.

(Elements: 5.1.1, 5.1.2, 5.2.2)

Educators are responsive and aware of children’s emotional wellbeing. Our learning environment has a quiet corner for individual use when needed to self-regulate or for small groups and quiet activities. Our quiet corner has sensory items, readily accessible for children to explore and use. This area can also be used for sleeping, resting and relaxation.



Being responsive and developing children’s sense of belonging is an ongoing embedded practice.

Educators engage in active listening/conversations with the children.

(Elements: 5.1.1, 5.1.2, 6.2.2)



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

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

Quality Area

5

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

Quality Area

5

1. Practice is embedded in service operations

EXCEEDING THEMES RELATIONSHIPS MAINTAINED DURING COVID

Quality Area

5

2. Practice is informed by critical reflection



Successful achievements

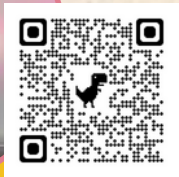


In previous years, with covid taking over the “normal” running of life practices, the service director/educational leader and educators decided to establish an online learning program, as a mode of learning that would allow educators within service to continue a connection with the children and their families which was vital to keep everyone in a positive mind set, and to continue the education of the children. They were able to share their family ideas, things they are doing at home etc. Those who participated have shared that they were so grateful to be able to connect to the outside world and for their children to still have a sense of support and connection to their friends and seeing familiar faces outside the home environment. There were times parents would call to chat and express the hard stressful days being isolated was and it was taking its toll. This is when the KOG team reflected and planned to support not only the children but their families as well. Educators expressed how this helped them through tough times as well.

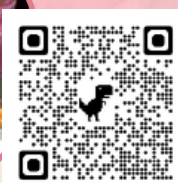
(These were all documented in our online folder, Facebook videos such as story time, and cooking classes created by educators on Educa and via emails. Pictures, letter etc that were sent in to educators)



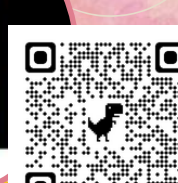
Story time



Cooking time



Letter of the week



Baking Time



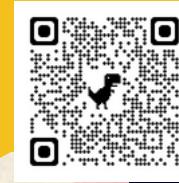
Zoom sessions



Families aloud to return after Covid



Making our first Christmas back special



Quality Area
5

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

EXCEEDING THEMES

Educators engage in reflective practice to create opportunities and consider alternate ways of engaging families' participation in the Centre

(Elements: 6.1.1; 6.2.2; 6.2.3)



Educators, the Educational Leader, and the Director are constantly engaging with families and always showing respect. Educators are consistent with families' ensuring partnerships are formed to provide consistent practices for the child's home environment and in the Centre. Educators are sensitive to family's cultural preferences, their values, their concerns, and their suggestions are valued and informs families of daily Centre operational decisions and/or plans. Families are encouraged and given many opportunities and ways to be involved in Centre operations, decision making and program planning.

Quality Area

6

1. Practice is embedded in service operations

(Elements: 6.1.1, 6.1.3, 6.2.1, 6.2.2)

Trident, our organisation, has assisted in approaching families in data collection to help improve the Centre's by reflecting on the responses from both educators and families through surveys. Regular newsletters are sent to families with community and centre updates and links to support services.

The service's approach to collaborative partnerships, trust and build a connection with the families, is to gain as much information needed to support the children and their families.

Quality Area

6

2. Practice is informed by critical reflection

Upon enrolment, the Centre will collect information regarding the child and their interests, and to gauge from the families if extra support practices are needed and then act on the strategies straight away.

Families with concerns of developmental areas or struggling in behavioral issues with their children, a plan is developed straight away ready for the child. This is known as our "Progress report". The director and room educators will reflect on this together. Then a copy is given to the families. From there, the families and educators can make observations and share with each other.

Quality Area

6

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

Parents/Caregivers are supported and encouraged to stay during their child's first few orientation sessions. Sessions are usually tailored x2 1 hour sessions, but are flexible to individual needs when needed.

Over time, management and educators have reviewed and discussed the principles and practices of the approved learning frameworks. These conversations have assisted them to critically reflect on their practices and the extent to which these were respectful of and responsive to the cultures, beliefs and practices of all families in the community. An important part of these conversations involved coordinators and educators becoming more aware of how their own cultures, beliefs and values have shaped their attitudes, perceptions and behaviours and how this may impact on their work with others who may have different backgrounds and beliefs.

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

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

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EXCEEDING THEMES

Sarah

2IC

Quality Area
7

1. Practice is
embedded in service
operations

Management have remained with the service for many years and have established and sustained positive and respectful relationships with children, families and the community.

- The centre developed their own philosophy which includes the following areas.
- Relationships with children
- Wellbeing
- Community
- Sustainability
- Partnerships with families

These areas are extended and help guide families and the community to understand our Centre and what we offer.

Our quality improvement plan is regularly reviewed and improved on. This self-assessment is based on the standards and elements of the national quality framework. We are given opportunities to review the QIP collaboratively. They have identified strengths, areas of need, goals that we need to work on, and regularly provide updates on how we are achieving these outcomes to add to the plan. Families and visitors are also encouraged to provide feedback for the QIP and we use this information when developing and reviewing our Centre.

Upon reflection from families, educators, the children and our community, responses of “life is so busy”, “Too tired to read through documents”, “I must have missed that, I didn't know” etc really stood out. This is the main reason we decided to develop a QIP that relates to more of a visual interest and fascination to see more. The idea is to connect and display our Centre and what we can offer in a document that you can continuously explore. To understand and connect to the Centre and see the passion and dedication we have to the children and their families. Information is extended with further reading links OR photos and videos via social media that families can enjoy and see the effort that has been implemented over the years.

Centre policies and guidelines are reviewed and updated yearly.

Updates also take place throughout the year when changes occur or are necessary.



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Exceeding
theme
written
plan
through
google docs



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



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

Stella

Centre Director

Quality Area
7

2. Practice is
informed by critical
reflection

Quality Area
7

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

REFLECTIVE PLANNING

These are some reflective practices that we are aiming to implement and develop into our pedagogical practices. we are hoping to achieve these by the end of 2024.

Enrolment Plans

- **Tour tote bags with logo
basic main Centre
information on a brochure**
- **Funded kinder starter pack
(Comes with a t'shirt, hat,
tote bag with logo)**
- **Reconciliation Action Plan
(RAP)**



Kids on Gallaghers



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KOG web

