



Macgregor Preschool Quality Improvement Plan

National Quality Standard

May 2026

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

Service name		Service approval number	
Macgregor Primary School- Preschool Unit		SE-00011206	
Primary contacts at service			
Nominated Supervisor: Christopher Shaddock		Educational Leader: Annie Wild	
Physical location of service		Physical location contact details	
Street	Clode Crescent	Telephone	6142 1607
Suburb	Macgregor	Mobile	0468 577 416
State/territory	ACT	Fax	
Postcode	2913	Email	info@macgregorps.ed.act.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	ACT Education Directorate	Name	Christopher Shaddock
Telephone	6205 5429 or 13 22 81	Telephone	6142 1600
Mobile		Mobile	
Fax		Fax	0431 376 957
Email	schooloperations@act.gov.au	Email	christopher.shaddock@ed.act.edu.au
Postal address (if different to physical location of service)			
Street	PO Box 372	State/territory	ACT
Suburb	Kippax	Postcode	2615
Educational leader			
Name	Annie Wild		
Telephone	6142 1600		
Email	annie.wild@ed.act.edu.au		

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 educators.

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	CLOSED	CLOSED
Closing time	14:45	14:45	14:45	14:45	14:45	CLOSED	CLOSED

Additional information about your service

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

Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.

- Parking for families is available on Clode Crescent, Macgregor.
- Families access the preschool via the preschool gate that opens onto Clode Crescent. Parents accompany their children into the preschool area, handing them over to the teachers in their classroom at 8:45am. In the afternoon, parents or nominated carers collect their child from the classroom at 2:45pm.
- If arriving after 9am or before 2.30pm, families enter the preschool via Macgregor Primary School front office. The front office will sign the child in/out of the school using the Sentral database and advise preschool educators.
- The preschool is an ACT Public Preschool within Macgregor Primary School which caters for children P- 6.
- Macgregor Preschool has four groups with a maximum capacity of 22 students in each group.
- Each teacher has planning time during the week.
- Preschool Pathways Partners (PPP) liaise with educators to support families of students with additional needs to access and participate in learning.
- The preschool operates on ACT school terms (each term is usually 10 weeks). The preschool does not operate on public holidays, pupil free days or during the school holidays.
- ACT Term Dates 2026:

Term 1

Teachers commence on Friday 31 January (student free day).

Beginning of the week preschool children start on Monday 2 February.

End of the week preschool children start on Wednesday 4 February.

Term 1 ends on Friday 11 April.

Term 2

Teachers commence on Monday 20 April (student free day).

Beginning of the week preschool children start on Tuesday 21 April.

End of the week preschool children start on Wednesday 22 April.

Term 2 ends on Friday 3 July.

Term 3

Teachers commence on Monday 20 July (student free day).

Beginning of the week preschool children start on Tuesday 21 July.

End of the week preschool children start on Wednesday 22 July.

Term 4

Teachers commence on Monday 12 October (student free day).

Beginning of the week preschool children start on Tuesday 13 October.

End of the week preschool children start on Wednesday 14 October.

Term 4 ends on Thursday 18 December.

Public Holidays 2026

- **Australia Day:** Monday, 26 January
- **Canberra Day:** Monday, 9 March
- **Good Friday:** Friday, 3 April
- **Easter Saturday:** Saturday, 4 April
- **Easter Sunday:** Sunday, 5 April
- **Easter Monday:** Monday, 6 April
- **Anzac Day Holiday:** Monday, 27 April
- **Reconciliation Day:** Monday, 1 June
- **King's Birthday:** Monday, 8 June
- **Labour Day:** Monday, 5 October

How are the children grouped at your service?

There are four groups of children Macgregor Preschool. Each group attends a five day fortnight.

Monday, Tuesday, every second Wednesday:

Guginya: 21 children

Gudamang: 21 children

Every second Wednesday, Thursday, Friday:

Buru: 13 children

Walga: 15 children

Students with additional needs have been placed across the four classes with additional support identified through observation, parent discussions and the Preschool Assessment Matrix adjustment process.

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

Christopher Shaddock, Nominated Supervisor

Annie Wild, Educational Leader

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.

Number of educators: Not applicable

Macgregor Preschool Statement of Philosophy

Because we believe that children are naturally curious and capable learners, in our preschool you will see:

- Children recognised as capable, unique, and creative individuals who are the reason we are here.
- Children exploring learning provocations with curiosity, both independently and collaboratively.
- Children demonstrating agency and initiative as they follow their own interests.
- Routines that maximise time for meaningful play, supported by a wide range of open-ended experiences, materials and resources that enrich creativity.

Because we believe relationships are the foundation for children thriving and developing as unique and valued individuals, in our preschool you will see:

- Educators working in collaborative partnership with families and external providers to nurture children's wellbeing, safety and learning.
- Warm, welcoming interactions as educators greet children into the learning environment.
- Relaxed, intentional play-based learning experiences shared between educators and children.
- Children having fun with friends, developing a strong sense of belonging, and a confident voice that can influence and shape their world.
- Children and educators communicating, sharing ideas, singing, laughing and learning together.
- Children expressing their ideas with educators actively listening, documenting and responding to their interests and requests.
- An inclusive environment that celebrates diversity and values every child and family.
- Respectful connections to Country and authentic learning about First Nations people.

Because we believe play is the language of children, in our preschool you will see:

- A stimulating environment that sparks imagination, thinking, questioning and experimentation.
- Extended, uninterrupted periods of play with educators following children's ideas and interests with enthusiasm.
- A wide range of open-ended experiences and materials that support creativity and deepen learning.
- Children engaged in enriching experiences that promote creativity, problem-solving and supported risk-taking.

"It is vital that when educating our children's brains we do not neglect to educate their hearts."

-Dalai Lama

Quality Area 1: Educational program and practice

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

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

Quality Area 1: Standards and elements

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

National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

Macgregor Preschool uses the approved framework for early childhood education - the Early Years Learning Framework (EYLF). This framework informs the development of quality programs, planning and delivery. The EYLF is embedded in our planning formats, documentation and analysis of student learning.

The educator team demonstrate a strong commitment to improving their practice. The teaching team are being coached by the Preschool Pathways Partners (PPP) in the Early Childhood section of the Education Directorate to improve their application of the teaching and learning cycle, including critical reflection.

The educator team are also being coached in their interactions with children and the ways they can contribute to the learning program, namely their contributions to observations of children and the ways they collaborate with teachers by contributing to planning.

The teaching team's planning is intentional, linked to observations of children and driven by increasingly critical reflection of both planning and their pedagogical practice.

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

Notes:

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

Standard 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:

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

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

Exceeding themes	
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]

Key improvements sought for Quality Area 1

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2.3	Educators identified the need to develop their capacity to improve the methods and frequency of enabling children to make choices and decisions that influence events and their world.	Children contribute their ideas to the learning program, self-select resources and experiences and request items to initiate or extend their play.	Medium	Establish a choosing board for children to self-select items from storerooms and sheds. Implement a consistent and well-planned indoor-outdoor program, providing uninterrupted play, fluid routines and supporting children's agency. Through observational data, document children's interests and learning experiences they are drawn to/avoid to inform future planning.	Observations of children indicate children demonstrating agency and independence in moving between environments, self-selecting resources and learning experiences and voicing opinions.	End of term 4, 2026	
1.3.1	Educators reflected on their collection and analysis of written observations, identifying the	Clear documentation of each child's experiences and learning	High	In team meetings, undertake professional reading and robust discussion about what constitutes a quality	Improvement in the quality of observational content and ability to analyse observations against the outcomes of the EYLF.	End of term 4, 2026	



	need to establish a well-rounded understanding of each child, using this information to inform their planning.			observation- written or other medium. Work closely with the PPP team to develop effective processes for the analysis of written observations.	Evidence of children’s voice and responsiveness to children’s needs in planning.		
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Quality Area 2: Children's health and safety

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

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

Quality Area 2: Standards and elements

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

National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	2.2.1
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1

National Law and National Regulations		Associated element
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Educators members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2



National Law and National Regulations		Associated element
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1
Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

Macgregor Preschool has recently responded to a Request for Information (RFI) from the Regulatory Authority, that had a major focus on areas in Quality Area 2. As a result, our policies and procedures, and understanding of the National Law and Regulations means we can implement current best practice. All educators, including the Nominated Supervisor undertook professional learning on active supervision, risk assessments and excursions and health and hygiene, presented by the Educational Leader and engaged in reflection of their practice following the presentation.

All educators, including those in a release role, have completed the mandatory National Child Safety Training and jurisdiction Mandatory Reporting training, enabling them to understand their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	[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 2.2 – Safety: Each child is protected.

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]

Key improvements sought for Quality Area 2

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.2 2.1.3 2.21	A requirement of the RFI was for the content of the professional learning, plus all policies and procedures were to become embedded practice.	A well-developed understanding of the requirements of the National Law and Regulations for Quality Area 2.	High	Regular reviews in team meetings of policies and procedures, and reflective practice on our implementation of these documents. Use of a checklist for a walk through by educators and the Educational Leader to ensure effective active supervision is in practice. Ensure checklists for: ● cleaning and maintenance of equipment and soft furnishings ● outdoor and indoor checks and ● toileting documentation is thorough and up to date.	Embedded practice that enacts all policies, procedures and practices	End of term 3, 2026	

Quality Area 3: Physical environment

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

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

Quality Area 3: Standards and elements

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

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
Regulation 109	Toilet and hygiene facilities	3.1.1
Regulation 110	Ventilation and natural light	3.1.1
Regulation 111	Administrative space	3.1.1
Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1
National Law and National Regulations		Associated element



Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

Classrooms are open plan and have space for children to move freely around furniture and other children playing. The entry/exit ways from classrooms are flush with the concrete, providing ease of access for those with a disability and preventing trip hazards. Both classrooms have large windows that allow large amounts of natural light to enter the indoor spaces, and for children to look out of when they are inside.

Learning environments are carefully curated and planned to provide engaging, open-ended play both indoors and outdoors to engage all children. Both indoor and outdoor environments are large and provide ample play space for all children.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	[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 3.2 – Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Exceeding themes	
1. Practice is embedded in service operations	[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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Key improvements sought for Quality Area 3

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.1 3.1.2	Dirty furnishings, damaged equipment, odour in the bathroom.	A clean, safe, well-maintained environment that supports learning and children's wellbeing.	High	Weekly environment audits both inside and outside. Dispose of and replace damaged resources. Report to Business Manager who will liaise with the head of the cleaning provider when children's bathroom has not been cleaned correctly. Audit classrooms, storerooms and sheds to remove all broken and worn resources and equipment	A clean, safe and well-maintained environment that is safe for all learning and working in the preschool environment. A strong culture of removing items when worn or broken. Safety checklists are administered daily, monthly and termly to maintain progress and identify new issues.	Ongoing	Deep clean of children's bathroom undertaken at the end of 2025. Automatic deodorisers have been installed in the children's bathroom.

Quality Area 4: Educator arrangements

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

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

Quality Area 4: Standards and elements

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

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to educator arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre-based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1
National Law and National Regulations		Associated element
Regulation 136	First aid qualifications	4.1.1

Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Educators record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Educators members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of educators other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

The new teaching team of 2026 have quickly formed strong connections and collaborate during planning and development of learning environments. Educators are more involved this year, working collaboratively with the lead teacher by contributing to observations of children and suggesting ideas for planning. Each educator also has an area of responsibility eg. monitoring of first aid supplies, conducting and organising safety checks, resulting in a greater feeling of purpose and improved wellbeing.

An additional educator has been employed to support children across both classrooms, especially those with additional needs.

Educators covering educator lunch breaks come from the main school building and are consistently in attendance. When not available, the additional educator covers lunch breaks to ensure continuity.

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

Notes:

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

Standard 4.1 – Educatoring arrangements: Educatoring arrangements enhance children’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 4.2 – Professionalism: Management, educators and educators 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]

Key improvements sought for Quality Area 4

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1	Hierarchical team structure, limited collaboration, ECA Code of Ethics not known	A collaborative, professional culture where all educators contribute meaningfully.	Medium	Code of Ethics training and poster on display Collaborative review of documentation and planning requirements, working with the PPP. Peer-mentoring partnerships between teachers and educators. Review all induction for educators, including relief educators.	A harmonious, collaborative working environment that acknowledges and respects the contributions of all members of the team.	End of term 3, 2026	

Quality Area 5: Relationships with children

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

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

Quality Area 5: Standards and elements

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

National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths

Teachers and educators get down to the child's level when conversing or supporting them. Information about each child and their family is collected at the end of the previous year to commencing preschool, in addition to stay and play sessions, led by the educators. This enables educators to initiate conversations and develop relationships with children by talking about their family and interests. In addition to extending play and questioning, educators are playful and join games and play with children. Each child is warmly greeted at the beginning of the preschool day, setting the child up for a successful day as they feel secure, confident and included.

Children's rights for privacy and comfort when toileting is respected by educators and children, with adults only entering the bathroom to assist children or to monitor the location of children.

Children who need their nappy changed, are quietly asked if they need to be changed, or if educators suspect a child needs to be changed, they are asked if they are 'comfortable' to maintain dignity.

If an educator needs to talk to a child about their behaviour or other issue, the educator goes and approaches the child and speaks quietly to them, rather than calling out across the classroom or outdoor learning environment.

Each class has created a Class Agreement where children have contributed their ideas to develop a living document that guides the expectations of the group.

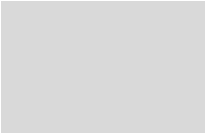
The structure of the day enables large blocks of time where children have opportunity to engage in deep and meaningful play. The layout of the indoor and outdoor learning environments supports collaboration and the curation of engaging learning environments that support open-ended learning.

Flexibility in routines allows for educators to be responsive for the children's needs, including

- eating and drinking times
- offering opportunity for sleep and rest
- move from inside to outside if movement helps regulation
- provision of 'fiddle toys' and other sensory tools

Intentional Social and Emotional Learning lessons are conducted during group times, teaching about their social and emotional needs and those of others.





Restorative conversations are used. A restorative conversation is a structured dialogue used to resolve conflict, address mistakes, and repair damaged relationships. Instead of assigning punitive blame, it focuses on understanding the impact of actions, taking accountability, and finding a constructive path forward.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	[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 5.2 – Relationships between children: Each child is supported to build and maintain sensitive and responsive relationships.

Exceeding themes	
1. Practice is embedded in service operations	[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]

Key improvements sought for Quality Area 5

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
	Minimal meaningful interactions with children; inconsistent behaviour guidance, children's dignity not upheld		High	Warm, respectful and responsive interactions that uphold children's rights and support regulation. Professional learning discussions and experiences on rights-based practice in team meetings. Active supervision to prevent incidences of inappropriate or unsafe behaviour happening, and to provide genuine opportunities for positive interactions with children.		Ongoing	



			Weekly Social and Emotional Learning lessons. Use of restorative conversations to guide acceptable educator responses to negative behaviour, guide positive behaviour choices for children and repair the harm done to the other child/ren. Meaningful interactions with children that demonstrate respect, warmth and effective behaviour guidance that is consistent for all children.			
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Quality Area 6: Collaborative partnerships with families and communities

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

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

Quality Area 6: Standards and elements

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

National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

There is a thorough transition process including

- sharing of information with ECECs that have children transitioning from the 3 year old initiative
- Information sessions for families informing them of the structure of the day, the teaching and learning program, the Early Years Learning Framework, and links to community services
- Families are provided with an information pack, including the preschool handbook
- Multiple Stay and Play sessions for children to engage with the preschool learning environments and other children. This also provides opportunity for families to make connections.
- Family-Educator meetings are held to find out more about each child and to inform class placement.

Families are asked to contribute to the preschool Statement of Philosophy.
All families are invited to join the school P&C.

Our classrooms have an open-door policy, and families are welcome to enter the preschool gates 15 minutes before the start of the day to engage with each other and for children to have a slower start to their day.

The information gathered at the teacher-family meeting gathers this information to inform our teaching approach.
Families are asked to share elements of their culture eg. how to say hello in their home language.

The opportunity for families to contribute to the preschool philosophy, uses open ended questioning, enabling families to share their values.

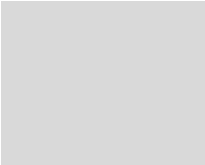
Transition statements from ECECs with children accessing the 3 year old initiative are shared and discussed with family and providers.

Regular conversations with families during pick up and drop off times about concerns and successes.

Reports and interviews in semesters 1 and 2.

Comprehensive kindergarten transitions in term 4, with handover meeting between teachers to ensure all information is efficiently shared.





Time and support meetings are available for families and therapists to ensure hand over of information, best practice moving forward, relevant plans are developed and for implementation. Parents are invited and welcomed into the classroom to support their child's safe and successful inclusion and participation, with the preschool.

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	[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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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	[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]

Key improvements sought for Quality Area 6

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.2	Children with additional needs were shadowed or isolated; appropriate adjustments are not evident.	Inclusive practice that supports participation, belonging and equitable access.	High	Develop ILP, Positive Behaviour Support and Absconding Plans for children with additional needs, in consultation with families and agencies.			

			Work with educators on how to facilitate solitary play with children and effectively use visuals for communication and engagement.			
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Quality Area 7: Governance and Leadership

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

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

Quality Area 7: Standards and elements

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

National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to educatorsing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2

Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2
National Law and National Regulations		Associated element
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2

Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
National Law and National Regulations		Associated element
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – educators members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2

Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2
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Quality Improvement Plan for Quality Area 7

Summary of strengths for Quality Area 7

Strengths	Educators complete the self-assessment tool on an annual basis, and this informs the goals for the quality improvement plan. All educators write a teacher personal development plan, to set goals for improving in their practice each year. All educators are supported to develop their planning documents meeting all areas that are required as well as being individual to the setting and individual teachers. Educators are supported by the educational leader and PPP to engage with new ideas and practice. Directorate and online personal development for all educators.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

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

Standard 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:

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

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

Exceeding themes	
1. Practice is embedded in service operations	[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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Key improvements sought for Quality Area 7

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.1	Philosophy is not guiding practice	A new, refreshed philosophy that reflects the community, children and preschool practice and pedagogy.	Medium	Working with the PPP team to develop a philosophy that matches beliefs and practices Seek feedback from families to ensure family voice is represented. Once adult version of the philosophy is developed, work on creating one that promotes child's voice.	An updated philosophy that reflects the preschool's beliefs and practices and represents families' input.	End of Term 3, 2026	



7.1.2	Risk systems are inconsistent	Thoroughly written and reflective risk assessments are in place and are communicated with all educators for shared understanding and implementation.	High	Rewrite all current risk assessments and write those that are missing. Use the NQF Engagement team as a source of information and feedback to ensure currency and thoroughness. Share risk assessments with all educators and outline their key responsibilities. Present professional learning on risk assessments and excursions.	Currency of risk assessments and common understanding of requirements by all educators.	End of Term 1, 2026	
7.2.1	Quality Improvement Plan (2025) is outdated	A living QIP document that drives improvement	Medium	Complete the Self-Assessment Tool with the teaching team and use this information to make a relevant, achievable and current Quality Improvement Plan.	A well-developed Quality Improvement Plan that is representative of all educators and improves each educator's practice.	End of Term 2, 2026	Completed.



Notes



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